



## UNIVERSITY of ALASKA SOUTHEAST

### Strategic Planning & Budget Committee (SPBAC)

#### Meeting Notes – 24 January 2019

**Attendees:** Michael Ciri; Julie Vigil; Marnie Kaler; Jon Lasinski; Trisha Lee; Ronalda Cadiente Brown; Kristen Handley; Nathan Leigh, Elise Tomlinson, Maren Haavig; Tom Thornton; Pete Traxler.

**VIA Teleconference:** Mae Delcastillo, Jill Hanson, Sitka; David Felts, Sitka; Priscilla Schulte, Ketchikan

**Not in Attendance:** Chancellor Caufield and Steve Atwater, Executive Dean of AKCOE, are in a meeting about UAA accreditation issues

Meeting started at 2:02pm

#### **Budget Update:**

- Michael Ciri reported on the Senate Finance Committee PowerPoint sent out yesterday
- Juneau Empire news article also reported on the reports

The link to full presentation can be found here:

<https://www.360north.org/gavel/video/?clientID=2147483647&eventID=2019011026>

The Legislative Finance document can be found here:

[http://www.akleg.gov/basis/get\\_documents.asp?session=31&docid=54](http://www.akleg.gov/basis/get_documents.asp?session=31&docid=54)

The Office of Management and Budget's report can be found here:

[http://www.akleg.gov/basis/get\\_documents.asp?session=31&docid=42](http://www.akleg.gov/basis/get_documents.asp?session=31&docid=42)

- Donna Arduin gave a presentation to the executive branch on budget planning
  - Push to report the budget as less complicated
  - Growth in budget general funds
  - Per capita is astronomically high in Alaska
- Followed by David Teel Legislative Finance
  - Should view the budget not as a comparison with other states, but instead with other years
  - It isn't so high per person since 1976
- If anything focus on the 1 hr or 1.5 hr mark of the presentation that shows the difference between undesignated and general fund
- We won't know until February 13th when the governor will reveal it

#### **President Request:**

Provost Carey gave her presentation on the President's request which is due on February 1st. Please see attached agenda and hand outs issued by the Provost office. She read the information and discussion followed on the contents.

- If you have questions about EAB please email them to the Karen or Michael as they need to get the report out tomorrow
- UAF has more people to have more work groups to address their class sizes
- They reviewed the Unrestricted Revenue/FTE Student UAS report and noted that the Universities listed are different than our actual peers

- Discussion followed on why their numbers are much lower than us
- Some factors are the cost of doing business in Alaska, and it can't be compared to other states, including population in the state of Alaska, Student/Faculty ratios, higher staffing costs than in other states
- Discussed part-time and full-time faculty
- 4 years from now this will all look different
- 4-5 students in a class is not sustainable and we have to find a way to make it sustainable
- Hybrid classes were discussed and the need for more classrooms to be able to have them, which would cost a lot of money-we only have one hybrid classroom
- Distance learning and Elearning seems to fit UAS because of our size and location, the problem is that all the schools are doing them
- This is where the leadership needs to step in and make those decisions
- All of our schools are competing for the same shrinking pot
- Elise pointed out that if we move more towards distance and Elearning it would affect housing, the cafeteria, and other programs
- We need UA support. With Strategic Pathways, we should not be competing with each other
- We don't have the same number of programs as UAF does
- Sharing faculty with all the programs was suggested
- We need to embrace the 18 student classroom size and figure out how to do that. We don't know if we've ever had a 18 student ratio, will have to go back further than 2014 to see if we ever did
- If we do that, we need to make sure we have the facilities to make it work
- Priscilla wanted to know what percentage our classes were for face to face, distance, online, and hybrid. That information is unavailable at this time.
- We focus on academics, but it is much bigger than that
- We can't focus on cutting back on staff. Usually they are the ones that are gathering data
- UAA lost their accreditation in part because they didn't have enough data
- Having research staff is a good idea as they can get grants for research and teaching
- This seems like more of a marketing and recruitment issue that we need to address
- The question came up about becoming part of UAF. If that happened, we would lose the Chancellor and Provost. Some other leadership positions would have to go

Follow up: Go back to your colleagues and discuss with them what we have discussed here. If you or your colleagues have any more ideas please get back to Karen by next week Wednesday because the report is due on Friday. The president has lots of ideas and we want to give him some good ones before he takes action on his ideas.

**Accreditation:** The report is completed but Karen wants the committee to look it over once more, check for grammatical and spelling errors. Do not change the content. Karen and Kristen will be sending it out to you soon. If you have any changes you want to see, we can talk about them in August.

3:26 PM the meeting was over.

## **SPBAC MEETING AGENDA**

**Glacier View Room**

**January 24, 2019**

**3:00-4:30 p.m.**

- 1. Introductions**
- 2. Budget update – Michael Ciri**
- 3. President Requests**
  - a. Michael Ciri**
  - b. Karen Carey**
- 4. Accreditation Update - Karen**

**Next meeting: 2/14/19 3:00-4:30 p.m.**

January 24, 2019

SPBAC

President's Assignment for February 1, 2019

Asking for how we will:

- Support for system level goals, policies, processes, and projects listed above, subject to funding.
- Improved student experience and outcomes as reflected in the metrics we've agreed upon.
- Progress toward peer levels of professional employee / student ratio over a 3 year period by decreasing the gap between each institution's peer group using one or more of the options described above. To the extent such progress results from increasing enrollment, we will continue our practice that those funds are retained by each university for investment toward the goals established by the Board of Regents 4
- Your planned approach for this to be presented to me by February 1. This target is established as a way of freeing up resources on your campuses in order to reinvest in the changes necessary to meet campus and system goals.

Elements of your planned approach could include such means as the following and other ways in which you could close the gap:

o Reduction in small classes

**Full-time faculty workloads**

**Adjusting service workloads**

o Reassignment of full-time faculty

**Need for adjunct faculty?**

o Increasing number of new students (traditional and non-traditional)

**Strategic Enrollment Task Force**

**Student Success Committee**

**Communication Plan**

**Marketing and Recruitment Plan**

**EAB**

**Academic Life Coaching**

**Dual Enrollment Classes**

**Articulation Agreements**

o Improved retention of current students

**Retention Plan**

**EAB**

Also mentioned are:

- adjusting part-time faculty positions to our peer levels
- increasing curriculum coherence and creating clearer pathways to student success,
- consolidating sections and / or adding them to the workload of our full-time faculty,
- working with faculty to redesign certain courses along the lines of the successful work led by the National Center for Academic Transformation (NCAT),
- creating larger GER courses,
- adjusting workloads to optimize university priorities (e.g., assigning faculty to high priority activities such as instruction, applied research, or student support activities),
- reviewing how we deliver various courses and degrees at our community campuses, and
- increasing enrollment minima.

Other Questions:

What are optimal class sizes for UAS? How do we reach that goal?

How do we balance full-time faculty vs. adjunct faculty?

What system-level or campus-level procedures are burdensome and could be modified?

How can we expand eLearning classes? Improve the student experience? Reduce costs?

How should we account for noncredit courses and credentials?

# Unrestricted Revenue/FTE Student - UAS

Unit ID	Institution	Tuition and Fees per FTE	State & Local Appropriation per FTE	Total per FTE
102632	University of Alaska Southeast	\$6,707	\$16,690	\$23,397

206914	Cameron University	\$4,838	\$4,725	\$9,563
180179	Montana State University-Billings	\$5,594	\$6,339	\$11,933
219277	Oglala Lakota College	\$2,706	\$0	\$2,706
106485	University of Arkansas at Monticello	\$3,518	\$7,767	\$11,285
108092	University of Arkansas-Fort Smith	\$2,741	\$6,823	\$9,564
188304	Western New Mexico University	\$4,670	\$8,425	\$13,095
Group Average		\$4,396	\$8,461	\$12,857

Data Source: NCHEMS NCES IPEDS Finance Survey, 2015-16; and NCHEMS selected peer institutions



# Student:Faculty Ratios - UAS

Unit ID	Institution	FTE Students= (Undergrad credits / 30) + (Graduate credits / 24)	Full-time Instructional Staff	Part-time Instructional Staff	FTE Inst Staff= Full-time + (Part-time * .4)	FTE Fac = FTE Students / FTE Inst Staff
102632	University of Alaska Southeast	1,689	128	83	161	10.5
206914	Cameron University	4,011	149	105	191	21.0
180179	Montana State University-Billings	3,640	153	163	218	16.7
219277	Oglala Lakota College	928	65	1	65	14.2
106485	University of Arkansas at Monticello	2,721	157	59	181	15.1
108092	University of Arkansas-Fort Smith	5,409	234	158	297	18.2
188304	Western New Mexico University	2,439	107	54	129	19.0
Total (excluding Univ of Alaska Southeast)		19,148			1,081	17.7

Data Source: NCHEMS NCES IPEDS Instructional Activity file (efia2016 - cdataua cdataga) ; and NCHEMS selected peer institutions



# Part-time:Full-time Faculty - UAS

Unit ID	Institution	Part-time Instructional Staff	Full-time Instructional Staff	Part-time/Full-time Instructional Staff
102632	University of Alaska Southeast	83	128	0.6

206914	Cameron University	105	149	0.7
180179	Montana State University-Billings	163	153	1.1
219277	Oglala Lakota College	1	65	0.0
106485	University of Arkansas at Monticello	59	157	0.4
108092	University of Arkansas-Fort Smith	158	234	0.7
188304	Western New Mexico University	54	107	0.5
Total (excluding Univ of Alaska Southeast)		540	865	0.6

Data Source: NCHEMS NCES IPEDS Instructional Activity file (efia2016 - cdactua cdactga) ; and NCHEMS selected peer institutions



# Section Sizes

Section Headcounts	1-4	5-9	10-19	20-29	30-49	50+	Total	% 1-4	% 5-9	% 10-19	% 20-29	% 30-49	% 50+	Total <10	% <10
UA Anchorage															
Lower	415	522	1,097	829	478	260	3,601	11.5	14.5	30.5	23.0	13.3	7.2	937	26.0
Upper	380	297	480	250	172	32	1,611	23.6	18.4	29.8	15.5	10.7	2.0	677	42.0
Graduate	406	256	243	90	27	16	1,038	39.1	24.7	23.4	8.7	2.6	1.5	662	63.8
UA Fairbanks															
Lower	341	409	635	250	190	121	1,946	17.5	21.0	32.6	12.8	9.8	6.2	750	38.5
Upper	308	267	274	87	49	34	1,019	30.2	26.2	26.9	8.5	4.8	3.3	575	56.4
Graduate	389	190	93	12	19	9	712	54.6	26.7	13.1	1.7	2.7	1.3	579	81.3
UA Southeast															
Lower	85	96	109	54	38	46	428	19.9	22.4	25.5	12.6	8.9	10.7	181	42.3
Upper	67	46	42	25	15	10	205	32.7	22.4	20.5	12.2	7.3	4.9	113	55.1
Graduate	22	18	46	28	15	1	130	16.9	13.8	35.4	21.5	11.5	0.8	40	30.8
UA															
Lower	841	1,027	1,841	1,133	706	427	5,975	14.1	17.2	30.8	19.0	11.8	7.1	1,868	31.3
Upper	755	610	796	362	236	76	2,835	26.6	21.5	28.1	12.8	8.3	2.7	1,365	48.1
Graduate	817	464	382	130	61	26	1,880	43.5	24.7	20.3	6.9	3.2	1.4	1,281	68.1

Data Source: FY18 closing headcount for active sections.