The Operating Budget Request Guidelines incorporating a longer term 3 to 5 year budget planning horizon will be used to align the University of Alaska’s Budget Request with existing resources to maximize progress toward the Board of Regents’ strategic plan goals, while simultaneously maintaining administrative and program efficiencies.

The State is setting its course for the next thirty years. A strong University System is a key element for the State’s success. Through preparing the workforce, providing expertise and leadership in a variety of fields, and serving as the driving force for research in Alaska, the University of Alaska (UA) contributes significantly to the State’s economic success and its citizen’s quality of life.

UA is committed to meeting State workforce needs by delivering programs responding to employment growth expected over the next five years as well as setting a foundation for the future. UA’s competitive research capacity is remarkably situated to address State, Arctic, and global solutions, particularly in climate change mitigation and adaptation, and energy. Research will continue gaining prominence through International Polar Year (IPY) activities.

The UA Operating Budget Request will include compensation and other fixed cost increases for maintaining existing programs and services, as well as program growth requests will be driven by the program enhancement priorities with continued emphasis on three themes:

- Preparing Alaskans for the State’s High Demand Jobs
- Enhancing Competitive Research and taking advantage of UA’s position in the International Polar Year (IPY) and benefits of research as an industry in Alaska
- Enhancing Student Success and College Readiness

In addition, within each of these three themes there will be greater attention on strategies to align public service and outreach efforts.

To ensure UA’s resources are used most effectively to meet State needs, greater emphasis is being placed on systemwide planning efforts similar to the collaborative planning processes in place for health and engineering. Through this participatory process, each MAU will be represented in the budget process to accomplish its underlying mission and strengthen the MAU and campus compelling strategic advantages.
Proposed systemwide planning groups include:

Preparing Alaskans for Jobs:
- Health
- Engineering and Construction
- Career and Vocational Tech. Workforce (other, OEC, CT and Associate regional needs)
- Teacher Education

Alaska Relevant Research (inclusive research planning group)
- Climate, Energy, Engineering, Natural Resources, Biomedical/Health

Enhancing Student Success and College Readiness

Below are proposed funding level ranges by priority area:

<table>
<thead>
<tr>
<th>Planning Groups</th>
<th>FY10 Request Range</th>
<th>FY11 – FY13 Range Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>$2-$3 million</td>
<td>$6-$8 million</td>
</tr>
<tr>
<td>Engineering and Construction</td>
<td>$1-$2 million</td>
<td>$3-$4 million</td>
</tr>
<tr>
<td>Career and Tech. Workforce (other)</td>
<td>$0.5-$1.5 million</td>
<td>$3-$4 million</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>$0.1-$0.7 million</td>
<td>TBD</td>
</tr>
<tr>
<td>Student Success</td>
<td>$1-$3 million</td>
<td>TBD</td>
</tr>
<tr>
<td>Research</td>
<td>$2-$5 million</td>
<td>$10-$15 million</td>
</tr>
<tr>
<td>Outreach, Engagement, Cooperative</td>
<td>To be aligned and incorporated with groups above (see page 5 and 6)</td>
<td></td>
</tr>
<tr>
<td>Extension, K-12 linkage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAU Specific Strategic Priorities</td>
<td>$1-$2 million</td>
<td>$3-$5 million</td>
</tr>
</tbody>
</table>

Factors to be considered in final request include demonstrated efficiency and effectiveness of existing programs, ability to successfully execute program request, strategic linkage to and impact on meeting performance goals, and responsibility for executing systemwide priorities.

Additionally, the following mechanisms will be used throughout the year to maintain UA’s high standard of accountability and transparency:

- Performance assessment and performance measure tracking
- Annual operating and management reviews
- Systemwide academic program planning and monitoring
- Administrative process improvement project tracking
- Systemwide internal and external reviews
Integration of Performance Assessment/Performance-based budgeting (PBB): Each MAU will control the distribution of its performance funding pool, to be used in support of performance-related strategies. One percent of general funds are the expected funding pool size, although annual circumstances will dictate exact amount, which will be determined and reported by the MAU. These performance funds can be allocated to appropriate strategic investments and be reported as part of the overall performance and accountability process. In the event that program requests are not legislatively funded, it is expected that reallocated performance funds will be considered as a source toward those stated budget priorities.

In conjunction with UA’s existing system performance measure, MAU’s are encouraged to add strategy-specific measures gauging effectiveness of major initiatives to achieve long term goals – for example UAA desires instructional and service grant activity in addition to external research and UAF asked for metrics for enrollment and retention on distinct student cohorts. Starting with the FY10 budget and planning process, MAU reporting requirements will transition to the State’s performance reporting format. Additional elements previously required in performance reports will be incorporated into bi-annual MAU reviews (Fall-Financial Review, Spring-Operating Review).

Expected Outcomes: To more clearly articulate anticipated outcomes into the planning process, each planning group will create a 1 to 3 page summary. The summary document, similar to the one produced for the health planning group last summer, will be developed by the appropriate planning group facilitator and lead, with review by the President’s Cabinet. There will be various levels of detail depending on the maturity of the discipline planning to-date, and in addition to addressing planned outcomes it will include basic statistics such as current funding level, efficiency ratios, and past investments.

In addition, each Chancellor will submit a 1 to 3 page summary for the MAU which will also be reviewed at the President’s Cabinet. The MAU summary of expected outcomes will recognize MAU priorities and compelling advantages, particularly those that align most directly to SW planning group areas, the system performance goals, the BOR strategic plan goals, and will help align the internal MAU budget process with the systemwide process. The MAU summary will also include the role of each campus in addressing the anticipated outcomes of the SW planning groups.

Each planning group will have a statewide person assigned to it as a facilitator, an MAU-based lead or co-leads, campus/program representatives, and service/outreach representatives (see the planning group roles and responsibilities with draft recommendations for leads and SW facilitators, with campus/program representative TBD pages 5 and 6).
Full Cost/Fixed Costs/Administrative Requests: Full Cost/Fixed Costs/Administrative Requests will be developed using systemwide standards. Meetings of Vice Chancellors and key budget and SW personnel are occurring in March to review current practices. Information Technology (IT) and business process improvement initiatives will be vetted through the Administrative Process Executive Group (APEG), Information Technology Council (ITC), and Business Council (BC) respectively. No request range will be set on these requests, however, it is important to know that few administrative increases are funded and the need to reallocate to address these improvements is predictable.

Process: The web-based budget request submission process used last year will be used again this year. Each MAU must submit all requests related to their campuses including those that are part of a SW Planning Group. In the event that the request involves more than one MAU, each MAU should submit an identical request. The process will be iterative.

Timeline:
March 7: Instructions to SW Planning Groups and Chancellors providing outline for one-page outcomes summary
April 11: Planning Group leads submit Draft expected outcomes summary to SW (1-3 pages)
April 16: Chancellors submit Draft summary of MAU expected outcomes (1-3 pages) for review at the President’s Cabinet Meeting April 16.
April 17: BOR approval of the FY10 budget guidelines with 3-5 year outlook
April 25: Planning Group leads submit final summary to SW
Late April: Chancellors submit final summary for MAU in conjunction with Operating Review
Late April: MAU Operating Reviews: FY08 Status Review; FY09 Expectations: FY10-13 Plans
May-July: Planning Group Meetings and MAU Budget Development
August 1: Submit FY10 Budget Request and FY11-13 Planning Horizon considerations
August 5th: Face to Face MAU Budget Request Briefing
August 11th: BC, SAC, RAC, SSC, ITC, FAC review of priorities
FY10 Budget and Planning Guidelines Planning Groups Roles and Responsibilities:

Planning Group MAU-based Lead/Co-Lead:
Role: Serves as the chair of the planning group.
Responsibilities:
- Acts as the primary spokes person for the planning group.
- Communicates progress and issues of the planning group at various budget and planning meetings.
- Communicates progress and issues of the planning group at President Cabinet meetings.
- Contributes to and assures criteria are established for the prioritizing program requests.
- Assures the various campus issues are addressed in the planning process.

Statewide Facilitator:
Role: Supports and coordinates planning group meetings, and serves as primary liaison between the planning group and the President, Planning and Budget Office, and SW executive staff.
Responsibilities:
- Provides support to the MAU-based lead for planning group activities.
- Assures planning group is aware of deadlines and process requirements.
- Assures the various campus issues are addressed in the planning process.
- Provides assessment of program requests within the established criteria.
- Provides input, feedback, and perspective regarding criteria, program alignment, and system overview.
- Communicate progress and issues of the planning group at various to and the President, Planning and Budget Office, and SW executive staff.

Campus-based Planning Group Representatives:
Role: Represent campus program needs and provide program specific expertise.
Responsibilities:
- Submit campus program/budget request proposal for planning group consideration.
- Inform campus leadership and budget personnel of all MAU program requests forwarded to the planning group.
- Provide expertise, advice, and information required for planning group activities.
- Keep campus leadership and budget personnel aware of how all MAU program requests are being considered/ranked by the planning group so that those likely ranking high are being considered in the campus/MAU budget request.

Public Service/Outreach/Engagement Representatives:
Role: Assure formal public service and outreach offices emphasize and are aligned with program priorities.
Responsibilities: Provide input and recommendation to strengthen outreach and service activities in support of the overall program group goals. May prompt related budget requests to be considered by the planning group.
Participation: It is expected that Cooperative Extension, UAA Engagement, and KUAC personnel will participate in each of the planning groups. In additional, all group members should advance appropriate service/outreach activities in conjunction with program proposals.
### Planning Group Leads and SW Facilitator

<table>
<thead>
<tr>
<th>Planning Group MAU-based Lead</th>
<th>Statewide Facilitator</th>
<th>Campus Representatives and Service/Outreach Representatives¹</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health</strong></td>
<td></td>
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<tr>
<td>Fran Ulmer, UAA Chancellor</td>
<td>Karen Perdue</td>
<td>Use the group currently in place plus Service and Outreach Reps.</td>
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<tr>
<td><strong>Research (AK Relevant)</strong></td>
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<tr>
<td>Climate, Energy, Natural Resources/IPY</td>
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<td></td>
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<tr>
<td>Steve Jones, UAF Chancellor</td>
<td>Dan Julius</td>
<td>TBD, Climate has a group started - add to that established group</td>
</tr>
<tr>
<td><strong>Teacher Education</strong></td>
<td></td>
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<tr>
<td>John Pugh, UAS Chancellor</td>
<td>Melissa Hill</td>
<td>TBD – Deans, Teacher Mentoring</td>
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<tr>
<td><strong>Student Success (Co-Leads)</strong></td>
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<tr>
<td>Mike Driscoll, UAA*</td>
<td></td>
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<tr>
<td>Dana Thomas, UAF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>James Everett, UAS</td>
<td>Dan Julius</td>
<td>Use the group currently in place plus Service and Outreach Reps.</td>
</tr>
<tr>
<td>*Linda Lazzell will serve as a MAU based co-lead in Mike Driscoll’s absence</td>
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<tr>
<td><strong>Engineering and Construction (Co-Leads)</strong></td>
<td></td>
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<tr>
<td>Rob Lang, UAA</td>
<td></td>
<td></td>
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<tr>
<td>Doug Goering, UAF</td>
<td>Fred Villa</td>
<td>Use the group currently in place plus Service and Outreach Reps.</td>
</tr>
<tr>
<td><strong>Workforce Development (Co-Leads)</strong></td>
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<tr>
<td>Karen Schmitt, UAS</td>
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<td></td>
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<tr>
<td>Bernice Joseph, UAF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBD, UAA</td>
<td>Fred Villa</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Additional Notes:

1. Service/Outreach/Engagement Representatives: Alaska Cooperative Extension, KUAC, and UAA Engagement representatives will be invited to participate in all 6 of the planning groups. Small Business Development Center (SBDC), Center for Economic Development and other units focused on external partnerships may also attend. Additionally, campus program representatives and campus leaders are encouraged to define the service activities that will take place when a program is proposed.

2. It is encouraged that each group identify existing external advisory groups that should be informed and/or consulted throughout the process. The broader awareness of existing program performance and the next logical programs step, the stronger our chances are to be successful.

3. Programmatic areas will be incorporated into an overall academic plan for the University of Alaska being led by Dan Julius, VPAA
Planning Groups Expected Outcomes Document Instructions

**Guiding Principles**
Since this process is running parallel to the MAU budget process it is understood that this document may be revised to incorporate the MAU expected outcomes document. This is a draft document and these are not expected to be static documents but will evolve as more information becomes available. The health, engineering, and student success groups are more mature in the planning process, with health being the most mature. It is anticipated that the structure of the summary document for these groups will be more refined that the other areas, and will help serve as models as the other groups develop.

**Areas to address**
- Briefly discuss current status of programs in the discipline area
- What are the criteria for evaluating the requests that are forwarded?
  - Below are examples of criteria for review used for the FY09 Health Review:
    - Data driven
    - State need for program or expansion
    - Consistent with the Academic Plan
    - Employer partners/site readiness
    - Sustainability
    - Program readiness
    - What is needed to get students ready—pipeline activities?
    - Induced course load/GER capacity
- Must clearly demonstrate quantitative effect program request will have on relevant common, systemwide performance measures.
- What strategy specific sub-metric(s) will be tracked to measure intermediate progress toward moving systemwide metric goals? For example, a budget request for a new high-demand program might track applications and enrollment in the program as an indicator of eventual increases in high-demand graduates.
- Provide an assessment of State need as specific as possible given the maturity of the planning group area.
  - What is the immediate need?
  - What is the 3-5 year outlook?
- What programmatic areas are most likely to generate the support needed to obtain legislative funding?
- What programs would leverage existing strengths at each of the MAUs?
- What programs would return the most positive results for a reasonable investment?
- Discuss the current service gaps in the program planning group area (i.e. Teacher Education-Special Education)
- What are the future facility requirements including infrastructure and information technology associated with the program?

**Timeline**
Please submit this document to Statewide Planning and Budget no later than April 11th. This document will be discussed at the April 16th President’s Cabinet Meeting with the Chancellors and the Vice Presidents and be distributed as a draft informational item to the Board of Regents in the context of the FY10 Operating Budget Request Guidelines approval at the April 17th Board of Regents meeting.
Chancellor’s Expected Outcomes Document Instructions

Guiding Principles
- Since this process is running parallel to the Statewide Planning groups process it is understood that this document may be revised to incorporate the Statewide Planning groups expected outcomes document. These are not expected to be static documents but will evolve as more information becomes available.
- This document demonstrates the alignment of the MAU’s key goals to the system priorities.

Areas to address
- MAU priorities and compelling advantages aligned with SW planning group areas (listed below) – incorporate appropriate Outreach, Cooperative Extension, K-12 linkage
  - Health
  - Engineering and Construction
  - Career and Tech. Workforce (other)
  - Teacher Education
  - Student Success
  - Competitive Research
- The BOR strategic plan goals including system performance measures
- Specific MAU strategy measures (i.e. Anchorage requested external sponsored program expenditures in addition to external sponsored research, Fairbanks wanted Bacc. retention rates, and specific external research measures)
- Role of each campus in addressing the anticipated outcomes of the SW planning groups
- MAU 3-5 year outlook
- Future facility requirements including infrastructure and information technology
- Identify planning assumptions, environmental scan, key internal and external conditions

Timeline
Please submit this document to Statewide Planning and Budget no later than April 15th. This document will be discussed at the April 16th President’s Cabinet Meeting and be distributed as a draft informational item to the Board of Regents in the context of the FY10 Operating Budget Request Guidelines approval at the April 17th Board of Regents meeting.
The overview will focus on the budget development process and timeline, as well as frequently addressed budget issues.

Timeline:
The budget process is a year round cycle with three years active at any given time. The three years being addressed now are the prior year (FY08) for accountability and review, current year request (FY09) for distribution and operation and the planning/request year (FY10) for strategic direction and budget development. The UA budget calendar and a budget process chart on pages 3-5 will be referenced in the overview.

Process:
The Board of Regents, the President, and the Chancellors are the key drivers in the budget development process. Most significantly, the UA budget development process is guided by the goals and values stated in the Board of Regents’ Strategic Plan 2009. The primary points when the Board of Regents influence the budget priorities are first with the strategic plan, second with the budget request guidelines, third through the request approval, and finally with the budget distribution.

UA’s performance measures and performance-based budgeting (PBB) approach has been in place for several years and is the tool in the budget development process that helps align resources with programs and demonstrates progress on the Boards’ goals. The goals are summarized below and are detailed on pages 6-10. The performance measures associated with each Board goal is shown in italics.

Board of Regents’ Strategic Plan 2009

Goals

- Student Success(SCH, Ret)
- Educational Quality(Ret, HD)
- Research Excellence(Research)
- Faculty and Staff Strength
- Responsiveness to State Needs(HD)
- Technology and Facility Development
- Diverse Sources of Revenue(UA Rev)

Values (UA LEADS)

- Unity in promoting communication and collaboration.
- Accountability to our students, faculty, staff, alumni, and the diverse peoples of Alaska.
- Leadership for Alaska's people and institutions.
- Excellence in our programs and services.
- Accessibility to all Alaskans.
- Dedication to serving diverse community needs.
- Stewardship of our resources.
Primary Performance Measures

- Increase the number of graduates in programs responding to Alaska’s high demand jobs (HD).
- Increase the amount of university generated revenue (UA Rev).
- Increase the amount of externally funded research (Research).
- Improve the retention rate for first-time undergraduate students (Ret).
- Increase the number of student credit hours (SCH).

Frequently Addressed Budget Issues:

The following topics will be explained during the overview. This is not a comprehensive list, but does provide for a good base.

- Higher Education Funding Trends Alaska and Nationally (page 11)
- Peer Institutions (page 12)
- Tuition and Financial Aid – Concept of Cost verses Price (page 13)
- Community Campus Issues (page 14)
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Board Action</th>
<th>Other Significant Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2008</td>
<td>Annual Retreat</td>
<td>• FY09 Board Approved Operating and Capital Budget Document (Redbook) Published</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 2008 Legislative Session Begins</td>
</tr>
<tr>
<td>February-March 2008</td>
<td>Status Reports • Legislative Status-FY09 Budget Request</td>
<td>• Campus FY10 Budget and Planning Processes Starts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Statewide Planning Groups Established</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• FY08 Management Report Reviews (UAA, UAF, UAS, SW)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• FY10 Operating Budget Request Guidelines reviewed by various systemwide councils</td>
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<tr>
<td></td>
<td></td>
<td>• FY10-15 Capital Budget Request Guidelines reviewed by various systemwide councils</td>
</tr>
<tr>
<td>April-May 2008</td>
<td>Action • FY10 Operating and Capital Budget Request Guidelines Approval</td>
<td>• Spring Operating Reviews – FY08 year-end, FY09 year-start, FY10-FY13 planning (UAA, UAF, UAS, SW)</td>
</tr>
<tr>
<td></td>
<td>Status Reports • Statewide Planning and Budget provides “Heads up to the Board Memo” to let them know what to expect at the upcoming June Board Meeting</td>
<td>• Alaska Legislature submits FY09 Budget to Governor</td>
</tr>
<tr>
<td></td>
<td>• Tuition Rate Notice</td>
<td>• FY10 MAU Budget Request Instructions distributed</td>
</tr>
<tr>
<td>June 2008</td>
<td>Action • FY09 Operating and Capital Budget Acceptance</td>
<td>• Governor Signs FY09 Budget Legislation</td>
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<tr>
<td></td>
<td>• FY09 Operating and Capital Budget Distribution Plan</td>
<td>• FY09 Distribution Plan Recommendation developed with performance measures and the associated targets and goals</td>
</tr>
<tr>
<td>July-August 2008</td>
<td>Status Reports • President’s Summer Briefing to the Board</td>
<td>• FY08 budget year ends - FY09 begins</td>
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<td>• SW develops FY10 compensation and fixed cost budget estimates</td>
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<td>• FY10 Initial Meetings with OMB</td>
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<td></td>
<td>• MAUs submit FY10 Operating Budget Requests</td>
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<tr>
<td></td>
<td></td>
<td>• MAUs submit FY10 Capital Budget Requests</td>
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<tr>
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<td></td>
<td>• MAU submit Deferred Maintenance/Final Total Project list due to SW Budget</td>
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<tr>
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<td></td>
<td>• FY10 MAU Budget Meeting</td>
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<tr>
<td></td>
<td></td>
<td>• Systemwide councils SAC, BC, ITC, SSC, RAC, FC review and provide input on operating budget request items and capital project requests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chancellors review and provide input on requests</td>
</tr>
<tr>
<td>September-October 2008</td>
<td>Action • Discussion and Approval of Tuition Rates for Academic Year 2011</td>
<td>• MAU submit state required budget information</td>
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<tr>
<td></td>
<td>Status Reports • FY10 Operating Budget Request</td>
<td>• MAU submit final Performance Report</td>
</tr>
<tr>
<td></td>
<td>• FY10 Capital Budget Request</td>
<td>• FY08/FY09 MAU Financial and Performance Review (UAA, UAF, UAS, SW)</td>
</tr>
<tr>
<td></td>
<td>• FY10-FY15 Capital Plan</td>
<td>• Update UA Legislative Missions and Measures</td>
</tr>
</tbody>
</table>
| November 2008 | FY08 Authorized Budget Distribution Document (Yellowbook) Published  
|            | FY08 UA Audited Financial Statements Available  
| Action     | UA FY10 Operating and Capital Budget Submitted to OMB  
| • Approve FY10 Operating Budget Request with Associated UA Performance Targets and Goals  
| • Approve FY10 Capital Budget Request  
| • Approve FY10-FY15 Capital Plan  
| • Approve the FY09 Natural Resources Fund Budget Allocation  
| • Review Performance Measures  
| December 2008 | Governor Submits FY10 Budget Proposal to Legislature  
| Status Reports | FY08 Authorized Budget Distribution Document (Yellowbook) Published  
| • UA FY08 Financial Statements  
| January 2009 | FY10 Board Approved Operating and Capital Budget Document (Redbook) Published  
| Annual Retreat | 2009 Legislative Session Begins  
| February-March 2009 | FY09 Management Report Reviews UAS, UAF, UAA, SW  
| Status Reports | FY11 Operating Budget Request Guidelines reviewed by various systemwide councils  
| • Legislative Status-FY10 Budget Request  
| • FY11 Operating Budget Request Guidelines  
| • FY11-FY16 Capital Budget Plan/Request Guidelines  
| April-May 2009 | FY11-16 Capital Budget Request Guidelines reviewed by various systemwide councils  
| Action | Alaska Legislature submits FY10 Budget to Governor  
| • FY11 Operating and Capital Budget Request Guidelines  
| Status Reports | FY11 MAU Budget Request Instructions distributed  
| • Statewide Planning and Budget provides “Heads up to the Board Memo to let them know what to expect at the June Board Meeting  
| • Tuition Rate Notice  
| June 2009 | Governor Signs FY10 Budget Legislation  
| Action | FY10 Distribution Plan Recommendation developed with performance measures and the associated targets and goals  
| • FY10 Capital and Operating Budget Acceptance  
| • FY10 Operating and Capital Budget Distribution Plan |
## University of Alaska
### Budget Development Cycle

<table>
<thead>
<tr>
<th>Month</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tr>
<td></td>
<td>J</td>
<td>F</td>
<td>M</td>
<td>A</td>
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<tr>
<td><strong>Board of Regents</strong></td>
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<tr>
<td>BOR Strategic Plan 2009 - Values and Goals</td>
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<tr>
<td>Establish Budget Request Guidelines</td>
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<tr>
<td>Receive Initial Budget Request</td>
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<tr>
<td>Approve Budget Request</td>
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<tr>
<td>Approve Budget Distribution</td>
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<tr>
<td><strong>President</strong></td>
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<tr>
<td>Recommend Budget Request Guidelines</td>
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<tr>
<td>Refine Request Priorities and Strategy</td>
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<tr>
<td>Rec. Budget Request w/ Performance Goals</td>
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<tr>
<td>Legislative session information</td>
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<tr>
<td>MAU Financial and Performance Review</td>
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<tr>
<td>Recommend Budget Distribution</td>
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<tr>
<td><strong>Chancellors</strong></td>
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<tr>
<td>Develop and Submit MAU Budget Requests</td>
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<tr>
<td>Submit MAU Perf. Assessment</td>
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Values and Goals with Associated Objectives

Values

Unity in promoting communication and collaboration.
Effective operation of a system as culturally diverse and geographically distributed as the University of Alaska requires a strong and constant commitment to communication and collaboration among the numerous academic and administrative units that comprise the system.

Accountability to our students, faculty, staff, alumni, and the diverse peoples of Alaska.
As an institution largely supported by public funds, the University must be accountable to those who contribute to its work, whether through tuition and fees, scholarship and teaching, research funding, administrative support, employment of our graduates, or public advocacy.

Leadership for Alaska's people and institutions.
Through its University, a state produces social, economic, civic, and cultural leadership. The University of Alaska has a strong commitment to the development of leadership through our teaching and training of the present and future workforce, our discovery of new knowledge and practical application of our intellectual property, and our outreach to the diverse peoples and communities we serve.

Excellence in our programs and services.
The University community pledges to perform its work to the very highest standards of excellence. In everything we do - from providing preparatory education, to preparing students for the workforce and the professions, to conducting cutting edge research, to helping small businesses and community groups - we aspire to perform at the very highest level of excellence.

Accessibility to all Alaskans.
As an open admission institution, the University is committed to providing the greatest possible access to higher education and, therefore, to the opportunities afforded those with advanced education. This requires a physical presence in communities smaller and more diverse than national norms, and innovative and culturally sensitive means of distance delivery and the opportunity of access to every Alaskan.

Dedication to serving diverse community needs.
The University’s 16 campuses, from the largest in Anchorage to the smallest in Kotzebue, are dedicated to meeting community needs through training citizens for the workforce, serving small businesses and community organizations with relevant research and practical advice, enhancing our community engagement programs, and providing facilities for community athletic and cultural events.

Stewardship of our resources.
The University is a responsible steward of the financial, physical, land, and human resources it is entrusted to invest and develop for the betterment of the state.
Goals and Objectives

Goal 1: Student Success

Objectives

- Enhance efforts in student recruitment and retention.
  - Develop recruitment programs that target traditional and non-traditional students as well as former students.
  - Enroll college bound Alaskans at the national average rate.
  - Expand the Emerging Scholars program to all three MAUs.
  - Expand on-line student resources.
  - Obtain funding for the Alaska Scholars program.
  - Support a needs-based financial aid program and increase coordination between financial aid and admissions offices.

- Continue placing students in good jobs.
  - Increase partnerships with major employers.
  - Provide additional internship programs.

- Build life-long relationships with alumni.
  - Complete construction of an alumni database.
  - Create a network of alumni groups and events at various locations in and outside Alaska.
  - Develop alumni publications, including a periodic magazine.
  - Enlist alumni in student recruitment efforts.

Goal 2: Educational Quality

Objectives

- Emphasize the community college mission.
  - Increase the number of programs, course sections, and scheduling options in the areas of vocational/technical training, community interest, and professional workforce development.
  - Increase partnerships with high schools in vocational/technical fields.

- Improve collaboration among campuses.
  - Expand collaborative graduate programs across MAUs and with other institutions.
  - Develop additional degree programs that rely on content from the several campuses.

- Ensure efficient allocation of programs.
  - As new programs are introduced and existing programs reviewed, determine the most appropriate location(s) and methods for program delivery.

- Develop new and relevant programs.
  - Expand the range of degree programs to that of comparable university systems.
  - Provide additional staff support for entrepreneurial program development.
  - Expand opportunities through distance delivery for graduate training (including the PhD level) for place committed Alaskans.

- Strengthen counseling services for our diverse student community.
  - Add to campus-based academic counseling resources.
  - Build new on-line counseling services.
Goal 3: Research Excellence

Objectives

- Enhance competitive capacity.
  - Rely to a greater extent on competitively obtained financial support for research.
  - Recruit/inspire the faculty in areas of comparative advantage and provide the research facilities and administrative support required to compete effectively.
- Increase opportunities for undergraduate and graduate student participation in research.
- Capture Alaska-specific opportunities for the State and the University.
  - Establish strong research relationships with the private sector and government agencies that address issues of importance to Alaska.
  - Focus on fields where the University has a locational advantage, e.g., cold climates and coastal engineering, ocean science, arctic biology, climate change, fisheries, and health.
- Account for the value and cost of research.
  - Communicate the value of University research in terms of the University’s educational quality and Alaska’s economy.
  - Ensure that the costs of research are fully accounted for and weighed in the balance with alternative priorities.
- Expand support for the transfer of University intellectual property to private economic development.
  - Enhance support for faculty with interests in the development of intellectual property.
  - Create opportunities for the private sector to be informed about University development works.

Goal 4: Faculty and Staff Strength

Objectives

- Invest in faculty and staff development.
  - Regularly assess development needs.
  - Provide development programs that reflect University priorities and are suited to particular faculty and staff, relying where possible on existing University resources and expertise.
- Reward faculty and staff for innovation, creativity, and excellence.
  - Ensure merit-based and market competitive recognition, promotion, and compensation programs.
  - Provide venues for faculty and staff to demonstrate excellence.
- Ensure alignment between institutional goals and workload, productivity, and selection.
  - Regularly review faculty and staff workloads in appropriate comparative context.
  - Maintain the capacity to distinguish faculty selection criteria and professional expectations based on the respective mission of the MAU and its academic programs.
- Ensure high quality teaching.
  - Maintain a rigorous faculty evaluation system.
  - Establish comprehensive faculty development programs at all three MAUs.

Goal 5: Responsiveness to State Needs

Objectives

- Assess and meet Alaska’s current and projected workforce needs.
  - Continue to survey employers and work with the cognizant state agencies to assess workforce demand.
- Build strong partnerships with employers to ensure our graduates possess needed skills and abilities.
- Strengthen the University’s continuing education and corporate programs.
- Streamline review processes for non-degree programs.

- Focus on rural Alaska needs.
  - Continue to build health research programs that address the needs of Alaska Natives.
  - Expand vocational/technical training programs in rural Alaska to provide greater employment opportunities for local people.
  - Explore new technologies that will create economic development opportunities in rural Alaska.

- Provide support for cultural needs.
  - Celebrate the unique contributions to Alaska that have come from its First People.
  - Continue to conduct research and provide instruction in Alaska Native languages and cultures.
  - Build on the role University campuses play as centers for cultural activity, e.g., arts and lectures, especially in rural Alaska.
  - Increase partnerships with Alaska Native corporations and social service agencies to foster stronger communities.

- Increase public policy analysis.
  - Expand the number of critical public policy issues.
  - Develop the means to more rigorously identify critical public policy issues and expand faculty participation across the University.
  - Protect the role of the University as a venue for the exploration of potentially contentious issues.

- Build community engagement programs.
  - Encourage faculty, student, and staff involvement in service to Alaska’s diverse communities.
  - Integrate community service with research and instructional programs.

- Enhance responsiveness to state needs.
  - Expand programs to train graduates in high demand fields.
  - Continue to survey industry, small business, and governments for their staff needs.
  - Continue to reallocate faculty, staff, and other resources to high need areas.

**Goal 6: Technology and Facility Development**

**Objectives**

- Address process issues: facility planning and facility utilization.
  - Encourage the development of campus master plans that are aligned with University system priorities, institutional missions, funding opportunities, and needs.
  - Increase effective utilization of facilities, to include times not traditionally in use.
  - Obtain land near University campuses to accommodate expansion.

- Explore privatization and partnering.
  - Focus University resources on its educational mission by privatizing those services that may be performed at a higher level of performance and/or lower cost.
  - Explore creative, opportunistic approaches with the private sector to providing needed research, instruction, or residential facilities.
- Support distance education through additional technology and faculty development.
  - Work with the provider community to provide internet connectivity among all University facilities sufficient to support distance delivery of academic programs, collaboration between researchers, and administrative coordination.
  - Provide all faculty the support necessary to develop and deliver high quality curricula, based on research into the effectiveness of various distance education pedagogies.

Goal 7: Diverse Sources of Revenue

Objectives
- Diversify funding sources to reduce reliance on the state’s general fund.
  - Increase tuition rates so they bear an appropriate share of the University’s revenue base.
  - Increase financial support from alumni, faculty, and staff.
  - Increase financial participation from partnerships with industry and government agencies.
- Pursue land for long term endowment and growth.
  - Ensure the University has obtained a sufficient land grant.
  - Manage proceeds from the land grant to the maximum benefit of the University.
- Encourage the commercial application of University intellectual property.
  - Increase the number of patents filed by University supported investigators.
  - Expand interaction between University faculty and the state’s business community.
University of Alaska Peer Groups

Peer comparisons are useful in establishing how well the University of Alaska or its campuses compare on given measures to institutions of like size, mission, and organization. These are the most commonly used groups:

**UA Public System Peers**

**Student FTE Under 30,000**
- Montana University System
- Southern Illinois University
- University of Maine

**Student FTE between 30,000 and 60,000**
- Idaho State Board of Education
- University of Colorado
- University of Hawaii
- University of Houston
- University of Iowa
- University of Massachusetts
- University of Missouri
- University of Nebraska

**Student FTE Over 60,000**
- University of Oregon
- State University of Florida
- University and Community College System of Nevada
- University of Louisiana System
- University of North Carolina
- University of Texas System
- University of Wisconsin System
- University System of Maryland
- Utah System of Higher Education

**UAA Peers**
- Auburn University-Montgomery
- Boise State University
- Cleveland State University
- Columbus State University
- Indiana State University
- Indiana University-Northwest
- Indiana University-Purdue University-Fort Wayne
- Indiana University-Southeast
- Lamar University
- Northern Kentucky University
- Southern Connecticut State University
- The University of West Florida
- University of Alabama in Huntsville
- University of Arkansas at Little Rock
- University of Massachusetts-Boston
- University of Michigan-Dearborn
- University of Missouri-St Louis
- University of Nebraska at Omaha
- University of North Carolina at Greensboro
- University of Southern Maine
- Weber State University
- Wichita State University

**UAF Peers**
- Clemson University
- Georgia Institute of Technology-Main Campus
- Idaho State University
- Kansas State University
- Michigan Technological University
- Montana State University-Bozeman
- North Dakota State University-Main Campus
- Oregon State University
- Stony Brook University
- SUNY at Binghamton
- The University of Montana
- University of Delaware
- University of Idaho
- University of Maine
- University of Missouri-Rolla
- University of Nevada-Reno
- University of Oklahoma Norman Campus
- University of Wyoming
- Utah State University

**UAS Peers**
- Adams State College
- Bemidji State University
- Eastern Oregon University
- Georgia Southwestern State University
- Lewis-Clark State College
- Longwood University
- SUNY College at Purchase
- The University of Texas of the Permian Basin
- University of Maine at Machias
- University of Maine at Presque Isle
- Western Oregon University
**Figure 15**

Net Tuition Revenues per FTE and State-Funded Tuition Aid per FTE by State, Fiscal 2006 (Public Institutions Only)

**Notes:**
1. Figures are adjusted for inflation, public system enrollment mix, and state cost of living.
2. Funding and FTE data are for public non-medical students only.

**Source:** SHEEO SHEF
UA Community Campuses

- UA’s 12 community campuses receive 11% of state appropriations, deliver about 25% of the student credit hours and serve 30% of the UA students.

- UA’s community campuses are not stand alone units, rather they are like branch campuses. They serve as a door to the courses and programs offered throughout the system. UA is an integrated system of higher education, demonstrated by the fact that 54% of student who received high demand job area degrees took courses at more than one UA campus during their academic career.

- Nine of UA’s community campus sites are in communities with less than 6,000 people and in service regions ranging from 5,000-13,000 people.

- Community colleges nationally are located in communities that afford economies of scale in terms of population and class size, instructor availability, and community contributions - all contributing to lower operating costs. In Alaska, distance, lack of roads, harsh environments, small communities, and a commitment to access doesn't afford UA the luxury of economies of scale – all contributing to higher costs.

- Community colleges nationally have local support averaging over 10% of operating revenue. Although, Kenai, Kodiak, PWSCC and Ketchikan contribute some local funding, system-wide it is well below national levels.

- The 9 smallest community campuses (Type II & III) receive 5% of UA’s state appropriations, offer 11% of student credit hours, serve 15% of UA students, and provides the community 100% of the access to higher education. Some perspective, the state appropriations required for operating these campuses is less than the amount of state appropriation increases required to cover one year of UA’s compensation increases.

- Community campus enrollment levels are generally more volatile than at the main campuses. Over the last five years total community campus student credit hour enrollment has been flat, however, some campuses have shown improvement while others have declined.

Community Campus Types

**Type I: Kenai/Homer, Mat Su, and Tanana Valley.** These campuses are in urban areas. The Type I campuses have headcounts ranging from 1,300 to 3,300.

**Type II: Kodiak, Prince William Sound, Ketchikan, and Sitka.** These campuses are found in small isolated areas with region populations of less than 12,000. The Type II campuses have headcounts ranging from 600 to 1,600.

**Type III: Bristol Bay, Chukchi, Interior, Kuskokwim, and Northwest.** These are located in isolated areas with region populations of less than 9,000. The Type III campuses have head counts ranging from 300 to 800.