

**2/25/09**

**PRESIDENT**

**MARK**

**HAMILTON**

**U OF AK**

## **Institutional Health**

- 32,000 student headcount
- 9 out of 10 high school students rate UA quality of education as good or very good
- 63% of college bound high school graduates will attend UA schools
- Charitable giving to UA at record levels – \$31 million from 6450 donors
- Research providing record amount of jobs. Alaskan research bringing into state 150 million annually from outside private and public sources.
- Retaining Alaska scholars keeping Alaska's best and brightest in the state.
- UA responsible for 90% of all state workforce training

## **FY08 report card reported from 1999 (SB281)**

- High Demand Degrees awarded – up 38%
- First-Time Full-Time Undergraduate Under-graduate retention – up 10%
- Student Credit hours – up 16%
- Externally Funded Research – up 97%
- University Generated Revenue – up 90%

## **UA and the Economy**

- Generates \$1 billion in direct and indirect economic activity in the state.
- UA Research activities produce a statewide payroll of \$80 million per year employing 2300 people paid for with outside money
- UA generates over \$6 of revenue for every \$1 invested

## **Changing nature of education**

- 23% 4 year degree 1951
- 23% 4 year degree 2008

## **Alaska higher education and Alaska Hire**

- 1.7 billion
- 80 billion since completion of pipeline

## **Recruiting, Retention, Travelers**

- Healthcare alone spends \$24 million per year according to Providence Hospital

## **Workforce Development/Health**

- 2800 graduates per year in workforce
- 1300 graduates per year in healthcare

- 120 programs 80% of which are 2 years or less
  - Refer to list
- List is generated from SB 281
  - SB 281 “thou shalt create high demand jobs and you will be judged on your ability to deliver them

Collaboration between Larry LeDoux, UA, Click Bishop

Heightened interest by Governor

- Summit

Heightened interest by Legislature

- Regents' report

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**From:** Shana Crondahl [snssc@email.alaska.edu]  
**Sent:** Tuesday, February 24, 2009 12:26 PM  
**To:** Louie Flora  
**Subject:** Feb 25 UA, Hamilton presentation  
**Attachments:** academic program offerings.doc; major renewal.doc; FactSheet\_lifescience.pdf; UAA-Sports-Arena.pdf; UAS-Auke-Lake-Fact-Sheet1.pdf

I hope I'm not inundating you with too much paper. The first attachment is an explanation of how the university adds and deletes program offerings. The second attachment is appendix H-1 from UA's budget (the "Redbook"), which is a 1-page narrative of maintenance/deferred maintenance. Also attached are fact sheets on the 2-4<sup>th</sup> capital project priorities for UA (maintenance is the number one capital project priority).  
shana

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**From:** Pete Kelly [mailto:pete.kelly@alaska.edu]  
**Sent:** Thursday, February 12, 2009 10:08 AM  
**To:** 'Shana Crondahl'  
**Subject:**

University of Alaska  
Academic Program Offerings

In the last ten years, the University of Alaska (UA) system has expanded academic offerings by more than 120 programs. This number does not include about 60 occupational endorsement certificates (OEC). These OECs are about the quickest way to get someone credentialed and into Alaska's workforce with a marketable skill. They are not counted because they are usually created from courses and faculty already available.

OECs allow students (who may already be enrolled) to receive short-term, focused workforce development training in a declared major. Financial aid eligibility and recognized credentials are significant benefits to students who make the choice to enter an OEC program.

With the added degrees and certificates, UA now has about the same breadth of associate and certificate level programs as other small western states, but, only about two-thirds the number of four-year programs, half the graduate programs, and less than a quarter of the doctoral level programs.

Our comparative lack of four year and graduate degrees is not necessarily considered a deficiency by the Board of Regents or the Administration of the University. It is consistent with the direction given by the legislature in 2000. The legislature directed UA to deliver an increase in degrees awarded in the high demand job areas. In fact, in SB 281, the legislature said UA would be judged by its performance in this and other areas.

By far, most of the added degree, certification, and credential programs are in high demand areas. Designating what programs are high demand and best meet the needs of the state is arrived at by consulting the Department of Labor and Workforce Development and industry. These degrees are very expensive to deliver, but because industry and government are clamoring for personnel in these areas, graduates are almost guaranteed employment upon completion. These expensive programs have only been possible through internal reallocation as well as state and industry support, and tuition increases.

To add a program the Board of Regents requires a high level of justification from the requesting department or school. All degree and certificate programs with the exception of OECs must be approved by the Board. The attached appendix provides the required regulations regarding the evaluation criteria for adding or deleting degree and

certificate programs. Typically this process starts with closing new applications.

Keep in mind that case law and contract law restrict our ability to delete programs quickly. Students enter degree or certificate programs in good faith assuming the university will provide the needed courses so they can follow through to the completion of their degree. UA refers to this as a "teach out". It simply refers to the time it takes to carry the participants through a program to the point where UA can end it without impact on their lives. Again, this is case law, but it is also just good business to do so.

Contract law comes into play mostly because of tenure. Agree or disagree with tenure, it is a legal fact of life at universities and often requires extra hoops through which a university must jump to end a program. The point is: it takes more time to delete programs because of legal constraints.

The addition of these new programs has resulted in significant increases in the number of students enrolled in programs leading to a degree. In fall 2008, degree-seeking students totaled 20,002 (62% of system enrollment); this is more than at any time in UA's history. Today's students take more credits per semester, on average, than those of the past.

Though UA has experienced a few notable funding years lately, most of those years were followed by shortfalls – some so significant they wiped out any previous year's gain. UA has only had its adjusted base funded and been given money for new programs about 4 times in the last 20 years. To follow the mandate of the legislature in an erratic funding environment UA has had to redirect funding from the lower enrollment programs shifting it to the higher enrollment, high demand programs. We have also sought and been successful in acquiring private funds to start these programs.

Since 2000 UA has been successful in shifting funding away from state GF. In 2000 UA received 60% of its funding from the state and in 2008 received only 40% from the state. A perfect example of this was the expansion of the nursing program which was begun with 8 different sources of funding – none of which was state. Unfortunately, UA has about run out of outside funding options for the short term and needs a higher level of state participation to keep up with the legislative mandate to pursue high demand programs.

## Appendix

### UA Board of Regents Regulation 10.04.020. Degree and Certificate Program Approval

Guidelines for the presentation of proposals to the Board of Regents to add, delete, or make major revisions in degree and certificate programs or to offer existing programs outside the State of Alaska are as follows.

- A. Proposals will be submitted to Statewide Office of Academic Affairs at least 60 days prior to a scheduled Academic and Student Affairs Committee meeting in order to allow for statewide review and lead time for distribution in the committee meeting agenda. Review of program proposals will focus on Alaska's need for the program, effective use of resources, and consistency with institutional mission and program priorities. The nature and extent of program duplication and coordination of delivery among the universities and community colleges will also be evaluated.
- B. Proposals for occupational endorsements and workforce credentials will be forwarded to SAC on a SAC approved summary form for review. All approved endorsements and credentials will be reported to the VPAA.
- C. New degree or certificate program proposals must address the following points:
  1. degree or certificate title, university or community college unit responsible for program (e.g. Bachelor of Arts in English, UAA);
  2. catalog descriptions of the program and of new or modified courses that constitute the major field of study;
  3. rationale for the new program and educational objectives, student learning outcomes and plan for assessment;
  4. relevance to the university or community college mission, goals, and objectives;
  5. collaboration with other universities and community colleges;
  6. demand for program (citing manpower studies or similar statistics), relation to state of Alaska long-range

development, relation to other programs in the University of Alaska that may depend on or interact with the proposed program;

7. effects of program on other academic units (e.g. GER course requirements)
8. availability of appropriate student services for program participants.
9. opportunities for research and community engagement for admitted graduate and undergraduate students;
10. outline of schedule for implementation of the program;
11. projection of enrollments (FTE (full-time equivalent) and headcount) and graduates over next five years;
12. availability and quality and/or requirement for new faculty and/or staff to support the program;
13. library, equipment, and similar resource requirement, availability, appropriateness, and quality;
14. new facility or renovated space requirements;
15. projected cost of of all required resources, revenue from all sources and a budgetary plan for implementing and sustaining the program;
16. other special needs or conditions that were considered in the program's development (e.g. delivery mode, special faculty appointments, shared facilities, collaboration with other institutions);
17. consultant reviews, reports from visitations to other institutions, or names and opinions of personnel consulted in preparing the proposal;
18. concurrence of appropriate advisory councils; and
19. A Program Approval Summary of two pages in a form acceptable to SAC.

D. Program deletion proposals address the following points:

1. degree or certificate title, university or community college unit responsible for program;
2. rationale for deleting the program (lack of relevance, drop in enrollment, loss of quality, cost containment, etc., as determined through program review); and
3. concurrence of appropriate advisory councils.



UNIVERSITY  
of ALASKA

*Many Traditions One Alaska*

Major Renewal and Renovation  
Background Information

**Magnitude of Facilities:** The University of Alaska maintains over 400 buildings with more than half exceeding 30 years of age. The buildings have an estimated gross square footage of 6.7 million and an asset value of over \$1.7 billion. The asset value does not represent building replacement value, which would be over \$2.5 billion. UA requires an annual investment of over \$50 million for facility renewal and renovation (R&R). Each year that the annual R&R investment goes un-funded or under-funded adds to UA's backlog of deferred projects.

**Prior Funding:** State funding for UA's R&R projects totaled \$161 million in the ten-year period 2000 to 2009 averaging \$16 million annually, while UA required an annual average investment of \$50 million. The only years in this decade that UA has received adequate state funding for R&R projects was in 2007 (\$48.7 million) and 2009 (\$45.8 million). Due to the significant shortfall in funding coupled with the rising cost of construction, UA's deferred maintenance and R&R inventory has grown to over \$800 million as of August 2008. An acceptable level of deferred maintenance and R&R for UA would be between \$250 million and \$300 million.

**Maintenance/Maintenance and Repair (M&R):** M&R also referred to as simply maintenance is the routine work required to preserve the functionality of a building. This is an operating budget requirement. The university dedicates about \$31 million per year of its operating budget to this category. M&O and M&R are sometimes used interchangeably (they should not be) but the important fact to remember about them is that they are the day-to-day operating budget items addressing facilities.

**Maintenance and Operation (M&O):** M&O is similar to M&R, but is an expanded category that includes the operations of facilities such as janitorial, security, related staff, utilities, etcetera. This is an operating budget requirement, which when added to the amount spent on M&R, increases UA's annual physical plant expenditures to approximately \$80.3 million.

**Renewal and Renovation (R&R):** This category represents the scheduled replacement of worn out building components that extend the useful life of a facility. R&R is nationally recognized as a capital budget item versus M&R recognized as an operating budget item. Projects that would fall under R&R include upgrading for code, replacement of heating and ventilation systems, roof repair or replacement, flooring replacement, and renovating and remodeling of space to meet program needs.

**Deferred Maintenance:** This is the cumulative effect of major repair, renewal, replacement, and renovation projects that have not been carried out. Usually this category represents the backlog of facility maintenance needs that result when M&R and R&R have been neglected for several years. The Board of Regents' has mandated full funding, through the operating budget, for regular maintenance and repair, so this backlog has come from the under funding of R&R needs in the capital budget.

FY10 UA Capital Budget Request  
\$32.2 million general fund/\$20.6 million nongeneral fund

## UAF Life Sciences Innovation and Learning Facility

### Background

Nearly 600 undergraduate and graduate students are enrolled in UAF's biology and wildlife programs, making it one of the largest degree programs in the entire UA system. Yet most of UAF's existing biology teaching labs were built before 1960.

Our students are not being served when we try to teach them in antiquated biology laboratories. Our state is not being served when we don't have the proper space to conduct biological research in areas of vital importance to Alaskans, from avian influenza to sudden infant death syndrome, and from climate changes to emerging diseases.

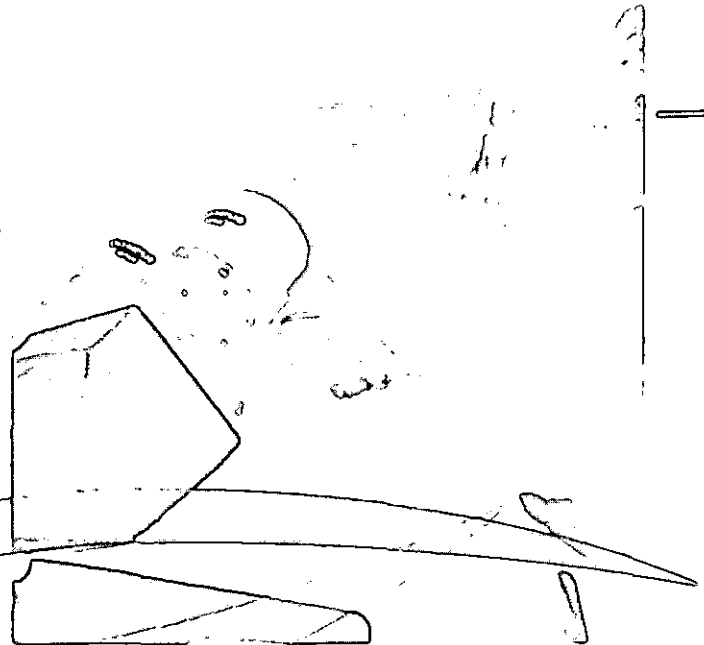
The Life Sciences Innovation and Learning Facility is the University of Alaska's top priority for new construction, and understandably so when you consider the statewide impact of the teaching and research that will take place in the facility.

### Life Sciences = teaching for Alaska

UAF's biological sciences program prepares students for high-demand careers and advanced degrees in all areas of biological sciences including animal and human health, wildlife management, physiology, ecosystems studies and others. Graduates of the program go on to careers across the state – and beyond – in jobs that affect all Alaskans.

All of UAF's biology teaching facilities date from the 1960s or earlier. Although there have been some renovations, they have not been adequate to accommodate the 25 percent growth in enrollment over the past decade, or to adapt to the dramatic changes in the subject matter covered by biology courses.

The Life Sciences Innovation and Learning Facility will provide modern instructional laboratories and classrooms for studying biological sciences, wildlife management and the effects of climate change, providing students with sufficient learning space and close proximity to the faculty and their research.



UAF's research success  
depends on  
immediate funding  
for the Life Sciences  
Innovation and Learning  
Facility.



Alaska's First University

## Life Sciences = Research for Alaska

Lack of sufficient research space continues to hamper UAF life sciences research programs. Since 2001, research expenditures in this area have increased nearly three-fold, yet there have been almost no new facilities constructed with state capital dollars to meet that growth. UAF's research success depends on immediate funding for the Life Sciences Innovation and Learning Facility.

UAF life sciences research focuses on:

- diseases of public health importance to the state, such as the avian influenza virus and diabetes.
- neuroscience studies on preventing sudden infant death syndrome and protecting against brain injury following heart attack or stroke.
- ecological and wildlife research to better understand climate change effects on Alaska and other northern ecosystems, and the occurrence and risk of contaminants in wildlife and in subsistence food.

Additionally, the co-location of research with the teaching component of life sciences allows for better collaboration between the two areas. Life sciences research is real and relevant to the people and the state of Alaska.

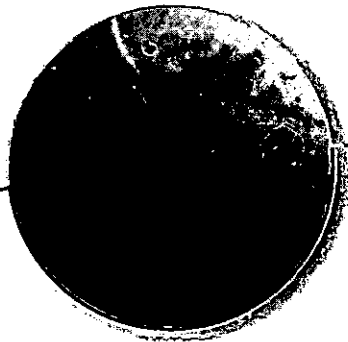
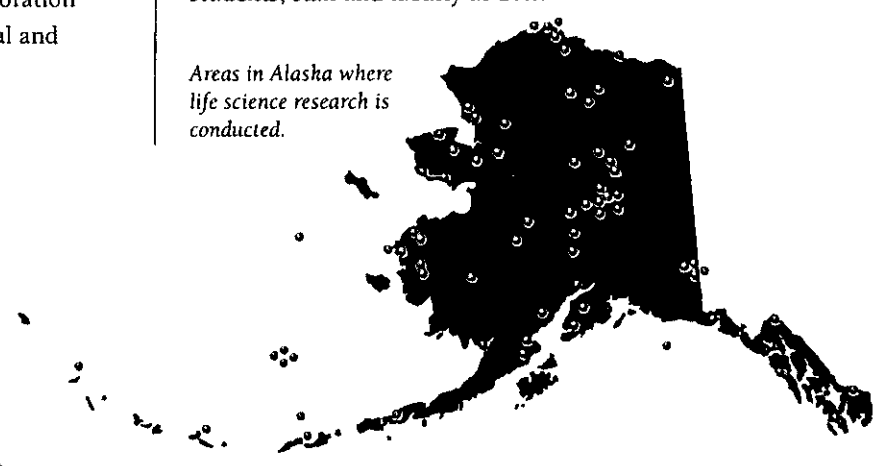
### One project. Two components. Hundreds of opportunities for Alaska

Life Sciences Innovation and Learning will feature modern academic space for more than 600 biology and wildlife degree students and more than 1,200 students who take biology courses each year. Research space will feature a series of labs for as many as 12 lead researchers who will also employ seven to 10 scientists each.

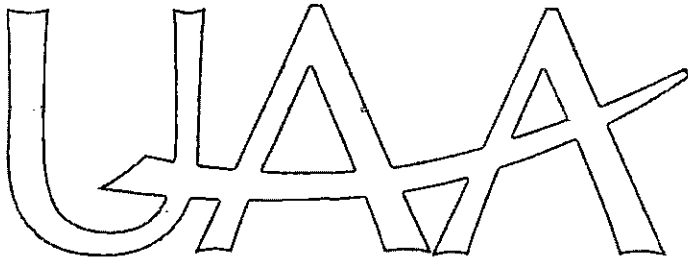
The facility's proposed location on UAF's West Ridge will allow for connectivity to the Biological Research and Diagnostic (BiRD) building and the new state virology laboratory. This location is integral to the collaborative research effort between the state and the university.

Life Sciences will utilize a two-component approach to provide flexibility for construction. The solution will connect 37,200 square feet of academic space with 50,000 square feet of research space. Once complete, space in other buildings will become available for renovation and reassignment for other programs, creating a domino effect that will benefit all students, staff and faculty at UAF.

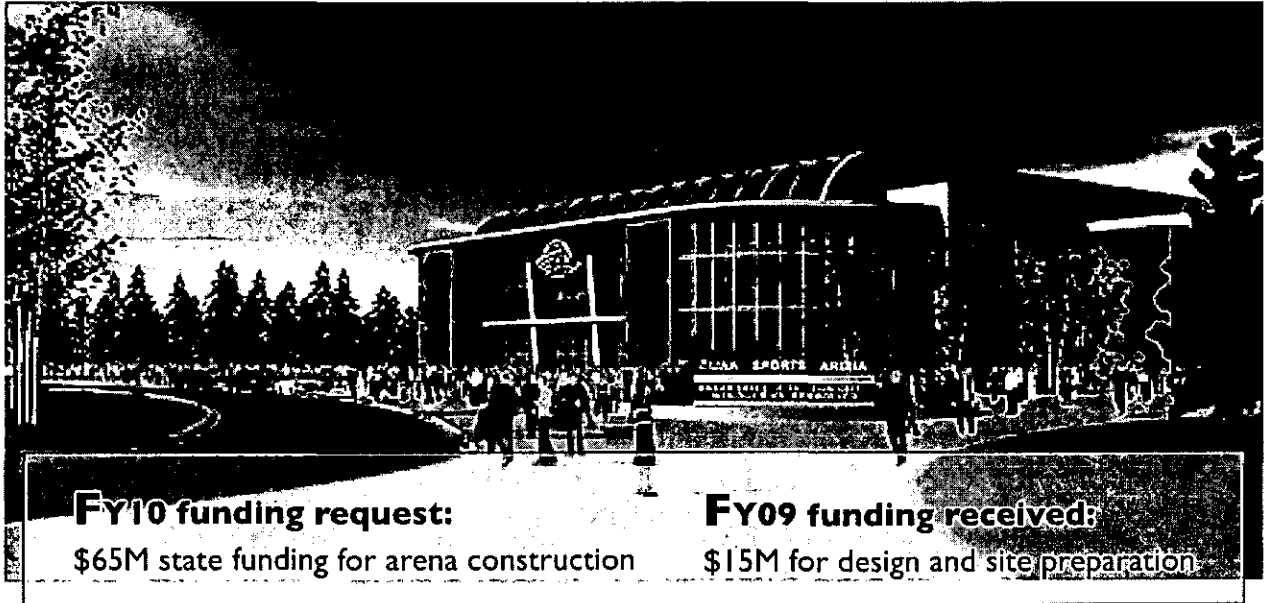
Areas in Alaska where  
life science research is  
conducted.



UNIVERSITY OF ALASKA FAIRBANKS  
Alaska's First University



# Sports Arena



*In FY09 the Alaska legislature provided the University of Alaska Anchorage (UAA) with \$15M for a new sports arena. This funding is being used for project design and site preparation. Our FY10 request of \$65M will be used for the arena's construction, which would begin during the summer of 2010.*

*The on-campus student recreation activities and varsity athletics currently share space in the Wells Fargo Sports Complex (WFSC) on the Anchorage campus. Built more than 30 years ago for a much smaller student population, the WFSC does not provide adequate classroom, recreation or spectator-sports space for UAA's rapidly growing student body. With the support of the Alaska legislature, community members and business partners, UAA is moving forward with its plan to address these deficiencies in the construction of a new on-campus sports arena.*

## **What the new sports arena will do for UAA**

- Provide support for UAA's athletics teams
- Help to attract and retain students
- Improve campus life
- Provide adequate spectator seating for athletic events
- Create a sustainable on-campus facility
- Help to support UAA's health, physical education and fitness curricula
- Enhance UAA's competitive edge in student-athlete recruitment
- Provide additional student recreation space
- Enhance academic programs

## **Proposed sports arena floor plan**

### **Performance gymnasium**

- Spectator seating for approx. 3,500
- Concession stands

### **Athletic administration and team support facilities**

- Locker rooms for UAA's athletics teams
- Locker rooms for officials
- Locker rooms for visiting teams
- Fitness and training facilities
- Offices for coaches and athletic administration
- Auxiliary gym
- Equipment storage and laundry facilities
- Meeting rooms
- Academic support space
- AV production space

### **Gymnastics facility**

- Practice and performance gym
- Spectator seating

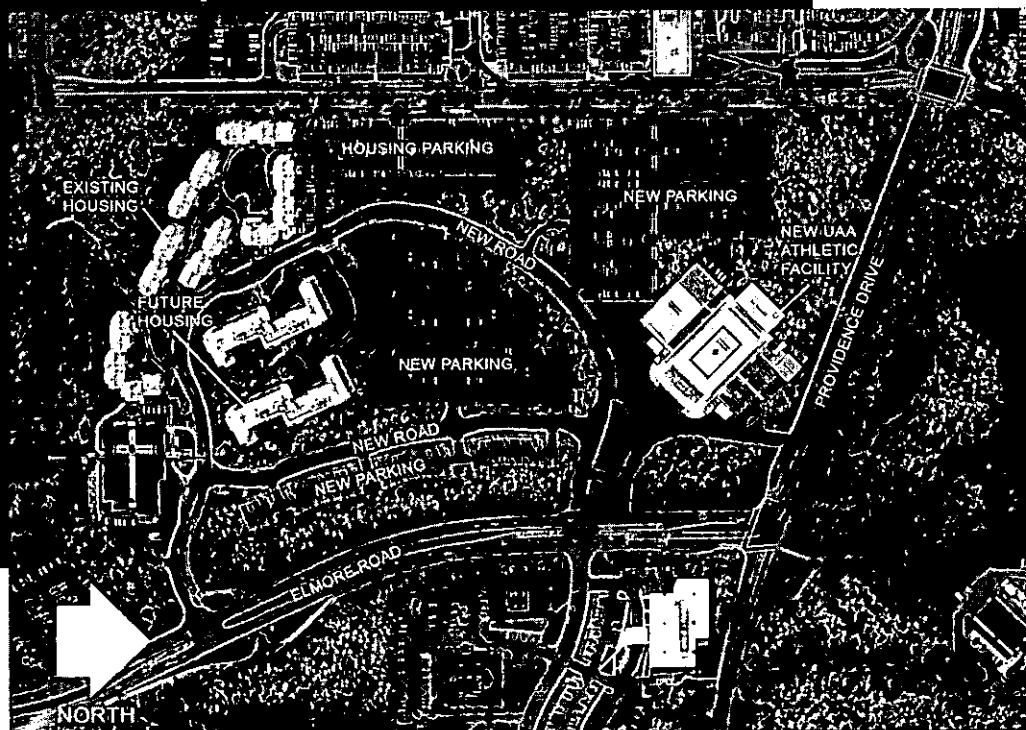
## **Construction timeline and specs**

- 2008-09: design and site preparation
- 2010-11: facility construction
- Building area: approx. 130,000 gross square feet
- Total project budget: \$80M

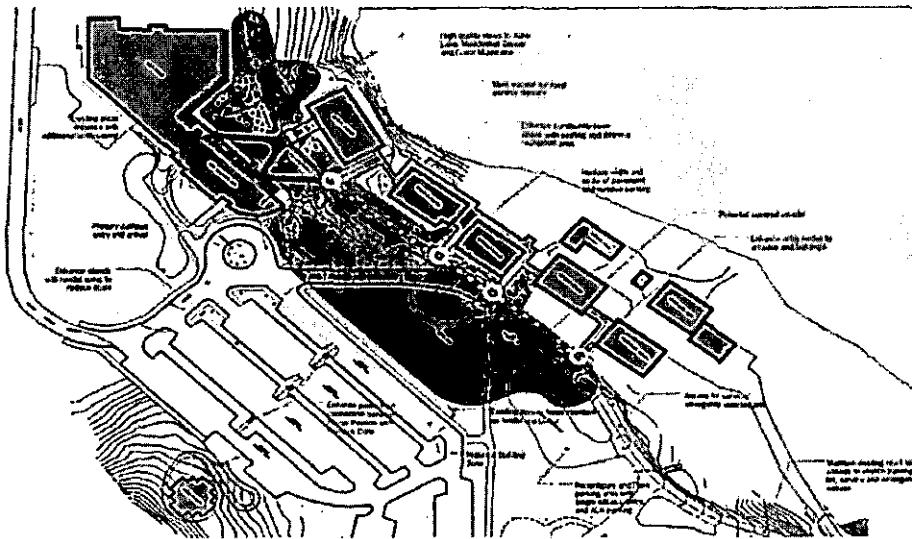
## **What the new sports arena will do for the community**

- Expand high school sports and extracurricular activities
- Provide an additional Anchorage venue for concerts and other arts events
- Serve as a space for conferences and large meetings
- Provide additional training and testing space for fire, police and other city/state organizations
- Serve as a space for community athletic camps
- Serve as an additional venue for large high school athletic competitions
- Serve as an additional community venue for graduations and assemblies

## **Site Concept Plan**

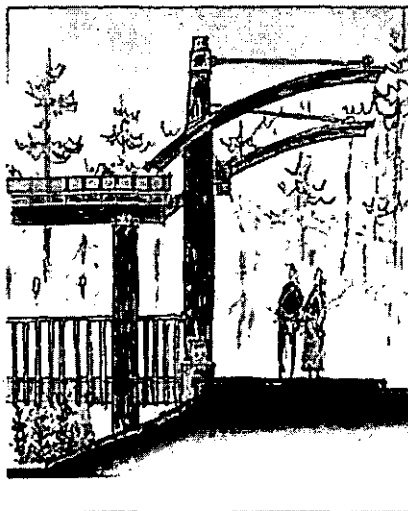


# Auke Lake Way Campus Entry Improvements & Road Realignment



## Need:

- Provide Service/Emergency Access
- Reduce pedestrian / vehicle conflicts
- Enhance the pedestrian environment
- Improve site drainage
- Accommodate future building development
- Connect existing pedestrian sidewalks and trails
- Establish new entry circulation routes

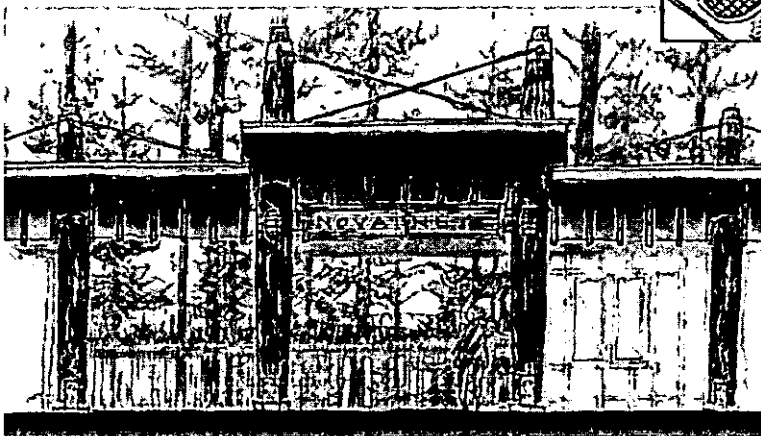
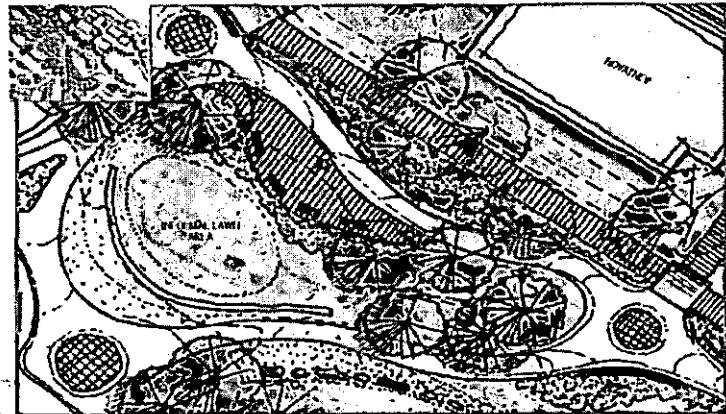


## Features:

- Enhanced building entry nodes
- New covered pedestrian spine
- New informal gathering /recreational areas within a "campus green"
- New energy efficient site lighting
- Celebration of the culture and environment of the region
- Enhanced access to Auke Lake views

## Funding:

FY10 Capital Request: \$4.13 M



# UAS

UNIVERSITY OF ALASKA  
SOUTHEAST



UNIVERSITY  
of ALASKA

*Many Traditions One Alaska*

Major Renewal and Renovation  
Background Information

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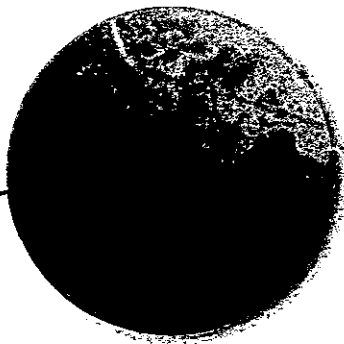
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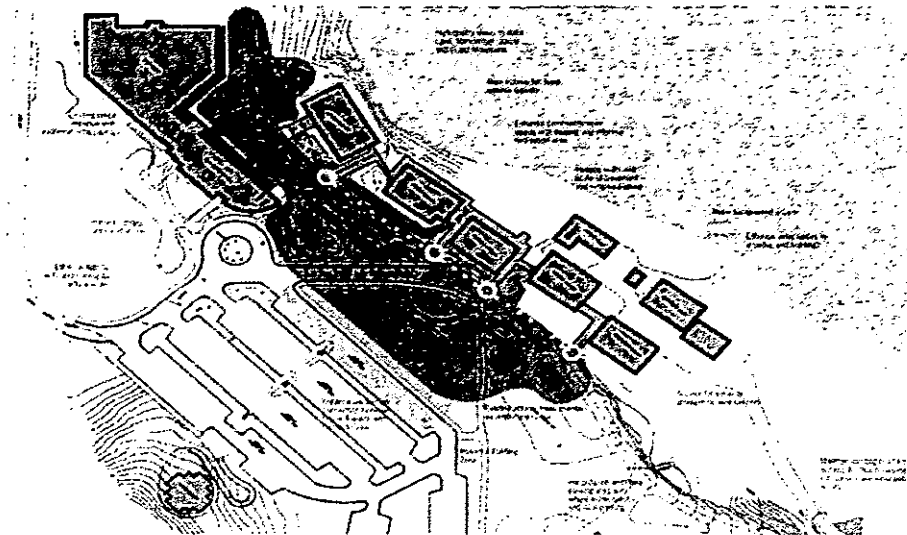
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*Areas in Alaska where life science research is conducted.*



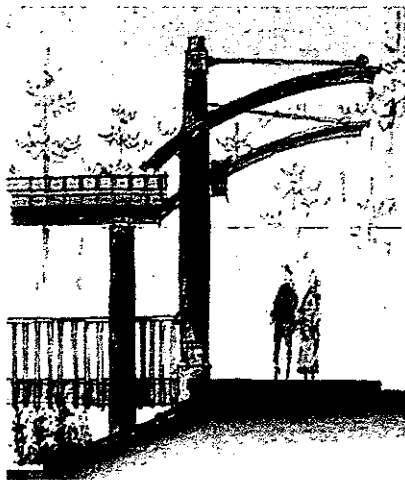
UNIVERSITY OF ALASKA FAIRBANKS  
Alaska's First University

# Auke Lake Way Campus Entry Improvements & Road Realignment



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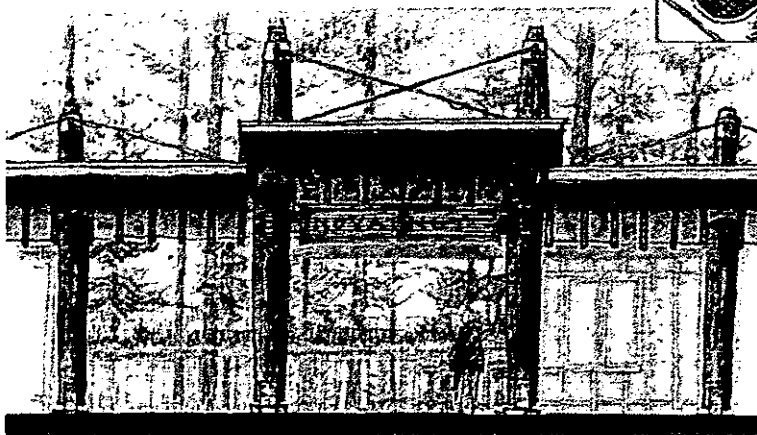
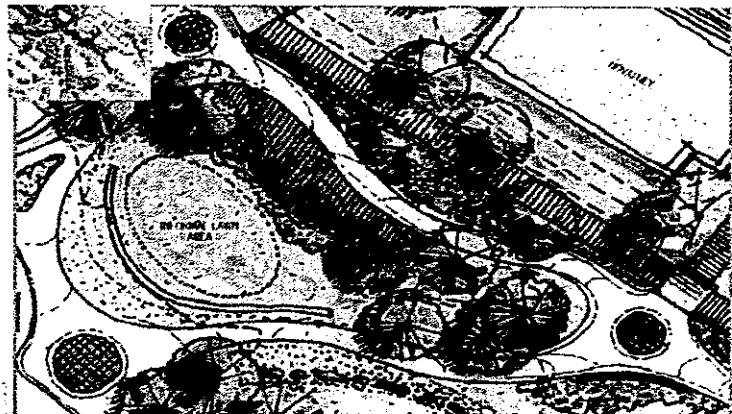


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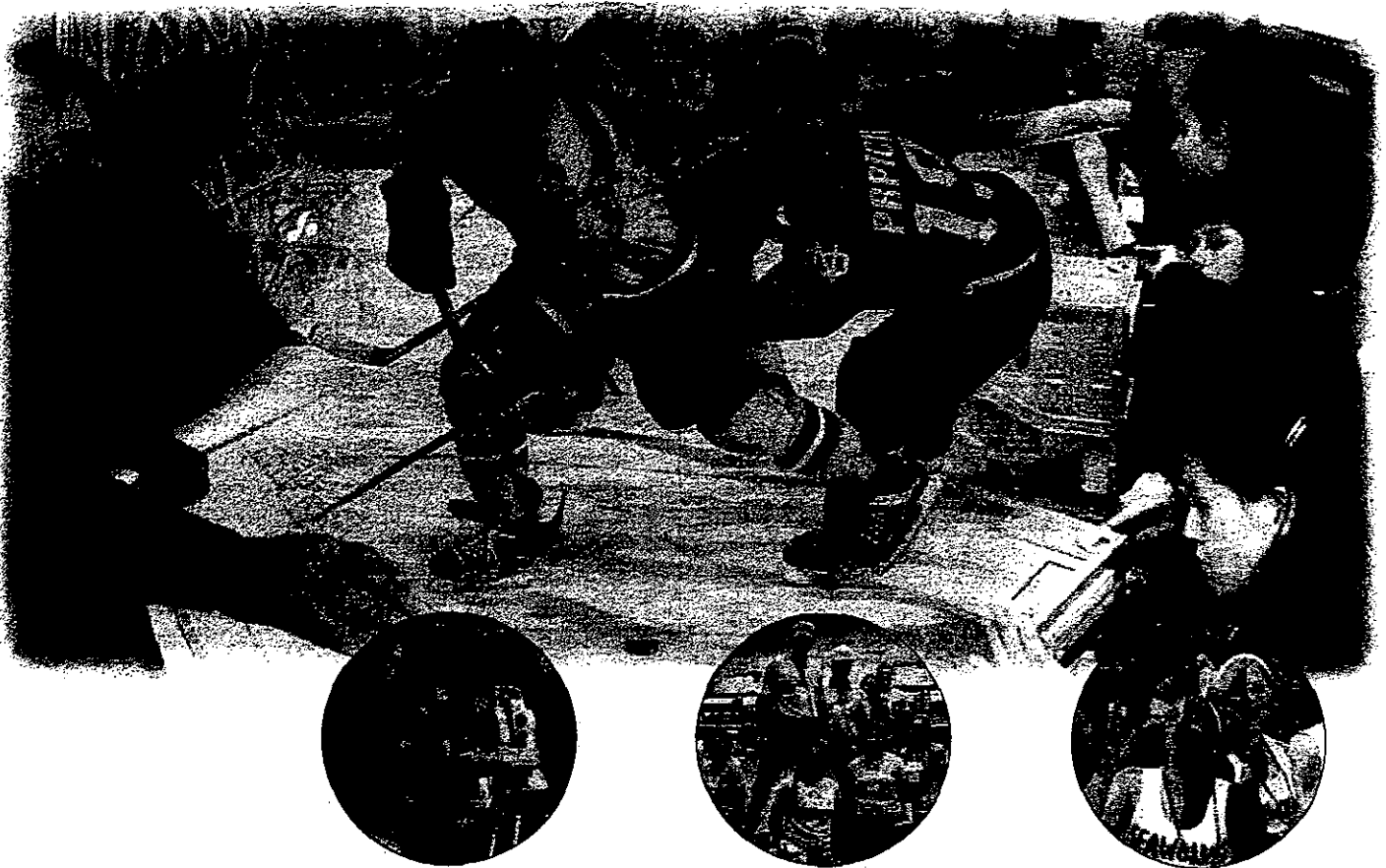


# UAS

UNIVERSITY OF ALASKA  
SOUTHEAST



# FY10 UAA Capital Projects Request



- **Sports Arena, construction**  
**UAA request, \$65M**

This funding request will allow for the construction of a desperately needed new sports arena that will serve multiple needs from academic instruction to intramural and community recreational use to intercollegiate competition. The arena will include a 3,500-seat performance gymnasium for university and community events that will convert to three multi-use courts. There will also be a gymnastics facility and an additional two-court auxiliary gym. A one-eighth-mile running track will circle the main gymnasium. This new facility will provide significant support space for teams, faculty, staff and community use. This project received \$15M of funding for design and site development in FY09.

- **Engineering building, planning and design**  
**UAA/UAF request, \$25M**

The engineering enrollment at UAA has nearly doubled in the past five years, and as a result, the current facility (built

in the 1980s) is inadequate for the student population. This funding request is for facilities necessary to accommodate instruction and research program growth, campus services and to improve energy efficiency. These funds are proposed for a number of facilities including engineering instruction buildings at UAA and UAF, and an energy technology building at UAF. These projects are critical to meeting industry demand for Alaska engineers and the UA goal of doubling the number of graduating baccalaureate engineers.

- **Co-generation plant, planning and design**  
**UAA request, \$2M**

This funding request would provide for the initial planning and conceptual design of a 10-megawatt Central Heating and Power Plant as a joint venture between UAA, Providence Hospital and Anchorage Municipal Light and Power (ML&P). UAA would provide the site and building, Providence would provide staffing, and ML&P would provide the natural-gas-fired turbine

generators. The use of the exhaust heat from the generators will result in a significant cost savings to the University and would reduce its carbon footprint. Co-generation, a simultaneous production of thermal energy and electric power from a single fuel source, is more efficient than producing electric power and thermal energy (steam/hot water) from separate fuel sources. UAA has also submitted a proposal for a State of Alaska Renewal Energy grant to help with this project.

- **Feasibility studies for community campuses new facilities (includes all campuses) UAA/UAF/UAS request, \$4M**

This funding for feasibility studies on possible new facilities requested by UAA's, UAF's and UAS's community campuses would help define the projects' size, scope and future funding requirements.

- **Maintaining existing facilities and equipment renewal & renovation annual requirement, UAA's community campus funding request, Distribution (Annual: \$1,922.7, Backlog: \$6,848.3)**

This funding request is for necessary major campus renewal and renovation projects on UAA's community campuses, including:

- Kenai Peninsula College Kenai River Campus water connection to city water system;
- Community campus fire systems upgrade;
- Community campus code/Americans with Disabilities Act projects;
- Community campus telephone and data network cable plant renewal, phase II;
- Prince William Sound Community College Wellness Center/Student Life Renewal;
- Mat-Su Campus HVAC, boiler and exhaust fan replacement.

- **Anchorage campus maintaining existing facilities and equipment renewal & renovation, annual requirement funding request total, Distribution (Annual: \$11,400.0, Backlog: \$32,136.6)**

This funding request is for necessary major campus renewal and renovation projects, including:

- Renovation of the existing Science Building for classrooms, laboratories and offices, among other facility upgrades;
- Backfill renovation and renewal for the Beatrice McDonald Building for occupation by the Environment and Natural Resources Institute;
- Backfill renovation and renewal for the Engineering Building to provide much-needed offices, classrooms and instructional labs for the School of Engineering;
- Consortium Library overhaul or replacement of all HVAC equipment including boilers, supply/exhaust fans, heating/cooling coils and humidification systems;
- Fire Alarm Panel Upgrade;
- Fine Arts Building refurbishment/replacement of the HVAC systems;
- Campus Roof Replacement for its 5 percent/year plan;
- Campus replacement of boilers, fans, VAV boxes and building automation system controls in a number of campus buildings on the West Campus and the Administration Building. Air-conditioning in the Allied Health Sciences Building and many of the student computer labs will be resized and replaced to meet the needs of these areas;
- EMI and EM2 Piping Replacement;
- Repair and resurfacing of roads, resurfacing and/or expansion of existing sidewalks and curb/gutters, as well as additional construction where required by traffic, new construction or code.

**The UA Board of Regents' annual facility renewal, renovation (R&R) and code compliance request of \$50 million from state funds represents approximately 3 percent of UA's facilities adjusted value. UA's deferred maintenance backlog request of \$150 million is necessary to reduce the deferred maintenance and R&R backlog. The \$50 million annual funding and the \$150 million backlog funding enables UA to begin addressing projects to bring UA's facilities to appropriate standards, codes, and programmatic needs. Governor Palin's proposed budget includes a portion of UA's R & R request, of which \$2,599,000 is for UAA.**

**The UA Board of Regents' total new capital project request for was \$198,625,000, of which \$96,000,000 was UAA. Governor Palin did not include any new capital project funding in her proposed budget.**

New UA Degree, Certificate and Endorsement Programs added since FY00

Degree Level	Major Title	High Demand Category	Start FY
00_OEC	Office Foundations	Business, Finance & Management	2008
00_OEC	Office Support	Business, Finance & Management	2008
00_OEC	CAD for Building Construction	Construction	2008
00_OEC	Commercial HVAC Syst	Construction	2007
00_OEC	Commercial Refrig	Construction	2007
00_OEC	Construction Technology	Construction	2006
00_OEC	Electrical	Construction	2007
00_OEC	Residential Air Cond & Ref	Construction	2007
00_OEC	Residential Bldg Science	Construction	2006
00_OEC	Residential Heat/Vent	Construction	2007
00_OEC	Children's Residential Service	Health	2008
00_OEC	Clinical Assistant	Health	2007
00_OEC	Comm Ment Hlth Svcs	Health	2007
00_OEC	Limited Radiography	Health	2008
00_OEC	Medical Office Supp	Health	2006
00_OEC	Pharmacy Technology	Health	2008
00_OEC	Phlebotomist	Health	2007
00_OEC	Cisco Cert Network Associate	Information Technology	2007
00_OEC	Technical Support	Information Technology	2008
00_OEC	Conflict Resolution	Other/Regional	2007
00_OEC	Fitness Leadership	Other/Regional	2007
00_OEC	School-Age Care: Admin	Teacher Education	2008
00_OEC	School-Age Care: Practitioner	Teacher Education	2008
00_OEC	Brakes, Suspension, Align	Transportation	2007
00_OEC	Engine Performance	Transportation	2007
00_OEC	Logistics	Transportation	2008
00_OEC	Marine Engine Repair	Transportation	2006
00_OEC	Power Trains	Transportation	2007
10_CT	Construction Technology	Construction	2008
10_CT	Residential Bldg Science	Construction	2003
10_CT	Civil Drafting	Engineering	2002
10_CT	Drafting Technology	Engineering	2005
10_CT	Geographic Information Sys	Engineering	2003
10_CT	Community Wellness Advocate	Health	2004
10_CT	Health Information Mgt	Health	2004
10_CT	Pre-Radiologic Technology	Health	2005
10_CT	Indust Weld Tech	Process Technology	2004
10_CT	NonDestruct Testing	Process Technology	2004
10_CT	Early Childhood Development	Teacher Education	2004
10_CT	Logistics	Transportation	2002
10_CT	Welding	Transportation	2007
20_CT	Accounting Technician	Business, Finance and Management	2001
20_CT	Small Business Mgmt	Business, Finance and Management	2001
20_CT	Tribal Management	Business, Finance and Management	2002
20_CT	Construction Trades Technology	Construction	2003
20_CT	Dental Assistant	Health	2002
20_CT	Health Care Reimbursement	Health	2003
20_CT	Medical Assistant	Health	2005
20_CT	Practical Nursing	Health	2002
20_CT	Computer & Networking Tech	Information Technology	2002
20_CT	Computer Info Office Systems	Information Technology	2004
20_CT	Telecomm and Electronic System	Information Technology	2002
20_CT	Outdoor Skills & Leadership	Natural Resources	2001
20_CT	Educator: Para-Professional	Teacher Education	2004
20_CT	Automotive Technology	Transportation	2007
20_CT	Diesel/Heavy Equipment	Transportation	2003
20_CT	Heavy Duty Trans & Equip	Transportation	2003
30_AAS	Tribal Management	Business, Finance and Management	2002
30_AAS	Construction Management	Construction	2005
30_AAS	Construction Trades Technology	Construction	2003
30_AAS	Dental Assistant	Health	2002
30_AAS	Dental Hygiene	Health	2008
30_AAS	Radiologic Technology	Health	2003
30_AAS	Computer Info Office Systems	Information Technology	2004
30_AAS	Computer Systems Technology	Information Technology	2003

New UA Degree, Certificate and Endorsement Programs added since FY00

Degree Level	Major Title	High Demand Category	Start FY
30_AAS	Telecomm Elect & Computer Tech	Information Technology	2002
30_AAS	Process Technology	Process Technology	2002
30_AAS	Technology	Process Technology	2001
30_AAS	Weld & NonDestruct Test Tech	Process Technology	2004
30_AAS	Educator: Para-Professional	Teacher Education	2004
30_AAS	Heavy Duty Trans & Equip	Transportation	2003
40_AA	Nursing Science	Health	2002
50_Bac	Accounting	Business, Finance and Management	2006
50_Bac	Business Administration	Business, Finance and Management	2006
50_Bac	Hospitality Restaurant Mgt	Business, Finance and Management	2001
50_Bac	Construction Management	Construction	2008
50_Bac	Engineering	Engineering	2006
50_Bac	Medical Technology	Health	2003
50_Bac	Computer Engineering	Information Technology	2005
50_Bac	Computer Science	Information Technology	2002
50_Bac	Geological Science	Natural Resources	2005
50_Bac	Physical Education	Other/Regional	2005
50_Bac	Early Childhood	Teacher Education	2004
50_Bac	Aviation Technology	Transportation	2001
60_Lic	Port & Coastal Engineering	Engineering	2007
60_Lic	Clinical Social Work Practice	Health	2006
60_Lic	Dietetic Internship	Health	2005
60_Lic	Family Nurse Practitioner	Health	2005
60_Lic	Psychia & Mentl Hlth Nur Pract	Health	2005
60_Lic	Social Work Management	Health	2006
60_Lic	Adult Education	Teacher Education	2008
60_Lic	Early Childhood	Teacher Education	2006
60_Lic	Ed Cert - Early Childhood Ed	Teacher Education	2007
60_Lic	Ed Cert - Education Technology	Teacher Education	2007
60_Lic	Ed Cert - Elementary Education	Teacher Education	2007
60_Lic	Ed Cert - Mathematics K-8	Teacher Education	2007
60_Lic	Ed Cert - Reading K-8	Teacher Education	2007
60_Lic	Ed Cert - Special Education	Teacher Education	2007
60_Lic	Elementary Ed (K-6)	Teacher Education	2004
60_Lic	Elementary Education (K-8)	Teacher Education	2006
60_Lic	K-12 Art	Teacher Education	2007
60_Lic	Nursing Education	Teacher Education	2006
60_Lic	Principal	Teacher Education	2004
60_Lic	Special Education	Teacher Education	2007
60_Lic	Superintendent	Teacher Education	2004
60_Lic	Supply Chain Management	Transportation	2007
70_Mas	Project Management	Business, Finance and Management	2004
70_Mas	Rural Development	Community Services	2001
70_Mas	Public Health Practice	Health	2003
70_Mas	Computer Science	Information Technology	2002
70_Mas	Software Engineering	Information Technology	2003
70_Mas	Appl Environ Science & Techno	Natural Resources	2007
70_Mas	Career & Technical Education	Teacher Education	2008
70_Mas	Counselor Education	Teacher Education	2004
70_Mas	Early Childhood Spec Educ	Teacher Education	2005
70_Mas	Reading	Teacher Education	2003
70_Mas	Global Supply Chain Mgmt	Transportation	2001
80_PhD	Engineering	Engineering	2002
80_PhD	Clinical-Community Psychology	Health	2007
00_OEC	Admin Office Supp	n/a	2006
00_OEC	Automotive Technology	n/a	2006
00_OEC	Basketry	n/a	2006
00_OEC	Carving	n/a	2006
00_OEC	Child Develop & Family Studies	n/a	2006
00_OEC	Computer Applications	n/a	2006
00_OEC	Diesel/Heavy Duty	n/a	2006
00_OEC	Diesel/Marine	n/a	2006
00_OEC	Introductory Network Admin	n/a	2006
00_OEC	Networking Essentials	n/a	2006
00_OEC	Programming Foundations	n/a	2006

New UA Degree, Certificate and Endorsement Programs added since FY00

Degree Level	Major Title	High Demand Category	Start FY
00_OEC	Wastewater Operations	n/a	2006
00_OEC	Water Operations	n/a	2006
00_OEC	Weaving	n/a	2006
00_OEC	Web Authoring	n/a	2006
00_OEC	Web Foundations	n/a	2006
00_OEC	Welding Technology	n/a	2006
00_OEC	Bookkeeping	n/a	2007
00_OEC	Desktop Publ & Graph	n/a	2007
00_OEC	Legal Office Support	n/a	2007
00_OEC	Marine Transportation	n/a	2007
00_OEC	Nurse Aide	n/a	2007
00_OEC	Office Technology	n/a	2007
00_OEC	RHS Behavioral Health Aide	n/a	2007
00_OEC	Rural Utilities Business Mgmt.	n/a	2007
00_OEC	Administrative Assistant	n/a	2008
00_OEC	Bookkeeping Technician	n/a	2008
00_OEC	Community Wellness Advocate	n/a	2008
00_OEC	Financial Services Rep	n/a	2008
00_OEC	Marine Engine Room Prep	n/a	2008
10_CT	Applied Ethics	n/a	2003
10_CT	Civic Engagement	n/a	2008
10_CT	Indust Safety Program Support	n/a	2008
10_CT	Pre-major Engineering	n/a	2008
20_CT	Mining Applications & Tech	n/a	2003
20_CT	Instrumentation Technology	n/a	2005
20_CT	Safety, Hlth & Envn Aware Tech	n/a	2005
20_CT	Yup'ik Language Proficiency	n/a	2005
20_CT	High Latitude Range Management	n/a	2008
20_CT	Power Generation	n/a	2008
20_CT	Veterinary Science	n/a	2008
30_AAS	Theatre	n/a	2002
30_AAS	Human Services w/ RHS Cert	n/a	2003
30_AAS	Yup'ik Language Proficiency	n/a	2005
30_AAS	Digital Art	n/a	2006
30_AAS	Aviation Maintenance	n/a	2007
40_AA	Business Administration	n/a	2008
50_Bac	Liberal Studies	n/a	2002
50_Bac	Undeclared	n/a	2002
50_Bac	Philosophy	n/a	2003
50_Bac	Child Develop & Family Studies	n/a	2005
50_Bac	Computer Information Systems	n/a	2005
50_Bac	Emergency Management	n/a	2008
50_Bac	International Studies	n/a	2008
50_Bac	Yup'ik Language and Culture	n/a	2008
60_Lic	K-12 Art	n/a	2007
60_Lic	Secondary Education	n/a	2007
60_Lic	Language Education	n/a	2008
70_Mas	Cross-Cultural Studies	n/a	2001
70_Mas	Administration of Justice	n/a	2002
70_Mas	Statistics	n/a	2002
70_Mas	Applied Linguistics	n/a	2003
70_Mas	Interdisciplinary Studies	n/a	2004
70_Mas	Cr Writing & Literary Arts	n/a	2008
80_PhD	Interdisciplinary Studies	n/a	2007
80_PhD	Natural Res. & Sustainability	n/a	2008

# Budget Request

And Performance Summary

## FY 2010



UNIVERSITY  
*of* ALASKA

*Many Traditions One Alaska*

**University of Alaska Anchorage (UAA):**

Anchorage, Kenai, Mat-Su, Homer, Kodiak and Valdez  
*Outreach centers: Cordova, Copper Center and Eagle River*

**University of Alaska Southeast (UAS)**

Juneau, Sitka and Ketchikan

**University of Alaska Fairbanks (UAF)**

Fairbanks, Bethel, Dillingham, Nome, Kotzebue, Tanana Valley and Interior-Aleutians

**University of Alaska**  
**FY10 Operating Budget Request Summary**  
(in thousands)

	State Approp.	Receipt Authority	Total
<b>FY09 Operating Budget</b>	<b>313,107.1</b>	<b>525,007.6</b>	<b>838,114.7</b>
<b>FY10 Operating Request Items</b>			
<b>Adjusted Base Requirements</b>			
Compensation Increases	9,098.4	5,676.5	14,774.9
Additional Operating Cost Increases	8,359.4	9,458.6	17,818.0
<b>Subtotal - Adjusted Base Requirements</b>	<b>17,457.8</b>	<b>15,135.1</b>	<b>32,592.9</b>
<b>Priority Program Enhancement and Growth</b>			
K-12 Outreach	2,628.1	846.6	3,474.7
Energy, Engineering, Climate	3,823.4	7,120.0	10,943.4
Health Programs	3,073.2	3,213.5	6,286.7
Workforce and Campus Programs	2,341.8	619.9	2,961.7
<b>Subtotal - Priority Program Enhancement and Growth</b>	<b>11,866.5</b>	<b>11,800.0</b>	<b>23,666.5</b>
<b>Total FY10 Increment Request</b>	<b>29,324.3</b>	<b>26,935.1</b>	<b>56,259.4</b>
<b>Total FY10 Operating Budget Request</b>	<b>342,431.4</b>	<b>551,942.7</b>	<b>894,374.1</b>
Percent Change FY09 Received to FY10 Request	9.4%	5.1%	6.7%
Operating Budget Adjustments	2,957.5	(47,677.0)	(44,719.5)
<b>Total FY10 Operating Budget Request with Adjustments</b>	<b>345,388.9</b>	<b>504,265.7</b>	<b>849,654.6</b>

**University of Alaska**  
**FY10 Capital Budget Request Summary**  
(in thousands)

	State Approp.	Receipt Authority	Total
<b>FY10 Facility Capital Needs</b>			
Maintaining Existing Facilities R&R Annual Requirement	50,000.0		50,000.0
UAF Life Sciences Innovation and Learning Facility	82,195.0	20,625.0	102,820.0
UAS Auke Lake Way Campus Entry Improvements & Road Realign.	4,130.0		4,130.0
UAA Sports Arena	65,000.0		65,000.0
New Facilities Planning & Design	47,300.0	15,800.0	63,100.0
Reducing Major R&R and Deferred Maintenance Backlog	150,000.0		150,000.0
UAF Alaska Region Research Vessel		100,000.0	100,000.0
Federal Receipt Authority		15,000.0	15,000.0
<b>Subtotal - FY10 Facility Capital Needs</b>	<b>398,625.0</b>	<b>151,425.0</b>	<b>550,050.0</b>
<b>FY10 Project and Equipment Requests</b>			
Energy Projects	20,950.0		20,950.0
Climate Projects	21,500.0		21,500.0
Alaska Education Policy Project	700.0		700.0
University Equipment Refresh (administrative & academic)	90,000.0		90,000.0
Compliance/Business Efficiency Solutions	10,000.0		10,000.0
<b>Subtotal - FY10 Project and Equipment Requests</b>	<b>143,150.0</b>		<b>143,150.0</b>

# Quick Facts & Figures

	UAF	UAA	UAS
Headcount Fall 2008			
Urban Campuses	5,212	15,356	2,625
Community Campuses	4,464	4,369	975
Total	9,676	19,725	3,600

## Comparisons from 2003 to 2008

Occupational Endorsements	NA	NA / 47	NA / 28
Certificates	78 / 190	88 / 87	21 / 52
Associate Degrees	246 / 238	530 / 679	72 / 65
Baccalaureate Degrees	395 / 444	770 / 871	80 / 93
Master's Degrees	163 / 199	204 / 289	61 / 116
Doctorate Degrees	36 / 29	NA	NA
First-Time Freshmen	1,057 / 943	1,581 / 1,907	193 / 220
Foreign Students	398 / 315	448 / 472	78 / 45
Female/Male Ratio 2008	5,894 / 3,934	11,837 / 7,891	2,409 / 1,189
% Female	60%	60%	67%
UA Scholars	510 / 698	809 / 1,081	66 / 65
Alaska Native Students	2,299 / 2,048	1,790 / 1,864	762 / 493
Average Age UA Student	28 / 27	28 / 27	31 / 30
Instructional Faculty FTE	373 / 383	458 / 511	95 / 97
Staff FTE	1,500 / 1,518	968 / 987	203 / 222
External Research	\$99.4 m / \$108 m	\$10.2 m / \$8.8 m	\$1.2 m / \$2.1 m



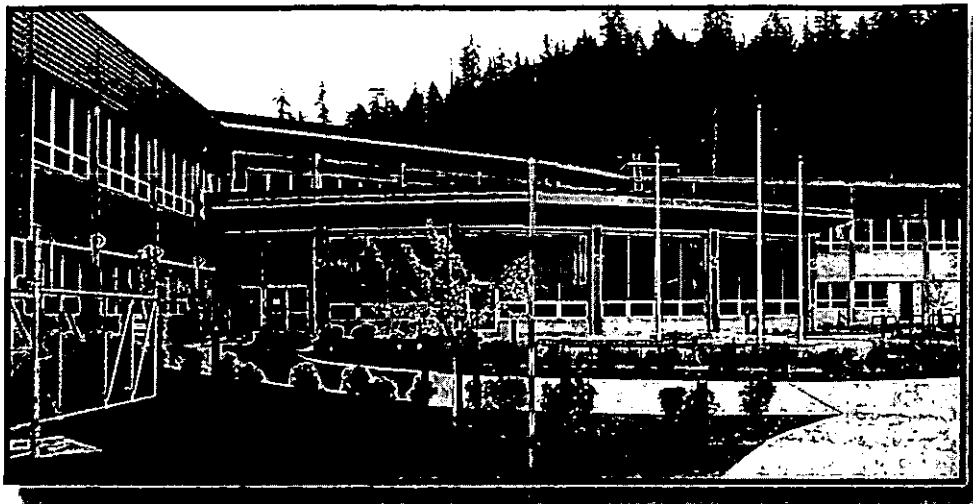
## UA Request Compared to Actual Appropriation

FY	UA's Requested GF* Increase	State Appropriated GF* Increase		Salary and Fixed Cost Obligations	
				GF*	NGF
2000	\$16.3 m	\$6.0 m	3.6%	\$12.9 m	\$2.5 m
2001	\$16.9 m	\$15.7 m	9.0%	\$11.7 m	\$3.7 m
2002	\$16.8 m	\$10.7 m	5.6%	\$10.7 m	\$7.1 m
2003	\$16.9 m	\$9.7 m	4.8%	\$10.3 m	\$8.6 m
2004	\$13.6 m	\$4.6 m	2.2%	\$9.9 m	\$9.3 m
2005**	\$19.3 m	\$15.5 m	7.2%	\$18.6 m	\$13.6 m
2006**	\$19.5 m	\$17.1 m	7.4%	\$18.8 m	\$17.6 m
2007**	\$40.5 m	\$34.3 m	13.8%	\$29.9 m	\$18.7 m
2008	\$27.8 m	\$10.0 m	3.5%	\$12.9 m	\$15.8 m
2009	\$28.4 m	\$20.5 m	7.0%	\$14.5 m	\$13.9 m
Total	\$216.0 m	\$144.1 m	7.1%	\$150.2 m	\$110.8 m

\* GF includes GF/MHT/TVEP/ASTF/BLic

\*\* Includes extraordinary PERS/TERS retirement increases for FY05 \$8.8m GF; FY06 \$6.9m GF; FY07 \$7.9 m GF

**Bottom Line: In only four of the last 20 years have general fund increases covered the salary and fixed cost obligations and allowed for state-funded**



## UA Facilities Need Investment

- UA requires annual capital funding of \$50 million for major renewal and renovation (R&R), plus an additional annual investment to begin to address the R&R backlog known as "deferred maintenance."
- This investment is in addition to operating funds UA dedicates each year (\$31 million in FY09) to maintain 400 buildings – 6.7 million square feet across the state.
- When capital R&R funding falls below \$50 million annually, UA's maintenance backlog grows.
- Every year, UA's highest priority capital budget request is major R&R. Since FY2000, UA's annual request has averaged \$75 million. State appropriations have averaged \$16 million.
- UA's R&R inventory now exceeds \$800 million--a critical level.

## FY08 REPORT CARD

**From  
FY07**

**From  
FY99**



Up 1%

High Demand Job Area  
Degrees Awarded



Up 38%



Down 1.5 points

First-Time Full-Time  
Undergraduate Retention



Up 9.5 points



No Change

Student Credit Hours



Up 16%



Down 4.6%

Grant-funded Research  
Expenditures



Up 97%

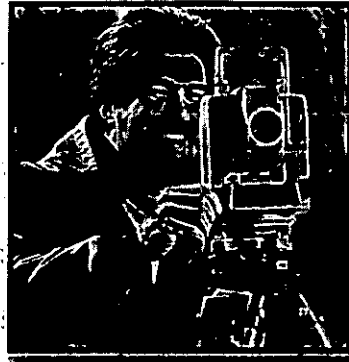


No Change

University-Generated  
Revenue



Up 90%



## UA's Impact on Alaska

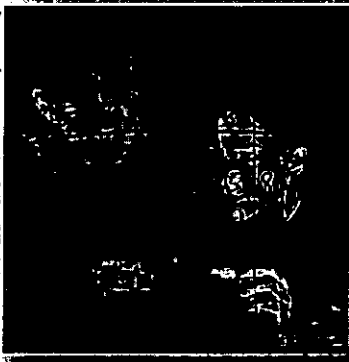
Completion of at least one workforce training course at UA leads to an average 18 percent increase in earnings.

The UA Scholars Program keeps young Alaskans in state. More than 4,250 Scholars have enrolled since 1999, earning more than 1,200 degrees and certificates to date. More than 90 percent of them stay in Alaska to work, raise families and contribute to the economy.



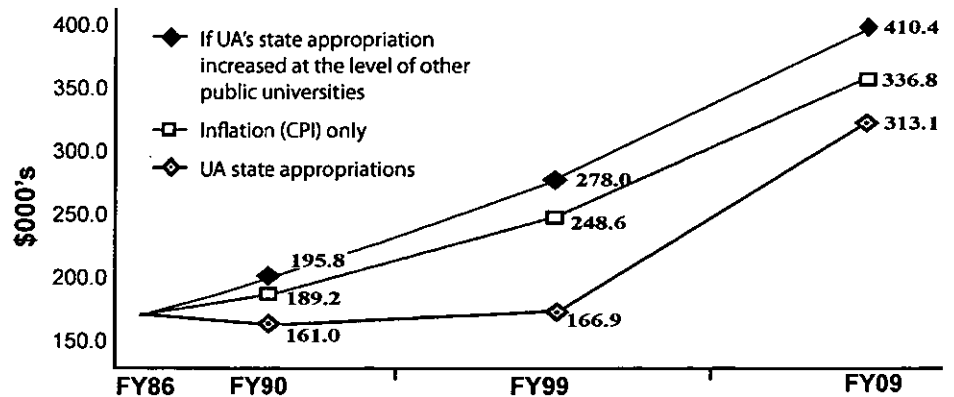
New Occupational Endorsement and Workforce Credential tracks are tailored toward non-traditional students who have a specific career goal, like a promotion.

UA freshmen in baccalaureate engineering programs have doubled since 2004, with a 30 percent increase in the last year. State labor economists predict strong employment opportunities in engineering and related fields.



UA graduates in health programs have increased over 20 percent in the last five years. The latest enrollment figures, at nearly 3,450 students, are up an incredible 86 percent since 2000. Health-care workers are highly sought for employment, with demand even higher in rural Alaska.

### State Appropriation Comparison



- ◆ Where We Could Be: If state funding increased at the average for Lower 48 public universities
- Where We Should Be: If state participation was adjusted for inflation (CPI)
- ◆ Where We Are: Nearly \$24.6 million is consumed by extraordinary increases in state retirement

**Bottom Line: State support for UA has not kept pace with the average of Lower 48 public universities.**

# Strengthening Alaska's Economy

- The University of Alaska leaves an economic footprint in the state of nearly \$1 billion annually, including:
  - Direct and indirect payroll
  - Student and visitor spending
  - And millions in goods and services paid to 1,200 Alaska businesses in 70 communities
- Nine out of 10 recent high school graduates rate the quality of education at UA as good or very good, a dramatic improvement since 1999.
- UA research brings over \$150 million to the state each year, employs nearly 2,400 people and has a total payroll of \$92 million. Future growth in UA research will require a state investment in new facilities.
- Charitable donations to the UA Foundation reached a record \$31 million in FY08, with nearly 6,450 people, businesses and foundations supporting the university's programs, scholarships and students.
- UA now attracts 63 percent of college-bound high school graduates in Alaska, up from 45 percent in the mid-1990s.



**Bottom Line: Students, parents, employers, alumni and citizens support the UA system.**

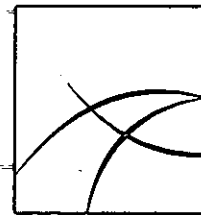
## Funding Analysis Comparison University of Alaska Compared to Western States

	U of A FY06	WICHE FY06
State Appropriation to Higher Education	9.8%	11.6%
State Grant Aid per Student	\$28	\$416
Ratio : Instruction Expenditures per Student FTE	\$9,373	
2-year, 4-year and Graduate Institutions		\$6,545
4-year and Graduate Institutions only		\$9,813
Ratio : Appropriation per Student FTE	\$14,090	
2-year, 4-year and Graduate Institutions		\$7,073
4-year and Graduate Institutions only		\$15,613
Staff per 100 FTE Students*	13.9	12.9
Research Generated per Faculty**	\$118,734	\$54,283

Note: \* UA Peer Institutions with less than 35,000 student FTE.

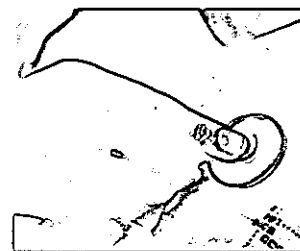
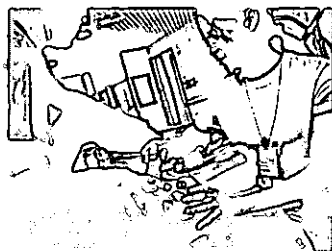
\*\* Only FY05 Faculty figures were available on WICHE website: <http://www.wiche.edu/policy/factbook/>

**Bottom Line: UA instructional costs and state appropriations, per student, are in line with our Western neighbors.**



UNIVERSITY  
of ALASKA

*Many Traditions One Alaska*



University of Alaska Health Programs

2008 - 2009

The State of Alaska is in great need of well-prepared graduates in the health care workforce. Shortages abound as health care needs increase and current workers look toward retirement. As one of the largest and fastest growing sectors of Alaska's economy, the health care industry makes up more than one in every 12 jobs in Alaska.

The University of Alaska stands ready to help meet the needs of Alaska's health care workforce. With new and expanding programs, and a new Health Sciences Building on the horizon, there are many programs and job prospects for health students to look forward to at UA.

This University of Alaska Health Programs publication will guide you through many of the health programs offered at the University of Alaska, from medical laboratory technology to psychology, and nursing to dental hygiene.

- UA has experienced nearly 70 percent growth in health care students and graduates since 2002.
- One in every 12 jobs in Alaska is in the health care industry.
- Between UAA, UAF and UAS, health students in more than 200 locations across Alaska are taking classes in their discipline.
- Alaska will need nearly 50 percent more behavioral health professionals by 2010.
- The Alaska WWAMI Program has doubled its enrollment from 10 to 20 students to help meet Alaska's critical physician shortage.
- More than 90 percent of nursing graduates intend to remain in Alaska for their first jobs.
- The School of Nursing's capacity doubled from 96 admission slots in 2002 to 223 slots in the 2008 academic year.
- Enrollment in the University of Alaska's allied health programs has grown by about 130 percent since 2002.

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Photo by Mike Conit. Courtesy of Alaska Native Tribal Health Consortium

**From the Associate Vice President, Health Programs**

The University of Alaska has a pivotal role to play in meeting the significant health and human service workforce needs of Alaska. State labor projections show a continued strong job forecast for virtually every health care profession. Employers report significant shortages in qualified personnel.

Recent studies show that over \$24 million in costs are added each year to Alaska’s health care system from vacancies and the need to import temporary health workers.

The University has responded by producing thousands of new graduates and creating many new degree programs. Program expansion has been based on a number of principles, including:

- Strategic planning and cooperation between all campuses to enhance offerings and eliminate duplication.
- Export of programs, like nursing, to many sites from a centralized center of excellence through use of distance technology.
- “Grow our own” philosophy, which brings articulated career ladder programs to students in rural and urban settings and at mid-career.
- A focus on students who are place-committed to their local community, and who are more likely to stay upon graduation and practice locally.

I hope you will share my excitement about the future of health workforce development as you read this publication. We have a strong team of health and human services faculty, administrators and staff at the University of Alaska who will continue to push for increasing the quality and quantity of our offerings.

**Karen Perdue**  
 Associate Vice President, Health Programs  
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 karen.perdue@alaska.edu



**From the Vice Provost, Health Programs**

It’s exciting to see the incredible growth of Alaska’s health care industry. However, this does create a burgeoning demand for health care workers, and challenges the University to respond vigorously to address state needs.

The University of Alaska has a growing reputation for offering quality education in many arenas, especially health care. More people are turning to UA for health care-related training and education. In excess of 70 percent of health-related jobs in 2014 will require at least an associate’s degree or significant postsecondary vocational training, and almost 30 percent of those will require a bachelor’s degree or higher.

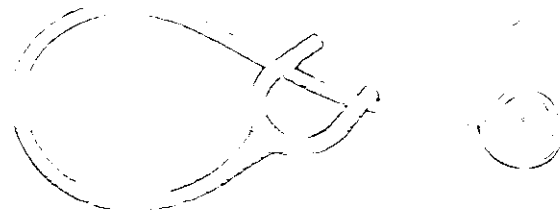
The University will work hand-in-hand with industry, governmental and community entities, and collaborate closely with public and private sector partners, to maintain and develop our programs supporting workforce development and high-demand careers. Specifically, the University of Alaska Anchorage, which educates over 75 percent of UA health students, has prioritized the development of new health care training opportunities.

I hope you enjoy reading this updated University of Alaska Health Programs publication to get all the latest on what UA is doing to help meet our students’ interests and state’s health care needs.

**Jan Harris**  
 Vice Provost, Health Programs  
 Academic Affairs, University of Alaska Anchorage  
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# UA Steps Up...



The need for trained workers in the health care industry has never been greater.

**T**he health care industry is one of the largest and fastest growing sectors of Alaska's economy. More than one in every 12 jobs in Alaska is in the health care industry. The fastest-growing group of health care-related occupations includes home health aides, paramedics, medical assistants and dental assistants.

A significant number of job openings across the state reflects the demand for new workers, and retirements from the workforce play a major role in the future need for workers in the industry. That's where the University of Alaska comes in.

## University of Alaska responds

The University of Alaska has stepped up vigorously to address the state's health care needs. Shortages have been identified in many critical occupations, some at crisis stage. There are significant state and national shortages in the fields of nursing, medicine, pharmacy, physical and occupational therapy, behavioral health, public health, management, and a number of allied health occupations.

UA has experienced nearly 70 percent growth in health care students and graduates since 2002. Between the fall semesters of 2001 and 2007, there was a 68 percent increase in students majoring in a health field, with a growth in numbers from just over 2,000 to more than 4,000. The numbers of degrees and certificates awarded grew from more than 700 in 2001 to nearly 1,300 in 2007, a 66 percent increase.

## Distance delivery: Reaching more students in more places

University of Alaska's health programs are available via distance delivery to many Alaska communities, allowing more students access to the education they need to enter into or advance their health careers.

"We've been very aggressive in using distance education for things that people wouldn't normally think could be taught by distance," said Sally Mead, Director of UA's Expanding Access to Health Programs project.

Old models of instruction required students to travel away from their homes – sometimes for several years – to gain the education necessary to become a nurse, pharmacy technician or social worker.



*Left: Sue Miller and Nina Mehegak are limited radiography students participating in an "Eliminate Live" session at the Yukon-Kuskokwim Health Center in Bethel.*



*Right: Alexia Wassilie, Clinical Lab Assistant student in Bethel.*

Photo by Mike Dimmick



Distance education now allows Alaskans to prepare for established, well-paying jobs in or near their home communities, previously out of reach for place-committed rural residents.

Distance-delivered courses and programs take many forms. Many have a statewide reach while others are organized regionally. Because students may take courses from more than one campus, or might move from one part of the state to another, aligning courses and programs has become critical in the distance education arena.

The UA Health Programs initiated the Health Distance Education Partnership (HDEP) to increase the number of distance-delivered programs offered through UAA, UAF and UAS. "The success of this initiative depends on a 'hub and spoke' structure that recognizes the importance of community campuses around the state," said Mead. "The partnership between these campuses is essential." During its first three years, the HDEP supported faculty to create or improve 50 courses, including 14

certificates or degrees in nursing, allied, behavioral and public health.

### UAA partners with Creighton University to offer distance-delivered Occupational Therapy program

One of the University's newest distance-delivered programs is a joint Occupational Therapy program with Nebraska's Creighton University. Started in August 2008, a group of eight students are participating in Alaska's first student cohort. This distance-delivered pilot program is aimed at addressing Alaska's critical shortage of occupational therapists.

"This partnership responds to the lack of educational opportunity for occupational therapists in Alaska and the shortage of OTs available to practice in this state," said Cheryl Easley, Dean of UAA's College of Health and Social Welfare. "The program increases the likelihood that the graduates will remain in Alaska to work."

### Alaska Area Health Education Center

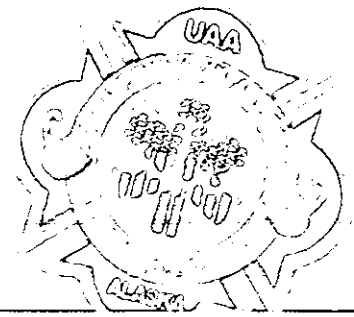
The Alaska Area Health Education Center (AHEC) is a statewide university-industry partnership focused on strengthening Alaska's health workforce that:

- Encourages Alaskans from disadvantaged backgrounds into health careers;
- Coordinates clinical rotations to help students secure employment in underserved areas and with underserved populations; and
- Improves access to continuing education for health professionals in underserved areas.

The Alaska AHEC Program has four partners: the Yukon Kuskokwim AHEC at Yukon Kuskokwim Health Corporation, the Interior AHEC at Fairbanks Memorial Hospital, the South-central AHEC at the Providence Alaska Learning Institute and the Southeast AHEC at the Southeast Alaska Regional Health Consortium. The AHEC Program Office and its partner organizations work to synergistically bridge the gap between professional training schools and underserved populations.

#### For more information:

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# Allied Health

“The majority of our students already have jobs, and our programs allow them to advance their careers.”

People who work in allied health fields make the health care industry tick. According to the Alaska Department of Labor and Workforce Development, four of the 10 fastest-growing occupations in Alaska are in allied health.

The University of Alaska has ramped up its offerings to respond to the critical demand for allied health workers throughout Alaska. Formed in 2002, the University of Alaska Allied Health Alliance, a cross-campus planning and coordination group made up of leaders

of the allied health programs, works to expand allied health course offerings across the University's 16 campuses. The group meets regularly to evaluate offerings and brainstorm ideas on how to address the allied health workforce needs of our state.

In the last seven years alone, enrollment in the University of Alaska's allied health programs has grown by about 130 percent, and the number of degrees awarded has increased by 86 percent.

The University of Alaska Anchorage's (UAA) Allied Health Sciences



*James Munn graduated from UAA in 2007 with two degrees: an AAS in Radiologic Technology and an AAS in Human Services. After graduation, James moved to Bethel to work as a Radiologist Technician in the Diagnostic Imaging Department at the Yukon-Kuskokwim Health Corporation.*



Photo by Mike Dineen

Four of the 10 fastest-growing occupations in Alaska are in allied health.

Photo by Mike Dinnreen



Right: Students at UAF's Kuskokwim Campus in Bethel take notes in their anatomy and physiology class.



Photo by Todd Parits

Division, a part of the Community and Technical College, is home to eight allied health program areas including Dental Assisting, Dental Hygiene, Fire and Emergency Services/Paramedic, Medical Assisting, Medical Laboratory Technology, Pharmacy Technology, Radiologic Technology and Therapeutic Massage.

The University of Alaska Fairbanks' (UAF) Tanana Valley Campus (TVC) offers seven allied health programs: Certified Nurse Aide, Dental Assistant, Dental Hygiene, Emergency Medical Services/Paramedic, Health Care Reimbursement, Medical Assistant, Medical/Dental Receptionist and Phlebotomy. The University of Alaska Southeast (UAS) delivers training in Certified Nurse Aide, Health Information Management, and Personal Care Attendant, in addition to offering

UAA's Medical Laboratory Technology, Pharmacy Technology and Radiologic Technology via distance delivery.

The College of Rural and Community Development (CRCDD) Health Programs office at UAF delivers certificates in Health Care Reimbursement to help individuals enter the field of health care, and serves as university liaison to the Community Health Aide/Practitioner Program.

Torie Foote, Director of CRCDD Health Programs, explains, "We're continuing to work with tribal health corporations to make sure we're meeting their workforce needs. The majority of our students already have jobs, and our programs allow them to get the training needed to advance their career."

"By offering distance-delivered programs, we are providing greater access

to higher education to all Alaskans," said Sally Mead. "Between UAA, UAF and UAS, allied health students in 213 locations across Alaska are working toward an education to better themselves and the communities they live in. Our distance-delivered programs use several methods of course delivery including web-based courses, audio and video conferencing and hands-on clinical experience."

## Growing dental programs keep Alaskans smiling

The UAF Tanana Valley Campus recently added an Associate of Applied Science degree in Dental Hygiene to its program offerings. "The demand for dental hygienists in the Fairbanks area is significant," said Marsha Sousa, Allied Health Programs Coordinator, UAF Tanana Valley Campus. "The support of our local dental community was essential in developing this program, and they continue to help us by teaching and mentoring students in our state-of-the-art dental clinic. The presence of our dental hygiene clinic has increased access to care for our underserved population in particular."

UAA's dental programs have also experienced some major changes. Students and faculty are enjoying their

recently remodeled UAA Dental Clinic, featuring 21 dental operatories (14 for hygiene, seven for assisting), a lab, a large classroom and faculty offices. Because of the remodel, the Dental Hygiene program can now enroll 14 students a year.

"We are excited to see how our new facility can change the treatment we give patients and the way our students learn," said Lynda Hernandez, Student Success Coordinator for UAA's Allied Health Division.



Courtesy of UAA Dental Programs

The 2007 UAA graduating class of dental hygiene students placed second in the nation on their National Board Examination.

■ = Offered via Distance Delivery   ■ = University of Alaska Anchorage   ■ = University of Alaska Fairbanks   ■ = University of Alaska Southeast

Allied Health Programs	UAA	UAF	UAS		UAA	UAF	UAS
<b>DENTAL</b>							
Dental Assisting (AAS)	■	■					
Dental Assisting (Certificate)	■	■					
Dental Hygiene (AAS)	■	■					
<b>HEALTH INFORMATION/INPATIENT</b>							
Health Information Management (AAS)			■				
Health Care Reimbursement (Certificate)		■					
Health Care Privacy (Certificate)			■				
Health Information Management, Coding Specialist (Certificate)			■				
Medical Office Specialist (Certificate, OE)			■				
<b>MEDICAL OFFICE/OUTPATIENT</b>							
Medical Assisting (Certificate, AAS)	■	■					
Medical Transcription (Courses)	■						
Medical Office Coding (OE)	■						
Medical Billing (OE)		■					
Medical Coding (OE)		■					
Medical Office Reception (OE)		■					
Health Care Reimbursement (Certificate)		■					
Medical/Dental Reception (Certificate)		■					
<b>MEDICAL LABORATORY</b>							
Phlebotomist (OE)	■						
Phlebotomy (6-credit Training)		■					
Clinical Assistant (OE)	■						
Medical Laboratory Technician (AAS)	■						
Medical Technology (BS)	■						
<b>RADIOLOGIC TECHNOLOGY</b>							
Pre-Radiologic Technology Qualification (Certificate)			■				
Radiologic Technology (AAS)		■					
Mammography		■					
Limited Radiography (OE)		■					
<b>EMERGENCY SERVICES</b>							
Paramedic (AAS)		■	■				
Paramedic Academy			■				
Fire and Emergency Services (AAS)		■					
Emergency Medical Services (Certificate, AAS)			■				
Emergency Medical Technology (Courses)		■	■				
<b>PHARMACY CAREERS</b>							
Pharmacy Technician (OE)		■					
<b>ADDITIONAL ALLIED HEALTH PROGRAMS</b>							
Community Health (AAS)			■				
Community Health/Practice (Certificate)			■				
Allied Health (Pre-Professional)			■				
Health Sciences (AAS)			■				
Health Care Management (AAS)		■					
Massage Therapy (Continuing Education)		■					
<b>DIRECT SERVICES</b>							
Personal Care Attendant (PCA)		■	■	■			
Certified Nurse Aide/Assistant (CNA)		■	■	■			
PCA Bridge to CNA				■			

Enrollment in the University of Alaska's allied health programs has grown by about 130 percent.

Photo by Todd Paris



Courtesy of UAA Dental Programs

Above: UAA's remodeled dental clinic features 21 dental operatories, a lab, a large classroom and faculty offices.

Left: A recent remodel of the Tanana Valley Campus Center includes a state-of-the-art dental clinic with six full operatories, three x-ray suites, dental materials lab, sterilization room and dark room. The clinic is home to UAF's dental assisting and dental hygiene programs.



## Southcentral Paramedical Technology Program

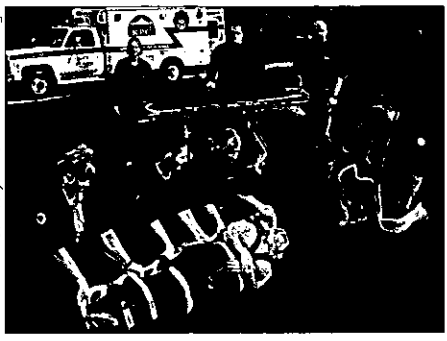
After a successful start at UAA's Kenai Peninsula College (KPC), the Paramedical Technology Program is growing and will be offered at the Mat-Su College and the Anchorage campuses in the coming years. Paul Perry, a 23-year paramedic and KPC's paramedic instructor,

says that Alaska's paramedic shortage is part of a nationwide need for paramedics and other health care professionals. The program's expansion to Anchorage and the Mat-Su Valley will help fill the paramedic positions that are in such high demand in Alaska.

Students enrolled in this program work with state-of-the-art training tools to gain the hands-on experiences they need to be successful in the paramedic field. KPC has partnered with the Kenai Peninsula Central Emergency Services and the Nikiski Fire Department in a variety of ways resulting in a strong community-supported program. The college has its own ambulance that was donated by the Nikiski Fire Department and is used as a training and recruiting aid. University vocational equipment funds have enabled KPC to purchase a high-tech SimMan mannequin for students to monitor blood pressure, lung sounds and 2,500 different cardiac rhythms.

The Southcentral Program offers the 2-year Associate of Applied Science degree, which requires 68 credits including a number of general education courses, many of which are available via distance delivery. At the end of the program, students are required to participate in a 2-3 month field internship at an emergency services organization in the Lower 48.

Courtesy of Kenai Peninsula College



KPC students practice immobilizing and transporting an injured patient.

**UAF Tanana Valley Campus Emergency Medical Services/Paramedic Program**

The Tanana Valley Campus Emergency Medical Services/Paramedic program is designed to prepare students for an entry-level position as a paramedic within the EMS community. Students can pursue the program at the certificate or associate's degree level, or can take individual EMT courses to meet the Alaska requirements for certification as an Emergency Medical Technician. The certificate program takes three semesters to complete, which includes a 2-3 month field internship with a Lower 48 emergency services operation.

The associate's degree expands upon the certificate program, and includes general education courses.

*Students participate in a mock emergency as first responders to the scene.*



Courtesy of Kenai Peninsula College

**Statewide Estimates for Allied Health Vacancies**

- Paramedic: 7% vacancy rate, 34 vacancies
- Billing/Coding: 4-11% vacancy rate; 101 vacancies
- Pharmacists: 23.7% vacancy rate, 98 vacancies
- Pharmacy Technician: 5.7% vacancy rate, 27 vacancies
- Radiologic Technician: 6% vacancy rate, 22 vacancies
- Medical Technologist: 7.7% vacancy rate, 22 vacancies
- Med Lab Tech: 6.1% vacancy rate, 9 vacancies
- Community Health Aide Program: 18.1% vacancy rate, 100 vacancies
- Dental Hygienist: 5.7% vacancy rate, 31 vacancies
- Dental Assistant: 8.8% vacancy rate, 98 vacancies
- Certified Nurse Assistant: 6.7% vacancy rate, 71 vacancies
- Personal Care Attendant: 8.7% vacancy rate, 27 vacancies
- Physical Therapist: 16.5% vacancy rate, 84 vacancies
- Occupational Therapist: 29.3% vacancy rate, 75 vacancies
- Physical Therapy Assistant: 28.6% vacancy rate, 18 vacancies

Source: 2007 Alaska Health Workforce Study, 476 Respondents, Alaska Center for Rural Health

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**"The intense, practice-oriented program brings real issues to the table and teaches students to work with community partners..."**

# Public Health

**P**ublic health can be defined as "the science and art of protecting and improving the health of communities through education, promotion of healthy lifestyles, and research for disease and injury prevention." Public health focuses on a population as a whole, rather than the individual. Professionals in public health work to prevent health problems before they occur, and strive to improve the health and well being of people locally, nationally and globally.

## Master of Public Health

The Master of Public Health (MPH) program at UAA focuses on public health issues specific to Alaska and the

north. It is designed to enhance health in Alaska's diverse communities and the circumpolar north by preparing leaders to identify, prevent and solve health problems.

Many students are practicing professionals from all corners of the world who bring their broad range of expertise to class discussions. The intense, practice-oriented program brings real issues to the table and teaches students to work with community partners to develop innovative approaches to both current and emerging public health problems.

More than 70 students are engaged in the MPH program, and 21 people now call themselves alumni. Three additional full-time faculty members have recently joined the team, and community-based affiliate faculty now

number more than 25. The program also welcomed Presidential Professor Dr. Richard Windsor in 2007.

Progress is being made toward achieving national accreditation from the Council on Education for Public Health (CEPH), with anticipated accreditation by Fall 2009.

"Everything we've done with this program to date has been with national standards of excellence in mind," said Dr. Rhonda Johnson, Department of Health Sciences Chair and MPH Coordinator. "CEPH accreditation, while voluntary, will confirm we are a program of excellence."

### For more information:

<http://health.uaa.alaska.edu/mph>

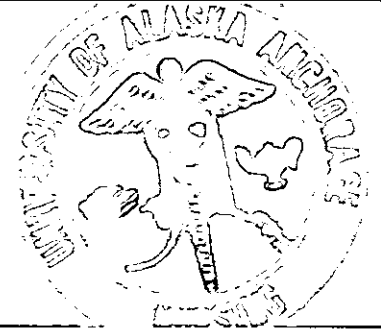
Rhonda Johnson,  
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## Culinary Arts and Hospitality, Dietetics and Nutrition program seeks funds to grow its Nutrition program

Alaska is the only state in which a bachelor's degree in nutrition is not offered. There is a growing demand for nutrition education leading to licensure as a registered dietician. The UAA Culinary Arts and Hospitality, Dietetics and Nutrition program currently offers an AAS in Culinary Arts and a BA in Hospitality Restaurant Management, with a minor in Nutrition. Due to increasing enrollment, the program is seeking funds for a full-time Dietetics and Nutrition assistant professor. This additional funding would make it possible for the program to maintain its excellence and offer baccalaureate education in nutrition sciences.

## Health and Fitness Leadership Program

The Bachelor of Science in Physical Education with emphasis in Health and Fitness Leadership, offered through the Department of Health, Physical Education & Recreation produced its first graduates in May 2006. This career pathway has more than 100 active majors and prepares students for employment in clinical-based health; education and fitness programs; fitness facilities; worksite health promotion programs; or further studies in physical therapy, coaching and teaching, exercise and sport science, exercise rehabilitation or other health-related areas.



# Nursing

## School of Nursing chips away at nursing shortage, continues to grow

**G**rowth seems to be a common theme in the School of Nursing. After meeting its goal to double the number of basic nursing graduates, the School of Nursing is continuing to grow with plans to accept an additional 16 students into its AAS program in Anchorage.

In 2002, the University/Industry Nursing Education Task Force established the goal of doubling the number of basic-nursing graduates (AAS and BS programs) from the UAA School of

Nursing by 2006. That goal was reached, and the School's capacity doubled from 96 admission slots in 2002 to 223 slots in the 2008 academic year. The baccalaureate nursing program increased the number of students in each admission cohort from 32 to 40, and admits three cohorts a year, instead of two.

"We're continuing to increase our capacity by hiring more faculty members and admitting more students," said Jean Ballantyne, Director of UAA's School of Nursing.

The School of Nursing offers Associate of Applied Science, Bachelor of Science

in Nursing and Master of Science degrees. The School also offers an LPN to AAS option and an RN to BS option to help Licensed Practical Nurses and Registered Nurses transition into the next phase of their careers.

The Associate of Applied Science prepares students to provide direct nursing care to individuals in inpatient settings and structured outpatient settings. Students gain clinical experience in hospitals, nursing homes and clinics. The program is offered via distance delivery to 12 communities across Alaska.



Photo by Mike Dineen



Left: Two associate's program nursing students learn to move a patient with a mechanical patient lift in the nursing simulation lab.

Photo by Mike Dinneen



Right: Kenai Peninsula College nursing student Cindy Miller examines a "practice" patient's ear.



By expanding the number of communities where students can enroll in the AAS program, the School of Nursing plans to eventually graduate about 240 to 250 students each year, according to Jackie Pflaum, Associate Director of the School of Nursing.

"That's the number of new nurses the health care industry in Alaska has indicated it can absorb on an annual basis," she said.

The Associate of Applied Science in Nursing program is offered in Anchorage, Fairbanks, Kodiak, Bethel, Juneau, Ketchikan, Kenai, Sitka, Homer, Mat-Su, Kotzebue and Valdez, using a blended delivery model with online and on-site clinical instruction.

Ballantyne said that sites in Petersburg, Barrow, Nome and Dillingham are also being evaluated for future offerings.

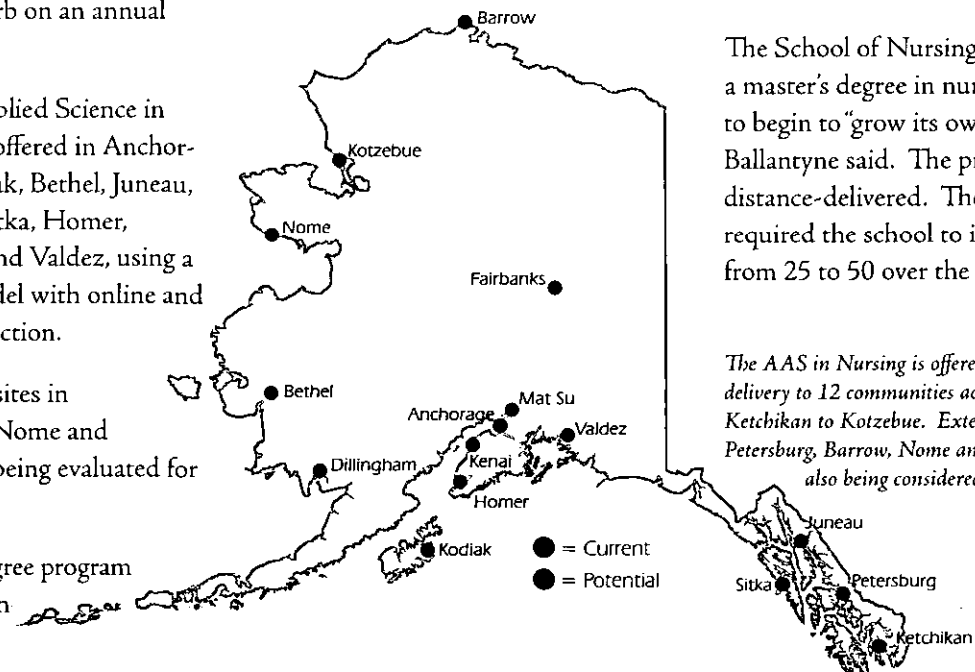
The baccalaureate degree program provides students with

both theory and clinical experiences to enable them to assess, plan, implement and evaluate health care to meet the needs of individuals, families, groups and communities. Students may choose from two options: the Basic Student Option and the Registered Nurse Option.

For those who seek to further their nursing education, the School of

Nursing offers a Master of Science in Nursing. Graduate studies at the master's level place primary emphasis upon advanced professional nursing practice, theory, research and health care delivery systems. Students may select one of four specialty tracks: Family Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, Health Care Administration or Nursing Education.

The School of Nursing has developed a master's degree in nursing education to begin to "grow its own" faculty, Ballantyne said. The program is fully distance-delivered. The expansion required the school to increase faculty from 25 to 50 over the past four years.



The AAS in Nursing is offered via distance delivery to 12 communities across Alaska, from Ketchikan to Kotzebue. Extension sites in Petersburg, Barrow, Nome and Dillingham are also being considered for future offerings.

“With the nationwide nursing faculty shortage, we need to prepare the educators of the future, too,” she said.

Even with the expanded programs, nursing vacancy rates in Alaska have held steady at around 8 percent for the past four years, she said, but coming retirements are anticipated to greatly increase the need for nurses worldwide.

By 2020, the Health Resources and Services Administration estimates the U.S. will be short more than 800,000 RNs.

“The best news for Alaska is our preliminary data shows more than 90 percent of our graduates intend to remain in Alaska for their first jobs,” Pflaum said.

Shara Sutherland, Chief Nurse Executive for Providence Alaska Medical Center, says that 40 of the 50 nurses they’ve hired over the past year are graduates of UAA’s School of Nursing. “There’s no doubt that we’ll exceed the number of nurses we hired last year,”

she said. “Providence offers many opportunities for new graduates to strengthen their skills through externships, internships and fellowships.”

Similarly, the Alaska Native Medical Center has added 25 new nurses in 2008. “About 95 percent of our new nurses come from UAA,” said Julie McNulty, ANMC Nursing Internship Coordinator.

Ballantyne adds, “Nursing education can’t stand alone. We rely heavily on our community partnerships to provide students with the clinical experiences they need to be successful in this field.”

As long as the Alaska health care industry can continue to hire the new graduates, university officials expect these numbers to stay up over time. The School of Nursing also is looking ahead by updating its comprehensive strategic plan to address the continued expansion and

development of its programs, while also improving communication, student responsiveness, and faculty recruitment, retention and development.

**For more information:**

<http://nursing.uaa.alaska.edu/>

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**Nursing Program Outreach Sites**

Academic Year	Nursing Program Outreach Sites	No. of Sites
2000	Anchorage	1
2001	Fairbanks, Kodiak	3
2004	Bethel, Juneau, Ketchikan	6
2005	Kenai, Sitka	8
2006	Homer, Mat-Su, Kotzebue	11
2008	Valdez	12

Photo by Mike Dinnien



**Nursing Workforce Diversity Program**

The School of Nursing started the Nursing Workforce Diversity Program (NWDP) in 2006 to address the lack of diversity in Alaska’s nursing workforce. Since its inception, 35 people have graduated from the program. NWDP is designed to increase the number of ethnic minorities in the nursing workforce to match that of Alaska’s diverse population, and to increase the opportunities for educationally and economically disadvantaged students.

RRANN is about building a community to help support students so they're more likely to succeed.

Courtesy of Kenai Peninsula College



Photo by Mike Dinnereen

Left: Nursing students at Kenai Peninsula College's Kenai River Campus train on a simulated patient.

## Recruitment and Retention of Alaska Natives into Nursing - RRANN

The Recruitment and Retention of Alaska Natives into Nursing (RRANN) program, housed within the School of Nursing, is designed to increase the number of Alaska Natives and American Indians who graduate with Associate of Applied Science or Bachelor of Science degrees in nursing.

The program offers an extra level of support to students through advising, college preparation counseling, admission planning, and providing

information about degree programs and course requirements. RRANN provides free tutoring, student-led study sessions, weekly social meetings with cultural themes and guest speakers, financial assistance and on-campus housing. Formal mentoring is also available to eligible students in partnership with the Alaska Native Medical Center.

"We're here to help students transition into college," said Randi Madison-Jacobs, RRANN Coordinator. "Many of our students come to us educationally and financially underprepared, and are experiencing culture shock. RRANN is about building a community to help support students so they're more likely to succeed."

Bethel students:  
Gracie Nelson, Mary Devlin,  
Evelina Achee.

Alaska Natives/American Indians comprise approximately 16 percent of the state's population. RRANN hopes to increase the number of Alaska Natives/American Indian nurses in Alaska to match that percentage.

"If we increase the number of Alaska Native nurses in our state, it will make a huge impact on the quality of care for Alaska Native patients," said Madison-Jacobs. "They speak the language and understand the philosophies – there's a level of trust involved."

Since RRANN's beginning in 1998, 90 students have graduated from the program. A 10-year anniversary party was held on April 25, 2008 to celebrate the program's many accomplishments and service to our community.

**For more information:**

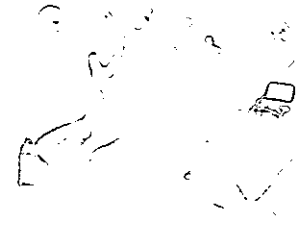
<http://nursing.uaa.alaska.edu/rrann/>

[www.tvc.uaf.edu/programs/health/nursing.html](http://www.tvc.uaf.edu/programs/health/nursing.html)

Courtesy of RRANN



# Medical Education



## Alaska WWAMI Biomedical Program, Alaska's Medical School, doubles students to address physician shortage

The Alaska WWAMI Biomedical Program at UAA is an affiliate of the University of Washington School of Medicine and is part of a collaborative medical school agreement among the states of Washington, Wyoming, Alaska, Montana and Idaho.

WWAMI, an acronym for the participating states, has teaching sites for medical students in more than 100 towns and cities across the five-state region. Six state universities, and more than 4,500 volunteer physicians and other clinicians in the region, join in educating and training WWAMI medical students. Alaskans can complete three of the four years of medical school in Alaska through WWAMI.

The Alaska WWAMI Program began at the University of Alaska Fairbanks in 1971 and moved to the University of Alaska Anchorage in 1989. Historically, only 10 Alaska residents have been admitted to the Alaska WWAMI Program each year, but through the combined efforts of the Alaska WWAMI Program, the University of Alaska, physician and health care communities, and the Alaska legislature, the program now accepts 20 students per year.

Alaska WWAMI students complete their first year of medical school at UAA. Students from all five WWAMI states take second year classes at the University of Washington School of Medicine. The series of six-week clinical clerkships that comprise the 3rd and 4th years of the curriculum can be taken throughout the five-state

region. The Alaska Track is a means to complete nearly all of these in Alaska.

The program was again ranked No. 1 in Primary Care education in *U.S. News & World Report's* 2009 list of America's Best Graduate Schools for the 15th consecutive year. WWAMI was also ranked No. 1 in Rural Medicine and Family Medicine for 17 consecutive years.

### For more information:

<http://biomed.uaa.alaska.edu/>

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The WWAMI program makes it possible for medical students to complete three of their four years of medical school in Alaska.



Courtesy of Alaska WWAMI Biomedical Program

In the next decade, Alaska will need approximately 100 new physicians per year.

Courtesy of Alaska WWAMI Biomedical Program



Starting in Fall 2007, 20 Alaskans were admitted to the Alaska WWAMI Biomedical Program, doubling its class size from 10 per year since 1971. A report released by the Alaska Physician Supply Task Force predicts that in the next decade, Alaska will need approximately 100 new physicians per year.

## Physician Assistant Program

### Expanded program to reduce primary care shortages across Alaska

UAA's Bachelor of Science in Health Sciences Physician Assistant (PA) Program is growing dramatically this coming year. The first year class of 18 to 24 Physician Assistant students begins in Anchorage in Summer 2009. This doubles the volume of Alaskans served, and allows all training to be completed in Alaska. The two-year program is a collaborative effort with the University of Washington MEDEX Northwest Physician Assistant Program, developed in response to the need for practitioners in rural and underserved communities.

This program has been training PAs for Alaska's communities since 1972. Students entering the program are required to have significant health care experience prior to application. This training model creates opportunities for

second career students with prior health care experience (e.g. community health aides and practitioners, paramedics and emergency medical technicians, military medics, nurses, allied health workers) to move up into the health care practitioner role. Over half of the practicing PAs in Alaska have been trained in the MEDEX Program.



The first year classroom portion of the program will be delivered in Anchorage and the second year will consist of clinical rotations throughout Alaska and the Northwest region.

After completing the PA program, students are eligible to sit for the National Certifying Examination for Physician Assistants. The University of Washington School of Medicine also grants a Physician-Assistant Certificate

upon successful completion of the program.

The Physician Assistant is one of the top 10 fastest growing positions in the United States. Physicians and institutions are expected to employ more PAs to provide primary care and to assist with medical and surgical procedures, as they are cost-effective and productive members of the health care team.

This more robust program will also allow additional opportunities for rural health professionals to continue their professional development and increase the retention of those who have a higher likelihood of returning to their home communities.

#### For more information:

[www.health.alaska.edu/bshs/](http://www.health.alaska.edu/bshs/)

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# Behavioral Health

UA - addressing Alaska's behavioral health needs through education, training and research.

Alaska, being a largely rural state, has historically had difficulties recruiting and retaining an effective behavioral health workforce. As Alaska's public university, the University of Alaska has a responsibility to address the state's behavioral health needs through education, training and research.

The University of Alaska is the premier educator of Alaska's behavioral health workforce, with educational pathway programs ranging from non-degree trainings and certificates to doctoral programs. The University of Alaska graduates roughly 300 social workers, psychologists and human services professionals each year.

However, the need far exceeds the supply. Karen Ward, Director of the Center for Human Development, said that Alaska will need nearly 50 percent more behavioral health professionals by 2010.

According to Cheryl Easley, Dean of the College of Health and Social Welfare at the University of Alaska Anchorage, behavioral health professionals work in a wide variety of fields, such as psychology, human services, rehabilitation, nursing and social work, that provide mental health, behavioral health and substance use disorder services to individuals (children and adults), families and communities.

Activities can include prevention and treatment of mental illness and substance abuse, and assistance with solving problems associated with mental or physical disabilities, Easley said.

"Alaska has significant behavioral health issues that demand attention," said Easley. "There is a high rate of substance abuse and suicide in our state, and we need to prepare for the high number of war veterans returning home who may be experiencing post-traumatic stress disorder."

## Behavioral Health Initiative Partnership

The Behavioral Health Initiative Partnership was established to address the severe workforce shortages in the behavioral health field at all levels of licensure and credentialing.

The University of Alaska, Alaska Mental Health Trust Authority (AMHTA) and State of Alaska Department of Health and Social Services joined forces to address current and future demand for behavioral health professionals.

In May 2004 a summit was held to develop a strategic plan for addressing the supply of behavioral health workers in Alaska. Policy direction from that meeting included:

- Increase the supply of workers at all degree levels;

- Improve course and program articulation across all campuses;
- Increase cultural competence skills of the workforce; and
- Ensure curriculum reflects new practice trends including integration of substance abuse and mental health practices.

In the last year, the AMHTA has assumed a greater leadership role by establishing a more focused effort on workforce. This has brought more partners, such as the Western Interstate Commission on Higher Education (WICHE) and the Annapolis Coalition, a national university-based organization focused on workforce.

Statewide comprehensive efforts revolve

Behavioral Health Programs	UAA	UAF	UAS
<b>PSYCHIATRIC NURSING</b>			
Psychiatric Nurse Practitioner (MS)	■		
<b>SOCIAL WORK</b>			
Social Work (BSW, MSW)	■		
Social Work (BA)		■	
Social Work Management (Graduate Certificate)	■		
<b>PSYCHOLOGY</b>			
Clinical-Community Psychology (Ph.D.)	■	■	
Clinical Psychology (MS)	■		
Community Psychology - Guidance and Counseling (MA)		■	
Community Mental Health Services (OE)	■		
Psychology (BA, BS)	■	■	
<b>HUMAN SERVICES</b>			
Human Services (AAS, BHS)	■	■	
Conflict Resolution (OE)	■		
Rural Human Services (Certificate)		■	
<b>DISABILITY/RESIDENTIAL SERVICES</b>			
Disabilities Services (Certificate, AAS)	■		
Children's Residential Services (OE, Certificate)	■		
Project Success	■		

■ = Offered via Distance Delivery

## Alaska will need nearly 50 percent more behavioral health professionals by 2010.

around education and training, recruitment and retention.

### Some new efforts at the University include:

Ph.D. Program in Clinical-Community Psychology with Rural, Indigenous Emphasis

The Ph.D. Program in Clinical-Community Psychology with Rural, Indigenous Emphasis is jointly delivered and administered by the Departments of Psychology at UAF and UAA. The program is designed to prepare scientist-practitioners who join theory, practice and research to meet behavioral health needs and improve the well-being of Alaskans. It combines the spirit of clinical, community and cultural psychology, placing strong emphasis on non-traditional service delivery and social action, as well as clinical service delivery to individuals, groups, families and communities. The first students will graduate in 2011.

### Specialties in Children's Mental Health

Several programs have been developed to meet the growing need of serving the special needs of children in Alaska, rather than sending those children outside of Alaska for care. Faculty are being trained in working with very young children and their families, and a special certificate in children's behavioral health has been established.

The certificate is a series of five courses that focus on issues related to children in out-of-home care. Completion of the program leads to an occupational endorsement from UAA.

### Distance MSW Program

The Distance MSW Program was created between UA and AMHTA in 2003. In an effort to increase the

number of graduate prepared social workers statewide, the distance MSW program was expanded in 2005 by adding a second cohort to the program, doubling the number of MSW students. A total of 18 students have completed their degrees thus far, with 18 due to graduate in 2009.

### BSW Social Work Cohort

The UAF Social Work Cohort is a unique group of 25 rural Alaska students who are working toward a bachelor's degree in social work (BSW) through a combination of face-to-face and audio-conference modalities. The program's overall mission is to "grow our own" practitioners from rural communities. This method of instruction is highly successful, as students form a bond with fellow classmates, and receive course instruction from university instructors and Alaska Native Elders, incorporating both Western and traditional approaches to learning.

### UAA and UAF Human Services

The UAA and UAF Human Services behavioral health workforce development programs will continue their efforts to increase the number of skilled Alaskans prepared to work within Alaska's behavioral health agencies and to enter the behavioral health workforce pathway. UAA and UAF Human Services are working to grow clinicians and program managers across Alaska that will work with Trust beneficiaries and at-risk youth and their families.

### Trust Training Cooperative

The Trust Training Cooperative was developed and funded to implement a statewide cooperative that serves as a training clearinghouse designed to broker and coordinate existing trainings and when needed, provide training, education and career development

opportunities, for the current and future workforce engaged with Alaska Mental Health Trust beneficiaries. With staff located in Anchorage, Fairbanks and Sitka, the cooperative is able to work with local service providers to coordinate and share training opportunities to address workforce issues.

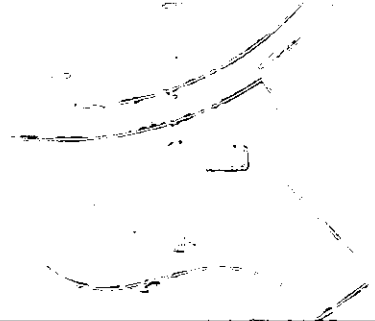
### Alaska Rural Behavioral Health Training Academy

The Alaska Rural Behavioral Health Training Academy works to identify and respond to the needs of rural behavioral health providers. The Academy provides learner-centered continuing education courses for degree providers, academic credit for non-degree providers, Alaska Native cultural attunement workshops for non-Native providers, tele-behavioral health education for rural providers and their urban counterparts, a workplace-based learning program and several conferences each year.

### Strategic Partners

In the last year, Alaska's three main behavioral health partners have taken their partnership to a new level. The University of Alaska, the Trust and the Department of Health and Social Services have hired a coordinator to further develop the strategic direction of their work together. Kathryn Craft began her role as the Behavioral Health Workforce Coordinator in July 2008. Kathy is detailed to the University of Alaska System, but remains also an employee of the State under the direction of Commissioner Bill Hogan. She plays a pivotal role in formulation of the Alaska Mental Health Trust Workforce efforts, under the direction of Delisa Culpepper, COO of the Trust.

Kathryn Craft, Behavioral Health Workforce Coordinator  
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# Facilities

The new Health Sciences Building on UAA's campus will help meet tremendous industry need.

**D**emand for health care workers in Alaska is expected to grow faster than any other employment sector over the next decade. University of Alaska enrollments in all health programs, the majority of which are housed at UAA, have grown dramatically in the last few years. Although the need for and enrollment of health care students has skyrocketed, UAA currently lacks the proper facilities to house these programs. But that will soon change.

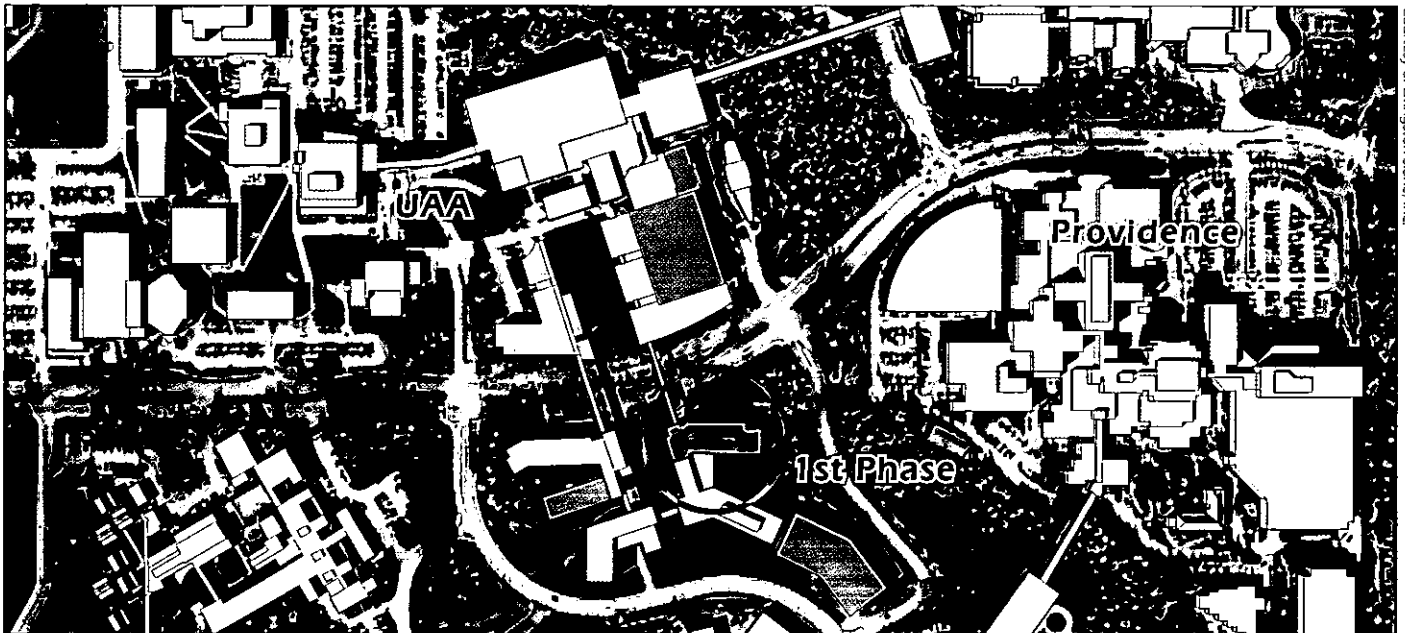
The University received funding from the State of Alaska in June 2008 for \$46M to build a new Health Sciences Building on UAA's campus. This building is essential in moving the University forward in addressing Alaska's health care workforce needs. FY09 funding provides \$40M for construction of the building and \$6M for infrastructure development.

Phase I of this project is the 62,500 gross-square-foot building, which will be situated across Providence Drive from the main campus. UAA is a major institution in the U-Med District and is conveniently situated among some of Anchorage's major medical facilities.

The building's location is ideal for UAA to continue strengthening its partnerships with nearby U-Med District partners – and others in the health care industry – to deliver state-of-the-art training to students.

The proposed Health Sciences Building will be three stories, and will house the medical, nursing, clinical laboratory and physician assistant programs. Classrooms and student services will be located on the ground floor, instructional laboratories will be located on the second level, with faculty and staff offices on the top floor.

View of the existing UAA and Providence Hospital campuses (yellow) with the proposed Health Sciences Complex site plan. Phase I of the new Health Sciences Building is in orange.



Courtesy of Livingston Stone, Inc.



An artist's rendering of the proposed UAA Health Sciences Building.

Master planning is occurring for future development of the health sciences campus, with a second phase of the initial building to accommodate many additional programs, and room on the campus for further growth. It is expected that pedestrian bridges will link the building to future buildings on the health sciences campus and to the main UAA campus.

Some of the building's features will include:

- Distance classrooms to connect students from rural communities
- Clinical and instructional laboratories and classrooms
- Instructional spaces designed for interactive learning and collaborative hands-on experiences

Development of the Health Sciences Complex was included in the UAA Master Plan and is in keeping with UA's Strategic Plan, focusing on student success, educational quality, faculty and staff strength, and responsiveness to Alaska's needs, technology and facility development.

### Interactive Simulation Labs

A simulation center is, "a replication of a clinical setting that allows the learner an opportunity to integrate theory and practice, think critically and ensure patient safety." Technology is integral to all aspects of health education. Instructional space in Phase I of the Health Sciences Building will provide increased opportunities for use of simulation in the educational process. An interdisciplinary simulation laboratory planned for Phase II of the building will create a

dynamic place for collaborative scholarship and discovery.

UAA's new labs will:

- Promote collaborative, interdisciplinary learning;
- Replicate real-life clinical situation settings;
- Allow students an opportunity to integrate theory and practice, think critically and ensure patient safety;
- Increase confidence in skills prior to clinical experience; and
- Provide training in physical assessment, medical/surgical, maternity/pediatrics, critical care and operating rooms.

The use of human simulators in health curricula has increased greatly over the past decade. They present students with problem-solving encounters that require real-time assessment of a problem. A student's experience with simulation is rewarding and helpful in increasing their self-confidence prior to entering a clinical unit.



### UAF's Tanana Valley Campus seeks additional funding to complete remodel of the Tanana Valley Campus Center

In 2004 the Tanana Valley Campus (TVC) was awarded a \$1.5M grant from the Denali Commission to begin partial renovations on the 4th floor of the Tanana Valley Campus Center to be used for the TVC Allied Health Learning Center.

The 4th floor remodel resulted in:

- A state-of-the-art dental clinic with six full operatories, three x-ray suites, dental materials lab, sterilization room and dark room. The clinic is home to UAF's dental assisting and dental hygiene programs.

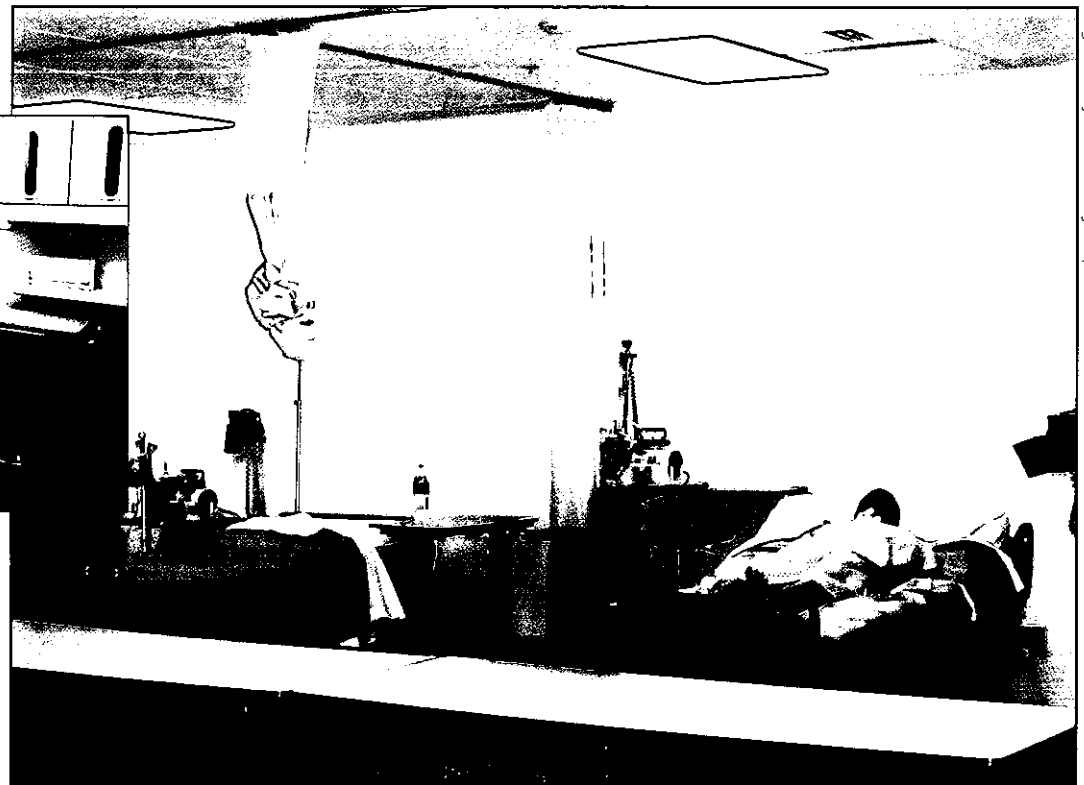
- One nursing lab with four beds for training UAA nursing students.

- One multi-use classroom

TVC is seeking an additional \$5M from the Alaska State Legislature to convert un-renovated space into up-to-date labs and a medical assisting clinical space, a multi-use classroom, a phlebotomy and clinical sciences teaching facility, and another nursing lab for training Certified Nurse Aide students.



*Tanana Valley Campus recent renovations helped greatly to provide the necessary room and training facilities required for the growing needs of interior Alaska's students.*



Images courtesy of Tanana Valley Campus

The University of Alaska would like to thank the following donors who made contributions of \$500 or more between June 1, 2007 and July 30, 2008 to support health programs at any UA campus. The generous support of community partners like these is helping UA health programs to grow and meet with community need for qualified and well trained allied health, nursing and medical professionals.

Thank you!

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November 2008

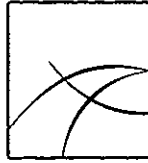
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