

# University of Alaska Board of Regents

Subcommittee on University Structure

August 28, 2019

# Overview

- Purpose
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# Purpose

Pursuant to direction from the Board of Regents on July 30, 2019, we are taking steps to reduce operating costs through administrative consolidation and developing a strategic approach to academic integration and a plan for transition to a single institutional accreditation.

These steps are summarized in this presentation.

In this meeting, we seek your questions and suggestions in order to prepare effectively for the Full Board discussion on September 12.

# Board Direction, July 30, 2019

The Board of Regents, pursuant to its duty to govern the University of Alaska in the best interest of the state, authorizes the president—with interim oversight from a Regents’ subcommittee to be appointed by the Chair—to implement the following steps toward increasing the share of resources devoted to academics and student services by developing a revised organizational structure for the University of Alaska:

- reducing administrative costs immediately through consolidation and standardization of processes in “back office” functional areas including but not limited to information technology, finance, university relations, and procurement;
- preparing a strategic approach to combining duplicative academic colleges and schools, consolidating research institutes, and enhanced integration of community campuses—for review and approval by the Board at its meeting on September 12-13, 2019.
- preparing a plan for Board approval to transition to a single institutional accreditation over the 2019-2020 academic year; and
- consulting through the above steps with student, faculty, and staff governance groups.

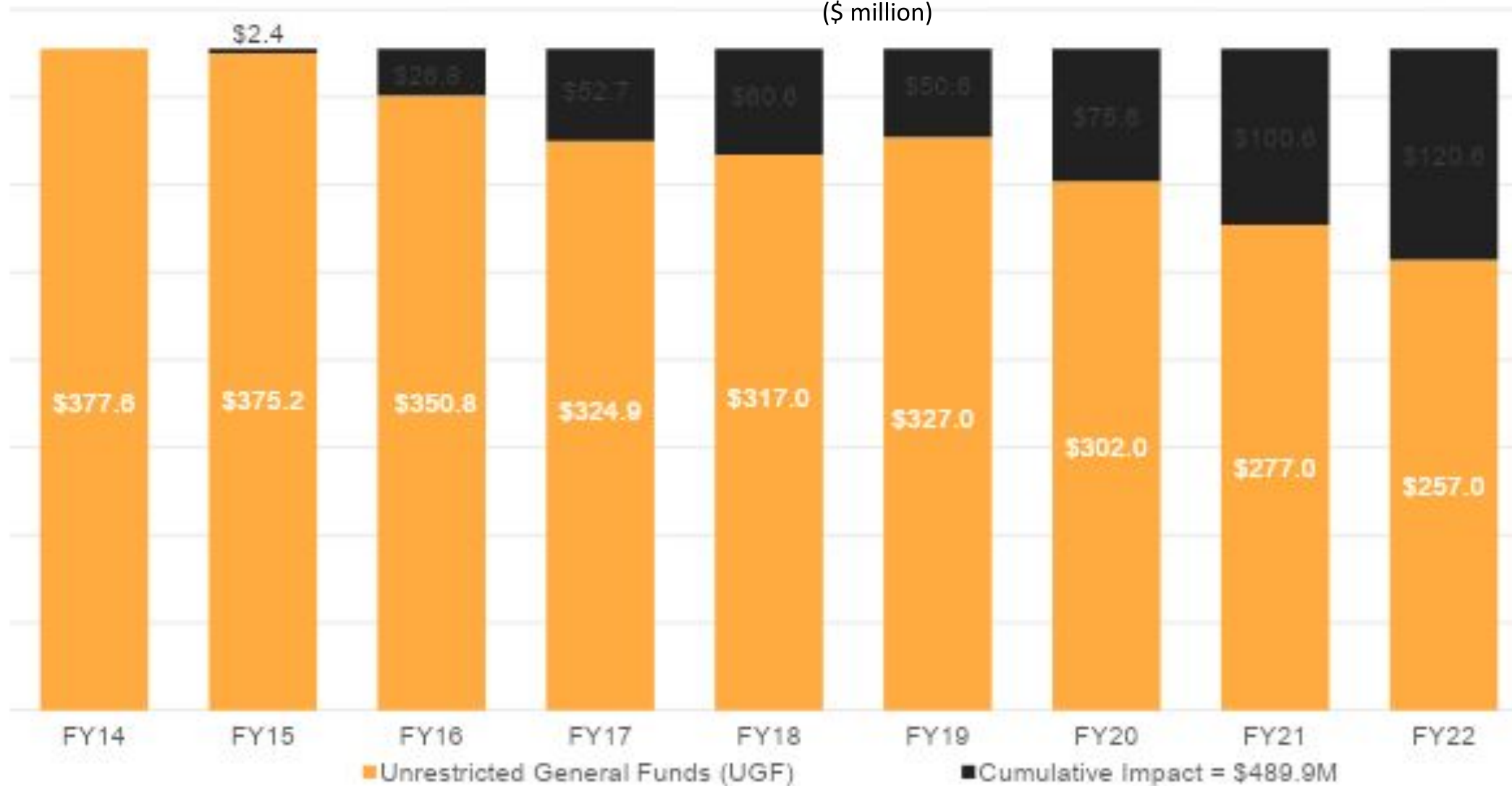


# Board Interests, expressed July 30, 2019

- No matter which structural model (three accredited universities or a single accredited university), it must:
  - increase the share of budget on academics and student services
  - maximize access to UA programs and services for students across Alaska (face-to-face and online)
  - reduce administrative costs
  - provide a seamless student experience, including a single application, common courses, common curriculum and GERs, billing and transcripts
- Focus on student outcomes
- Fiduciary responsibilities, with emphasis on spending less on administrative support
- UA values and prioritizing areas of importance which included simplifying access (including rural), and investing in the seamless student experience, and student success through strong support services
- Integration of teaching and research, ensuring the next generation has a strong state university
- Education for enhancement, enrichment and public service
- Opportunities for research and its long-term investment for Alaska and the world

# Budget

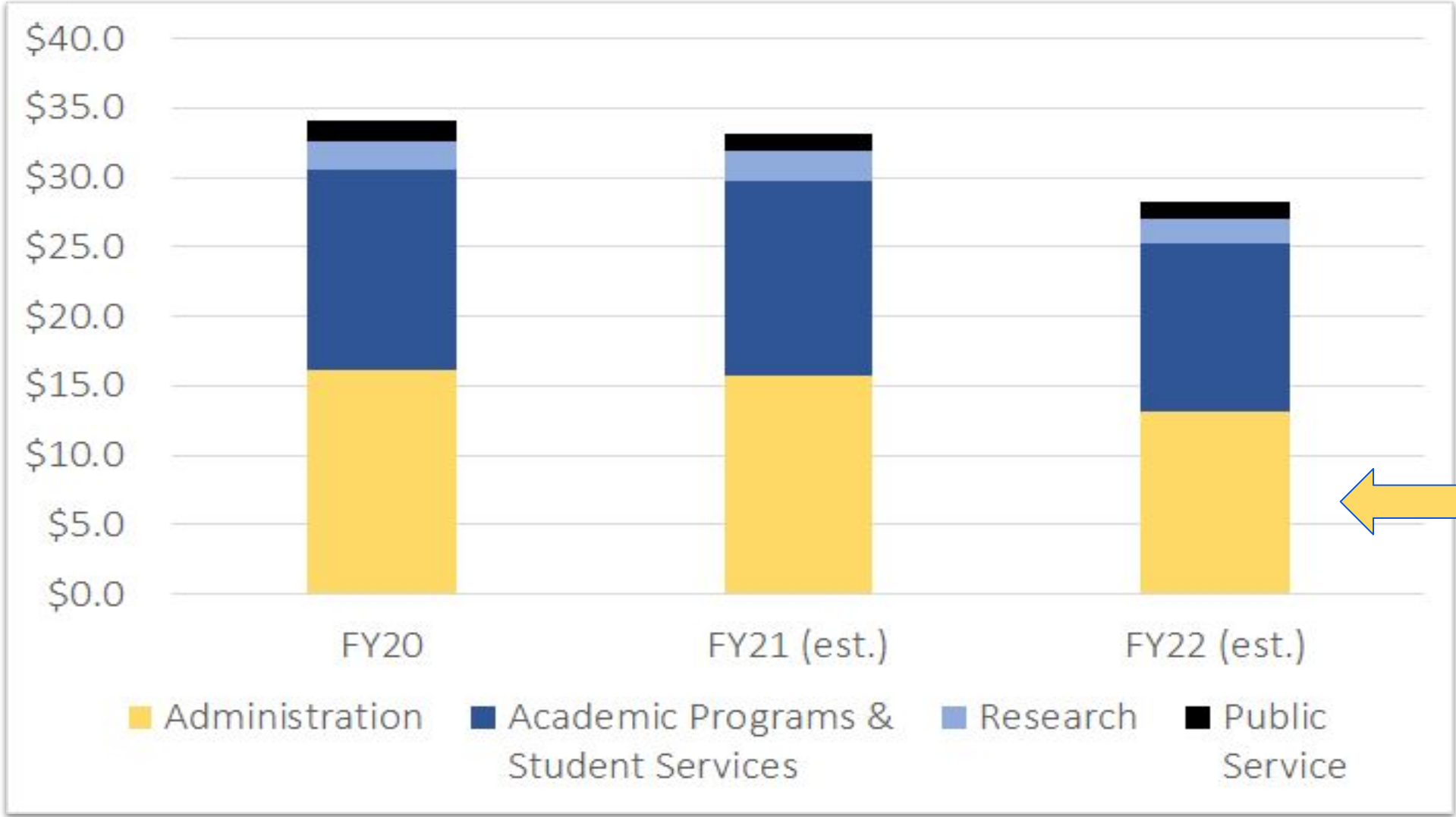
## University of Alaska State Funding History and Projection (per Compact) (\$ million)



# Budget Plan for FY2020 - FY2022

|  | FY20       | FY21<br>1 <sup>st</sup> Review | FY22<br>Estimate | Total      | Comments                                      |
|--|------------|--------------------------------|------------------|------------|---|
| <b>Expense Factors</b>                 |            |                                |                  |            |   |
| • State UGF Reduction                  | 25.0       | 25.0                           | 20.0             | 70.0       | Base Reallocation                             |
| • Investment                           | 9.1        | 8.2                            | 8.2              | 25.5       |   |
| • Strategic Initiatives                | 5.0        | 5.0                            | 5.0              | 15.0       | Base Reallocation                             |
| • Compensation (Equity and Market)     | 3.4        | 3.2                            | 3.2              | 9.8        | Reallocation within MAU                       |
| • Title IX / Safety                    | <u>0.7</u> | <u>0.0</u>                     | <u>0.0</u>       | <u>0.7</u> | Reallocation within MAU                       |
| Total                                  | 34.1       | 33.2                           | 28.2             | 95.5       |   |
|  |            |                                |                  |            |   |
| <b>Expense Reduction *</b>             |            |                                |                  |            |   |
| • Administration                       | 16.2       | 15.7                           | 13.2             | 45.1       |   |
| • Integration and reduction            | 8.2        | 8.7                            | 7.2              | 24.1       |   |
| • Facility Maintenance                 | 8.0        | 7.0                            | 6.0              | 21.0       | Monetize assets & reduce facilities footprint |
| • Academic Programs & Student Services | 14.4       | 14.1                           | 12.1             | 40.6       |   |
| • Research                             | 2.0        | 2.1                            | 1.8              | 5.9        |   |
| • Public Service                       | <u>1.5</u> | <u>1.3</u>                     | <u>1.1</u>       | <u>3.9</u> |   |
| Total                                  | 34.1       | 33.2                           | 28.2             | 95.5       |   |
| * Includes non-ugf funding sources     |            |                                |                  |            |   |

# \$70M+ Reduction Plan by FY22



the clear need to proceed with:

*“...reducing administrative costs **immediately** through consolidation and standardization of processes in “back office” functional areas including but not limited to information technology, finance, university relations, and procurement...”*

# Strategic Approach

|   | FY 2020<br>\$302 (-\$25)  |   |  | FY 2021<br>\$277 (-\$25)   |                              |            | FY 2022<br>\$257 (-\$20) |
|---|---|---|--|--|------------------------------|------------|--------------------------|
|   | 2019  |   | 2020   |  |                              | 2021       |                          |
|   | Summer  | Fall  | Spring   | Summer   | Fall                         | Spring     | Summer                   |
| <b>Central Administration</b> <ul style="list-style-type: none"> <li>• HR</li> <li>• Finance</li> <li>• Facilities</li> <li>• Information Technology</li> <li>• Advancement (Dev.)</li> <li>• Advancement (UR, Alumni)</li> <li>• Title IX</li> </ul> | Implementation<br>Planning<br>Planning<br>Planning  | Operation<br>Implementation<br>Implementation<br>Implementation<br>Planning<br><br>Planning   | Eval./Imp.<br>Operation<br>Operation<br>Operation<br>Operation<br>Implementation   | Eval./Imp.<br>Eval./Imp.<br>Eval./Imp.<br>Eval./Imp.<br>Operation                        | Eval./Imp.<br><br>Eval./Imp. |            |                          |
| <b>Academic</b>   | Planning <ul style="list-style-type: none"> <li>• Transition</li> <li>• Group input meetings</li> <li>• Survey</li> </ul> | Planning <ul style="list-style-type: none"> <li>• Program / Unit Reviews*</li> <li>• Plan for BOR review &amp; approval November 7</li> </ul> | Planning <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Student transition</li> <li>• Accreditation</li> </ul> | <ul style="list-style-type: none"> <li>• Transition</li> <li>• Implementation</li> </ul> | Operation                    | Eval./Imp. |                          |
| <b>Academic Administration</b>  |   |   |  |  |                              |            |                          |
| <b>Student Services</b><br>Athletics  | Planning <ul style="list-style-type: none"> <li>• Plan for BOR review &amp; approval November 7</li> </ul>                | Planning  | Implementation   | Operation  | Eval./Imp.                   |            |                          |

\* Review teams will include faculty, administrators, students, staff, and community members.  
 Program review to proceed whether single or three institutional accreditations.

# Administration Savings & Integration

- Summer 2019

- Travel freeze
- Procurement freeze
- Notice of 10 day furlough (withdrawn)
- Reduction of adjunct faculty
- Implementation of Human Resources

The freezes provided an estimated \$8m in savings in the first two months of FY20

Estimated annual savings of \$500K

- Fall 2019

- Implementation of Information Technology
- Implementation of Development\*
- Implementation of Finance
- Implementation of Facilities

Est. annual savings \$3M; Headcount down ~15 FTE

No savings projected, area for investment

Est. annual savings of \$1.2M

- Spring 2020

- Implementation of Title IX
- Implementation of Advancement (Development\*, University Relations, Alumni Relations)
- Planning for and implementation of integration between Central and Academic Administration

# Academic Strategy

- Phase 1 (July - August)
  - Inter-university teams meet to discuss
  - Stakeholder input survey
  - Plan for fall program review process
- Phase 2 (September – November)
  - Program / unit reviews 
  - BOR review and approval
- Phase 3 (December – June)
  - Planning
    - Curriculum
    - Student transition
    - Faculty notice
    - Accreditation
- Phase 4 (July – September)
  - Transition
  - Implementation

## Current Areas for Review\*

- Engineering
- Teacher Education
- Health
- Management and Business
- Natural Sciences
- Social Sciences
- Arts & Humanities
- Alaska Native Studies
- Career and Technical Education (CTE) Programs
- Community Campuses
- eLearning
- Organized Research
- Public Service
- Libraries
- Athletics
- Other TBD

\* Each area will be reviewed by a single inter-university team

## Charge for Reviews

- Implement Board direction
- Focus on excellent student experience\*\*
- If there were one College of X serving the state, how best to organize it?
- Reduce program cost
- Increase student:faculty ratio
- Maximize program offerings
- Provide a single curriculum
- Reduce administration costs
- Improve collaboration
- Ensure local perspective
- Use an inclusive process (faculty, staff, students, community)

\*\*See Appendix, pages 25-26 for essential characteristics.

# Academic Strategy - Planning Workshops

- Planning Workshops, August 19-23
- Facilitated by Dr. Joel Cutcher-Gershenfeld, Brandeis University
  - Change Management Model
    - Hopes and Fears
    - Vision and Data
    - Stakeholders and Interests
    - Alignment and Options
    - Recommendations and Implementation
- ~210 participants from 8 focus areas: Engineering, Teacher Education, Health, Management/Business, Science/Arts & Humanities/Social Science, Career and Technical Education programs/Community Campuses, eLearning, Organized Research.
- Workshops included administrators, faculty, staff and students who met in two sessions each, one in Fairbanks, and one in Anchorage. There was active participation at sites across the state via Zoom and was live-streamed.
- Minutes from the meetings will be posted on the “new UA” website. A facilitator’s summary will be made available to the Board.

*This is only the first of many workshops and focus groups that will engage internal and external stakeholders*



# Academic Strategy - Workshop First Principles

During the sessions, there was informal dialogue among the team leading and facilitating the sessions that surfaced the following points as potential “first principles” going forward:

- **Serving students:** An overarching commitment, serving students, current and future.
- **Honoring Indigenous cultures:** An overarching commitment, honoring and respecting indigenous cultures and values.
- **Agile Institution:** The aim of an agile institution, responsive to emerging local needs.
- **Vertical and Lateral Alignment:** The importance of mechanisms for horizontal collaboration (lateral), in addition to the importance of decisive and inclusive leadership (top-down), combined with broad engagement and action (bottom-up).
- **Geographic and cultural context:** Education matched to the Alaska context, both geographic and cultural.
- **Transformative research:** Appreciation for the transformative role of research addressing natural, technological, and social challenges facing society.
- **Increased self-sufficiency:** A shared priority for reducing the dependency of the university on State funding .
- **Deliberation and Action:** A need to balance the time needed for deliberation and the importance of decisive action (where inaction is potentially costly).
- **Plan, Do, Check, Adjust:** The need for use of a Plan, Do, Check Adjust (PDCA) approach to continuous improvement (not just “Plan, Do ... Plan, Do ... Plan, Do” but including thoughtful “Check, Adjust”).
- **Anticipating Accelerating Rates of Change:** The importance of anticipating an accelerating pace of change in technology and society, as well as across higher education, with the overarching dual aim consistent with that of all societal institutions of creative value and mitigating harm.

# Stakeholder Mapping Survey

## Who is being surveyed?

Alaskan tribal elders, leaders, or members

Alaska Native for-profit corporation leaders or shareholder

State, city, or village elected officials or staff

Community campus educators or administrators

K-12 educators or administrators

Industry/business leaders or employees

Non-profit organizational leaders or staffs

University executive or academic leaders

University faculty; University staff

University students

University alumni/ae

Parent of school-age children (K-12 and college)

## What are we asking?

Issues that are "at stake" for the university, such as:

- sustaining current areas of excellence
- ensuring an seamless student experience
- serving Alaska's employers
- operating as a single integrated system
- not having any one campus dominate decisions
- utilizing new technology in education
- ensuring all stakeholders work together

On these and other issues, we are asking people both how important an issue is as well as how difficult it is to address the issue -- with the gaps between perceived importance and difficulty being particularly useful to understand.

## What's next?

To date, we have received 3,770 complete responses and we expect more to come in during this final week of data collection.

A report on the survey results will be provided to the Board on September 12.

# Student Services - Guiding Principles

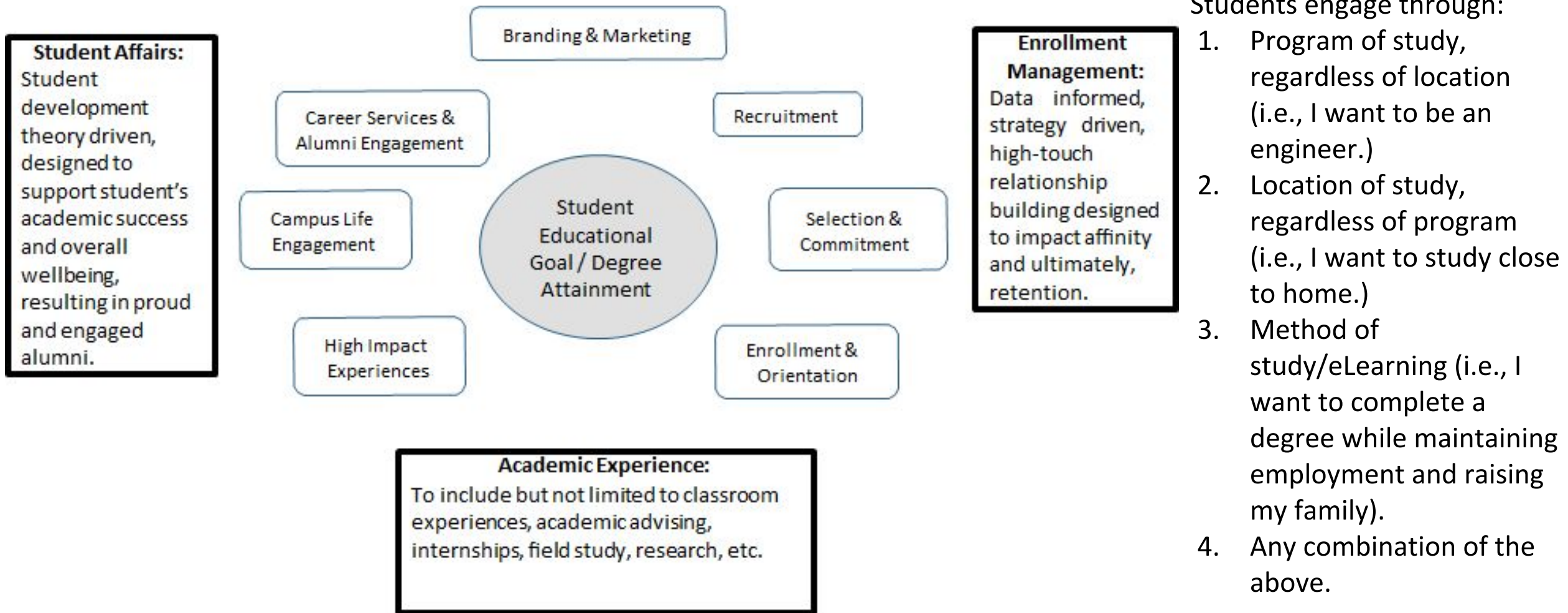
Enrollment Services & Student Affairs under one university must be:

- **Accessible:** Students are able to access services across multiple locations in a reliable and consistent manner.
- **Focused:** The priority is on student success (goal/degree attainment)
- **Continuous:** Each part of the student lifecycle impacts the quality of the next part of the student lifecycle  
Every student, whether they study online, on a small campus or a large campus, goes through a student lifecycle. A strong partnership is maintained through enrollment management, academics, and student affairs.
- **Scalable:** Meet the diverse needs of our students no matter where or how they study.
- **Efficient:** Which will require investment in a streamlined student experience.

Enrollment Services & Student Affairs is best structured in response to:

- Where are the students?
- What are the academic programs they want?
- How are our programs best, and most cost effectively, delivered?
- How do we incorporate all elements of the student lifecycle?

# Student Services - Student Lifecycle and Affinity



# Student Services - Distribution of Functions

## Centralized

- Application for admission
- Automated admissions processing
- Recruitment name buys
- Residency determinations
- Verification processes (e.g., enrollment, degree)
- Comprehensive statewide student recruitment marketing strategy with local recruitment plans
- Strategic enrollment planning
- Compliance (e.g., FERPA, VA, Title IV aid, etc.)
- Staff training and development

## Regionalized/Localized

- Local/regional recruitment, committed to increase enrollment of diverse student populations
- Program admissions processing
- Financial Aid services
- Registrar services
- International student services & SEVIS
- Academic Exchange/Study Abroad
- Military & Veteran Student Services
- Orientation

# Draft Full BOR Motion for September 12-13, 2019

“To reduce costs and increase the share of resources dedicated to academic programs and student services, the Board of Regents directs the president and the university to form inter-university teams to conduct expedited reviews of units and programs system-wide, including but not limited to the following, to determine how best to integrate, reduce or discontinue units and programs:

- Engineering
- Teacher Education
- Health
- Alaska Native Studies
- Management
- Science
- Arts
- Humanities
- Career & Technical Education (CTE)
- E-learning
- Organized Research
- Public Service
- Athletics

The Board further directs the president to present the findings at the board’s November 7-8, 2019, meeting. This motion is effective September 12, 2019.”

# Appendix

- Mission
- Vision
- Values
- Goals
- Strategic Pathways
- Commitment

# Our mission

UA: The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.

UAA: The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement and creative expression. Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities and its diverse peoples. UAA is an open-access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate and graduate degrees in a rich, diverse and inclusive environment

UAF: The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

UAS: The mission of the University of Alaska Southeast is student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska.



# OUR VISION

Center for  
Northern Security

Institute for  
Arctic Sustainability

Center for  
Distributed Science

Regenerative  
Policy Institute

Alaska Permanent  
Capital Institute

Center for the  
Blue Ocean Economy

Center for Excellence  
in Public Service

Sustainable  
Tourism

Alaska  
School of  
Medicine

ANSEP

School for  
Arctic Agriculture

Bioengineering

Remote Sensing  
R&D Network

FabX Lab

Arctic Design  
Institute

Innovation and  
Entrepreneurship

Quantum  
Learning Track

Alaskan Autonomous  
Systems

Arctic  
Ambassadors

National Microgrid  
Energy Lab

Intergenerational  
Immersion

Alaska Arts  
Platform

Alaska Center for  
Teaching Excellence

One Health

Ethnomedicine



# Our values

**U**nity in promoting communication and collaboration.

**A**ccountability to our students, faculty, staff, alumni, and the diverse peoples of Alaska.

**L**eadership for Alaska's people and institutions.

**E**xcellence in our programs and services.

**A**ccessibility for all Alaskans.

**D**edication to serving community needs.

**S**tewardship of our resources.

# Goals 2017-2025

|  | 2017<br>Baseline | 2018<br>Observed | 2019<br>Target | 2020<br>Target | Change<br>2019-2020 | 2025<br>Goal |
|--|------------------|------------------|----------------|----------------|---------------------|--------------|
| <b>1. Contribute to Alaska's economic development</b>                |                  |                  |                |                |                     |              |
| Increase STEM graduates  | 1,628            | 1,691            | 1,776          | 1,875          | +99 (6%)            | 2,460        |
| Increase # invention disclosures                                     | 17               | 34               | 23             | 25             | +2 (9%)             | 34           |
| <b>2. Provide Alaska's skilled workforce</b>                         |                  |                  |                |                |                     |              |
| Increase % of educators hired  | 30%              | 33%              | 37%            | 43%            | +6% (16%)           | 90%          |
| Double number of health program completions                          | 874              | 939              | 986            | 1,086          | +100 (10%)          | 1,760        |
| <b>3. Grow our world class research</b>                              |                  |                  |                |                |                     |              |
| Lead the world in Arctic related research                            | 1                | 1                | 1              | 1              |                     | 1            |
| Increase research expenditures                                       | \$159.4m         | \$150.7m         | \$157.4m       | \$168.3m       | +\$10.9m (7%)       | \$235m       |
| <b>4. Increase degree attainment</b>                                 |                  |                  |                |                |                     |              |
| Fiscal Year Student Full Time Equivalent (FTE)                       | 18,492           | 17,555           | 18,433         | 19,825         | +1,392 (8%)         | 28,526       |
| Increase completions   | 4,594            | 4,554            | 4,781          | 5,442          | +661 (14%)          | 10,400       |
| <b>5. Operate more cost effectively</b>                              |                  |                  |                |                |                     |              |
| Decrease total cost of education (indirect and direct) per completer | \$107.3          | \$108.4          | \$103.0        | \$93.9         | -\$9.1 (-9%)        | \$59.0       |
| Increase annual completions per Full Time Equivalent (FTE)           | 23/100           | 23/100           | 24/100         | 26/100         | +1.6 (6%)           | 35/100       |

# 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  |          | <b>UA ANCHORAGE</b><br>Comprehensive metropolitan university in Alaska’s economic hub, with primary focus on workforce development through its several regional community campuses  | <b>UA FAIRBANKS</b><br>Research university renowned for leadership in Arctic and the North, with additional focus on workforce development and community and rural education   | <b>UA SOUTHEAST</b><br>Comprehensive regional university focused on interdisciplinary & marine-oriented programs, teacher education, e-Learning, and workforce development  |
| CAMPUS LEAD FOR THE STATE*                                | Research | Social and economic sciences, health policy   | Arctic science and policy, physical, biological, and social sciences, engineering and applied energy   | Interdisciplinary / environmental   |
|   | Teaching | <ul style="list-style-type: none"> <li>• Health professions</li> <li>• Business and public policy</li> <li>• Economics</li> <li>• Logistics</li> <li>• Project Management</li> </ul>  | <ul style="list-style-type: none"> <li>• Physical, natural, and related sciences</li> <li>• Arctic / Northern Studies</li> <li>• Rural development / tribal management</li> <li>• Doctoral education</li> <li>• Mine training</li> <li>• Fisheries and ocean sciences</li> </ul> | <ul style="list-style-type: none"> <li>• Marine–oriented programs (including joint programs with UAF)</li> <li>• Teacher education (administration)</li> <li>• Interdisciplinary degrees/ degree completion</li> <li>• Emphasis on regional workforce priorities, e.g., mine training.</li> </ul> |
|   | Outreach | • Aligned with Research and Teaching Focus  |  |   |
| COURSES / PROGRAMS AVAILABLE ACROSS THE UNIVERSITY SYSTEM |          | <ul style="list-style-type: none"> <li>• Common General Education Requirements</li> <li>• Liberal Arts and Humanities</li> <li>• Social Sciences &amp; Natural Sciences</li> <li>• Nursing</li> <li>• Engineering</li> <li>• Distance Education / E-Learning</li> <li>• Career and Technical Education</li> </ul> <ul style="list-style-type: none"> <li>• Alaska Native Studies</li> <li>• Teacher Education</li> <li>• Management</li> <li>• Mine training</li> <li>• Wide choice of non-major courses</li> <li>• Dual credit with K-12</li> <li>• Developmental Education</li> </ul> |  |   |

\* 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.

# Our commitment

1. Students in all parts of the state will be able to access the full array of academic programs offered by System institutions:
  - Some will be online rather than face-to-face
  - The exceptions will be those programs that require considerable hands-on experience with specialized equipment
2. These students will be provided the student support services (concierge services) they need to successfully take advantage of this array of academic services.
3. Programs that require hands-on instruction will be provided in communities throughout the state where:
  - Local employers can demonstrate a demand for program completers
  - There is sufficient student demand to make the program economically viable. In cases where student demand is not sufficient to ensure economic viability, the program may still be offered if local community or employers provide the necessary “bridge” funding
4. The university will be a much more user-friendly institution. While further discussion with stakeholders will be required, these are the minimum characteristics:
  - A single admission form/process for admission to System institutions
  - A single point of contact to arrange for Student Financial Aid
  - No requirement for separate admission to each institution in which a student chooses to enroll
  - Seamless transfer of courses
  - “Guided Pathways” - once a student selects a program of study, they will be presented with a clear sequence of required courses
  - A common General Education core

# Our commitment (2)

5. Common course numbering and standard course blocks.
6. Courses in the General Education core will be reengineered as hybrid courses and designed to:
  - Be delivered across the System
  - In ways proven (e.g., by NCAT) to deliver superior learning outcomes at substantially reduced costs
7. Any stakeholder of the University – students, employers, citizens – will have a single point of contact:
  - Front line staff in administration and student services will be generalists.
  - Specialists will serve as trainers of, and consultants to, the generalists.
8. The university will educate individuals who can meet the workforce needs of the state:
  - For job entry positions
    - Public sector – e.g., teachers
    - Private sector – e.g., health care professional, skilled trades, etc.
  - Retraining of incumbent workers
9. The University will continue to do world-class research and develop additional capacity in niche areas important to the future of Alaska.
10. We will serve as an engine of social mobility for historically underserved population. Gaps in participation and completion for these populations will be closed.
11. We will seek excellence in all functions of the University, both academic and administrative.