

February 9, 2017

Representative David Guttenberg  
Chairman  
University of Alaska House Finance Budget Subcommittee

Dear Rep. Guttenberg,

Please find below responses to questions raised by subcommittee members during the January 31<sup>st</sup> meeting of the University of Alaska House Finance Budget Subcommittee. Where appropriate, we have also appended supplemental information to this memo.

**1. What are other public universities doing to compensate for funding cuts from their states?**

Public universities around the country are taking many of the same steps the University of Alaska is taking to respond to cuts in public funding. Universities have had to implement a combination of tuition increases, employee reductions, and limitations to both course and degree offerings. The Center on Budget and Policy Priorities highlighted some of these actions in a recent report available at <http://www.cbpp.org/research/state-budget-and-tax/funding-down-tuition-up>.

The National Association of College and University Business Officers provides some additional information on some specific universities. That report is available online at [http://www.nacubo.org/Business\\_Officer\\_Magazine/Magazine\\_Archives/January\\_2010/Time to Regroup.html](http://www.nacubo.org/Business_Officer_Magazine/Magazine_Archives/January_2010/Time_to_Regroup.html).

**2. How many years do we have to go back to see year over year increases in enrollment?**

Enrollment numbers from 2008 to 2016 by campus and for the entire University of Alaska system are provided in the table on the following page. The last increase in enrollment occurred in the fall of 2011 (FY12) when student Full-Time Equivalents (FTE) increased to 19,864 throughout the system and headcount increased to 34,983.

A student FTE is the unit of student credit hours representative of a typical course load to complete a degree in the standard time frame. For undergraduates, one FTE is equivalent to 15 student credit hours, while one graduate FTE is equivalent to 12 student credit hours.

Reporting level headcount is unduplicated. Campus headcount totals may add up to more than the system totals. This occurs because students often concurrently enroll at multiple campuses in the same semester. Therefore, some students would be double counted if headcounts are summed across campuses. Headcount includes students who audit for credit courses but does not include students taking only non-credit courses.

#### Student Full-Time Equivalent (FTE) by University

Fiscal Year	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
Fall Semester	2008	2009	2010	2011	2012	2013	2014	2015	2016
UA Anchorage	10,735	11,240	11,585	11,964	11,734	11,512	11,139	10,786	10,521
UA Fairbanks	5,378	5,716	5,966	6,105	5,921	5,760	5,587	5,413	5,194
UA Southeast	1,494	1,634	1,740	1,795	1,735	1,624	1,575	1,503	1,381
UA System	17,607	18,589	19,292	19,864	19,390	18,896	18,300	17,702	17,096
		6%	4%	3%	-2%	-3%	-3%	-3%	-3%

Source UA in Review Table 1.21: Student FTEs exclude audited credit hours. One student FTE is calculated as 15 student credit hours for courses below the 500 level and 12 student credit hours for courses at the 500 level and above. This represents the average number of credits needed to receive an undergraduate degree in four years, or a graduate degree in two years.

#### Student Headcount by University

Fiscal Year	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
Fall Semester	2008	2009	2010	2011	2012	2013	2014	2015	2016
UA Anchorage	19,728	20,368	20,559	20,699	19,825	19,629	18,649	18,116	17,962
UA Fairbanks	9,828	10,446	11,034	11,149	10,799	10,214	9,992	9,870	9,330
UA Southeast	3,598	3,834	3,963	4,043	3,765	3,644	3,700	3,396	2,891
UA System	32,328	33,710	34,480	34,983	33,581	32,696	31,522	30,496	29,171
		4%	2%	1%	-4%	-3%	-4%	-3%	-4%

Source UA in Review Table 1.01a: Reporting level headcount is unduplicated. University headcounts add up to more than the system total. This occurs because it is common for students to be concurrently enrolled at multiple campuses and/or multiple universities in the same semester. Therefore, some students would be double counted if headcounts were summed across campuses and universities. Headcount includes students who audit for-credit courses and does not include students taking only non-credit courses.

### 3. What are UA's tuition rates and how do they compare to WICHE rates?

The Western Interstate Commission for Higher Education (WICHE) was established in 1953, and Alaska joined the organization in 1955. WICHE is the parent organization of WUE, the Western Undergraduate Exchange program, and its purpose is to coordinate higher education resource sharing in the western United States. For more information about WICHE and WUE <http://www.wiche.edu>. The tables below compare tuitions of the WICHE universities.

4-year Tuition - WICHE Region (11/16)		
Rank	State	2016-17
1	ARIZONA	\$10,891
2	COLORADO	\$9,983
3	OREGON	\$9,114
4	HAWAII	\$8,941
5	CALIFORNIA	\$8,754
6	WASHINGTON	\$8,537
7	SOUTH DAKOTA	\$8,504

<b>8</b>	<b>ALASKA</b>	<b>\$7,223</b>
9	NORTH DAKOTA	\$7,118
10	IDAHO	\$6,847
11	NEVADA	\$6,445
12	UTAH	\$6,301
13	NEW MEXICO	\$6,097
14	MONTANA	\$5,793
15	WYOMING	\$5,055
16	COMM. NO. MARIANAS	N/A

2-year Tuition - WICHE Region (11/16)		
Rank	State	2016-17
<b>1</b>	<b>ALASKA</b>	<b>\$7,223</b>
2	SOUTH DAKOTA	\$6,613
3	COMM. NO. MARIANAS	\$4,808
4	OREGON	\$4,706
5	NORTH DAKOTA	\$4,469
6	WASHINGTON	\$4,249
7	COLORADO	\$4,219
8	HAWAII	\$3,849
9	UTAH	\$3,626
10	MONTANA	\$3,531
11	IDAHO	\$3,486
12	WYOMING	\$2,942
13	NEVADA	\$2,910
14	ARIZONA	\$2,567
15	NEW MEXICO	\$1,896
16	CALIFORNIA	\$1,380

**4. Can we provide background on the university's federal land grant deficit and the related 2009 Supreme Court case?**

A more detailed memo on the University of Alaska's land grant deficit issue is attached in the Appendix, but a brief summary is included here. The University of Alaska is a "land grant" college in name more than in fact. Of the 49 states that received college land grants, only Delaware received less acreage than Alaska. Hawaii was given cash in lieu of a land grant.

College land grants originated in the Morrill Act of 1862, which provided federal lands of at least 90,000 acres to states for the support of their public colleges. An 1866 amendment extended the Act to any Territory at statehood. However, under explicit terms included in the Alaska Statehood Act, Alaska is the only state that hasn't been extended the Morrill Act benefit.

A 1915 federal statute championed by Delegate Wickersham also made clear that the University of Alaska should be entitled to approximately 268,800 acres, consisting of one 640 acre section in each of approximately 420 townships in Interior Alaska. However those sections were never surveyed and the federal promise largely remained unfulfilled.

Unfortunately the Alaska Statehood Act revoked both the 1915 statute and the Morrill Act entitlement for Alaska. This was based on a Congressional assumption that the state legislature would provide these land grants out of Alaska's own large federal land selections. It was believed that the State of Alaska would have sufficient lands to provide its own land endowments for the University. Although the Alaska Legislature has attempted several times to grant land to the University, these efforts have not been successful. These attempts included a 1,000,000-acre land grant approved by Alaska's first state legislature but later vetoed by Governor Egan.

In 2000 the legislature passed SB 7 which allowed the University to select between 250,000 and 260,000 acres of state land. All net income from the selected lands would have been held in the University's endowment trust fund, held in perpetuity, and the income of which would be exclusively for the university's use. Governor Knowles vetoed that bill. The legislature override the veto but not by the three-fourths majority required to override vetoes of appropriation bills. The legislature contended that the bill was not an appropriation bill and litigated. The Supreme Court ruled that a conveyance of lands was not an appropriations bill, and thus did not require a three-quarter vote. The opinion noted that there was a separate issue of whether the bill might violate the prohibition against dedicated funds, which the Court declined to address because that issue had not been fully litigated by the superior court.

In 2005, the legislature amended the 2000 legislation by incorporating a specific list of the state land DNR was to transfer. The Southeast Alaska Conservation Council filed suit in April 2007 raising the argument that the law violated the anti-dedication clause. The State and the University defended the law. In 2009, the Supreme Court ruled that the law did violate the constitutional prohibition. The opinion reviewed the court's prior anti-dedication case law, concluding that the clause prohibited the dedication to the University of income derived from land conveyed to the University by the State. The Court also rejected the argument that the University's constitutional authority to own land created an implied exception to the anti-dedication prohibition; University lands were still state lands. The State and the University argued that the dedication of income derived from the land could in fact be severed from the conveyance of the land itself, and that the land conveyance should still stand even if the income dedication were struck down. However, the court found that the legislature would likely not have passed the law without the income dedication; the establishment of a permanent dedication of that income was too important an aspect of the bill.

**5. How are we doing relative to other land grant universities in philanthropic giving?**

According to 2014 data from the Council for Aid to Education's Voluntary Support for Education Survey 2014 Report, Alaska is 39<sup>th</sup> out of 45 reporting public land grant universities. Alaska reported \$26 million in giving in 2014 including donations, pledges, and grants. Not every public land grant university reports its giving data. The full list and Alaska's rank is included in the appendix.

**6. How much did Alaska Airlines contribute towards the Alaska Airlines Center?**

UAA has a 10-year, \$5.7 million agreement with Alaska Airlines. The value of the sponsorship is comprised of the following mix: \$350,000/annually in sponsorship used to cover travel for the school's sports teams; \$117,000 in promotional sponsorships to be used as giveaways at athletic events (20 MVP gold memberships, 10 boardroom memberships and 10 round trip vouchers) and \$1 million in cash contributions to an endowment for athletic scholarships which has been fulfilled.

It is important to note that UAA Athletics department staff are not eligible for promotional items. The agreement does not support daily operation costs of the Alaska Airlines Center. Over the life of the agreement, \$1 million is contributed to athletic scholarships, \$3.5 million in sponsored airfare for sports team travel, and \$1.2 million in promotional giveaways.

**7. Referring to our enrollment strategy: Can you provide us with a list of other states that have achieved similar or higher enrollment growth (50%) over an eight-year period? How have they accomplished that?**

We are not aware of a list of states that have a 50% growth in enrollment over an eight-year period. However, we know of two states – *Tennessee* and *Georgia* – that have successfully made aggressive gains in enrollment to attracting more students and help them attain their educational goals.

Tennessee is trying a variety of approaches to engage adult learners (especially those with some college but no degree) and help them overcome the barriers to completing their degrees. Removing or eliminating the most common barriers that prevent adults with from completing a credential or degree program is the aim of such strategies. The most common challenges relate to the availability of time due to work commitments, family responsibilities, and costs. The approaches include:

- reverse transfer of credits from a four-year baccalaureate institution to an associate degree or credential program;
- competency-based degree programs;
- online and distance learning; and
- other low-cost, flexible options (such as prior learning assessment)

Georgia State University has taken a far more holistic approach to retention and persistence in an effort to increase enrollment and success of their students. Georgia State employs a consistent, evidenced-based strategy. Summarized as follows:

- Use data aggressively in order to identify and to understand the most pervasive obstacles to our students' progressions and completion.
- Be willing to address the problems by becoming an early adopter. This means piloting new strategies and experimenting with new technologies. After all, we will not solve decades--old problems by the same old means.
- Track the impacts of the new interventions via data and make adjustments as necessary to improve results.
- Scale the initiatives that prove effective to have maximal impact. In fact, many of the programs that we offer are currently touching 10,000 students or more annually.

**8. How many students are using Alaska's student loan program to attend college out of state? How would UA's enrollment be affected if the loans could only be used in Alaska?**

Loan usage is about 46% in state and 54% out of state. Loan usage is on the decline (perhaps mimicking enrollment across the country). We can't discern from the data, what programs of study out-of-state students are enrolled in. It's assumed that many of these may be programs not available in Alaska.

Three-Year Loan Summary by Student Level FY14-16 (furnished by ACPE, 02/17)									
	Using loan In-State			Using loan Out-of-State			Total		
Student Level	FY16	FY15	FY14	FY16	FY15	FY14	FY16	FY15	FY14
Undergraduate	223	246	299	237	249	335	460	497	634
Graduate	4	4	11	25	21	19	29	25	30
Totals:	227	250	310	262	270	354	489	522	664
	46%	48%	47%	54%	52%	53%	100%	100%	100%

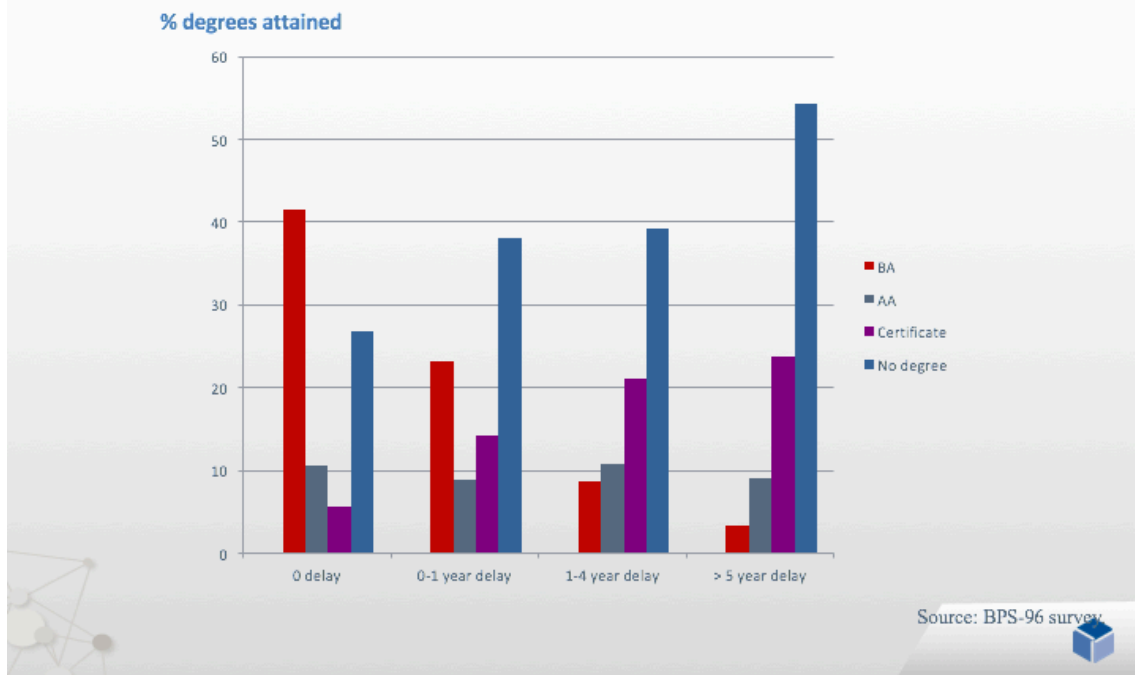
There is a interest rate discount for students who attend in Alaska. They can qualify for rates as low as 5.75% while in school and 5.5% while in repayment (as compared to the base rate of 6.25%). This discount is available because of the overall loan volume (i.e. students who use the loan in and out of state.) The discount would be removed if students choosing out of state could no longer receive the Alaska student loan.

Impact on UA's enrollment: nominal. Families who support their child or individuals who seek enrollment outside will simply look for other loan providers. Families and/or individuals do not choose to go outside because the Alaska loan program is available to them. They choose to go outside and then choose to use the Alaska loan program.

**9. Referring to the funnel chart: Do your numbers take into account the people who take a few years off after high school and then attend college?**

The “brain drain” funnel chart represents an estimated outcome of 100 average Alaskan 9<sup>th</sup> grade students over a ten year window. 29 won’t graduate from high school, 40 more will finish high school but won’t go on to college, of the 26 who go on to college, 16 go out of state, 15 will attend the

**Educational Attainment by Degree of Entry Delay:  
 General Trends**



University of Alaska but only 5 of those 15 graduate within 6 years. Alaska has the lowest proportion of students who go to college directly out of high school of any state in the U.S, with just 46% going to college within 12 months of graduating. Half of the students we graduate at UA aren’t represented in the funnel because they are non-traditional students who don’t begin college until at least 12 months after they finish high-school. As seen in the graph below, over 50% of individuals who take more than five years off after high school before beginning college will not ultimately complete a degree. The graph is from a slideshow presented to UA by the National Center for Higher Education Management Systems (NCHEMS). The full presentation is in the appendix.



**10. What is this year's \$1.0 million economic development increment going to be used for?**

Economic development occurs through patenting Intellectual Property and developing inventions into businesses. The process of transferring scientific research performed by University faculty, graduate students and undergraduates into knowledge and discoveries that benefit the public occurs through the Office of Intellectual Property and Commercialization (OIPC) at UAF and the Office of Technology Commercialization at UAA.

Greater investment in Intellectual Property and Commercialization provides more support and seed funds to bring scientific discoveries into marketable products and services. They receive invention disclosures from UA researchers and evaluate the research and its potential for commercialization. Thorough review determines whether inventions have market potential and market analysis searches determines whether there is a need. The process varies slightly between UAF and UAA, but in both instances the offices provide support and necessary start-up funds to bring invention disclosures through the copyright process and into the marketplace. Commercialization of intellectual property is a major opportunity for both the University of Alaska and the state — offering the promise of increased economic development for the commercial sectors of Alaska and a return on investment for UA research dollars.

At UAF, if research has commercial potential, OIPC brings the disclosed technology to the Intellectual Property Advisory Committee, (IPAC) who advises OIPC staff on how best to proceed with protecting or returning the invention to the inventor/s. OIPC works with industry partners who may be interested in the disclosed technology. Licensing negotiations can begin with an existing business or a startup business.

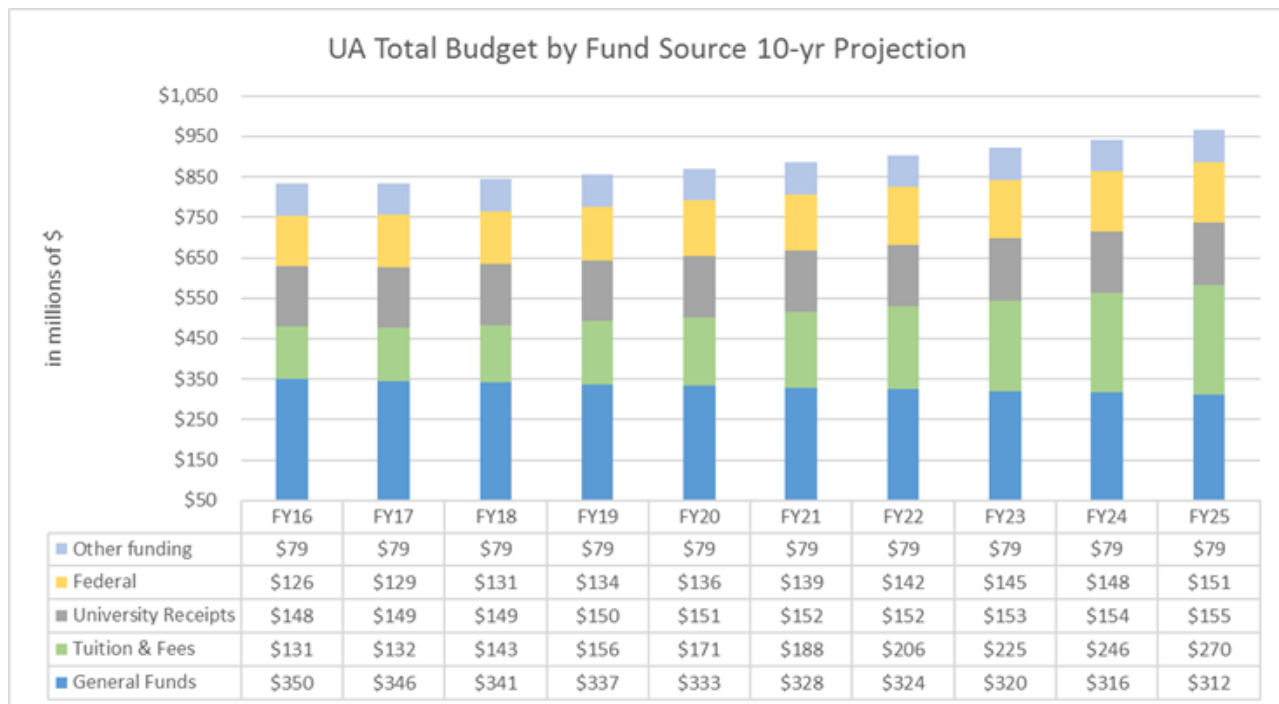
UAF created the [Nanook Innovation Corporation](#) (NIC) to assist UAF inventors in getting new technologies into the hands of businesses. NIC is a nonprofit supporting organization of the UAF Office of Intellectual Property and Commercialization, whose sole focus is transferring inventions generated from research conducted at UAF. UAF assigns its intellectual property to NIC, which has the responsibility to get it into the hands of business through licensing. [Nanook Tech Ventures](#) (NTV) was also created to work with entrepreneurial faculty, staff and students at the University of Alaska Fairbanks to create businesses based on new discoveries.

To commercialize faculty and student research at UAA, the Vice Provost for Research and Graduate Studies created a business infrastructure. This infrastructure includes [Seawolf Holdings, LLC and the Seawolf Venture Fund](#). Seawolf Holdings provides a corporate interface between UAA and enterprise companies and manages the companies, while the Seawolf Venture Fund provides seed money for early stage technology companies.



**11. Referring to the 10-year glide path: Can you provide a graph of your total budget (by fund source) until 2025?**

President Johnsen and the Board of Regents have developed an aggressive framework for lessening the university's reliance on general fund appropriations from the current \$350 million to \$312 million in 2025, but want to do it gradually. Overall the university's budget will increase over that time. To meet that goal, the university will need to implement aggressive enrollment and retention strategies, gradually raise tuitions, expand philanthropic giving and private sector partnerships, monetize our real estate and explore other revenue sources.



Increases in enrollment plus a gradual increase in tuition provides a large part of the long-term adjustments. Increased enrollment would increase the amount covered by tuition and fees even without the modest tuition increases.

The UA Foundation is expanding efforts to increase private giving which is comparably low to other universities with particular emphasis on increasing alumni giving. The model projects a 5% total increase in private donations to the university over ten years, an increase of .5% per year. Another opportunity for increased university receipts in the long term is increased earnings from UA lands once the long-standing land grant deficit is resolved.

Increased emphasis on research activities and expanded research capacity is projected to account for an annual 2% increase in federal funds. The strategic investments in the regents' budget are vital

to positioning the university toward a gradual path of reduced state funding by building enrollments, increasing quality and expanding capacity. At the same time, the university is focused on increased efficiencies through Strategic Pathways and process improvements.

**12. How many students from WUE states are attending UA and how many Alaskans are attending college in WUE states? Is there a net gain or loss?**

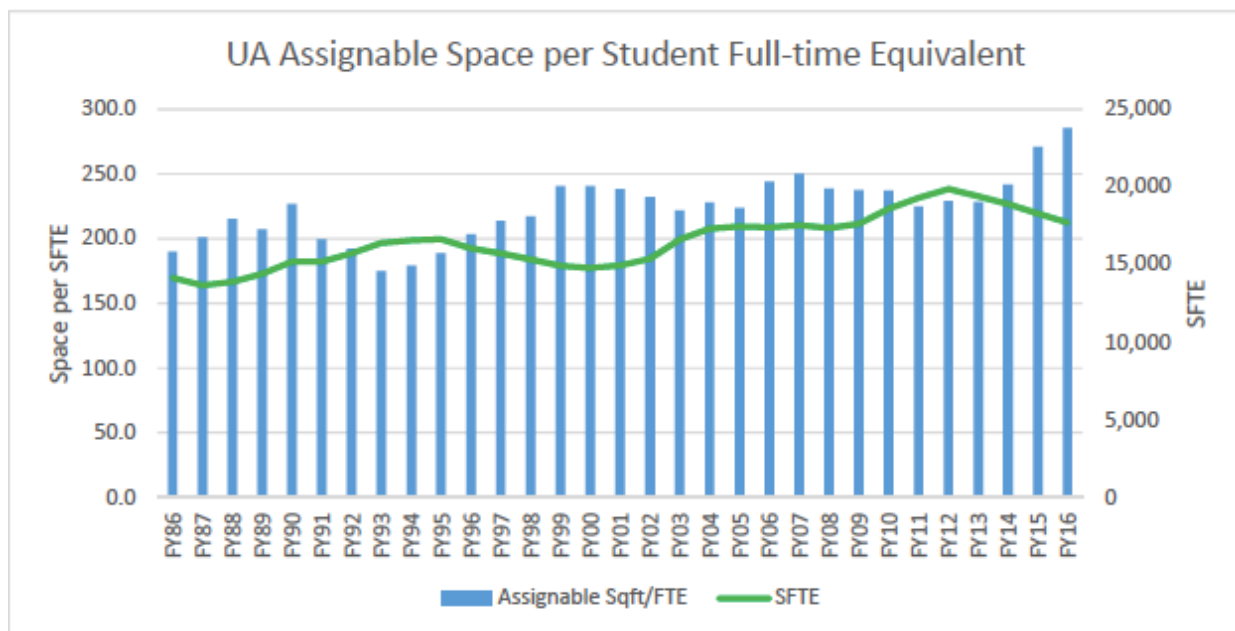
The Western Undergraduate Exchange (WUE) program is a tuition-reciprocity agreement between the member-states of the Western Interstate Commission for Higher Education (WICHE). WUE allows students from WICHE member-states to attend a participating university, paying 150% of the university's in-state tuition costs instead of out-of-state tuition.

Western Undergraduate Exchange - Alaska									
2012		2013		2014		2015		2016	
Rcvd.	Sent	Rcvd.	Sent	Rcvd.	Sent	Rcvd.	Sent	Rcvd.	Sent
588	1421	587	1355	599	1237	533	1101	528	1165

There are more than 150 two and four year public universities participating in WUE in Arizona, California, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, the U.S. Pacific Territories and Freely Associated States, Utah, Washington, and Wyoming. (Source: <http://www.wiche.edu/askWICHE-wue>)

**13. Do you have a chart that graphs, as far back as possible, the ratio of UA facility square footage over student enrollment?**

Between FY86 to FY12 UA's assignable square footage per student full-time equivalent (SFTE) increased roughly 21%, while UA's SFTE increased roughly 40% during this same time period. With a decline in enrollment beginning after FY12, the assignable space per SFTE has increased. UA's current efforts to increase enrollment should help reverse this trend.



If we can provide you or the committee members any additional information on these topics or any others related to the University of Alaska, please don't hesitate to contact us.

Respectfully,



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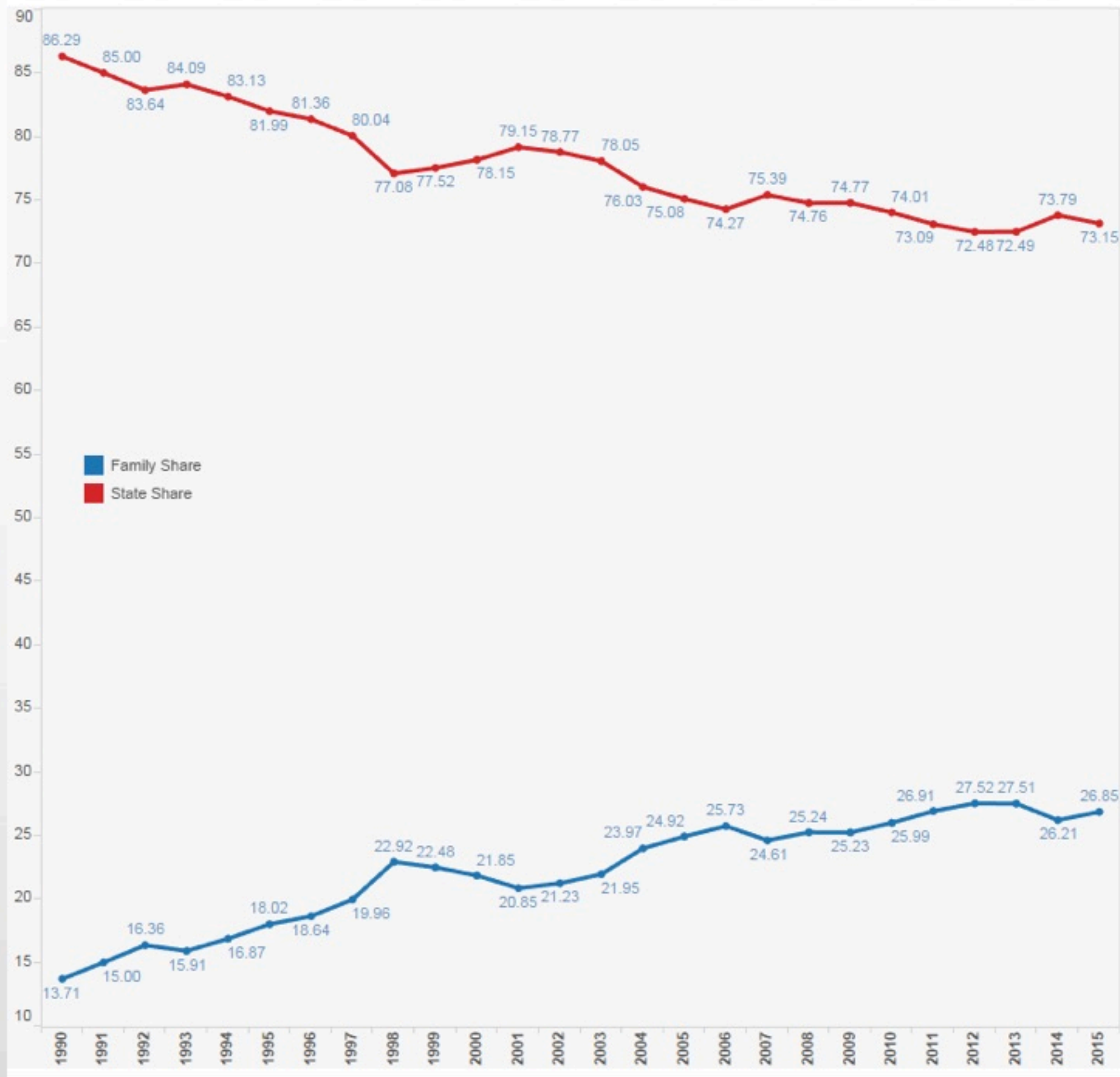
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### **Appendix Contents:**

- Pages 1 & 2, supporting question 1: Slides showing students' share of education costs in Alaska and Colorado (from NCHEMS presentation)
- Pages 3-7, supporting question 4: University of Alaska's land grant history memo
- Page 8, supporting question 5: Philanthropic Support at Public Land Grant Universities table
- Page 9, supporting question 13: Density Factor & Program Space/Student slide (from Sightlines presentation)

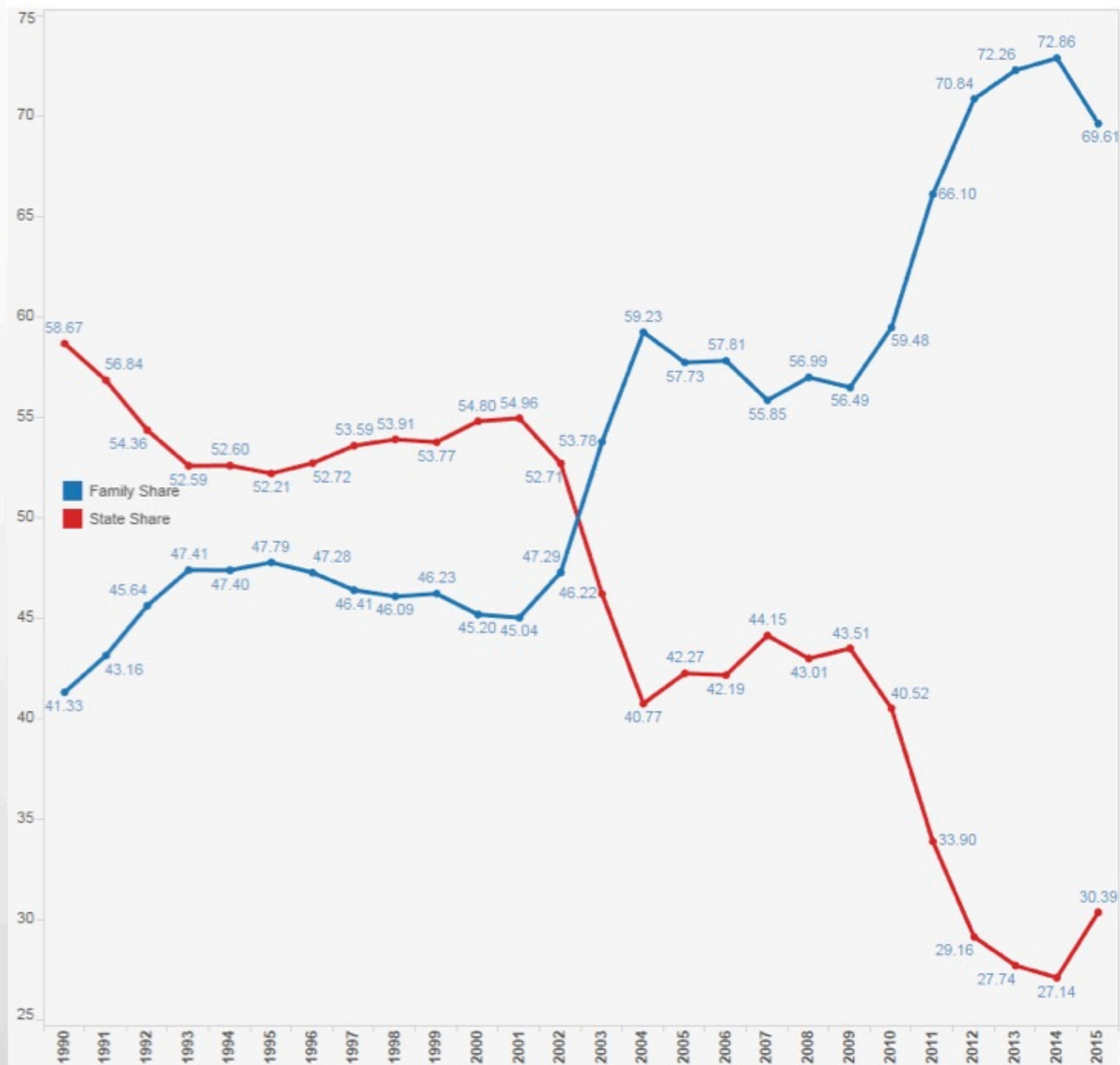
# Student Share of Education Costs

## Alaska



# Student Share of Education Costs

Colorado







# UNIVERSITY of ALASKA

*Many Traditions One Alaska*

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## LAND GRANT HISTORY

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Under federal laws enacted in 1915 and 1929, the University of Alaska was entitled to receive approximately 360,000 acres of public land in Alaska. Due in large part to the inability of the Federal Government to expeditiously survey Alaska, the vast majority of the 1915 land grant had not been conveyed when the Statehood Act of 1959 repealed the law. As a result, the University never received the remainder of its entitlement. Consequently, the largest state in the U.S. has received a smaller land grant for higher education than any other state except Hawaii (which received money in lieu of land) and Delaware. The following is a brief summary relevant to the University of Alaska's land grants.

**Early Federal Land Grants.** Providing land to support education is one of the oldest traditions in American history, predating even the United States Constitution. Early federal land grants included common school grants, grants for seminaries, teachers' colleges, mining schools, military schools and state universities.

**1862 Morrill Act.** The Morrill Act was passed by Congress in 1862 under President Lincoln, and provided more than 11 million acres of land to states and territories to create a system of land grant colleges and universities. Proceeds from the lands were used to establish and endow the operation of at least one college in each state, included later-admitted states, to promote "the liberal and practical education of the industrial classes in the several pursuits and professions of life." Eventually, land grant institutions spread to all fifty states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands. For the first time in American history, higher education became available to millions of working class men and women. The second Morrill Act was passed in 1890, extending the provisions of the 1862 Act to provide endowments for land grant universities.

**1915 Federal Land Grant.** In 1915, Congress reserved approximately 268,800 acres of land for the support of a "Territorial agricultural college and school of mines" to be established by the Legislature of Alaska. The Act of 1915 included 2,250 acres for the campus in Fairbanks, and also every unclaimed Section 33 (640 acres per section) located in each township generally between Fairbanks and the foothills of the Alaska Range. Because of the slow pace of federal land surveys, besides the campus acreage (restricted to educational purposes), the University of Alaska received less than 9,000 acres, or about 3%, of its original 1915 Land Grant section 33's, before the Act was repealed at statehood.



**1917 Alaska Agricultural College and School of Mines.** In 1917, the Alaska Territorial Legislature formally established the Alaska Agricultural College and School of Mines, which was renamed the University of Alaska in 1935.

**1929 Federal Land Grant.** In 1929, Congress granted an additional 100,000 acres of land to the Territory of Alaska, for the exclusive use and benefit of the Alaska Agricultural College and School of Mines. Unlike the Act of 1915, the 1929 Federal Land Grant allowed for the selection of lands throughout the state, so long as they were surveyed, unappropriated and unreserved. The University still has a balance of approximately 960 acres (including acreage compensation for reconveyed Native allotments) owed to it under its 1929 Land Grant. (To maximize the value of this small remaining acreage, the University is selecting higher value, smaller acreage, federal lands becoming available when public land orders or other federal withdrawals are lifted.)

**1930s – 1950s Land Bills.** From the 1930s through the 1950s, several bills were submitted to Congress in an effort to reserve up to 10 million acres of land for the University, but strong opposition, mainly from the Department of the Interior, thwarted those efforts.

**1958 Alaska Statehood Land Negotiations.** In 1958, Alaska’s Delegate, E.L. Bob Bartlett, persuaded Congress that Alaska’s Statehood Act should forgo the traditional specific land grants for higher education and other “internal improvements” historically set aside upon statehood, and instead should give the new State of Alaska a large allocation of land, from which the new state would be expected to provide for its University and other internal improvement needs. Thus, Congress specifically provided that the land grants to the new State would be “in lieu of” the Morrill Act acreage to which the existing University in the new State would be otherwise entitled.

**1958 Alaska Statehood Act.** With the passage of the Alaska Statehood Act in 1958, the 1915 Act was repealed, although lands reserved thereunder were to “be granted to said State for the purposes for which they were reserved.” As to the section 33’s already surveyed, the State accepted the acreage but treated them as general state lands rather than as University-specific lands (although later litigation forced the State to recognize its responsibilities, leading to a settlement in 1982). The section 33’s not surveyed as of statehood were treated as if no reservation had been made at all. Consequently, while the State of Alaska received more land (over 104 million acres) from the Federal Government than any other state, its land grant university ranks at the bottom of the list in the amount of land it received for higher education (see Attachment 1).

**1959 State Land Grant Veto.** In 1959, the first state legislature granted 1 million acres of land to the University to replace the federal lands lost to the University at statehood (CSHB 176). Governor William A. Egan vetoed the 1959 grant because he believed it would complicate the state’s selection of federal lands and was an unconstitutional dedication of funds.

**1966 – 1980 Alaska Land Freeze.** Shortly after Walter J. Hickel became governor in 1966, the Federal Government halted all land transfers in Alaska until the issue of the Alaska Native land claims could be settled. Over the next 15 years, the University’s land entitlement remained unresolved while Congress passed the Alaska Native Claims Settlement Act, the Trans-Alaska Pipeline was constructed, and the Alaska National Interest Lands Conservation Act (adding 104 million acres of federal land into federal conservation units) was passed by Congress.

**1979 University Lawsuit.** At the time of statehood, the State of Alaska assumed management responsibility for lands previously granted from the Federal Government for the benefit of the University, under the 1929 Act and/or the surveyed section 33's under the 1915 Act. Under the state's management, certain University grant land was designated for inclusion in the Chugach State Park, while other University grant land was allowed to be selected for municipal entitlements, without compensation to the University as required by law. The University's highest-value grant lands were lost under the state's management. In 1979, the University filed suit against the state to recover its grant lands and to secure compensation for properties that could not be recovered. This suit was settled in 1982 with the State of Alaska agreeing to convey certain of the University's remaining grant lands, other replacement lands and one-time timber cutting rights directly to the University for management and control.

**1997 – 2005 Federal Land Bills.** In April 1997, U.S. Senator Frank Murkowski introduced legislation (S.660) designed to rectify the University of Alaska's unfulfilled and disproportionately small land grant entitlement. The 1997 legislation would have granted the University the right to select 250,000 acres of unreserved federal lands in Alaska. The bill also provided for an additional matching grant of up to 250,000 acres of federal land, if the University received a state land grant. The legislation would have potentially provided up to 500,000 acres of federal land to the University of Alaska. Senator Frank Murkowski's 1997 legislation, and legislation introduced by Senator Frank Murkowski and Representative Don Young in 1999 (S.744, H.R.2958), by Senator Frank Murkowski in 2001 (S.1816), and by Senator Lisa Murkowski in 2005 (S.293), all failed to pass (although S.1816 did pass the Senate in November 2002, it failed to pass the House).

**2000 and 2005 State Land Grants.** In 2000, the Alaska Legislature enacted Senate Bill 7 allowing the University to select up to 260,000 acres of state land. Amendments enacted in 2005 replaced the selection provisions with a specific list of lands (totaling almost 265,000 acres) to be conveyed to the university, including a large (51,280-acre) parcel designated as a University Research Forest, to remain in state ownership until June 30, 2055.

**2009 Supreme Court Decision.** On March 13, 2009, the Alaska Supreme Court held, in a lawsuit brought by the Tongass Conservation Society and Southeast Alaska Conservation Council ("SEACC"), that the 2000/2005 legislation, by committing the land proceeds to the University's Endowment Trust Fund, violated the anti-dedication clause (Article IX, Section 7) of the Alaska Constitution. This invalidated the entire law (except those portions that created the University Research Forest) and required the University to reconvey to the State all lands acquired up to that point under the legislation. This included several critical educational and research parcels, including the Sitka Campus (see table below).

EDUCATIONAL PARCEL LIST				
No.	Parcel Name	Region	MAU	Acres
1.	Sitka Campus	Southeast	UAS	6
2.	Auke Weir	Southeast	UAS	6
3.	Caribou-Poker Creeks Watershed	Northern	UAF	25,362
4.	Delta Ag & Forestry Exp. Station	Northern	UAF	363
5.	Fairbanks Parking Garage	Northern	UAF	1
6.	Poker Flat (Special Use Area)	Northern	UAF	8,427
7.	Poker Flat Lease	Northern	UAF	533
8.	Silver Fox Mine	Northern	UAF	120
9.	Tok Research Forest	Northern	UAF	4,007
TOTAL ACRES				38,825

**2010 State Land Bill.** In 2010, new legislation Governor Sean Parnell introduced legislation (“HB 295”) that was partially modeled after the 2005 legislation, while eliminating the permanent endowment aspects. The bill did not pass.

**2010 Reconveyance of State Grant Lands.** In April 2010, the University complied with the deadline set by the Alaska Superior Court and reconveyed the HB 130 Lands back to the State of Alaska, with the exception of two parcels totaling 1.8 acres. The Court allowed the University to retain the Fairbanks Courthouse parcel and the Key Bank parcel, because they had both been transferred to the University under separate statutory authority (Alaska Housing Finance Corporation and the Department of Transportation and Public Facilities).

**University Lands Status.** As of February 9, 2016, the University owns approximately 150,600 acres of land. These lands include federal grant lands, other lands acquired from local, state or federal governments for restricted educational purposes, purchased lands, and lands donated to the University. The 150,600 acres contains approximately 12,000 acres for educational uses designated by the respective campuses, with the remainder for investment purposes.

**University Land Receipts.** As of FY2016, University land and resource sales had generated over \$204 million in receipts for the University since 1987. This figure obviously could have been much larger had the University had ownership over the past several decades of the additional 260,000 acres reserved under the 1915 Act, or the 1,000,000 acres the first Alaska Legislature tried to convey in 1959, or the up to 750,000 acres of state/federal lands the U.S. Senate approved in 2002, or the 260,000 acres the State of Alaska tried to convey in 2005. The net income from the sale, lease, development and other income generated from the University’s federal grant lands is deposited into the University’s Land Grant Endowment Trust Fund (“LGTF”). This fund, the University’s permanent endowment, is managed by the University of Alaska Foundation. The fund is managed in accordance with generally accepted management practices. Earnings from the LGTF are used to fund, among other things, the Alaska Scholars Program. The Alaska Scholars Program awards a \$12,000 scholarship to the top 10 percent of the graduates from every Alaska high school each year for use at a UA System campus. This program is the cornerstone of the University’s effort to educate Alaska’s brightest graduating high school seniors.

# ATTACHMENT 1

(as of October 25, 2016)

## UNIVERSITY LAND GRANTS

(IN ACRES)

STATE	UNIVERSITY LAND GRANT	TOTAL STATE LAND GRANT	UNIV PERCENT OF TOTAL STATE LAND GRANT
1. New Mexico	1,346,546	12,794,718	10.52%
2. Oklahoma	1,050,000	3,095,760	33.92%
3. New York	990,000	990,000	100.00%
4. Arizona	849,197	10,543,753	8.05%
5. Pennsylvania	780,000	780,000	100.00%
6. Ohio	699,120	2,758,862	25.34%
7. Utah	556,141	7,501,737	7.41%
8. Illinois	526,080	6,234,655	8.44%
9. Indiana	436,080	4,040,518	10.79%
10. Montana	388,721	5,963,338	6.52%
11. Idaho	386,686	4,254,448	9.09%
12. Alabama	383,785	5,006,883	7.67%
13. Missouri	376,080	7,417,062	5.07%
14. South Dakota	366,080	3,435,373	10.66%
15. Massachusetts	360,000	360,000	100.00%
16. Mississippi	348,240	6,097,997	5.71%
17. North Dakota	336,080	3,163,552	10.62%
18. Washington	336,080	3,044,471	11.04%
19. Wisconsin	332,160	10,179,804	3.26%
20. Kentucky	330,000	354,607	93.06%
21. Tennessee	300,000	300,000	100.00%
22. Virginia	300,000	300,000	100.00%
23. Iowa	286,080	8,061,262	3.55%
24. Michigan	286,080	12,142,846	2.36%
25. Georgia	270,000	270,000	100.00%
26. North Carolina	270,000	270,000	100.00%
27. Louisiana	256,292	11,441,955	2.24%
28. Minnesota	212,160	16,422,051	1.29%
29. Maine	210,000	210,000	100.00%
30. Maryland	210,000	210,000	100.00%
31. New Jersey	210,000	210,000	100.00%
32. Arkansas	196,080	11,936,834	1.64%
33. California	196,080	8,825,657	2.22%
34. Florida	182,160	24,214,722	0.75%
35. Connecticut	180,000	180,000	100.00%
36. South Carolina	180,000	180,000	100.00%
37. Texas	180,000	180,000	100.00%
38. Kansas	151,270	7,794,669	1.94%
39. New Hampshire	150,000	150,000	100.00%
40. Vermont	150,000	150,000	100.00%
41. West Virginia	150,000	150,000	100.00%
42. Colorado	138,040	4,471,604	3.09%
43. Oregon	136,165	7,032,847	1.94%
44. Nebraska	136,080	3,458,711	3.93%
45. Nevada	136,080	2,725,226	4.99%
46. Wyoming	136,080	4,342,520	3.13%
47. Rhode Island	120,000	120,000	100.00%
48. Alaska	112,064	104,569,251	0.11%
49. Delaware	90,000	90,000	100.00%

Source: U.S. Dep't of Interior, Bureau of Land Management, Public Land Statistics 1984, Table 4. (BLM ceased publication of that particular table in 1985.) Hawaii received a monetary permanent endowment (~\$6 million) for its University in 1961-62 in place of land acreages.



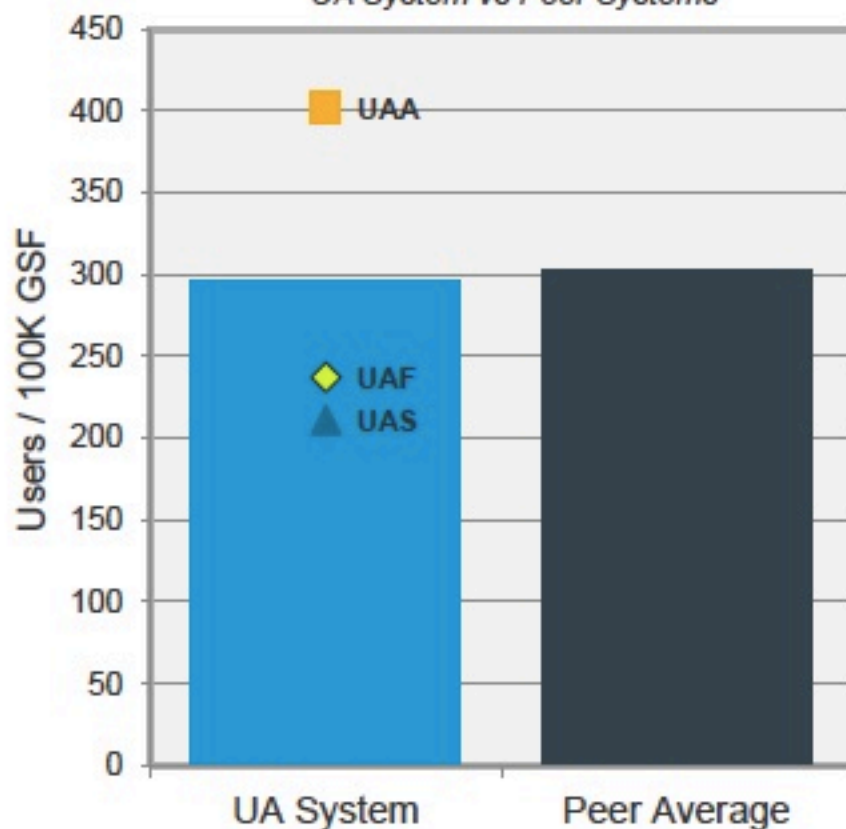
Philanthropic Support at Public Land Grant Universities*			
State	Institution	Support (\$Millions)	Rank
CALIFORNIA	<a href="#">University of California</a>	\$ 1,332,343	1
OHIO	<a href="#">Ohio State University</a>	\$ 332,627	2
TEXAS	<a href="#">Texas A&amp;M University</a>	\$ 317,549	3
MINNESOTA	<a href="#">University of Minnesota</a>	\$ 298,386	4
WISCONSIN	<a href="#">University of Wisconsin-Madison</a>	\$ 249,661	5
ILLINOIS	<a href="#">University of Illinois</a>	\$ 243,701	6
NEBRASKA	<a href="#">University of Nebraska</a>	\$ 226,772	7
PENNSYLVANIA	<a href="#">Pennsylvania State University</a>	\$ 215,399	8
FLORIDA	<a href="#">University of Florida</a>	\$ 215,184	9
ARIZONA	<a href="#">University of Arizona</a>	\$ 186,192	10
MISSOURI	<a href="#">University of Missouri</a>	\$ 173,197	11
KANSAS	<a href="#">Kansas State University</a>	\$ 156,335	12
IOWA	<a href="#">Iowa State University</a>	\$ 146,748	13
COLORADO	<a href="#">Colorado State University</a>	\$ 143,239	14
INDIANA	<a href="#">Purdue University</a>	\$ 129,490	15
NEW JERSEY	<a href="#">Rutgers - the State University of New Jersey</a>	\$ 124,484	16
MICHIGAN	<a href="#">Michigan State University</a>	\$ 117,566	17
NORTH CAROLINA	<a href="#">North Carolina State University</a>	\$ 117,535	18
TENNESSEE	<a href="#">University of Tennessee</a>	\$ 111,303	19
LOUISIANA	<a href="#">Louisiana State University</a>	\$ 110,644	20
KENTUCKY	<a href="#">University of Kentucky</a>	\$ 105,565	21
OREGON	<a href="#">Oregon State University</a>	\$ 97,217	22
GEORGIA	<a href="#">University of Georgia</a>	\$ 96,088	23
ALABAMA	<a href="#">Auburn University</a>	\$ 86,579	24
WASHINGTON	<a href="#">Washington State University</a>	\$ 85,672	25
WEST VIRGINIA	<a href="#">West Virginia University</a>	\$ 85,323	26
MARYLAND	<a href="#">University of Maryland, College Park</a>	\$ 81,788	27
OKLAHOMA	<a href="#">Oklahoma State University</a>	\$ 76,101	28
MISSISSIPPI	<a href="#">Mississippi State University</a>	\$ 66,002	29
MASSACHUSETTS	<a href="#">University of Massachusetts</a>	\$ 57,765	30
HAWAII	<a href="#">University of Hawaii</a>	\$ 52,642	31
CONNECTICUT	<a href="#">University of Connecticut</a>	\$ 48,905	32
DELAWARE	<a href="#">University of Delaware</a>	\$ 48,905	33
NEVADA	<a href="#">University of Nevada, Reno</a>	\$ 38,414	34
VERMONT	<a href="#">University of Vermont</a>	\$ 37,119	35
UTAH	<a href="#">Utah State University</a>	\$ 33,941	36
WYOMING	<a href="#">University of Wyoming</a>	\$ 28,541	37
IDAHO	<a href="#">University of Idaho</a>	\$ 26,912	38
ALASKA	<a href="#">University of Alaska</a>	\$ 26,005	39
MAINE	<a href="#">University of Maine</a>	\$ 22,644	40
MONTANA	<a href="#">Montana State University-Bozeman</a>	\$ 20,251	41
NEW HAMPSHIRE	<a href="#">University of New Hampshire</a>	\$ 18,350	42
RHODE ISLAND	<a href="#">University of Rhode Island</a>	\$ 14,627	43
NEW MEXICO	<a href="#">New Mexico State University</a>	\$ 13,928	44
MARYLAND	<a href="#">University of Maryland</a>	\$ 9,143	45

Philanthropic Support at Public Land Grant Universities*			
State	Institution	Support (\$Millions)	Rank
ALABAMA	<a href="#">Alabama A&amp;M University</a>		
ALABAMA	<a href="#">Tuskegee University</a>		
ARKANSAS	<a href="#">University of Arkansas</a>		
ARKANSAS	<a href="#">University of Arkansas Pine Bluff</a>		
DELAWARE	<a href="#">Delaware State College</a>		
DISTRICT OF COLUMBIA	<a href="#">University of the District of Columbia</a>		
FLORIDA	<a href="#">Florida A&amp;M University</a>		
GEORGIA	<a href="#">Fort Valley State College</a>		
GUAM	<a href="#">University of Guam</a>		
KENTUCKY	<a href="#">Kentucky State University</a>		
LOUISIANA	<a href="#">Southern University</a>		
MASSACHUSETTS	<a href="#">Massachusetts Institute of Technology</a>		
MISSISSIPPI	<a href="#">Alcorn State University</a>		
MISSOURI	<a href="#">Lincoln University</a>		
NEW YORK	<a href="#">Cornell University</a>		
NORTH CAROLINA	<a href="#">North Carolina A&amp;T State University</a>		
NORTH DAKOTA	<a href="#">North Dakota State University</a>		
OKLAHOMA	<a href="#">Langston University</a>		
PUERTO RICO	<a href="#">University of Puerto Rico</a>		
SOUTH CAROLINA	<a href="#">Clemson University</a>		
SOUTH CAROLINA	<a href="#">South Carolina State University</a>		
SOUTH DAKOTA	<a href="#">South Dakota State University</a>		
TENNESSEE	<a href="#">Tennessee State University</a>		
TEXAS	<a href="#">Prairie View A&amp;M University</a>		
VIRGIN ISLANDS	<a href="#">University of the Virgin Islands</a>		
VIRGINIA	<a href="#">Virginia Polytechnic Institute &amp; State University</a>		
VIRGINIA	<a href="#">Virginia State University</a>		
WEST VIRGINIA	<a href="#">West Virginia State College</a>		
Source: Council for Aid to Education, Voluntary Support for Education (CAE:VSE) Survey 2014			
* Not all institutions report philanthropic support to CAE:VSE			

# Understanding Campus Activity

## Density Factor

UA System vs Peer Systems



## Program Space/Student

UA System vs Peer Systems

