

UAA Staff Council Agenda

Thursday, October 4, 2018

9:30 a.m.-11:30 a.m.

LIB 302A

Audio: 786-6755 | ID: 284572

[Link to Live Skype Meeting](#)

I. Call to Order

II. Introduction of Members

[P = Present X = Absent C = Call In]

2018-2019 UAA Staff Council Membership

		Term:	H/S			Term:	H/S
	Brenda Levesque (Co-President) College of Health	17-19 CP: 18-19	H		Krystal Offord College of Arts & Sciences	17-19	H
	John Moore (Co-President) College of Arts & Sciences	18-20 CP: 18-20	S		Austin Osborne Enrollment Services	18-20	H
	Mike Swanson (Co-Vice President) Mat-Su College	18-20 CVP: 18-20	H		Mo Radotich (PWSC) Office of Admin. Services	18-20	H
	Kendra Conroy (Co-Vice President) Business Enterprise Institute	18-20 CVP: 18-19	S		Tania Rowe Student Support Services	18-19	H
	Alyssa Ament College of Engineering	18-19	H		Lorraine Stewart (Kodiak) Career & Technical Education	18-19	H
	August Axtell Chugiak-Eagle River Campus	18-19	S		Mike Swanson (Mat-Su) Student Services	18-20	H
	Tamika Dowdy Alaska Middle College	18-20	H		Amber Sweetland (KPC) Office of Admin. Services	18-20	S
	Falon Harkins Parking Services	18-19	S		Charlotte Titus Justice Center	18-19	S
	Jason Hotch College of Engineering	18-19	S		Chris Triplett University Advancement	18-19	S
	Dawn Humenik Student Government	18-20	H		Julia Vizcaino Residence Life	18-19	S
	Kyra McKay Health, Physical Education & Recreation (HPER)	18-20	H		Michelle Yerkes Human Resource Services	18-20	S

H=Hourly/Non-Exempt S=Salary/Exempt

III. Approval of the Agenda (pg. 1-3)

IV. Approval of the Summary (pg. 4-6)

V. President's Report

A. Guest speakers

- i. Larry Foster, Institutional Self-Study Tri-Chair, Accreditation – 9:30am

- ii. Adam Paulick, Chief Information Officer/Associate Vice Chancellor, Information Technology Services, Office 365 & Team Works, ITS Updates, Q&A, 10-10:30am

VI. New Business

- A. Resignation
- B. Filling Vacancies
- C. President Johnsen to be our guest speaker on Thursday, February 7, 2019. He would like talking points before his visit. Council members please send list of topics to Brenda & John.
- D. SW Voice – Delayed reports of misconduct (pg. 23-24)

VII. Old Business

- A. Staff Emeritus Review Process: Develop Rubric – Establish an ad hoc Staff Emeritus Process Committee to fall under Internal Staff Council Committee – Volunteers to work on Rubric?
- B. Staff Morale Survey
- C. Future Guest Speakers
- D. FY19 Resolutions – Tie to FY19 GOALS and what we want to accomplish and work on in FY19.

VIII. UAA Staff Council Committees

- A. Communications & Marketing Committee - Chair: Tania (pg. 25)
Members: Tania, Kendra, Amber, Austin, Alyssa
- B. Staff Recognition Committee - Chair: Charlotte
Members: Charlotte, Krystal, Dawn, Mo, Julia
 *The Committee will be recognizing the highest ranking nominee for September's Recognition Award during the week of 10/1.
 *Current Committee Chair, Charlotte Titus, is stepping down from the Committee and the Council
 *The Committee is meeting on Monday, 10/1, to select a new Chair and finalize the Award process.
 *Email notification for Nominations for October's award will be open 10/10-10/28.
- C. Events Committee - Chair: August (pg. 26-27)
Members: Kyra, Chris, August, Jason
- D. Human Resources (Compensation & Benefits) Committee - Chair: Tamika (pg. 28)
Members: Falon, Tamika, Michelle, Mike, Lorraine
- E. Ad Hoc Community Campuses – Chair: TBD
Members: Amber, Mo, Mike, Lorraine

IX. UAA Campus Committees

- A. Diversity Action Council
Representative: Tamika
Alternate: Dawn
- B. University Assembly - Reporter:
Representatives: John, Kendra, Mike, VACANT
- C. Facilities Space and Planning
Representative: Falon
Alternate: Dawn

D. Campus Safety Committee

Representative: Tania

Alternate: Chris

E. Institutional Self Study

Representative: VACANT and unknown if it will exist after the October visit

F. Planning and Budget Advisory Council (PBAC) – Reporter: John (pg. 29-75)

Representative: John

X. UA Staff Alliance Committees

A. Staff Alliance (pg. 76-85)

Representatives: Brenda, John

B. Staff Health Care Committee - Reporter: TBD

Representatives: Kendra, Michelle

Alternate: Julia

C. Staff Compensation Committee - Reporter: John (pg. 86-119)

Representatives: John, Charlotte

Alternate: Mike

D. Morale Committee - Reporter: TBD

Representatives: Krystal, Chris

Alternate: Kyra

E. Staff Emeritus Ad Hoc Committee – Unknown if this committee will continue

Representatives: August

Alternate: Julia

XI. Informational Items

XII. Open Forum

XIII. Time Adjourn:

UAA Staff Council Summary

Thursday, September 6, 2018

9:30 a.m.-11:30 a.m.

LIB 302A

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	(Co-Vice President)	18-20 CVP:	H	C	Mo Radotich (PWSC) Office of Admin. Services	18-20	H
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C	Falon Harkins Parking Services	18-19	S	P	Charlotte Titus Justice Center	18-19	S
P	Jason Hotch College of Engineering	18-19	S	P	Chris Triplett University Advancement	18-19	S
P	Dawn Humenik Student Government	18-20	H	P	Julia Vizcaino Residence Life	18-19	S
P	Kyra McKay HPER	18-20	H	P	Michelle Yerkes Human Resource Services	18-20	S

H=Hourly/Non-Exempt S=Salary/Exempt

III. Approval of the Agenda (pg. 1-4)

Approved

IV. Approval of the Summary (pg. 5-7)

Approved

V. President's Report

A. Guest speakers

i. Susan Kalina, Institutional Self-Study Tri-Chairs - 9:45am (pg. 8-10)

Larry Foster gave an update on the upcoming NWCCU Year Seven Peer Evaluation visit taking place October 8-10, 2018.

- ii. Sara Childress, Director/Title IX Coordinator, Office of Equity & Compliance - 10am
Informal introduction of OEC's new staff. Sara Childress, April Stahl, Neil Best, Bridget Coffou and Devon, first student intern. Strongly encouraging hour long face-to-face "culture of respect" training. Waiver form to opt out is available on the OEC website under Education, Prevention, and Outreach.

VI. New Business

- A. Officer Election Review
Nominations for Hourly Co-Vice President: Mike Swanson
Unanimously approved.
- B. Staff Health Care Committee Vacancy to be filled – Julia Vizcaino filled vacancy
- C. Faculty Emeritus Review Process (pg. 11)
- D. Staff Emeritus Nomination Review
18 approve, 0 oppose, 1 absent. Nomination approved.
- E. Staff Morale Survey (pg. 12-14) To be sent out later this month
- F. Travel Feedback
- G. FY19 Resolutions – Tie to FY19 Council Goals
- H. Future Guest Speakers – Asking for suggestions on future guest speakers
- I. Meeting Time (if everyone could try and plan for the meeting to go to 12pm should we need extra time?)

VII. Old Business

- A. FY19 GOALS

VIII. UAA Staff Council Committees

- A. Communications & Marketing Committee - Chair: Tania
Members: Tania, Kendra, Amber, Austin, Alyssa

Committee Goals:

- Increase Staff Council visibility
- Improve communications with Staff
- Utilize the website and keeping it up-to-date
- Staff Solution Center (maybe a reference page on the website with helpful links/information)
- Communicate what the Council is doing more effectively

Overarching Goals:

Create a more clear identity for staff council and more effectively communicate with staff to increase visibility and awareness.

Establish more avenues to solicit ideas, concerns, and suggestions from staff members in order to ensure that all voices are heard and represented.

- B. Staff Recognition Committee - Chair: Charlotte
Members: Charlotte, Krystal, Dawn, Mo, Julia
- C. Events Committee - Chair: August (pg. 15)
Members: Kyra, Chris, August, Jason

D. Human Resources (Compensation & Benefits) Committee - Chair: Tamika (pg. 16-18)
Members: Falon, Tamika, Michelle, Mike, Lorraine

E. Ad Hoc Community Campuses – Chair: TBD
Members: Amber, Mo, Mike, Lorraine

IX. UAA Campus Committees

A. Diversity Action Council
Representative: Tamika
Alternate: Dawn

B. University Assembly - Reporter: Has not meet
Representatives: Brenda, John, Kendra, VACANT (to be filled by new Co-Vice President)

C. Facilities Space and Planning
Representative: Falon
Alternate: Dawn

D. Campus Safety Committee
Representative: Tania
Alternate: Chris

E. Institutional Self Study
Representative: VACANT and unknown if it will exist after the October visit

F. Planning and Budget Advisory Council (PBAC) – Reporter: Brenda or John (pg. 19-52)
Representative: Brenda, John

X. UA Staff Alliance Committees

A. Staff Alliance – Reporter: Brenda or John
Representatives: Brenda, John

B. Staff Health Care Committee - Reporter: TBD
Representatives: Kendra, Michelle
Alternate: Julia Vizcaino

C. Joint Health Care Committee (pg. 53-68)
Only filled by Staff Alliance members. Reps this year are from Fairbanks. They report to Staff Alliance and John and Brenda will share that information as it comes in.
Attached is the last meeting AGENDA and the new Premera Personalized Medical Travel Guide for Alaska Travel Support.

D. Staff Compensation Committee - Reporter: John (pg. 69-80)
Representatives: John, Charlotte
Alternate: Mike

E. Morale Committee - Reporter: TBD
Representatives: Krystal, Chris
Alternate: Kyra

F. Staff Emeritus Ad Hoc Committee – Unknown if this committee will continue

Representatives: August

Alternate: Julia

XI. UA System-Wide Councils (Reps from Staff Alliance only)

A. **Human Resources Council – Brenda** (Continuation on Council from FY18) (pg. 81-84)

HR Updates attached.

B. **Research Council – John** (has not met)

XII. Informational Items

FYI: Tamika moved from Campus Safety alternate to representative on Diversity Action Council. Chris Triplett moved from Staff Health Care Committee as an alternative to the Campus Safety Committee alternate vacancy. Julia volunteered to fill the Staff Health Care Committee alternative vacancy. Dawn is now also serving as the alternate for the Diversity Action Council.

XIII. Open Forum

XIV. Adjourn: 11:31

NWCCU ACCREDITATION

NWCCU Site Visit: October 8-10, 2018

Thank you for your leadership and engagement with the reaffirmation of accreditation process! After more than two years of broad-based campus engagement in the analysis of mission fulfillment, the Year Seven Self-Evaluation Report has been sent to the NWCCU and a review team will visit the campus October 8-10.

New Document on Student Achievement Data!

NWCCU sent UAA a set of student achievement data (enrollment, retention rates, graduation rates, cohort default rate), along with the following questions:

1. What are the key challenges of the institution related to the institution's graduation rate and other data provided?
2. What is the institution doing to improve graduation rates?
3. What initiatives appear to be effective in improving graduation rates?
4. What might accreditors do to assist institutions to improve graduation rates?

The attached Response to the NWCCU Student Achievement Data is designed to begin the conversation with the review team by contextualizing the data and featuring some of the recently implemented initiatives.

Participate in an Open Forum! Share your Core Theme stories!

The site visit includes three open forums and faculty, staff and students are encouraged to participate.

Date	Open Forum	Times	Locations
Monday October 8	Students Only	1:00-2:00 p.m.	Anchorage: LIB 307 Kenai: Ward 102 Homer: P204 Kodiak: BBB 134A Mat-Su: FSM 201 PWSC: Room 153
Monday October 8	Faculty Only	2:30-3:30 p.m.	
Tuesday October 9	Staff Only	10:30-11:30 a.m.	

(Per the NWCCU, supervisory personnel should not attend these open forums.)

Come to the Exit Statement!

All members of the UAA Community are invited to the Exit Statement on Wednesday, October 10 at 9:00-9:30 a.m. in LIB 307 and by call in from the community campus sites above.

Self-Study Website: See the [Reaffirmation of Accreditation Self-Study Report and Process site](#) for information about UAA's process, the report and the upcoming site visit.



Attachments:

Response to the NWCCU Student Achievement Data
Open Forum and Exit Statement Schedule
NWCCU Committee Members Chart

Response to the NWCCU Student Achievement Data

Background

The University of Alaska Anchorage (UAA) is the largest accredited institution in the University of Alaska System. With five campuses in Southcentral Alaska, it offers courses and programs from adult basic education to graduate and professional education, and confers awards ranging from occupational endorsements to doctoral degrees.

Its open access mission means any person with the ability to benefit is eligible for admission. The majority of the institution's students are "non-traditional" and many have at-risk characteristics. Most attend part-time and do not live on campus. Nearly one-third did not enroll in a degree program at admission. Two-thirds enrolled in a developmental math or English class their first semester indicating they were not prepared for college level work in those areas. More than a third are Pell eligible, and 28% are first-generation college students.

Understanding the complex array of student populations at UAA and their different educational goals is critical to helping students succeed. As the accreditation self-evaluation revealed, there is work to be done, and UAA has laid the groundwork for improving student retention and completion rates moving forward. With a new set of strategic goals and enhanced data collection and analysis capabilities, UAA is focused on achieving significant progress on these measures of student success. Data for 2018 demonstrate progress. For example, UAA has seen a 6-point increase in the 6-year baccalaureate graduation rate.

New Strategic Plan Addresses Student Success

Improving student success is the core of the *UAA 2020* strategic plan, now in its first year of implementation. A broad-based participatory process identified institution-wide goals and objectives built around four key values: Student Success, Excellence, Access, and Affordability. The goals focus on removing barriers to student success, improving student persistence, building enrollments to graduate more students, and increasing the graduation rate. This plan builds on efforts Student Affairs began early in this accreditation cycle. Use of software programs, such as MapWorks to identify at-risk students for academic intervention and DegreeWorks to help students plan and check progress toward completion, has helped students and faculty track academic progress. To complement these tools, UAA received additional state funds to expand advising staff within colleges, and build a framework that centralized advising resources, processes, and support to help students. At the same time, faculty worked hard to align the general education component of all associate and baccalaureate degrees, creating articulated pathways with clearer off and on ramps for students.

A new interim vice provost for student success position was created to coordinate student success efforts related to *UAA 2020*. Hired in November 2017, Dr. Claudia Lampman is aligning all current efforts on student success and reorienting the campus so that every faculty and staff member understands and embraces his/her role in supporting student success.

Major actions taken in the first year since the adoption of *UAA 2020* include: 1) Implementing *Seawolf Tracks*, a student-facing mobile app and an advising platform developed by the EAB Student Success Collaborative (EAB SSC); 2) Creating a First-Year Advising program; and, 3) Establishing a campus-wide Steering Committee to develop Academic Pathways or maps for advising first year students in a way that meets their overall interests and level of preparedness.

Introduction

In response to the query sent by the Northwest Commission on Colleges and Universities (NWCCU) regarding enrollment, retention, graduation rate, and cohort default rate, UAA reviewed the data provided by NWCCU and its own data. The following pages present a brief situational overview on each topic, followed by the data, and the steps UAA is taking to improve its performance on these measures.

ENROLLMENT

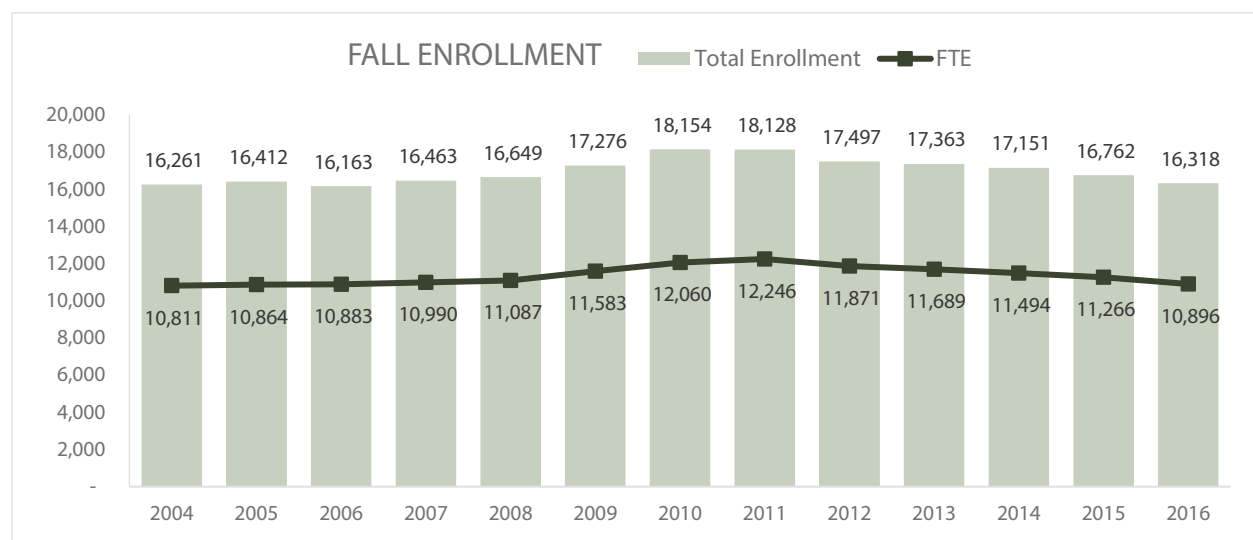
As shown in the table below, enrollment grew gradually then peaked in fall 2011. That peak was followed by a slow decline each subsequent fall, with 2016 enrollment at about the same level as it was in 2004. Because UAA attracts most of its students from the surrounding areas, changes in local population and economic conditions make a difference in enrollments. Alaska's recent economic downturn at worst, and stagnation at best, along with a forecasted decline in the population of college-age residents, have been major factors in the declining enrollments. Below is a quick look at areas of declining enrollment:

First-time freshmen: Part of the peak enrollment in 2011 was due to a surge in the number of first-time freshmen fueled by a demographic bubble in this age group. The number of area high school graduates has fallen since, contributing to the decline of first-time freshmen enrolling at UAA. (*Enrollment Management, Report to Board of Regents, June 2017*)

Non-degree seeking: The percentage of entering non-degree seeking students fell from 41% in fall 2004 after the university adopted a policy that required even non-degree students be admitted and the subsequent move to priority registration for degree-seeking students. Non-degree seeking students now make up less than 30% of all students, including auditors.

Continuing students: Continuing students represented 57% of the student population in fall 2017, below the 61% peak achieved in fall 2013.

Graduate students: The total number of students enrolled in graduate level studies declined 27% from fall 2010 to fall 2017, reaching its lowest level of the accreditation period.



SOURCE: NWCCU-Provided Student Achievement Data from IPEDS, August 2018. NOTE: NWCCU totals do not include auditors.

NEW STEPS TAKEN TO ADDRESS ENROLLMENT

New students:

- Early in fall 2017, Enrollment Services redesigned new student recruitment strategies and admissions processes, merging the New Student Recruitment Office and Admissions Office into one unit under the direction of an executive director of Admissions.
- Enrollment Services created a four person communication team, developing a robust communication plan including a 35 piece high school senior communication plan.
- In 2018, Enrollment Services successfully completed its second year of Enhanced Search Strategies (ESS), a targeted marketing and recruitment program for high school sophomore, junior and senior markets both in and out of state.
- Enrollment Services, in conjunction with Institutional Research, developed application/admission dashboards on the IR-Reports website so staff can track progress toward enrollment on a weekly basis, adjusting recruitment activities accordingly.
- In consultation with a team from Ruffalo Noel Levitz, University Advancement and Student Affairs staff are developing 145 new academic program webpages that are search engine optimized to provide more targeted information to prospective students.
- New Advising and Registration Days, developed by Student Affairs and the colleges, began in 2018. This program provides in-person assistance to new students with collaborative presences from faculty and staff during these events. In total, 223 students benefitted from a convenient, one-stop approach to enrollment, course placement, advising, registration, and financial aid support. The next step is to track these students to assess the program.
- A new, streamlined registration process will be active for new student registration in fall 2019.
- UAA is developing a set of intentional dual enrollment strategies, with each campus featuring locally responsive approaches, ranging from concurrent enrollment courses taught in the high schools to middle colleges open to high school juniors and seniors and operating on several campuses.

Continuing students:

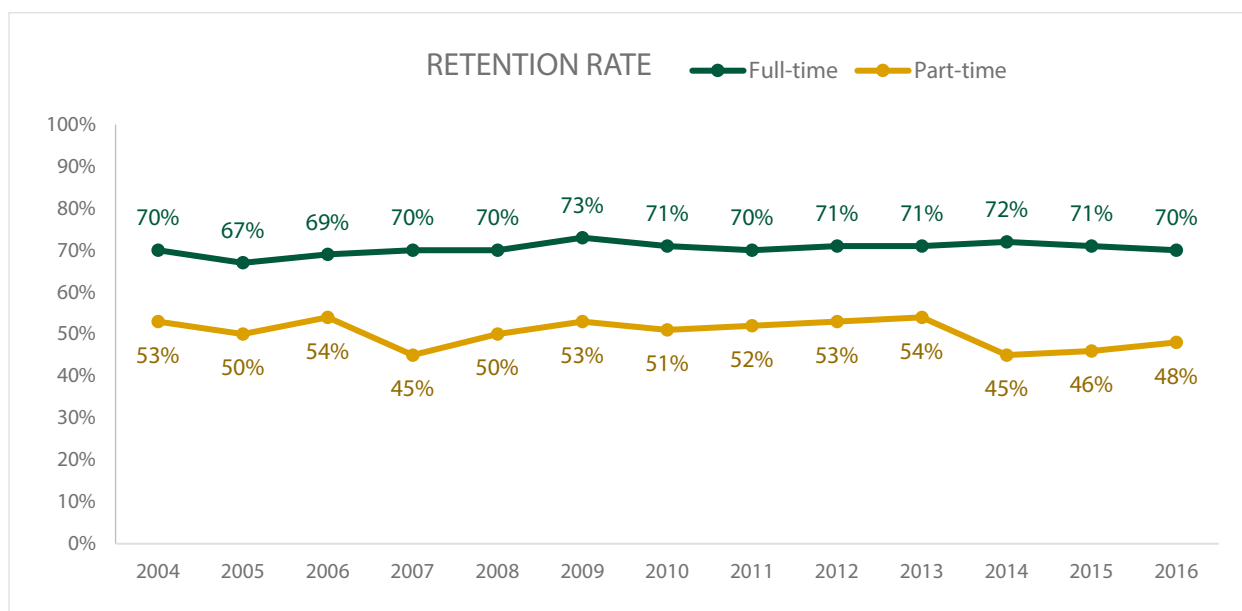
- In fall 2018, UAA implemented enhanced advising and earlier academic intervention with assistance from the Education Advisory Board (EAB) Student Success Collaborative (SSC). This strategy for reaching the *UAA 2020* goals will increase retention of all students from first to second year, and second to third year, improving overall enrollment. The SSC advising tool will ensure a more complete and structured transfer of students from their first-year advisors to academic advisors within the colleges. The goal of this comprehensive advising approach is to increase overall retention.

RETENTION

UAA tracks the retention rate of all entering students regardless of credit load or degree-seeking status. The retention rate for first-time, full-time baccalaureate degree seeking students, a nationally recognized metric, has been a long-term institutional measure, and is shown below as the full-time data line. UAA's first-time, full-time baccalaureate degree seeking student retention rate has been an area of strength for the institution with rates in the 70% range, and generally above the average of the institution's peers. However, these students represent only 28% of all students entering UAA for the first time.

The number of students enrolled in developmental education courses (36% of the fall 2016 first-time, full-time cohort seeking any degree) impact retention rates. These students return at a much lower rate than those who did not enroll in developmental education (56% for those enrolled in developmental education compared to 70% for those who did not enroll in developmental education courses their first year).

Another area of concern is the retention rate for Alaska Native students. Their retention rate for the entering fall 2016 cohort was 44.7%. These students made up 17% of the entering first-time, full-time, degree-seeking freshmen in fall 2016 but only 12% of the total returning cohort.



SOURCE: NWCCU-Provided Student Achievement Data from IPEDS, August 2018.

NEW STEPS TAKEN TO ADDRESS RETENTION RATES

- **New tools:** Improved data collection and analysis in the Institutional Research Office are increasing UAA's understanding of student behavior and the barriers to success.

NEW STEPS TAKEN TO ADDRESS RETENTION RATES (continued)

- First-Year Advising:** UAA launched a comprehensive First-Year Advising program in AY19, devoting approximately \$500,000 to this effort. Additional funding has been invested in tools, described below, to support effective advising practices. In April 2018, UAA hired its first director of First-Year Student Advising and Success. A team of seven First-Year Advisors (FYAs) was hired in summer 2018, and an eighth FYA focused on Alaska Native Student Success is being hired in September 2018. Focus areas are outreach to all new degree-seeking students, holistic transition advising to help students through their first 30 credits, and academic advising to students who place into pre-GER level writing and/or math. First-Year Advising has an integrated web and physical presence that is both welcoming and accessible. Co-located in Suite 206 of the Professional Studies Building near General Education faculty offices, they have walk-in and appointment hours. In their first month, the FYA team completed 14 training events, and logged 291 student interactions—248 in the two weeks before classes began. They also assisted with the middle college program, Bootcamp, Campus Kick-off, *Seawolf Tracks*, and the Alaska Native Early Transition program.
- Seawolf Tracks*:** In fall 2018, UAA is launching *Seawolf Tracks*, a suite of interconnected electronic tools developed by EAB as part of its Student Success Collaborative. The *Seawolf Tracks* mobile app for students streamlines the UAA experience through content that highlights university traditions, upcoming registration deadlines, and personalized “to-dos”. Students can connect with university resources through their network and access a comprehensive directory of student services. UAA launched the app at student orientation August 1, and reached the goal of 1,000 downloads of the app in the first month. *Seawolf Tracks* also includes an advising platform based on 10-years of historical data on UAA student success. A dashboard gives advisors a clear view of how a student is progressing in their chosen degree path, and when and where intervention should be targeted. *Seawolf Tracks* also streamlines appointment scheduling in concert with the mobile app. It allows advisors to identify and target at-risk students, and record session notes easily accessible by others in a student’s coordinated care network. UAA trained nearly 65 professional and academic advisors in August 2018, and expects the tool to be online and ready for spring 2019 registration.
- Academic Pathways:** This initiative, launched in fall 2018, has two goals: 1) develop first year course maps to help students complete key milestone courses in their first year based on their level of preparation and career interests; and, 2) expose students to multiple fields of study within their selected Academic Pathway. The Academic Pathway Steering Committee began meeting in fall 2018 to lead UAA through this process, with the goal to have the course maps developed in time for students registering for fall 2019 courses.
- Advising within the colleges:** UAA’s colleges are also taking steps to enhance advising and student success. For example, the Community and Technical College created a new associate dean for University Studies position as well as a team of four “student success coaches” assigned to first and second year students according to their career interest/major. This team is focused on student recruitment, academic and career advising, and retention support. Likewise, in summer 2018, the College of Health created a new position and hired a director of student success.
- Peer Led Reviews:** In spring 2017, partially funded from a UAA Fund for Excellence award, UAA began offering “supplemental instruction” style support for high enrollment, high attrition general education courses: physics, chemistry, biology, and sociology, later expanded to psychology. The funding has ended but these services continue at no charge to students through the Learning Commons.

NEW STEPS TAKEN TO ADDRESS RETENTION RATES (continued)

- **Student Success Courses:** In spring 2018, faculty created the new course prefix UNIV and launched three credit and variable credit versions of these student success-focused courses. These courses help students transition from high school, home, or the workplace to college.
- **Tier 1 General Education Requirements (GER):** The strategies of correct student placement to improve success rates in Tier 1 GER enrollments as students enter UAA and improved assessment processes were implemented to improve retention and ultimately time-to-degree.
 - **Placement:** UAA has implemented several changes in how it assesses whether students are ready for college level math and English.
 - In fall 2016, the operation of UAA Testing Center shifted from Student Affairs to the Community and Technical College to better support student placement, credit accumulation, and retention.
 - In April 2017, UAA began using the ALEKS Placement, Preparation, and Learning for mathematics placement. Because PPL allows students to retake the exam multiple times, and provides specific feedback with online tutoring for improvement, there has been a 28% reduction in students enrolling in preparatory and developmental math in fall 2018 from fall 2017.
 - In July 2018, UAA began using NextGen Accuplacer for writing placement, while simultaneously expanding the use of “multiple measures” placement options for students who felt their initial Accuplacer score was not satisfactory. A result of these efforts has been a 9% reduction in students enrolling into developmental writing in fall 2018.
 - In fall 2018, a cross-disciplinary, cross-unit Placement Council was charged to develop a plan for clear and consistent implementation of and communication about placement.
 - **Centralized administration** of Tier 1 GERs established in July 2018 in the Community and Technical College has resulted in several key initiatives that should improve retention and completion.
 - Closely coordinated scheduling of all developmental and Tier 1 GER classes that permits students to easily switch their enrollment during the first week of classes if warranted by an updated placement. (Previously many students simply “dropped” their math or writing class the first semester and waited until spring to take it.)
 - Tightened embedded academic supports by having all developmental and Tier 1 classes visit the Learning Commons. In many cases tutors or graduate assistants working for the Learning Commons visit and/or support individual classes.
 - Expanded use of Mathematics Emporium pedagogy to Tier 1 classes, previously available only for developmental mathematics. The developmental Emporium is a powerful tool for many students to improve their course pass rate and success with math.
 - Expanded use of co-requisite model for writing classes, currently offered only for lower level developmental courses, to Tier 1 courses will begin spring 2019.
 - Scheduling faculty teaching assignments, across the spectrum of developmental and Tier 1 classes, to allow students to take both classes from the same instructor in subsequent semesters if they desire. This allows for a seamless transition into college-level coursework.
 - Creation and launch of the new Communication Center within the Learning Commons, which provides peer-to-peer support for students’ oral presentations, public speaking assignments, and group/team work assignments at every level.

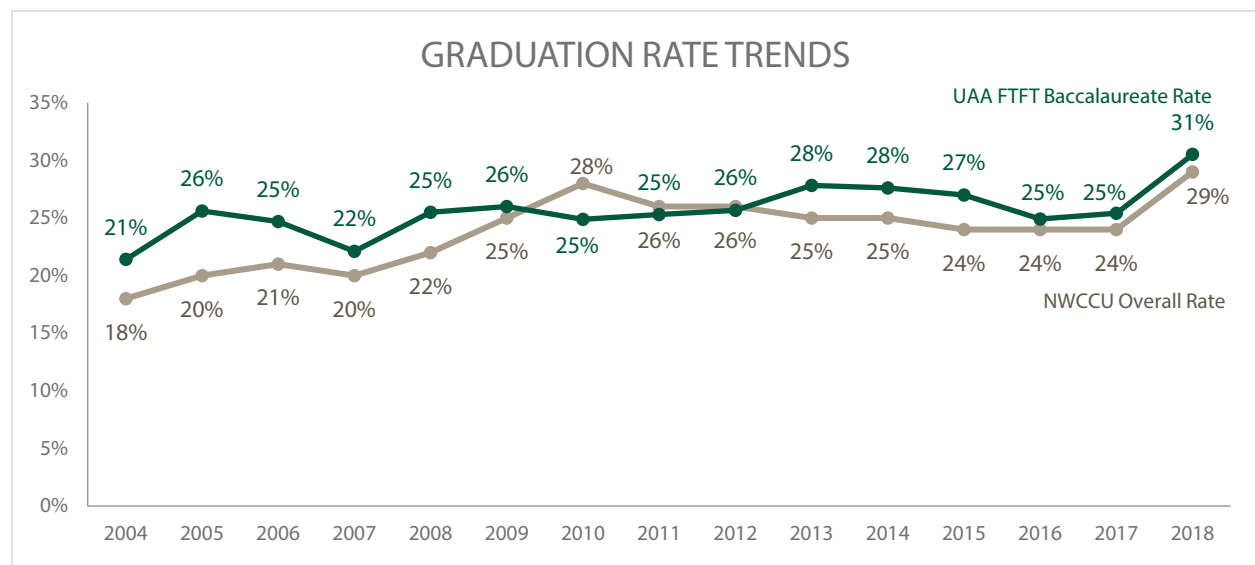
GRADUATION RATE

UAA students successfully earn degrees and certificates, though the majority do not follow the traditional path to complete in four or six years. One result has been a persistently low 6-year graduation rate over the seven-year accreditation period, though UAA is cautiously optimistic about the significant increase in the rate for 2018. UAA has tracked the 6-year graduation rate for first-time, full-time baccalaureate degree-seeking students since 2011, and it is an indicator for UAA Core Theme 3, Student Success. In the chart below the top line shows the 6-year rate for students who entered UAA as first-time, full-time baccalaureate seekers, with the 2018 rate at 31%, a full 6-points higher than 2017. The second line tracks the rate of first-time, full-time students who earn any degree within 6 years, a slightly lower rate than the baccalaureate-only line, but mirroring the 2018 increase from 2017.

UAA has multiple challenges in addressing the low graduation rate, including:

- **Multiple outside demands:** UAA students work off campus in higher numbers than their counterparts at other large public and urban universities. The freshmen also spend more time caring for dependents than their peers at other institutions. (*NSSE 2016 report*)
- **Underprepared:** 45% of the 2017 graduating cohort were identified as not ready for college-level writing or math. Of these students, 13.9% percent graduated within 6 years.
- **First generation college students:** 25% of the 2017 graduating cohort were first generation college students. Of these 21.8% graduated within 6 years.
- **Alaska Native:** 16% of the 2017 graduating cohort were Alaska Native. Of these students, 14.8% graduated within six years.
- **Transition from full-time to part-time:** 11% of the first-time, full-time baccalaureate degree-seeking cohort entered as full-time students in fall 2016, but transitioned to part-time by their second semester at UAA
- **Stop out at least one semester:** 68% of graduates in AY17 stopped out at least one semester before earning their degree.

Based on these challenges, UAA must increase college readiness for high school students and ensure students have strong advising and a clear academic path if they stop out then return.



SOURCES: NWCCU-Provided Student Achievement Data from IPEDS, August 2018 for NWCCU Overall Rate 2004-2016. IR-REPORTS for UAA FTFT Baccalaureate Rate and 2017 and 2018 NWCCU Overall Rate. NOTE: The NWCCU rate is an overall rate. It counts all degrees earned by each entering cohort.

STEPS TAKEN TO IMPROVE GRADUATION RATES

College Readiness

- The Alaska Native Science and Engineering Program (ANSEP) Acceleration Academy provides a five-week residential program that prepares students for college. Students can earn college credit taking classes by university faculty. ANSEP also offers the Acceleration High School program at the Mat-Su and Anchorage campuses, offering students the opportunity to earn up to a year of college credits in various degree programs. This program received a \$500,000 general fund allocation in FY19.
- This year ACT testing for high school juniors and seniors will be funded by UAA through a \$275,000 reallocation. This early assessment will help educators support students to become more ready before they enter college.
- The middle college program added a third UAA site (the Anchorage campus) in fall 2018 through a UA Board of Regents' allocation, increasing the number of high school students acquiring college credits.

Retention

- The newly expanded and improved advising and support focus on students as they earn their first 30 credits should increase the first year retention rate. This should also lead to increased second-to-third year retention, as students learn to be successful in a university environment and transition to their academic advisors.

High Impact Practices

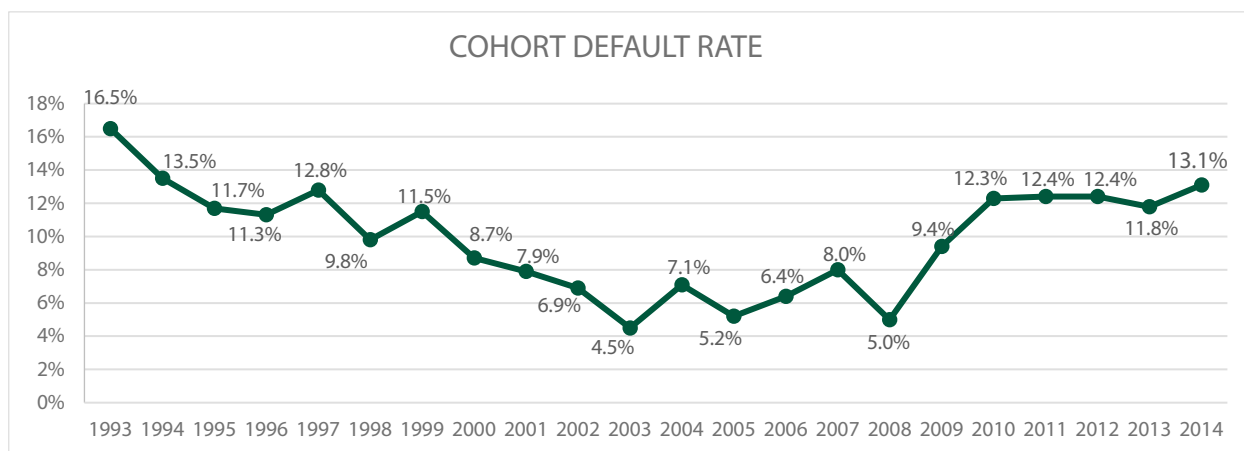
- While individual faculty, staff, programs, and offices have employed high-impact practices over the years, UAA recognizes the need for an institutional-level framework for implementing, supporting, and assessing the effectiveness of these practices. A team of six faculty and staff applied for and was selected to participate in the AAC&U High-Impact Practices Institute in summer 2017. Upon their return they have presented workshops and created videos to support faculty and staff to incorporate these practices in their curriculum and activities. The institution will leverage current strengths in the high-impact practices currently used, including service learning and community engagement, undergraduate research, and ePortfolios.

Completion by Alaska Natives

- Kodiak College received a \$10,000 planning grant to participate in a two-year Western Interstate Commission on Higher Education (WICHE) project, "Reducing the College Completion Gap for American Indian and Alaska Natives: Linking Policy and Practice." This new collaborative project involving Native-serving institutions and funded by the Lumina Foundation will cultivate a network of 26 colleges and universities to help improve outcomes for Native students.
- The new UAA Diversity and Inclusion Action Plan includes recommendations to improve the success of Alaska Native students and other underrepresented populations. Examples include co-locating Alaska Native serving academic programs, incorporating diversity in the classroom and the curriculum with newly hired diverse post-doctoral positions, and expanding senior leadership to include a position dedicated to Alaska Native student success.
- A general fund allocation of \$130,000 made for FY19 will support a distinguished visiting scholar to work with Alaska Native faculty and staff, the Chancellor's Advisory Committee for Alaska Native Education and Research, and Native serving programs to design a student success model based on the indigenous leadership model of Graham Smith.

COHORT DEFAULT RATE

UAA processes federal, state, and private loans for eligible students. Since FY12, UAA's cohort default rate (CDR) has been slightly higher than the national average. Recent steps taken, as outlined below, should show an impact starting with the FY15 CDR rate.



SOURCE: NWCCU-Student Achievement Data, August 2018. NOTE: Data after FY10 reflect a change in the federal calculation that resulted in an increase in every institution's CDR.

STEPS TAKEN TO IMPROVE THE COHORT DEFAULT RATE

- The *Savvy Seawolf, Financial Literacy @ UAA* program, implemented in 2014, promotes and supports learning outcomes that build responsible money management skills and develop healthy financial behaviors among UAA students, especially those with student loans. Through the *Savvy Seawolf* program, students can access a range of free financial literacy workshops throughout the academic year, often offered through partnerships with other UAA student support offices and faculty members. *Savvy Seawolf* workshops focus on budgeting, credit, and student loan education, and are offered multiple times every semester. Students with questions or concerns regarding their loan indebtedness are encouraged to schedule time with UAA's Financial Literacy and Outreach Coordinator for individualized counseling. The *Savvy Seawolf* program also sends out annual student loan debt notices informing students of their cumulative loan debt and estimated payment information to supplement federal loan entrance counseling.
- In spring 2018, UAA Office of Financial Aid partnered with Inceptia to conduct a Cohort Repayment Analysis of federal student loan defaulters in UAA's 2014 3-Year Official and 2015 3-Year Draft Cohort Default Rate History Reports. Of the 5,892 students represented, 749 defaulted, a 12.7% default rate. The analysis identified common institutional characteristics that most positively correlate to a high likelihood of future default. These fell into three areas: academic, financial, and retention. Several factors were identified that can be used proactively to identify current UAA students at greatest risk of default based on enrollment points at or before the beginning of the student's first semester, during the first semester, and after the first semester. Guided by these findings, the Office of Financial Aid will partner across campus and provide targeted outreach, academic support, and financial education to students with identified risk characteristics while they're still enrolled at UAA.
- For FY19, UAA made an internal allocation of \$35,000 to fund a contract with a third party vendor to provide outreach to UAA borrowers who are delinquent on their student loan payments. The vendor will let them know their loan status, repayment options, provide financial literacy on budgeting and other money management skills, and connect them with loan services to help them avoid default. This work is expected to reduce default rates beginning with the FY17 rate.

Summary

As the institution moves forward with *UAA 2020*, enrollment, retention, graduation rates, and cohort default rates are a top priority. The institution has invested time, effort, and funding in improving performance on these measures, and this report provides some specific examples that demonstrate this commitment. Budget requests submitted to the UA System reflect the priority UAA is giving and will continue to give to student success. The *UAA 2020* goals also align closely with the recently drafted UA Board of Regent's Strategic Priorities that focus on enrollment, completion, as well as increasing degrees awarded in health and STEM areas.

The institution has improved systems to enable UAA to be more data-informed than it was seven years ago, with the new *IR-Reports* webpages covering a broad range of institutional data. This ability to better understand the varying characteristics and educational goals of our students has already made an impact with new, more targeted approaches to recruitment, advising, retention, and completion initiatives. This accessible and more finely filtered data capability allows anyone at the institution to look more deeply at issues and use the information to make improvements.

A strength of UAA is the degree to which faculty and staff care about students and their success. When presented with a challenge, the response is positive, as demonstrated by the number of programs implemented in a relatively short period to improve retention and completion. Across the university, evidence is clear that UAA is proving its commitment to improving student success, now and into the future.

NWCCU Reaffirmation of Accreditation Site Visit Open Forums (October 8 and 9) and Exit Statement (October 10)

After more than two years of broad-based campus engagement in the analysis of mission fulfillment, the Year Seven Self-Evaluation Report has been sent to the NWCCU and a review team will visit the campus October 8-10. The site visit includes three open forums and faculty, staff and students are encouraged to participate.

Date	Open Forum	Times	Locations
Monday October 8	Students Only	1:00-2:00 p.m.	Anchorage: LIB 307 Kenai: Ward 102 Homer: P204 Kodiak: BBB 134A Mat-Su: FSM 201 PWSC: Room 153
Monday October 8	Faculty Only	2:30-3:30 p.m.	
Tuesday October 9	Staff Only	10:30-11:30 a.m.	

(Per the NWCCU, supervisory personnel should not attend these open forums.)

Exit Statement: All members of the UAA community are welcome to attend.

Date	Meeting	Time	Location
Wednesday October 10	Exit Statement	9:00-9:30 a.m.	LIB 307 and by call in from the community campus sites above

Learn more and read UAA's Year Seven Self-Evaluation Report on the [Reaffirmation of Accreditation Self-Study Report and Process website](#).



NWCCU Peer-Evaluation Committee

	Evaluator	Assignment
	<p>Dr. Laura Woodworth-Ney Provost and Vice President of Academic Affairs Idaho State University</p>	<p>Committee Chair; Mission; Institutional Planning; Mission Fulfillment and Sustainability</p>
	<p>Dr. Nathan Lindsay Associate Provost for Dynamic Learning The University of Montana – Missoula</p>	<p>Core Theme 1: Teaching and Learning; Core Theme 2: Research, Scholarship, and Creative Activity; Educational Resources and Policies</p>
	<p>Dr. Marc Geisler Associate Dean, College of Humanities and Social Sciences Western Washington University</p>	<p>Core Theme 3: Student Success; Educational Resources and Policies</p>
	<p>Dr. Anne Cubilié Executive Director, William O. Douglas Honors College Central Washington University</p>	<p>Core Theme 4: UAA Community; Educational Resources and Policies</p>
	<p>Dr. Stephanie L. Witt Professor of Public Policy and Administration Boise State University</p>	<p>Core Theme 5: Public Square (Community Engagement); Educational Resources and Policies</p>

	<p>Dr. Michaelann Jundt Associate Dean, Undergraduate Academic Affairs University of Washington</p>	<p>Human Resources and Policies; Student Services and Student Policies</p>
	<p>Dr. Lynn Baird Dean Emerita, University of Idaho Libraries University of Idaho</p>	<p>Library; Core Theme Planning, Assessment, and Improvement; Educational Resources</p>
	<p>Mr. Brian Dixon Assistant Vice President of Student Financial Services Washington State University</p>	<p>Financial Resources; Physical and Technological Infrastructure; Mission Fulfillment and Sustainability</p>
	<p>Dr. Mac Powell Senior Fellow Northwest Commission on Colleges and Universities</p>	<p>NWCCU Staff Liaison</p>

Draft policy encourages reporting/guides handling of misconduct complaints

A draft policy encouraging reporting of misconduct and providing guidelines for how the University will respond to delayed misconduct complaints was introduced at the September meeting of the Board of Regents and will be considered by the Board at its November meeting.

The proposed policy encourages prompt reporting because of the problems that can be created by delay. But the policy also makes clear that complaints will be assessed and ongoing impacts will be addressed regardless of when alleged misconduct occurred.

The policy would also establish a three-year window for individuals to bring complaints forward. During that period, standard processes would be followed to determine whether to formally investigate. Complaints received outside the three-year window would not normally be investigated. However, UA would assess and address any ongoing impacts. In addition, investigation of older complaints could go forward if a specific finding is made that doing so is in the best interests of the university community. Considerations would include the ability to provide due process, any ongoing impacts on the safety and inclusivity of the university environment, as well as impacts on university operations.

The policy does not modify employee reporting and response obligations or the university's ability to pursue investigations and remedies independent of complaints.

University administration believes this approach provides for appropriate responses to all types of misconduct complaints, focuses intensive efforts on issues that are more likely to have ongoing impact and which can more likely be remedied, and ensures that investigative processes can be fundamentally fair. Though not limited to Title IX complaints, this approach is consistent with President Johnsen's discussions with the Office for Civil Rights (OCR) regarding UA's response to Title IX complaints.

A first reading of the policy occurred during the September Board of Regents meeting. The proposed policy is currently under review by UA governance groups and university leadership. Formal approval of the policy will be considered at the November meeting. Feedback can be provided via representative governance groups, via the [policy feedback form](#) or during Board of Regents public testimony. To participate in public testimony, call 1-866-726-0757 between 4 p.m. and 6 p.m. on Monday Oct. 29.

Why are we creating this policy?

Prompt reporting of complaints is critical for a variety of reasons including the availability of evidence, witnesses, and the ability to provide due process to all parties. At the same time, the university needs to know about past instances of misconduct that may have ongoing impacts on individuals or on the campus community. This policy would provide a framework for addressing these difficult issues.

Why was three years chosen as the window for routine processing?

Because UA is an educational institution and employer, not an adjudicative agency, there are many reasons to focus on misconduct that impacts current campus environment. Any delay in bringing a complaint forward creates a risk that evidence will be lost and that the University will be unable to adequately investigate, maintain jurisdiction over parties, or prevent or fix ongoing issues. We believe that three years appropriately balances those concerns with sometimes compelling reasons for delay in reporting, particularly in light of the flexibility in the policy. For context, agencies whose sole mission is to investigate civil rights claims limit complaint filing to 180-300 days; court actions for personal injury must be brought in two years and for breach of contract in three years.

What if my complaint concerns something that happened more than three years ago?

UA would assess and address any ongoing impacts, regardless of when the alleged misconduct occurred. In addition, the policy would provide the flexibility to investigate older complaints if doing so would be in the best interests of the university community. Considerations would include the ability to provide due process, any ongoing impacts on the safety and inclusivity of the university environment, as well as impacts on university operations. Finally, UA could pursue remedies independent of an individual's complaint.



Staff Council

UNIVERSITY of ALASKA ANCHORAGE

Communications and Marketing Committee October Report

Committee Members: Tania Rowe, Alyssa Ament, Amber Sweetland, Kendra Conroy, and Austin Osborne.

1. At our last meeting, we discussed the processes for the monthly update. We also assigned tasks to committee members.
2. Two committee members have access to the Staff Council website for updates. We also discussed ideas to update the website.
3. Two updates went out in September: the regular monthly update and an introduction to who is serving on Staff Council.



STAFF COUNCIL

Events Committee September 2018 Report

Committee Members: August Axtell, Jason Hotch, Kyra McKay, Chris Triplett

Charge:

To establish goals for the 2018-2019 year of the committee and identify possible events.

Considerations:

- Identify possible events/professional training opportunities for the campus
- Communicate with employees via Qualtrics to determine what events are requested
- Identify possible resources, such as trainers or locations/room rentals, within a conservative budget, that are available to conduct professional development sessions/events.

Goals & Objectives:

- Improve employee morale through professional development sessions
- Improve dissemination of information/communications by including staff feedback for the types of events/professional development workshops offered.

Recommendations:

The Council met in September to further discuss options for university events that would provide employees with resources, knowledge, networking, and professional development opportunities.

Professional Development

The committee revisited the list of possible training/presentation topics, and updated the list as below*:

- I. Google/Google Apps/Google Forms
- II. Performance Evaluation Process via PageUp
- III. PageUp Recruitment Process/Tips and Tricks
- IV. Microsoft Suite Applications
- V. New Hire Benefits
- VI. CPR/AED/First Aid Training - Certification
 - a. Monthly CPR/AED/First Aid Training Refresher Topics
- VII. Microsoft SharePoint
- VIII. Microsoft Teams

**We have requested a question to be added to the staff morale survey to see what professional development topics employees would be interested in participating in. This will assist the committee in identifying and finalizing possible professional development topics for scheduling.*

As part of professional development opportunities, the committee also discussed the idea of researching possible online training resources/links, which would allow employees to receive

training in certain topic areas at a time most convenient for their schedules. MyUA presently offers some training; the committee would look to expand on these options through possible free online training sessions/videos. Training sessions could be updated monthly, and the Seawolf Daily would be one source of advertising the links.

Open House Events:

The team discussed researching the possibility of adding a department showcase to Employee Appreciation day, similar to what had been done in prior Staff Development Day events, for units to host tables/booths where employees can learn more about the different services and support offered at UAA.

Also offer a series of smaller open house events connected with ice cream social/dessert social networking events. Tables would be provided for departments to showcase their services and This would create an environment for employees to share information and network with one another.

Scavenger Hunt

A creation of a scavenger hunt to enhance and spread knowledge of university services and networking contacts. Employees would be provided with a list of questions/goals, and visit a variety of departments, or research certain university information online. Employees who complete the scavenger hunt successfully would receive some sort of prize. Ideas included a coupon for the bookstore, some sort of small treat, etc.

Building Tours

Each month, offer a tour at a university building location, so that employees can see the campus, familiarize themselves with the services and events offered at these locations, and encourage networking opportunities.

***ACTION ITEMS**

1. Finalize list of professional development opportunities; pending results of morale survey
2. Research and finalize best methods to offer open house activities; research budget opportunities available to offer ice cream or treats for socials
3. Share updates of training topics and event ideas with Staff Council, to determine which ideas to proceed with scheduling/advertising

AGENDA
09/20/2018 HR Committee Meeting of the Staff Council

Present: Tamika, Falon, Mike, Michelle

- HR is holding Roundtables for faculty and staff. Michelle to get more information from organizer, Marcie Stavich in HR. The Roundtable will be October 15 from 12:30 - 5:00 New Hires for Faculty & Staff.
- Health Care Committee update to be sent to the group by Michelle.
- Mike - This group did not yet meet, so nothing new to report
- Subcommittee: Compensation & Benefits 1 - Mike & Michelle.
 - Mike - put in request for upcoming fiscal year. Mike will reach out for meeting with Michelle. May have one question about benefits/morale on the Staff Council Morale Survey.
 - Tamika - Compensation Report. Someone should read/digest this report. At least the summary page. HR Committee should be able to share with other staff regarding compensation issues. Tamika will forward to the group when she finds how to access this report.
- Communications Subcommittee of Staff Council: Falon trying to reach out to Northern Lights. Looking for a means to publish an article highlighting different benefits items (ride home through EAP). Green and Gold.
- Other Staff Council Committees - Communications - would be integral to connect with this group on jointly communicating items via list serve, etc. We may want to define the direction we wish to go, and then go to Communications Committee with a focused plan. Michelle and Falon to meet on items we can communicate.
- Each Committee should outline Goals or Priorities as a starting point. Mike will reach out to Michelle to review the Compensation Report. Submit to Tamika by end of Wednesday prior to Staff Council.
- Hiring Practices and Performance Subcommittee: Lorraine and Tamika will connect again for information on best practices. Michelle did reach out to the Municipality about their Supervisory Training, with no response at this time.
- Onboarding - Falon and Michelle to connect. Michelle will forward what HR has been working on. Mentorship Program for new employees?
- Health Care Committee Report. Going out for RFP on the Health Care Vendor and Wellness Vendor.

Next meeting two weeks out via E-mail.

Tamika Calendared next HR Meeting 4 weeks from today.

Falon will be out of state for our next meeting.

University of Alaska Board of Regents

FY20 Plan & Budget Preview

September 14, 2018

Overview

- UA Mission
- Needs of the State
- Historical Context
- Strategic Pathways
- Recent Initiatives
- UA 2025 Plan & FY19 Budget (Approved)
- BOR 2040 Priorities
- FY20 Budget Request (Operating & Capital)
- Next Steps

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

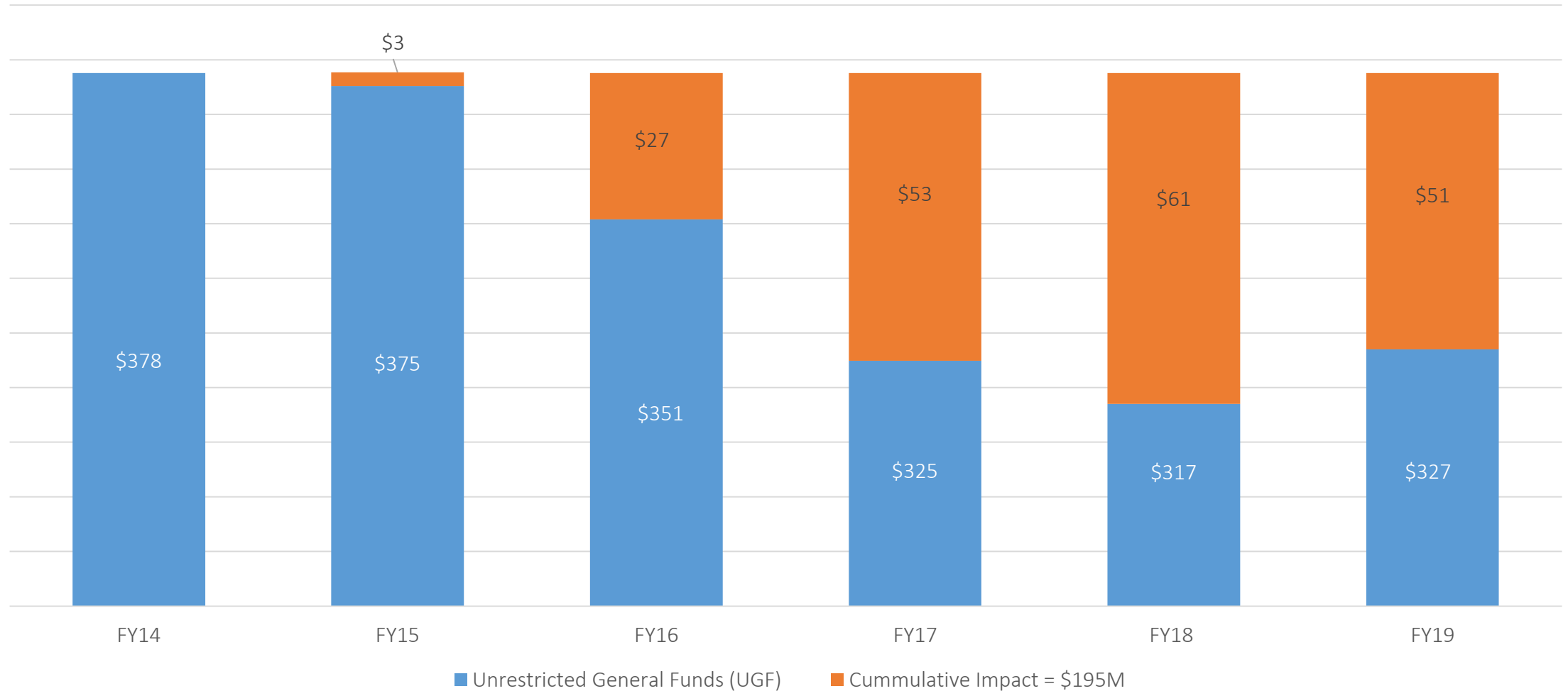
Needs of the State

- 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 (70% 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

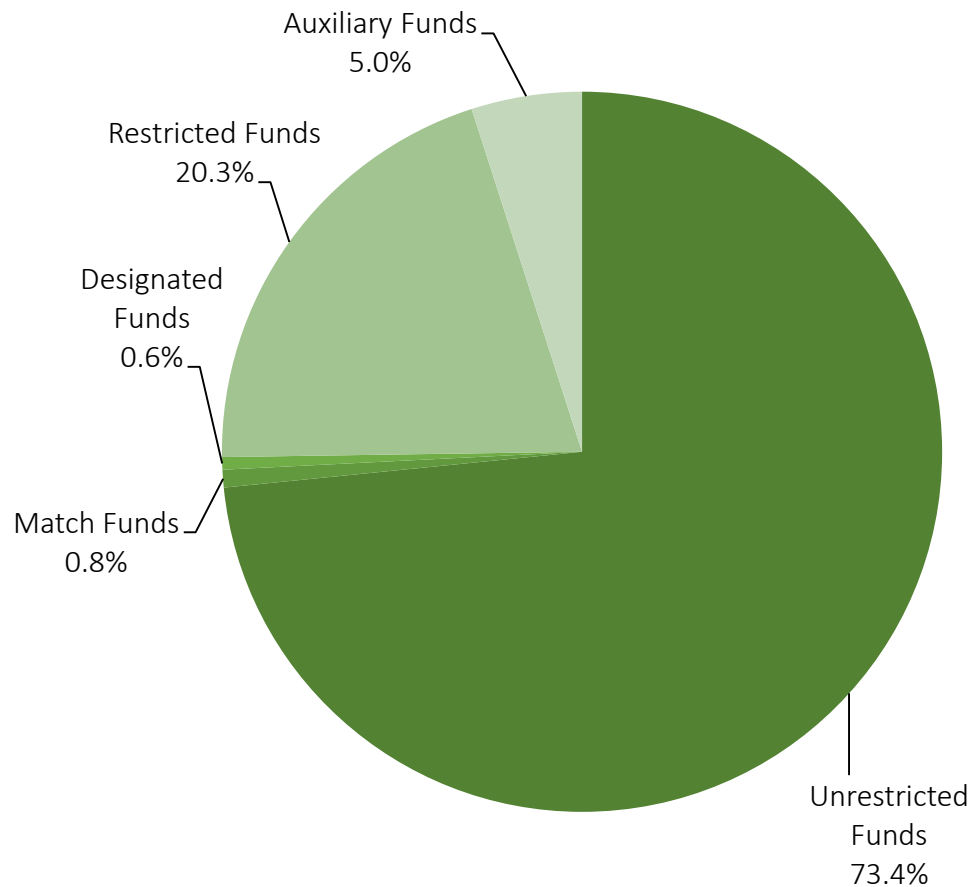
Unrestricted General Funds History

(in millions of \$)

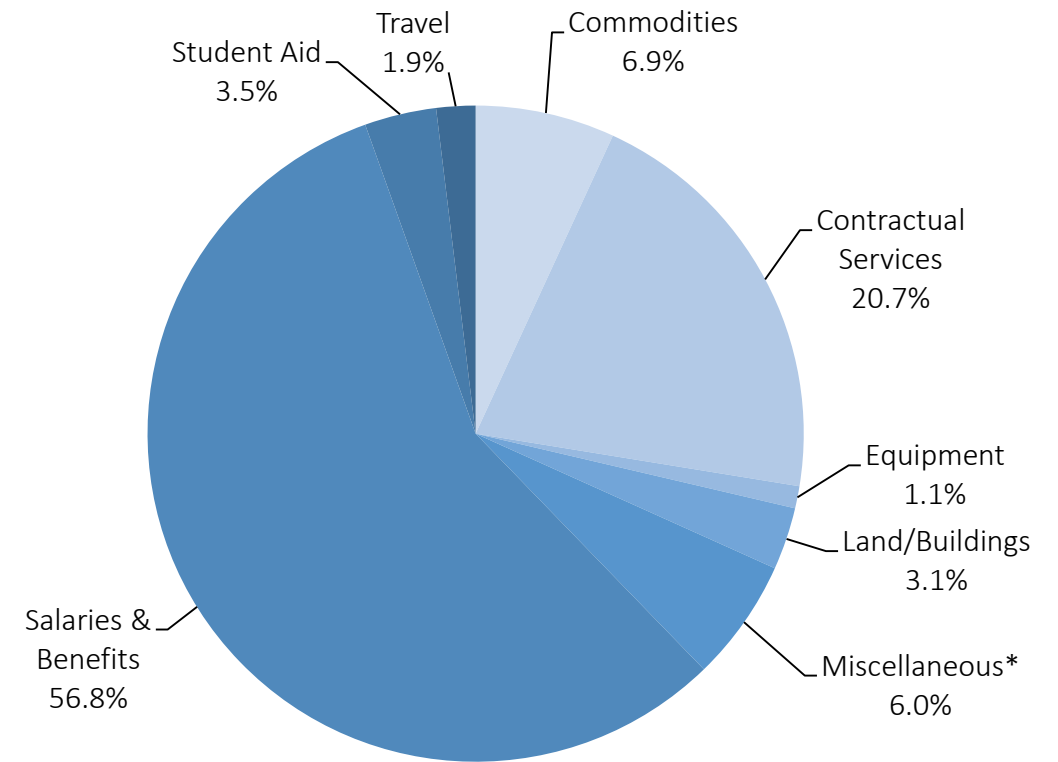


FY18 Operating Budget Revenues and Expenditures

Revenue by Fund Type

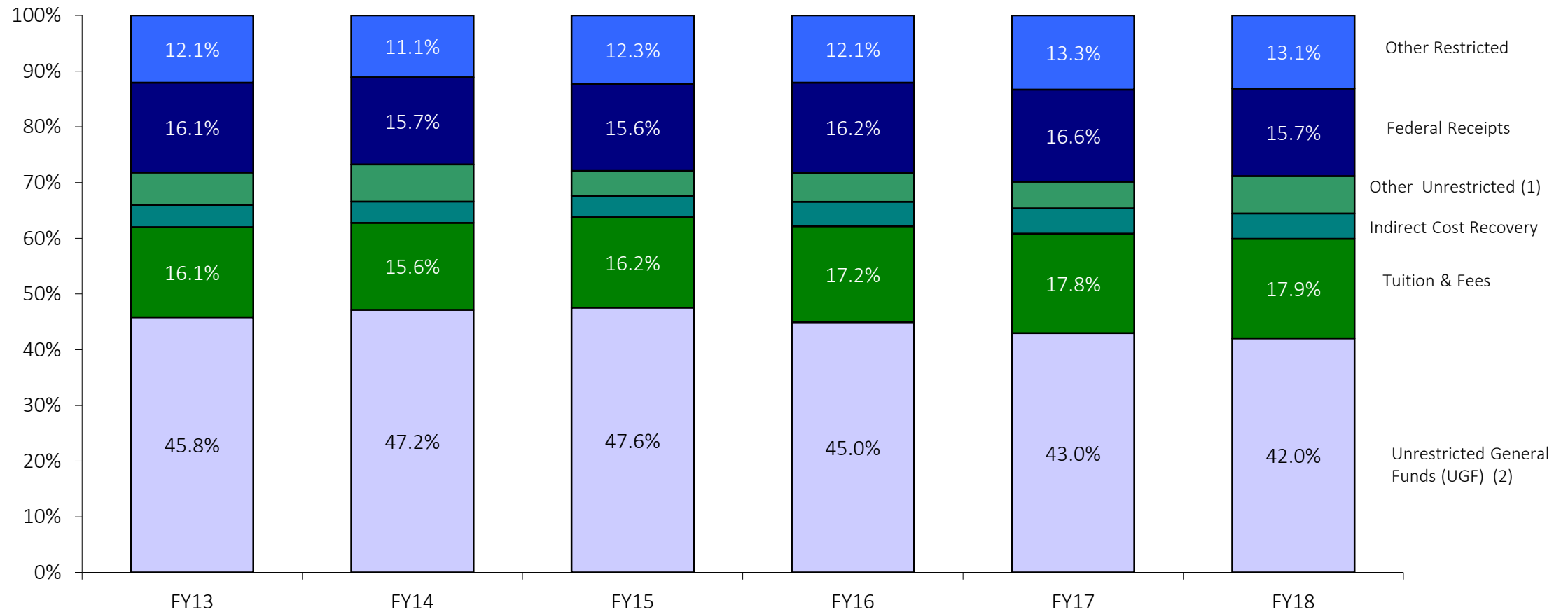


Expenditure by Category



*The miscellaneous category is used for expenditures that are not specifically covered by other line items including debt service, matching grant funding, other transfers, facilities and administrative costs, etc.

Operating Budget Revenue by Source FY13-FY18 Actual



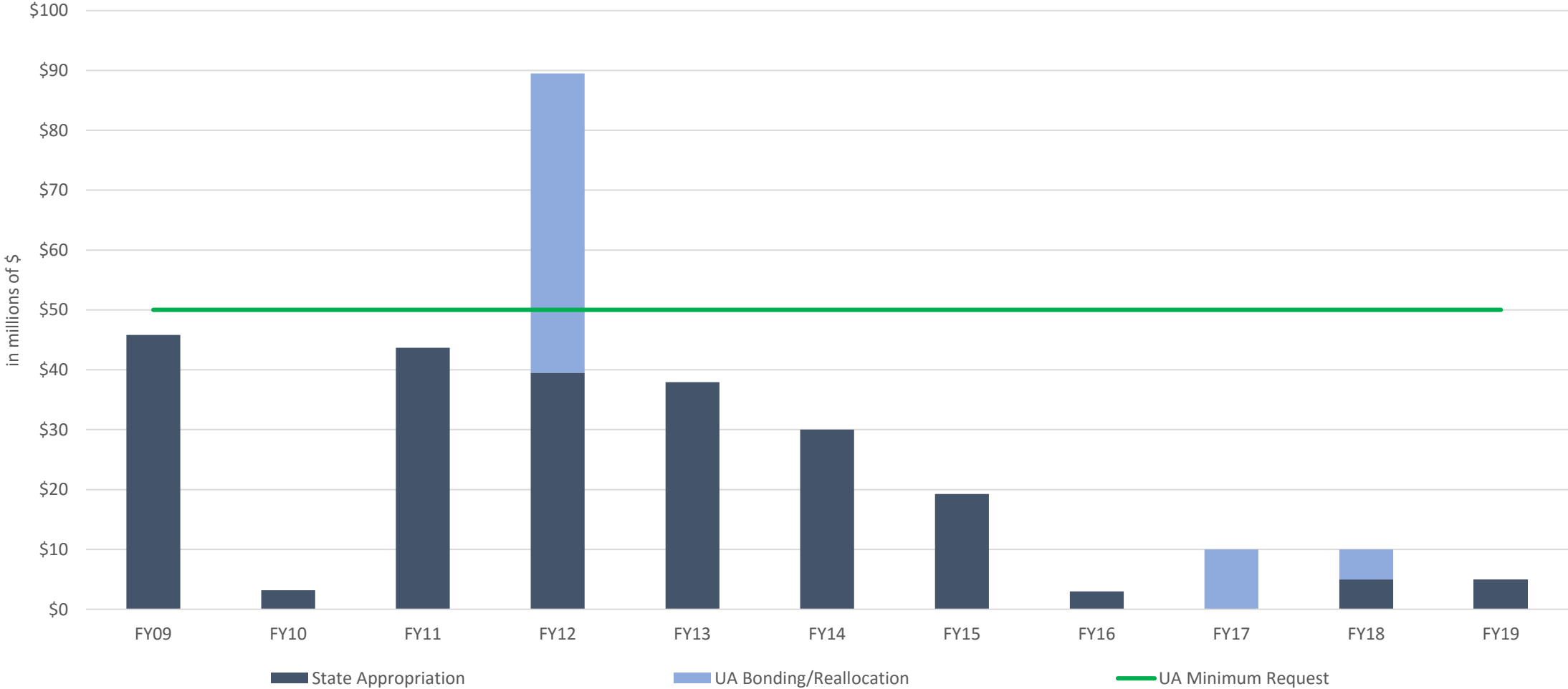
1. Other Unrestricted funds include Technical Vocational Education Program (TVEP) funds and exclude UA Intra-Agency Receipts .
2. Unrestricted General Funds (UGF) include one-time funding for utility cost increases; FY13 \$4,680.0; FY14 \$6,280.0; and FY15 \$4,860.0.

Facilities & Infrastructure (fall 2017)

• Number of facilities	424
• Total gross square footage	8.2 million
• Average age of facilities	33 years
• Value (adjusted for inflation)	\$4 billion
• Annual maintenance budget (\$40M on-going operating funds & \$5M one-time capital funds)	\$45 million
• Annual maintenance long-term target (on-going operating funds)	\$60 million
• Deferred maintenance/renewal & repurposing backlog	\$1.1 billion
• DM/R&R backlog pay-down request (one-time capital funds)	\$50 million
• DM/R&R backlog per sq ft	\$129/sf

Capital Appropriation DM/R&R History

Unrestricted General Funds (in millions of \$)



Strategic Pathways

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		UA ANCHORAGE Comprehensive metropolitan university in Alaska's economic hub, with primary focus on workforce development through its several regional community campuses	UA FAIRBANKS Research university renowned for leadership in Arctic and the North, with additional focus on workforce development and community and rural education	UA SOUTHEAST 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"> Health professions Business and public policy Economics Logistics Project Management 	<ul style="list-style-type: none"> Physical, natural, and related sciences Arctic / Northern Studies Rural development / tribal management Doctoral education Mine training Fisheries and ocean sciences 	<ul style="list-style-type: none"> Marine-oriented programs (including joint programs with UAF) Teacher education (administration) Interdisciplinary degrees/ degree completion Emphasis on regional workforce priorities, e.g., mine training.
	Outreach	• Aligned with Research and Teaching Focus		
COURSES / PROGRAMS AVAILABLE ACROSS THE UNIVERSITY SYSTEM		<ul style="list-style-type: none"> 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.

Strategic Pathways - *Recent Initiatives*

Completed	Implementation	On-going
Engineering	Health Programs	Research Admin.
Teacher Education	Student Services	Athletics
Mgmt/Business	Arts and Humanities	eLearning
Fisheries	Social & Nat'l Sciences	Comm. Campuses
Mine Training	HR/UR/IR/IT/Finance	Risk Management
Procurement	Facilities/Land Mgmt	
← GER alignment →		
← Process improvements →		

Recent Initiatives

Internal Investment Funding FY18-FY20 (in millions of \$)

	FY18	FY19	FY20
1. Research*	\$3.7	\$2.7	\$2.1
2. Process Improvements*	1.3	2.6	1.1
3. Marketing/Advertising/Recruitment	5.0	5.0	2.2
4. Workforce Development	2.6	2.7	.9
Total	\$12.6	\$12.9	\$6.3

* Includes Statewide's annual investments: Research \$1.8M and Process Improvements \$1.1M

Recent Initiatives

Internal Investments FY18-FY20

	2018		2019		2020
Research	<ul style="list-style-type: none"> NMR Spectroscope ISER <i>Research Institutes</i> <i>Postdocs</i> <i>Safety & Compliance</i> 	<ul style="list-style-type: none"> MRI Lab support Research & education joint faculty Equipment & match 	<ul style="list-style-type: none"> ISER <i>Research Institutes</i> <i>Postdocs</i> <i>Safety & Compliance</i> 	<ul style="list-style-type: none"> MRI Lab support Research & education joint faculty 	TBD
Process Improvement	<ul style="list-style-type: none"> LEAN <i>UA Procurement records to OnBase</i> <i>OnBase/Docusign integration</i> 	<ul style="list-style-type: none"> <i>Admissions/Enrollment Rx (Higher Education Data Architecture)</i> LEAN training 	<ul style="list-style-type: none"> IT Desktop Support 	<ul style="list-style-type: none"> Textbook Affordability 	TBD
Marketing/Advertising/Recruitment	<ul style="list-style-type: none"> VP Student Success ANSEP CTC Student Success Coordinators Ruffalo Noel Levitz Enrollment Division Development New Admissions recruiter 	<ul style="list-style-type: none"> New Military & Veteran's Director New IR micro-targeting analyst One Health Master's degree Digital and traditional marketing Articulation agreement initiative 	<ul style="list-style-type: none"> ACT testing for HS JRs Reduce student loan default rate Web Site Improvements Virtual Campus Tour Enrollment Division Development 	<ul style="list-style-type: none"> New Admissions recruiter New IR recruitment & retention analyst Digital and traditional marketing 	TBD
Workforce Development	<ul style="list-style-type: none"> Nursing outreach to HS students Develop MS Global Supply Chain Expand on-line course delivery 	<ul style="list-style-type: none"> Expand Tribal Management program Strengthen WFD recruit/retention New eLearning recruiter Moving degree programs online 	<ul style="list-style-type: none"> OEC Discount Nursing expansion IT Web accessibility auditor MPP director Construction Academy 	<ul style="list-style-type: none"> Maritime Training Expand existing WFD program/add new Moving high demand courses online 	TBD

UA 2025 Plan and FY19 Budget (Approved)

Goals & Measures 2017-2025

(Tentative, subject to BOR approval)

	2017 Baseline	2018 Observed	2019 Proposed	Chg. Observed to Proposed	2020 Target	2025 Goal
1. Contribute to Alaska's economic development						
Increase STEM graduates	1,628	1,691	1,776	+85 (5%)	1,875	2,460
Increase # invention disclosures	17	34	23		25	34
2. Provide Alaska's skilled workforce						
Increase % of educators hired	30%	33%	37%	+4% (10%)	43%	90%
Double number of health program completions	874	939	986	+47 (5%)	1,086	1,760
3. Grow our world class research						
Lead the world in Arctic related research	1	1	1		1	1
Increase research expenditures	\$159m	\$149.9m	\$157.4m	+\$7.5m (5%)	\$168.3m	\$235m
4. Increase degree attainment						
Fiscal Year Student Full Time Equivalent (FTE)	18,492	17,555	18,433	+878 (5%)	19,825	28,526
Increase completions	4,594	4,554	4,781	+227 (5%)	5,442	10,400
5. Operate more cost effectively						
Decrease total cost of education (indirect and direct) per completer	\$107.3	\$108.4	\$103.0	-\$5.4 (-5%)	\$93.9	\$59.0
Increase annual completions per Full Time Equivalent (FTE)	23/100	23/100	24/100	+1 (5%)	26/100	35/100

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

FY19 Operating Budget Strategic Investments

(in millions of \$)

Goals	GF	Pool*	Total	FY19 Goals	Impact on Goals
1. Contribute to Alaska's economic development	.7	.1	.8	+85 STEM grads; +4 invention disclosures	<ul style="list-style-type: none"> • Hundreds of new STEM students completing up to two years of college credit early (UAA) • Develop up to five minimal viable products based on UAA IP; Formation of at least two new startups, securing outside investments and generating licensing revenue (UAA) • 6 additional invention disclosures per year (UAF) • Infrastructure development for maritime & power technology-related programs and services (UAS)
2. Provide Alaska's skilled workforce	1.8	1.1	2.9	+47 health program completers; +10% educators hired	<ul style="list-style-type: none"> • Increase the number of Nursing admissions in outreach sites and increase retention in distance sites (UAA) • 100-200 high school students will complete up to two years of college debt-free (UAA) • Roughly 70 headcount increases in teacher preparation programs (UAF) • Increase UA educators hired by 5% (UAS) • Increase recruitment and retention of teacher education and ed leadership students by 5% (UAS)
3. Grow our world class research	.9	1.5	2.4	+\$7.5 M research expenditures	<ul style="list-style-type: none"> • Enable ADAC to compete for \$2.5 million over 3 years (UAA) • Increase submission of health care related grants by at least \$3.0 million over 3 years (UAA) • Increase research expenditures by over \$5M (UAF) • Increase ACRC and faculty research expenditures and UA-wide collaboration in EPSCoR and INBRE (UAS)
4. Increase degree attainment	1.6	1.1	2.7	+878 Student FTE; +227 completions	<ul style="list-style-type: none"> • Increase the first to second year retention rate of all entrants from 52% to 55% (UAA) • Increase persistence rate of all students from second to third year from 37.9% to 45% (UAA) • Increase the 6-year graduation rate for first-time, full-time, baccalaureate degree-seekers from 25.4% to 35% by AY25 (UAA) • Increase the number of graduates in high demand job areas from 1,777 in FY16 to 1,886 in AY20, a 2% growth per year (UAA) • Increase headcount by over 2,900 by 2025 (UAF) • Increase completions by 70 annually (UAF) • Increase in OEC and CTE class enrollments by 5% (UAS) • Increase residential Juneau campus by 5% (UAS) • Increase AK Native student population by 3% (UAS)
5. Operate more cost effectively: Improving cost effectiveness is an integral component of all strategic investments.					
Total	\$5.0	\$4.0	\$9.0		

- An \$11.4 million Strategic Investment Pool was created in FY19 to finance strategic investments over a three year period. \$4.0 million of the pooled funds were distributed to strategic investment priorities in FY19.

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 - *Strong and sustainable Alaska*

Economy	Education	Health	Environment
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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*

Students	Research	IT	Programs	Faculty & Staff
<ul style="list-style-type: none"> • Acknowledging accessibility to meet their needs (expectations of quality) • Some college, no degree (115,000) contributing is - own ability to retain • Engaging faculty to support credit for prior learning • Our entrepreneurs for greater freedom to create flexible solutions for students • Strong sense of belonging • Clearly articulated paths • Online demand is not yet being met • Encouraging students to succeed - lack confidence in their capabilities • Aptitude insight & feedback - mechanism to gauge that 	<ul style="list-style-type: none"> • Facilities compelling themes • Enough degrees? • Graduate student support low • Industry relationships • Compensation for retention of good faculty? • Competitive packages to attract necessary talent for future • Don't have a short-term research capacity 	<ul style="list-style-type: none"> • Commit to excellence in process improvement • Cultivating innovation • Confidence in future • Shared vision (to continue building) • External focus • Connectivity to outside world • Increase critical mass in key fields • Fostering cross-university collaboration • Recognition (more) • Investment • Need to engage them to feel supported • Focus on strengths & passion 	<ul style="list-style-type: none"> • More flexibility • More mobile • Prioritizing • Focus strategic priorities • Continuing & Professional Development (e.g. education) • Incentives for innovation • More collaboration 	<ul style="list-style-type: none"> • Commit to excellence in process improvement • Cultivating innovation • Confidence in future • Shared vision (to continue building) • External focus • Connectivity to outside world • Increase critical mass in key fields • Fostering cross-university collaboration • Recognition (more) • Investment • Need to engage them to feel supported • Focus on strengths & passion

BOR 2040 Priorities – *Gaps between 2040 and 2018 (cont.)*

Structure	Partnerships	Facilities	Philanthropy	Reputation
<ul style="list-style-type: none"> • Capacity • Modernization • Competitive compensation • Adaptability • Infrastructure - maintenance • External focus • Functional budgeting 	<ul style="list-style-type: none"> • Need transparency access to decision-makers • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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

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

Leading innovation and creativity

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

Growing our own

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

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)

Taking the long view

- Foster long term strategic planning
- Focus on quality
- Invest in leadership

FY20 Operating Budget Request

FY20 Operating Budget Request

- Request Summary
- Compensation
- Title IX / Culture of Respect
- Continuing Operating Costs
- Strategic Investments

FY20 Operating Budget Request – *Summary*

(UGF in millions of \$)

	Submission	Recommendation
• Compensation*		TBD
• Operating Cost Increases		
• Title IX Enhancements (Culture of Respect)	\$1.8	\$1.8
• Facilities Maintenance & Utility Cost Increases	\$11.1	\$11.1
• Technology (hardware/software, licensing, subscriptions)	\$1.2	\$1.2
• Other Operating Cost Increases	\$.6	\$.4
Subtotal Operating Cost Increases	\$14.7	\$14.5
• Strategic Investments by Goal		
• Contribute to Alaska’s Economic Development	\$.9	\$.6
• Provide a Skilled Alaskan Workforce	\$4.6	\$3.1
• Grow Our World Class Research	\$1.7	\$1.1
• Increase Educational & Degree Attainment	\$7.0	\$5.2
• Operate More Cost Effectively	\$1.1	
Subtotal Strategic Investments	\$15.3	\$10.0
FY20 Operating Budget Change	\$30.0	\$24.5

* Will be refined based on compensation review recommendations

FY20 Request – *Compensation*

Cost: TBD

The issue

- UA's budget has been cut and, as a result, we have not adjusted salaries or benefits while our competitors in the market have been increasing employee pay.
- As UA's mission is performed largely through its people, mission attainment is increasingly at risk.

Guiding principles

- A compensation system enables the university to be competitive in recruiting, developing, rewarding, and retaining faculty, staff, and student employees committed to excellence on behalf of the university's mission.
- Our guiding principles will incorporate the following key elements:
 - Market competitiveness
 - Scope of responsibility
 - Equity
 - Development
 - Retention
 - Budget availability
 - Workload
 - Performance
 - Collective bargaining
 - Leadership
 - Innovation
 - Productivity

Our plan

- September - October
 - Complete ongoing total compensation analysis (external market comparisons and internal equity).
 - Human Resources, in consultation with governance and collective bargaining groups, will review where we are and discuss where we want to be in the next few years.
- November
 - Develop implementation scenarios, depending on cost and ability to fund.
 - Include implementation cost estimate in FY20 operating budget.
- December 2018 - June 2019
 - Finalize implementation plan.
 - Prepare to begin implementation.

FY20 Request – *Compensation (cont.)*

Cost: TBD

Preliminary Findings

- Average salary relative to market median
 - Staff: overall market competitive
 - Faculty: overall market competitive
 - Executives: below market competitive

Market competitiveness relative to market median	
+/- 5% of market median	Highly Competitive
+/- 10% of market median	Competitive
+/- 15% of market median	Possible Misalignment
</> 15% of market median	Misalignment

- Benefits: overall competitive; below in pension
- Equity: analysis underway; estimated timeline November/December

Preliminary Plan

- Reduce market and pay equity salary gaps (up to \$3M)
- Adjust UA Pension deficit over 3 years (~\$2.6M/year)
- Adjust base salary at 1% per year over 3 years (~\$2.6M/year)

FY20 Request – *Title IX / culture of respect* *Cost: \$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* *Cost: \$12.7M*

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. (\$1.2M)

Campus safety positions and insurance premiums. (\$.4M)

FY20 Request – *Focus Areas*

Cost: \$10.0M

- Economic Development
- Grow Our Own Workforce
- Research
- Recruit and Retain
- Operate More Cost Effectively

Goals & Measures 2017-2025

(Tentative, subject to BOR approval)

	2017 Baseline	2018 Observed	2019 Proposed	2020 Target	Chg. Proposed to Target	2025 Goal
1. Contribute to Alaska's economic development						
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
2. Provide Alaska's skilled workforce						
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
3. Grow our world class research						
Lead the world in Arctic related research	1	1	1	1		1
Increase research expenditures	\$159m	\$149.9m	\$157.4m	\$168.3m	+\$10.9m (7%)	\$235m
4. Increase degree attainment						
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
5. Operate more cost effectively						
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

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

Economic Development

- Increase interest in STEM programs
- Develop industry partnerships
- Increase capacity for invention disclosures and licenses

Grow Our Own Workforce

- 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

Research

- 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

- 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

- Growing revenues faster than costs
- Diversifying revenue sources (e.g. philanthropy and P3)
- Process improvement and automation
- Project management
- Systemwide training

FY20 Capital Budget Request

FY20 Capital Budget Priorities

Unrestricted General Funds (in millions of \$)

Capital Investment Area	Submission	Recommendation
Facilities Deferred Maintenance/ Renewal & Repurposing	50.0	50.0
Major Renewals	30.7	
New Construction	46.6	
Research (USArray)	5.0	5.0
Academic Equipment	1.0	
Other One-time Items	.1	
Total	\$133.4	\$55.0

Next Steps

Next Steps

September-October

- Incorporate direction from Board of Regents
- Consult with governance groups
- Iterate with campuses
- Consult with partners
- Consult with Governor's OMB
- Final request packaging
- Refine goals and initiatives in light of input and further analysis

November

- Present final budget request to Board of Regents for approval
- Seek Board approval for 10-year Capital Improvement Plan
- Transmit budget request to Governor
- Begin socializing with legislators
- Internal organization and external advocacy

**University of Alaska
FY2020 UAA Budget Requests**

<u>Item #</u>	<u>Unit</u>	<u>Strategy, Theme</u>	<u>Initiative Title</u>	<u>Recommended to BOR</u>	<u>Forwarded Request Amount</u>	<u>Original Request Amount</u>
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FY20 Strategic Investment Requests Forwarded to BOR

B20/61	Student Affairs	Increase Degree Attainment	Enrollment Services Readiness	\$ 350,000	\$ 350,000	\$ 350,000
30	Univ Adv	Increase Degree Attainment	Expand UAA's story-telling/Communications Ability	\$ 350,000	\$ 350,000	\$ 350,000
63	CoENG/CTC/COH	Increase Degree Attainment	Summer Academy Experience	\$ 250,000	\$ 250,000	\$ 250,000
25	Provost	Increase Degree Attainment	Ready and Registered Seawolves	\$ 200,000	\$ 200,000	\$ 500,000
18	Student Affairs	Increase Degree Attainment	Secondary Education Partners for Post-Secondary Access and Success	\$ 200,000	\$ 200,000	\$ 425,000
B17/19/22	Provost/Library/KPC	Increase Degree Attainment	Low Cost Accessible On-line Educational Resources	\$ 200,000	\$ 200,000	\$ 650,000
21	CTC/VPSS	Increase Degree Attainment	Peer Advising	\$ 150,000	\$ 150,000	\$ 300,000
26	Provost	Increase Degree Attainment	Diversity and Inclusion Action Plan Implementation: Alaska Native Student Success	\$ 100,000	\$ 100,000	\$ 200,000
64	Chancellor Sandeen	Increase Degree Attainment	Center for Continuing and Professional Education Pilot	\$ 250,000	\$ 250,000	\$ 250,000
Bundle 9/10/11	COH	Skilled Workforce-Health	Complete Nursing Expansion and other High Demand Health Professions Programs	\$ 2,075,000	\$ 2,075,000	\$ 3,075,000
67	Provost	AK Economic Development	Alaska Native Science and Engineering Program (ANSEP) Acceleration Academy	\$ 250,000	\$ 500,000	\$ 500,000

Total Strategic Investments \$ **4,375,000** \$ **4,625,000** \$ **6,850,000**

FY20 Operating Cost Increase Requests Forwarded to BOR

Tier 1	Chancellor	Title IX Enhancements	Investigator - Office of Equity and Compliance	\$ 120,000	\$ 120,000	\$ 120,000
Tier 1	Admin- HR	Title IX Enhancements	Sr Employee Relations Specialist - Human Resource services	\$ 120,000	\$ 120,000	\$ 120,000
Tier 2		Title IX Enhancements	Protection of Minors Specialist - Environmental Health, Safety and Risk Management	\$ 97,000	\$ 97,000	\$ 97,000
Tier 2	Student Affairs	Title IX Enhancements	ADA Compliance Educator - Disability Support Services	\$ 81,000	\$ 81,000	\$ 81,000
Tier 2	Student Affairs	Title IX Enhancements	Student Conduct Officer & Clery Act Specialist - Dean of Students Office	\$ 81,000	\$ 81,000	\$ 81,000
23	Library	Technology Cost Increase	Electronic Journal Subscriptions	\$ 200,000	\$ 200,000	\$ 400,000

Total Operating Costs \$ **699,000** \$ **699,000** \$ **899,000**

Total FY20 Request \$ **5,074,000** \$ **5,324,000** \$ **7,749,000**



Agenda

Staff Alliance

Friday, September 21, 2018

10 a.m. – 12 p.m.

Google Meet

1 (605) 412-8063 PIN: 422 645 103#

(Please mute unless speaking.)

1. Call to Order and Roll Call

Voting Members:

Kiwana Affatato, Vice President, UAS Staff Council

Kara Axx, President, UAF Staff Council

David Felts, President, UAS Staff Council

Brenda Levesque, Co-President, UAA Staff Council

John Moore, Co-President, UAA Staff Council

Mathew Mund, Vice President, UAF Staff Council

Monique Musick, Vice President, SW Administration Assembly

Josh Watts, President, SW Administration Assembly

Staff:

Morgan Dufseth, Executive Officer, System Governance

Guests:

Geoff Jacobs, Travel Project Lead and Finance Business Process Analyst

Michelle Pope, UA HR Accounting Director

2. Adopt Agenda

3. Approve Minutes

3.1. August 17 Retreat Minutes

[Reference 1](#)

4. Membership Update/New Member Introduction

5. Public and Guest Comment

5.1. Michelle Pope – Benefits Updates

[Reference 2](#)

6. Chair's Report
7. Board of Regents Update [Reference 3](#)
8. Staff Council Reports
 - 8.1. UAA Staff Council
 - 8.2. UAF Staff Council
 - 8.3. UAS Staff Council
 - 8.4. SW Administration Assembly
9. Staff Alliance Committees
 - 9.1. Staff Health Care Committee
 - 9.2. Compensation Committee
 - 9.3. Morale Committee
10. External Committees
 - 10.1. Joint Health Care Committee
 - 10.2. System-wide Councils
11. Ongoing Business
 - 11.1. Travel Regulation Feedback [Reference 4](#)
 - 11.2. FY19 Goals
12. New Business
 - 12.1. New Policy on Misconduct [Reference 5](#)
 - 12.2. JHCC and SHCC Representative
 - 12.3. October 12 Free Speech
 - 12.4. November 15 Leadership
13. Agenda Items for October Meeting
14. Roundtable discussion
15. Adjourn



Agenda

Staff Alliance

Friday, August 17, 2018

8:30 a.m. – 4:30 p.m.

University House

431 Gold Dust Road

Fairbanks, AK

(Breakfast will be available starting at 8:15 a.m.)

1. Call to Order and Roll Call

8:30 a.m.

Voting Members:

Kiwana Affatato, Vice President, UAS Staff Council

Kara Axx, President, UAF Staff Council

David Felts, President, UAS Staff Council

Arthur Hussey, President, SW Administration Assembly

Brenda Levesque, Co-President, UAA Staff Council

John Moore, Co-President, UAA Staff Council

Mathew Mund, Vice President, UAF Staff Council

Josh Watts, Vice President, SW Administration Assembly

Staff:

Morgan Dufseth, Executive Officer, System Governance

Guests

Tara Ferguson, Director of Compensation

James R. Johnsen, President

Mary Gower, Chief Title IX Officer

Geoff Jacobs, Finance Business Process Analyst

Paul Layer, Vice President for Academics, Students and Research

Rachel Plumlee, Associate General Counsel

Michelle Pope, Director of SW HR Information Systems

Michelle Rizk, Vice President for University Relations

Erika Van Flein, Director of Benefits

2. Review and Adopt Retreat Agenda

8:35 a.m.

- | | |
|---|------------|
| 3. Member Introductions | 8:45 a.m. |
| 4. President Johnsen and VP Layer | 9:00 a.m. |
| 5. VP Rizk | 10:00 a.m. |
| 6. Geoff Jacobs – Changes to Travel Regulations | 10:30 a.m. |
| 7. BREAK | 10:45 a.m. |
| 8. SW HR Directors Ferguson, Pope and Van Flein | 11:15 a.m. |
| 9. LUNCH – Governance Presentation (Morgan) & Group Photo | 12:00 p.m. |
| 10. AGC Plumlee | 1:00 p.m. |
| 11. CTIXO Gower | 1:30 p.m. |
| 12. BREAK | 2:00 p.m. |
| 13. Staff Alliance Business Meeting | 2:15 p.m. |
| 13.1. Chair's Report - Kara Axx | |
| 13.2. Staff Council Reports – What are planning for this year? | |
| 13.2.1. UAA Staff Council | |
| 13.2.2. UAF Staff Council | |
| 13.2.3. UAS Staff Council | |
| 13.2.4. SW Administration Assembly | |
| 13.3. Staff Alliance Committees – A Brief Introduction, FY18 Review, FY19 Goals | |
| 13.3.1. Staff Health Care Committee | |
| 13.3.2. Compensation Committee – FY20 Recommendation | |
| 13.3.3. Morale Committee | |
| 13.4. External Committees | |
| 13.4.1. System Governance Council: President and VP will serve | |
| 13.4.2. Joint Health Care Committee: Needs two new reps for FY19 | |
| 13.4.3. System-wide Councils: New FY19 Appointments | |
| 13.5. Officer Elections | |
| 13.5.1. Chair | |
| 13.5.2. Vice Chair | |
| 13.6. Committee Appointments | |
| 13.6.1. SHCC | |

- 13.6.2. JHCC
- 13.6.3. Compensation
- 13.6.4. Morale
- 13.7. FY19 Goals

14. Agenda Items for September Meeting

15. Roundtable discussion

16. Adjourn

17. UAA and UAS members depart to airport

DRAFT

HR Updates to Communicate as of 9/21/18

Statewide Human Resources is striving to make improvements to the HR System, benefits and procedures to better help employees. Here is an update on system wide projects that are currently in process. We are working on the details of these projects and communication will be sent to those directly impacted prior to the effective date of the change. To see previous versions of this communication please go to the Statewide Human Resources web page at the following link: <http://alaska.edu/hr/whats-new-at-statewide/index.xml>.

Maintenance Issues

Learning Management System

Requests for additional training courses to be deployed through myUA should come from the functional department that is responsible for the training content. Those requests can be made to ua-hris-helpdesk@alaska.edu.

The HRIS team released the first quarterly report showing all trainings that have completed by all employees. This report is posted in VistaPlus and all PPA/CCC have access. It will be in excel format so departments may filter the report as needed to see their employee population. This report will be provided again the first week of October.

A TOAD browser was sent out to users on September 13th that allows HR representatives to run training completion reports on demand. The report provides more timely reporting on the four mandatory training modules. This browser can be ran on demand by employees who have general HR query access in TOAD. For more information, please contact your campus HR Office.

Leadership Positions - updated 9/13/18

UAA

- Recruitment for a permanent provost will begin following Dr. Sandeen's start as chancellor in mid-September.

UA

- Chief Information Technology Officer: Progress continues in the search.

UAF

- UAF is planning to contract a search firm for the Chief Information Officer recruitment.

Student Employment Procedures

A team has been formed to review and update the current student employment procedures. HR and department staff are meeting monthly to discuss and resolve student employment issues so that consistent procedures are used throughout the UA system.

Local 6070 Payroll Procedures

A team has been formed to review and develop payroll procedures to implement the salary components found in the Local 6070 bargaining agreement. The goal is to document how earnings codes are used for Local 6070 employees in order to help employees complete timesheets correctly.

Review of Service Date Usage in Banner

There are a number of service dates that are tracked in Banner HR in order to assist in retirement and health eligibility reporting. A team has been formed to review the criteria for these dates, determine how they should be completed and write procedures so that all campuses are using these dates consistently.

Affordable Care Act Procedures

A team has been formed to review and update the current procedures for the Affordable Care Act. Campus and Statewide HR staff are meeting monthly to discuss and resolve ACA issues so that consistent procedures are used throughout the UA system.

Record Retention Procedures

Campus and Statewide HR staff are meeting regularly to discuss and update record retention schedules and documentation so that consistent procedures are used throughout the UA system.

Required Projects and Tasks

Banner 9 Upgrade

Banner will be upgrading to version 9 in October. This will impact all functional areas including HR, Finance, Student and Financial Aid. Training will occur early fall. Communication about training opportunities will be announced by each functional area. If you are interested, you can review the Banner 9 navigation training at the following link:

<http://edservices.elluciancloud.com/delivery/PublicOnDemand/B9QuickTour/bgen-B9-quick-tour.mp4>

Update as of 9/17/18: HR campus staff completed functional speed testing the week of August 27th. Several aspects of the user interface were identified by the testers as causing delays in data entry rates. Results of that testing has been provided to HR Leadership, OIT, and Ellucian. Training videos for basic searches in Banner 9 are in development.

Faculty and Staff Compensation Equity Study

SWHR is in the process of creating an RFP to solicit a vendor to perform a faculty and staff salary and benefit market analysis. This project was requested by President Johnsen and should be completed by the end of this fiscal year. It was announced in a memo from him on 11/27/17.

Update as of 9/13/18: Board of Regents presentation 9/14/18 to go over the process and preliminary results of the market analysis and pay equity review. Gallagher to begin conducting

the pay equity review for staff, faculty, senior administrators and officers. Researching and reviewing 2 and 4-year faculty data and positions of those misaligned in the current market. Continue to review staff salary structure and the remaining positions to get a holistic view of where staff are within the market. Review executive salary and market guidelines and process.

RFPs for Healthcare, Pharmacy, Vision and Wellness

Requests for Proposals (RFPs) to be issued this fall for medical/dental, pharmacy, vision and wellness services. The healthcare, vision and pharmacy RFP will be issued in September, with the goal of having that done and notices of intent to award (NOITA) done in November. The Wellness RFP will be issued in October or November with NOITA no later than mid-January. Review committee includes HR representatives from UAF, UAA and SWHR and a representative of the Joint Health Care Committee (JHCC).

Update as of 9/21/18: Draft RFP documents have been reviewed to incorporate amendments from last year and update exhibits, and are currently at UAF Procurement for final updates. Goal is to release to market Oct. 3.

Local 6070 Collective Bargaining Negotiation

The current collective bargaining agreement covering University crafts and trades employee expires December 31, 2018. The University will begin negotiations with union representatives this fall with the goal of reaching a new collective bargaining agreement.

Update as of 9/21/18: University and union will likely begin negotiations on October 2, 2018 in Anchorage.

Process Improvement Projects and Tasks

Accelerated Collection and Processing of New Hire Paperwork

HR Representatives from each campus are working to speed up the gathering and entering of HR documents needed to establish new employees in the UA system. This will include assessing current processes, establishing new streamlined processes to be used by all campuses and implement new tools to collect data efficiently and securely.

Update as of 9/17/18: The team is meeting every two weeks to finish the creation and testing of the electronic forms used by new employees. We will be meeting with a representative from the software vendor in October to work on deployment of these forms through MyUA.

Standardization of FML processing

HR Representatives from each campus are working to improve and standardize the processing and tracking of Family Medical Leave across the UA system. This will include assessing current processes, establishing new streamlined processes to be used by all campuses and implement new tools to collect FML requests efficiently and securely.

Update as of 9/21/18: The team continues to work with UAS IT to continue tool development. The team is working to automate forms for application and document submission.

Leadership Development

President Johnsen in conjunction with the Board of Regents tasked SW HR to facilitate a needs assessment and to provide recommendations on developing a UA leadership and succession plan. The leadership development team is compiling information through a survey to assess what is currently provided by the University.

Update as of 9/13/18: President Johnsen is working with Dr. Veazey, Dr. Cundiff, Christi Bell, and Keli McGee on next steps regarding a UA leadership and succession plan.

Electronic Benefit Enrollment Forms

Benefit enrollment forms for new employees is now available in electronic format. New employees may go to the SWHR Benefits website (<http://alaska.edu/benefits/>) to get access to the form. Employees must use their UA log-in information to access the form.

The electronic benefit enrollment for employees with life events is currently under development. Both forms will eventually be available in UAOnline.

Recruitment Alignment Project

The goal is to improve the current recruitment process for departments, hiring managers and HR staff. We will be forming the steering committee and focus groups over the next several weeks.

Update as of 9/13/18: The development team (Michelle Pope, Nycolett Ripley, John McGee, Kelley Lassey) was formed in mid-August and is meeting bi-weekly. The steering committee for the project is comprised of the SW HR and campus HR directors. The focus groups will be from three main areas (research, academics, administrative). For each area, there will be a focus group will be comprised of hiring managers, HR consultants and PPA/CCC, respectively. Once established, the focus groups meetings will be open to all UA employees. Current development team work includes creating a website for regular updates and meeting information; survey creation/distribution to identify the top issues to be addressed; and formation of the focus groups.

Retirement File Project

The SWHR Information Systems group is working with the UA retirement vendors and outside consultants to revise the retirement contribution and eligibility file to meet industry standards. This will streamline internal processes and improve services to employees. It is expected that the file will be tested in September with implementation in October.

Update as of 9/19/18: Work continues with the vendor to validate the test files. We will start working with one of the retirement vendors for testing of the file in their system within the next two weeks.

Performance Appraisal Improvement Project

SWHR is working with the vendor to make improvements to the Performance Appraisal tool in MyUA. The goal is to streamline the process. Changes are expected to be implemented within the next couple of months.

Update as of 9/13/18: Improvements have been identified and will be sent to the vendor this week.



University of Alaska

Total Compensation Review: Project Update

September 14, 2018

Overview

- Project Overview
- Faculty
- Staff
- Executive
- Benefits
- Pay Equity
- Timeline
- Questions

Project Overview

Project Overview

At the direction of the UA President, UA Human Resources is leading a total compensation review to ensure that the university's faculty and staff receive salary and benefits that provide market competitiveness, internal equity, and retention

Elements of the review:

- Faculty salaries
- Staff salaries
- Executive (Officers and Senior Administrators) salaries
- Benefits
- Pay equity

Compensation Guiding Principles

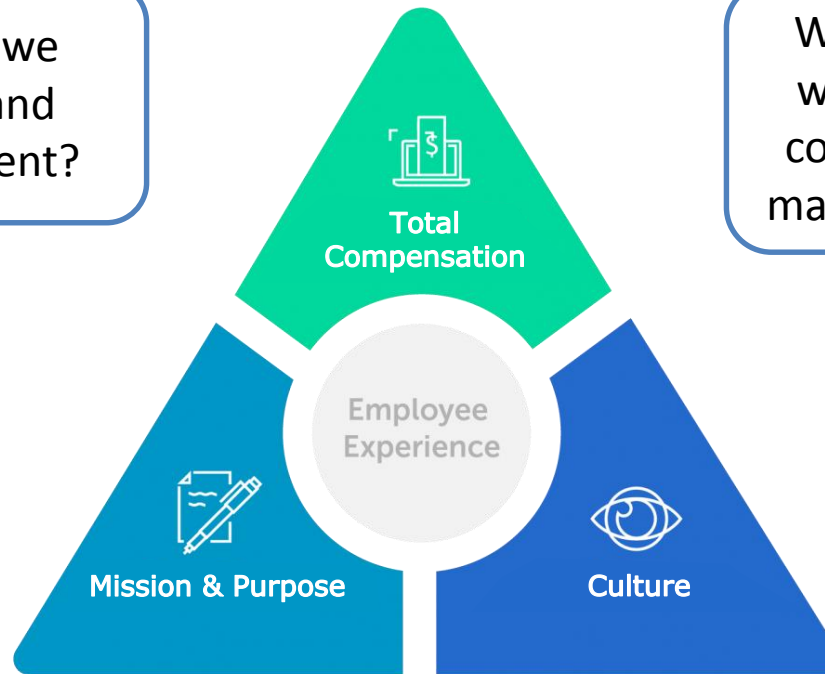
(DRAFT)

- As a mission focused institution, the university's emphasis as an employer is on recruiting, retaining and developing people who embrace the mission; the compensation system supports the mission and is not a deterrent or distraction to our employees' contributions to the mission
- The compensation system will uphold the university's role in the state as a leading employer. In its duty as an employer, the university will strive 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, the university will offer a flexible and inspired suite of benefits to employees
 - Collaborative: Working with our employees to ensure our programs meet their needs and interests

Employee Value Statement

How do we
attract and
retain talent?

Where do we
want to be in
comparison to
market salaries?



What are all the
reasons to
work for UA?

Methodology for Geographic Salary Adjustments

Our vendors (Gallagher and Lockton) used the “cost of labor” geographic factor to adjust actual market salary data to University of Alaska campus locations.

- Cost of labor refers to the difference in wages for a job from one geographic market location to another. It reflects the local labor supply/demand.
- Cost of labor geographic salary adjustments were applied using the Economic Research Institute (ERI) Geographic Assessor.¹
- University of Alaska campuses were allocated into three regional geographic locations reflecting similar costs of labor.

Market Competitiveness

Market competitiveness relative to market median

+/- 5% of market median	Highly Competitive
+/- 10% of market median	Competitive
+/- 15% of market median	Possible Misalignment
</>15% of market median	Misalignment

Faculty

Faculty

Where we are:

- The market analysis for represented 2 and 4-year faculty is complete
- Type A (urban community college) and Type B (rural community college) campuses considered for 2-year faculty

What we know:

- 4-year program faculty are highly competitive overall
- 2-year faculty (to include both Type A and Type B campuses) are competitive overall

Next steps:

- Review specific faculty ranks by discipline that are misaligned with market median
- Complete market analysis for non-represented faculty (FR/FNs)
- Review possibility of an aligned formal faculty salary structure to include process and guidelines

Faculty Compensation

Methodology for Benchmark Peer Groups

Identifying and selecting peer institutions

The objective in developing each peer group was to ensure that, on the whole, each peer group included a representative cohort of comparable public (and/or private for lower division) institutions based on:

- Carnegie Classification
- Operating Budget*
- Student Enrollment
- Faculty FTE

* Source of operating budget is the CUPA Data-on-Demand institutional basic data. The last year CUPA collected the operating budget data for survey participants is 2013-14.

Faculty Compensation

Salary Surveys and Peer Group Participation

A summary of the data sources and number of institutions in each recommended peer group is provided below:

University of Alaska Institution	No. of Institutions in Recommended Peer Group Participating in the CUPA-HR* Faculty Survey (4-year and 2-year)	No. Participating in OSU** Faculty Salary Survey
University of Alaska Anchorage	70	Not applicable
University of Alaska Fairbanks	68	19
University of Alaska Southeast	67	Not applicable
Two Year Program Faculty - Type A	49	Not applicable
Two Year Program Faculty - Type B	23	Not applicable

* College and University Professional Association-HR (CUPA-HR)

** Oklahoma State University

Faculty

FOUR YEAR PROGRAM FACULTY (9 MONTH) ACROSS DISCIPLINES

% Market Competitiveness Comparison (Current Actual Salary v. Market Median **)				
RANKS	All Four Year Program Faculty*	UAF*	UAA*	UAS*
Professor	-4.2% (Highly Competitive)	-9.5% (Competitive)	+1.7% (Highly Competitive)	+15.0% (Misaligned)
Associate Professor	+0.8% (Highly Competitive)	-2.7% (Highly Competitive)	+3.8% (Highly Competitive)	+7.2% (Competitive)
Assistant Professor	-0.8% (Highly Competitive)	-2.2% (Highly Competitive)	-0.3% (Highly Competitive)	+2.4% (Highly Competitive)
Instructor	+0.4% (Highly Competitive)	+4.1% (Competitive)	-9.4% (Competitive)	-
Post Doctoral Fellow	-18.4% (Misaligned)	-18.4% (Misaligned)	-	-
Overall % Comparison	-1.5% (Highly Competitive)	-4.9% (Highly Competitive)	+1.4% (Highly Competitive)	+7.3% (Competitive)

* CUPA-HR teaching faculty salary data used to benchmark the U of A faculty designated as research faculty

** Permissible factors accounting for divergence from market median can include such non-discriminatory factors as length of service, academic discipline, geographic differential, and experience. Additional review is underway.

Faculty

TWO YEAR PROGRAM FACULTY (9 month)

% Market Competitiveness Comparison (Current Actual Salary Median vs. Market Median)		
COMBINED RANKS & DISCIPLINES	Type A Campus locations vs. Market Median	Type B Campus locations vs. Market Median
Overall Market Competitiveness:	+2.9% (Highly Competitive)	+8.7% (Competitive)

CUPA-HR 2 YR does not provide data by rank for Community College

- Combined market median for all disciplines used to compare against the current median of all actual pay

Staff

Staff

Where we are:

- Benchmarking for 80% of staff positions (~2,100) in relation to the national market is complete

What we know:

- Overall, staff salaries are highly competitive in relation to market median (-2.7%)

Next steps:

- Review specific positions that are misaligned in relation to the market
- Review hard-to-fill or unique positions
- Review the salary structure needed to include the remaining 20% of positions
- Review/align the job families in relation to the current market

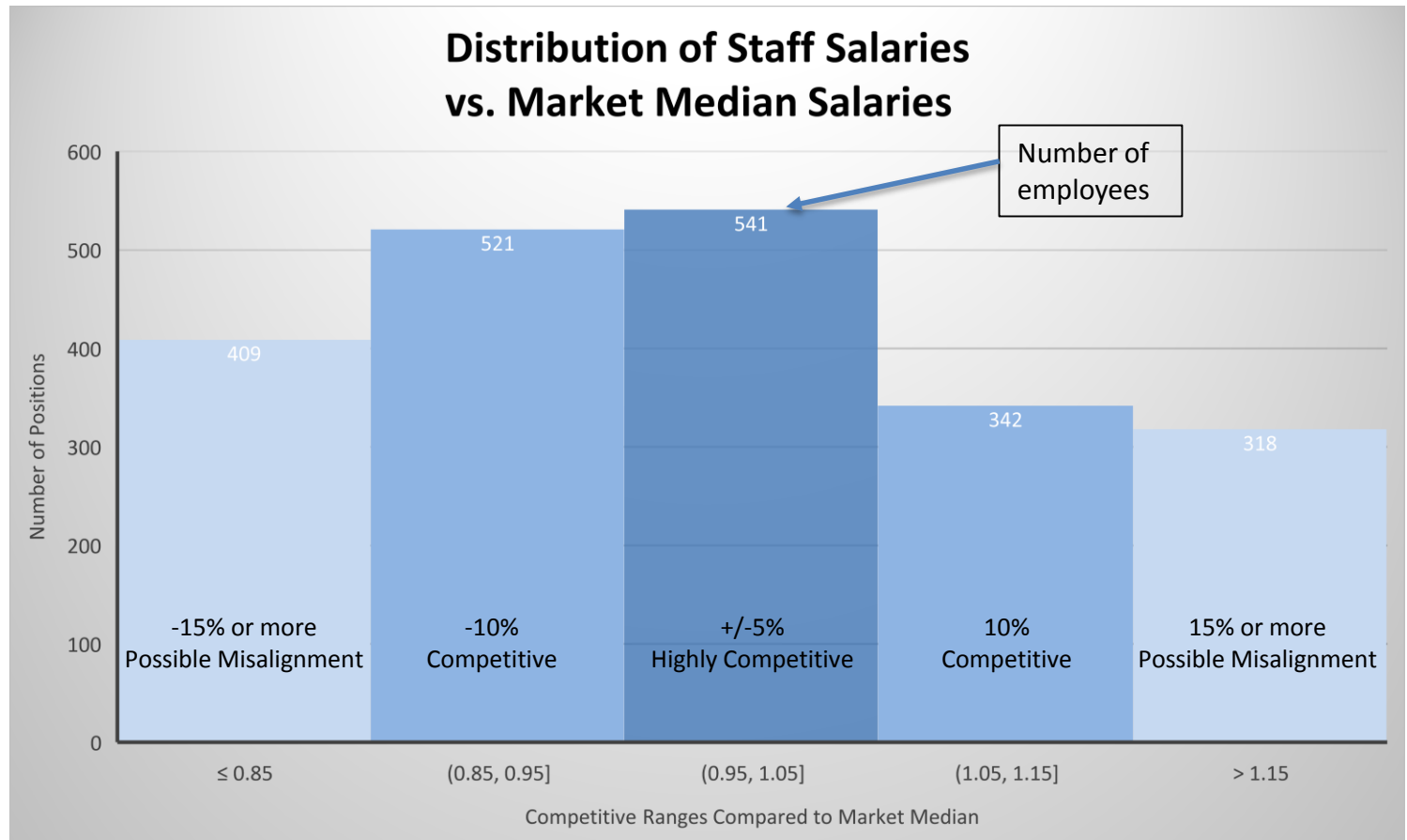
Staff Compensation

Methodology and Survey Sources

UA worked with Lockton to review current job families, salary structure information, organizational hierarchy, and staff reports to provide insight into job and organization structure

- Salary data were collected from the following education-specific surveys, using national data cuts to ensure the most comprehensive data set:
 - CompData Colleges and Universities Survey
 - CUPA-HR Staff in Higher Education Survey
 - CUPA-HR Professionals in Higher Education Survey
 - Western Management EduComp Survey
- The 3% annual adjustment (aging) was applied to each survey source

Staff



Executive

Executive

Where we are:

- The market analysis for executive positions is complete

What we know:

- Overall, executive salaries are 13% below market median, resulting in compression, and potential recruiting challenges and risk of loss

Next steps:

- Strengthen market benchmarking methodology to clarify which positions are classified as executive for institutional consistency
- Adopt new salary range structure to include administrative guidelines for placement based on market, education, experience, and performance

Executive Compensation

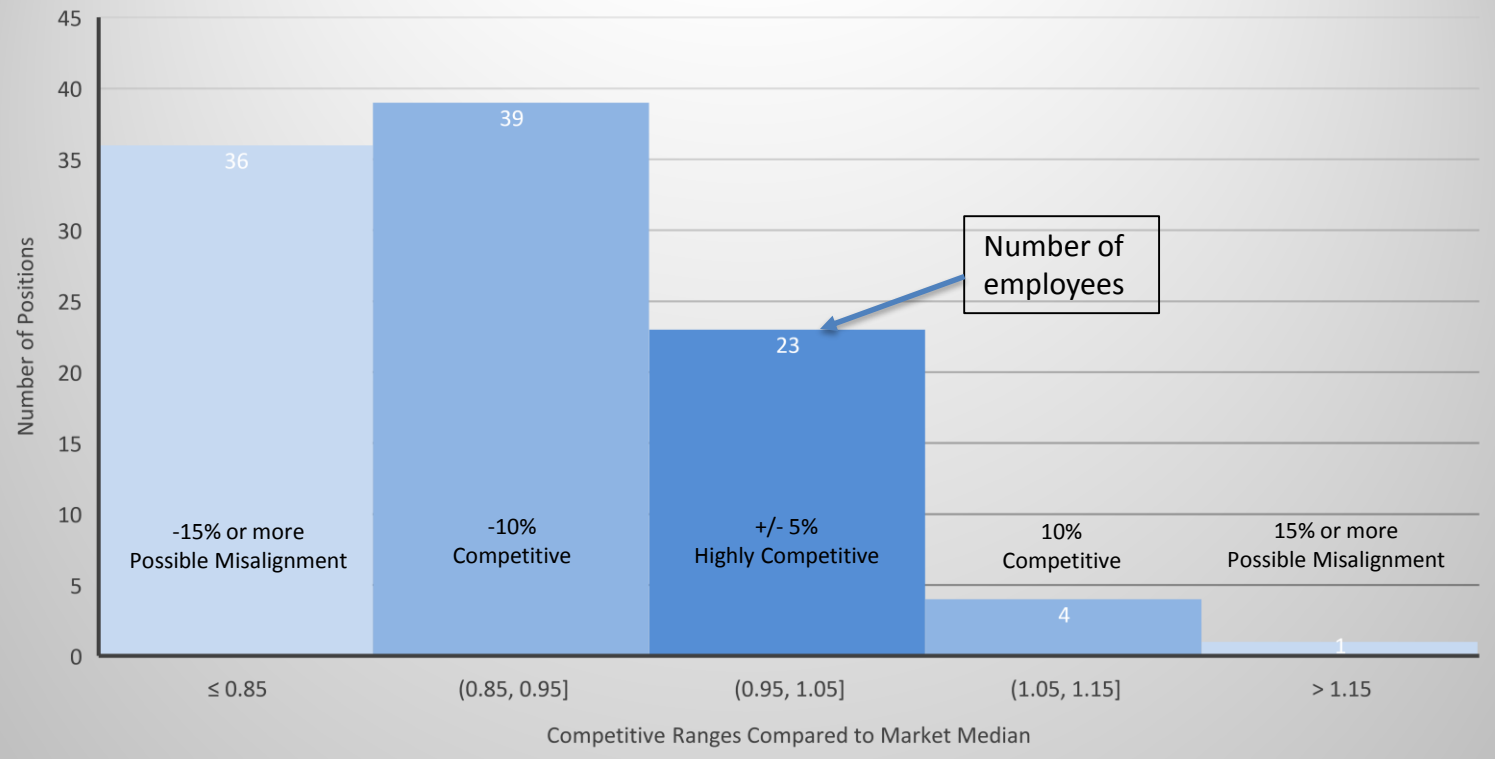
Methodology and Survey Sources

UA worked with Quatt Associates to review University of Alaska peer groups for both university-specific and system-wide executive positions

- Salary data was collected from the following surveys:
 - CUPA-HR Administrators in Higher Education Surveys
 - CUPA-HR Professionals in Higher Education Surveys
 - Western Management EduComp Survey
 - Economic Research Institute (ERI) Executive Compensation Assessor
 - Association of College and University Auditors Salary Survey
 - Quatt Not-for-Profit Survey
- The 3% annual adjustment (aging) was applied to each survey source.

Executive

**Distribution of Executive Salaries
vs. Market Median Salaries**



Benefits

Benefits

Where we are:

- The peer analysis has been completed

What we know:

- Overall UA benefits are competitive except in:
 - Voluntary employee life insurance (low maximum, no dependent life)
 - Long term disability (low maximum benefit)
 - UA Pension (supplemental retirement)
 - PERS retirement

Next steps:

- Consider additional voluntary benefits
- Analyze cost impact to improve market competitiveness

Benefits Review

Methodology and Survey Sources

UA worked with Lockton to benchmark the Benefit Plan against the following peers:

- University of Alaska Peers
 - Montana University
 - University of Maine
 - University of Colorado
 - University of Houston
 - University of Massachusetts
 - University of Nebraska
 - Eastern Washington University
 - Montana State University
 - University of Oregon
 - Southern Illinois
 - Idaho State
 - University of Hawaii System
 - University of Iowa
 - University of Missouri
 - University of Idaho
 - University of Nevada - Las Vegas
 - University of Nevada - Reno
 - Colorado State
- State of Alaska
- 2018 CUPA Survey PPO & HDHP
- Lockton University and College Benchmarking (17 Universities)

Benefits

University Compensation & Benefits	UA Benefits Compared to Peer Group
Health Plan	
Plan Design Value	At or Near Peer Group ●
Employee Contribution	At or Near Peer Group ●
Education Benefit	
Eligibility	At or Near Peer Group ●
Undergraduate Benefit	Above Peer Group ●
Graduate Benefit	Above Peer Group ●
Max Credit Hours	Above Peer Group ●
Retirement	
TRS	At or Near Peer Group ●
PERS	Below Peer Group ●
Optional Retirement	Above Peer Group ●
UA Pension (Supplemental Retirement)	At or Near Peer Group ●
Other Benefits	
Leaves, Accrual & Plan Design	At or Near Peer Group ●
Life Insurance	Below Peer Group ●
Long-Term Disability	Below Peer Group ●

* UA's Benefit Plan benchmarked to Peer Institutions in *UA in Review*, State of Alaska, CUPA and Lockton College and University surveys.

- **Below Peer Group**
- **At or Near Peer Group**
- **Above Peer Group**



Pay Equity

Pay Equity

Where we are:

- A high-level review of compensation data is underway
- Working on regression analysis for staff, faculty, and executives
 - The statistical analysis includes reviewing the effect of the following elements on pay differentials:
 - Gender
 - Age
 - Race/Ethnicity
 - Faculty Rank
 - Terminal Degree
 - Tenure Track
 - Years of Service at UA (years since hire)
 - Years in Position/Rank (years in current position or current faculty rank)
 - Job Value (represented by Pay Grade Midpoint, or Market Median where available)

Pay Equity

Regression Analysis Methodology

- Gallagher's analysis will include all of the applicable variables to determine which have a significant impact on pay.
- **Statistical significance for inclusion** in the formula is defined as $p < .05$. This is the accepted level of statistical impact on the result.
- Variables that do not have a significant impact on pay will be identified and removed from the analysis until the best set of variables that impacts pay is identified.
- This analysis requires multiple “runs” of data to obtain the best set of variables that impact pay.
- We will also review the regression model **R square** to evaluate predictive strength of the regression model.
 - **R Square definition: the percentage of the response variable variation that is explained by the regression model.**
 - R square value of 1.0 (or 100%) indicates that the model explains all variability of the response data.
 - R square value of 0 (or 0%) indicates the model explains none of the variability of the response data.

Pay Equity

Regression Analysis Methodology

- Exclusions
 - 139 employees who chose not to self-disclose their ethnicity will be excluded from the regression analysis. However, employees with “Other” under the ethnicity category will be kept.
- Outliers
 - While the regression analysis identifies standard deviations, since we are using multiple variables to ‘predict’ the dependent variable, we cannot statistically exclude individual employees as ‘outliers’.
 - In order to identify systemic pay equity issues, we must use the full data set, including ‘outliers’.
- Regression Approach
 - Gallagher utilizes several regression models system wide, and groupings by campus/staff, both with and without market data as a variable.
 - Regressions use hourly pay for comparison in order to account for differences in annual hours.
 - Exception: When using market data (9/10 month), we will utilize current 9 month salary equivalent to run regression analysis

Pay Equity

What we know:

- Consultants are identifying positions that need additional analysis

Next steps:

- Conduct a detailed incumbent level comparative analysis to validate potential pay disparities
- Identify areas to address first (departments, discipline areas, job titles)
- Develop controls to mitigate risk and ensure consistency moving forward

Timeline

Project Timeline – Phase 1

ACTIVITY		Aug	Sep	Oct	Nov	Dec
Faculty	Complete market analysis for non-represented faculty (FR/FNs)					
	Review specific faculty ranks by discipline that are misaligned with market actual salaries					
	Review possibility for a aligned formal faculty salary structure to include process and guidelines					
Staff	Review specific staff classifications that are misaligned with market actual salaries					
	Review the hard-to-fill or unique positions to determine potential premium for competitive recruitment and retention					
	Review staff salary structure					
	Slot remaining 20% of positions to complete holistic view of UA's staff compared to the market					
Exec	Strengthen market benchmarking methodology					
	Adopt new salary range structure					
Benefits	Review recommendations and analyze cost impact					
	Incorporate recommendations into UA's strategic plan					
	Incorporate benefits statement with salary offerings to present total compensation					
Pay Equity	Conduct a detailed incumbent level comparative analysis to validate potential pay disparities					
	Identify areas to address (departments, discipline areas, job titles)					
	Develop a plan to ensure consistency moving forward					

Questions?