

University of Alaska  
Proposed FY11 Operating Budget Development  
Guidelines and Process

Guidelines

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 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 citizens' quality of life.

UA is committed to building a strong workforce foundation for the future as well as meeting State workforce needs by delivering programs responding to expected employment growth over the next five years. UA's competitive research capacity is remarkably situated to address State, Arctic, and global solutions, particularly in climate change mitigation and adaptation, and energy.

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. Program requests will be driven by the program enhancement priorities with continued emphasis on three themes:

- Enhancing Student Success and College Readiness
- Preparing Alaskans for the State's High Demand Jobs
- Enhancing Competitive Research and benefits of research as an industry in Alaska

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

The University of Alaska recognizes that funding availability will be challenging in FY11. Priorities for the University have not changed significantly and the focus will remain on providing services to the State of Alaska. To ensure UA's resources are used most effectively to meet State needs, a continued emphasis is being placed on systemwide planning efforts in strategic areas.

The MAUs will review the prior year requests and leverage the significant work already done as part of the FY10 budget process. If there have been significant changes in conditions, the MAUs will recommend and justify changes to the respective planning groups.

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: (see pages 5-6 for Roles and Responsibilities)

Enhancing Student Success and College Readiness

- Student Success
- Social Sciences, Humanities, Arts

Preparing Alaskans for Jobs:

- Health
- Energy, Engineering
- Career and Vocational Tech. Workforce

Alaska Relevant Research (inclusive research planning group)

- Climate, Energy, Engineering, Biomedical/Health

The FY11 total program request level will range between \$10-13 million with each MAUs program growth amount 3-4% over the current year budget. The FY11 Operating Budget Request will include MAU specific requests as well.

Factors to be considered in the final request include; demonstrated efficiency and effectiveness of existing programs; ability to successfully execute the 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
- Systemwide internal and external reviews

Timeline:

January 8 <sup>th</sup>	FY11 Systemwide Joint Council Meeting
Jan-Feb	Meetings with various councils and President's cabinet to discuss FY11 Systemwide Priorities
February	Statewide assign facilitators to planning groups
March	Instructions to MAUs providing outline for one-page outcomes summary, Draft of FY11 Operating Budget Guidelines, and FY11 Budget Request Form
March	Chancellors assign members to strategic planning groups
April 8 <sup>th</sup> -9 <sup>th</sup>	BOR approval of the FY11 budget guidelines
Late April	Chancellors submit MAU expected outcomes document with the Operating Review
Late April	MAU Operating Reviews: FY09 Status Review; FY10 Expectations; 3-5 year Outlook
May 1 <sup>st</sup>	MAUs submit initial program list to respective planning groups
May 4 <sup>th</sup> (tent)	BC, SAC, RAC, SSC, and ITEC joint council meeting to review Chancellor's expected outcomes summary and initial program list
May-June	Planning groups review MAU program priorities
July 1 <sup>st</sup>	Planning Groups submit prioritized budget requests to MAU budget offices
July 28 <sup>th</sup>	MAUs submit prioritized FY11 Budget Request and 3-5 year Planning Horizon considerations to the Statewide Budget Office
August 4 <sup>th</sup>	Face-to-Face MAU Budget Request Briefing
August 11 <sup>th</sup>	BC, SAC, RAC, SSC, ITEC, FAC review of priorities

## Process Considerations

Integration of Performance Reporting: As a part of the FY11 operating request submission process, each MAU will be required to input:

- The quantitative positive impact of the request on each of the system wide performance measures, or for replacement funding requests the quantitative positive impact of the current program on each measure; and
- What MAU strategy specific sub-metric(s) will be tracked to measure intermediate progress toward moving common, system wide metric goals. For example, a budget request for a new high-demand program might propose tracking applications and enrollment in the program as a preliminary indicator of eventual increases in high demand graduates.

Many strategy specific sub-metrics could be appropriate to report in the MAU performance evaluations. The information submitted will be used to note the impact of the Governor's proposed budget on the system wide performance measures in relation to the Board of Regents' request.

Each MAU will control the distribution of its FY11 performance funding pool, to be used in support of performance-related strategies. One percent of general funds is the expected funding pool size, although annual circumstances will dictate the exact amount chosen by the MAU for internal reallocation. These performance funds should be allocated to appropriate strategic investments and reported as part of the overall performance and accountability process. It is important to note that, although performance awards are MAU-based, accountability reporting for performance funding distributions and strategy success will continue to be required in the future.

In the FY11 budget and planning process, MAU performance evaluation and reporting requirements are based on the State of Alaska's requirements. In addition, the university will begin external reporting of the new Non-Credit Instruction performance measure<sup>1</sup>, approved in 2007. MAU performance evaluation submissions to the Office of Planning and Budget will be used in conjunction with MAU increment request detail to compile final performance evaluations submitted to the state. The system and MAU performance evaluations will be updated to reflect the BOR approved FY11 request, as well as, the Governor's proposed FY11 budget.

Expected Outcomes: Each Chancellor will prepare a 1 to 3 page summary (instructions on pg. 4) for the MAU of expected outcomes that will recognize MAU priorities and compelling advantages, particularly those that align most directly to systemwide strategic 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.

In addition, as part of the August Face-to-Face MAU Budget Request Briefing, 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 ones produced last year, will be developed by the appropriate planning group facilitator and lead. 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, and the 3-5 year planning horizon.

<sup>1</sup> See <http://www.alaska.edu/swbir/performance/metrics/Non-CreditMetric.pdf> for more information on the non-credit instruction performance measure.

Each planning group will have a statewide person assigned to it as a facilitator, an MAU-based lead or co-leads, campus/program representatives (assigned by each MAU Chancellor), 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).

Fixed Costs/Administrative Requests: Fixed Costs/Administrative Requests will be developed using systemwide standards. Information Technology (IT) and business process improvement initiatives will be vetted through the Information Technology Executive Council (ITEC), 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.

### Chancellor's Expected Outcomes Document Instructions

#### Guiding Principles

- This document demonstrates the alignment of the MAU's key goals to the systemwide priorities.

#### Timeline

Please submit this document to Statewide Planning and Budget as part of the Spring Operating Review.

#### Areas to address

- MAU priorities and compelling advantages aligned with systemwide strategic planning group areas (listed below) – incorporate appropriate Outreach, Cooperative Extension
  - Climate Change
  - Energy
  - Engineering
  - Health and Biomedical
  - Social Sciences, Humanities, Arts
  - Student Success (Including Teacher Education)
  - Workforce Development
- 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)
- MAU 3-5 year outlook
- Identify planning assumptions, environmental scan, key internal and external conditions

## **FY11 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 spokesperson 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 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 the 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.
- Communicates progress and issues of the planning group at various meetings to 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:

- Submits campus program/budget request proposal for planning group consideration.
- Informs campus leadership and budget personnel of planning group recommendations in regards to MAU program requests.
- Provides expertise, advice, and information required for planning group activities.

### **Public Service/Outreach/Development/Engagement Representatives:**

Role: Assure formal public service, and outreach and development offices emphasize and are aligned with program priorities.

Responsibilities:

- Provides 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 public service and outreach and development personnel will participate in each of the planning groups. In addition, all group members should advance appropriate service/outreach activities in conjunction with program proposals.

### Strategic Planning Group Leads, SW Facilitator and Campus Representatives

<b>Planning Group MAU-based Lead</b>	<b>Statewide Facilitator</b>	<b>Campus Representatives and Service/Outreach Representatives<sup>2</sup></b>
<b>Climate Change</b> Brian Rogers, UAF Interim Chancellor	Dan Julius	TBD
<b>Energy</b> Gwen Holdmann, UAF	Dan Julius	TBD
<b>Engineering</b> Rob Lang, UAA Doug Goering, UAF	Fred Villa	TBD
<b>Health and Biomedical</b> Fran Ulmer, UAA Chancellor	Karen Perdue	TBD
<b>Social Sciences, Humanities, Arts</b> Mike Driscoll, UAA Susan Henrichs, UAF James Everett, UAS	Dan Julius	TBD
<b>Student Success (Co-leads)</b> John Pugh, UAS Chancellor Mike Driscoll, UAA Dana Thomas, UAF James Everett, UAS	Melissa Hill Saichi Oba	TBD
<b>Workforce Development (Co –leads)</b> Renee Carter-Chapman, UAA Bonnie Nygard, UAA Jennie Carol, UAF Karen Schmitt, UAS	Fred Villa	TBD

**Additional Notes:**

1. Service/Outreach/Development/Engagement Representatives: Service, Outreach, Development and Engagement representatives will be invited to participate in all 7 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.

Programmatic areas will be incorporated into an overall academic plan for the University of Alaska being led by Dan Julius, VPAA

**University of Alaska  
Board of Regents**

**Budget Development Process Overview  
April 9, 2009**

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 (FY09) for accountability and review, current year request (FY10) for distribution and operation and the planning/request year (FY11) for strategic direction and budget development. The UA budget calendar on pages 3-4 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. 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 budget request approval, and finally with the budget distribution.

UA's performance evaluation process, in place since FY04, is the mechanism used to communicate, drive and measure resource alignment and progress toward meeting the Board of Regents' strategic goals. It is a key consideration in the budget request and distribution recommendations and also informs UA's long term fiscal plan.

The goals are summarized below and are detailed on pages 5-9. The performance measures associated with each Board goal is shown in italics.

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**Board of Regents' Strategic Plan**

**Goals**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Student Success(<i>SCH, NCU, Ret</i>)</li><li>• Educational Quality(<i>Ret, HD</i>)</li><li>• Research Excellence(<i>Research</i>)</li><li>• Faculty and Staff Strength</li></ul> | <ul style="list-style-type: none"><li>• Responsiveness to State Needs(<i>HD</i>)</li><li>• Technology and Facility Development</li><li>• Diverse Sources of Revenue(<i>UA Rev</i>)</li></ul> |
|---|--|

**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.

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### **Primary Performance Measures**

- Number of graduates in programs responding to Alaska's high demand jobs (HD).
- Amount of university generated revenue (UA Rev).
- Externally funded research (Research).
- Retention rate for first-time undergraduate students (Ret).
- Number of student credit hours (SCH).
- Number of non-credit instructional units (NCU).

#### **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 10)
- Peer Institutions (page 11)
- Tuition and Financial Aid – Concept of Cost verses Price (page 12)
- Community Campus Issues (page 13)

**UA Budget Calendar Board of Regents Action and Significant Events**  
**FY09, FY10 and FY11 Budgets**  
18-Month Period - January 2009 to June 2010

Board Action	Other Significant Events
January 2009 Annual Retreat	<ul style="list-style-type: none"> <li>• FY10 Board Approved Operating and Capital Budget Document (Redbook) Published</li> <li>• 2009 Legislative Session Begins</li> </ul>
February-March 2009 Status Reports <ul style="list-style-type: none"> <li>• Legislative Status-FY10 Budget Request</li> </ul>	<ul style="list-style-type: none"> <li>• Campus FY11 Budget and Planning Processes Start</li> <li>• Statewide Planning Groups Established</li> <li>• FY09 Management Report Reviews (UAA, UAF, UAS, SW)</li> <li>• FY11 Operating Budget Request Guidelines reviewed by various systemwide councils</li> <li>• Performance Evaluation Guidelines reviewed by various systemwide councils</li> <li>• FY11-16 Capital Budget Request Guidelines reviewed by various systemwide councils</li> </ul>
April-May 2009 Action <ul style="list-style-type: none"> <li>• FY11 Operating and Capital Budget Request Guidelines Approval</li> </ul> Status Reports <ul style="list-style-type: none"> <li>• Tuition Rate Notice</li> <li>• Performance Evaluation Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Spring Operating Reviews – FY09 year-end, FY10 year-start, 3-5 year outlook (UAA, UAF, UAS, SW)</li> <li>• Alaska Legislature submits FY10 Budget to Governor</li> <li>• FY11 MAU Budget Request instructions distributed</li> </ul>
June 2009 Action <ul style="list-style-type: none"> <li>• FY10 Operating and Capital Budget Acceptance</li> <li>• FY10 Operating and Capital Budget Distribution Plan</li> <li>• Approve the FY10 Natural Resources Fund Budget Allocation</li> </ul> Status Reports <ul style="list-style-type: none"> <li>• Performance– FY09 Preliminary Results and projected FY10 distribution plan impact</li> </ul>	<ul style="list-style-type: none"> <li>• Governor Signs FY10 Budget Legislation</li> <li>• FY10 Distribution Plan Recommendation developed with projected performance impacts</li> </ul>
July-August 2009 Status Reports <ul style="list-style-type: none"> <li>• President’s Summer Briefing to the Board</li> </ul>	<ul style="list-style-type: none"> <li>• FY09 budget year ends – FY10 begins</li> <li>• SW develops FY11 compensation and fixed cost budget estimates</li> <li>• FY11 Initial Meetings with OMB and Legislative Finance Division</li> <li>• MAUs submit FY11 Operating Budget Requests</li> <li>• MAUs submit FY11 Capital Budget Requests</li> <li>• MAUs submit Deferred Maintenance/Final Total Project list due to SW Budget</li> <li>• FY11 MAU Budget Meeting</li> <li>• Systemwide councils SAC, BC, ITEC, SSC, RAC, FC review and provide input on operating budget request items and capital project requests</li> <li>• Chancellors review and provide input on requests</li> </ul>

Board Action	Other Significant Events
<p>September-October 2009</p> <p>Action</p> <ul style="list-style-type: none"> <li>• Discussion and Approval of Tuition Rates for Academic Year 2012</li> </ul> <p>Status Reports</p> <ul style="list-style-type: none"> <li>• FY11 Operating Budget Request</li> <li>• Performance – Final FY09 Results, projected FY11 Request impact, Long Term Fiscal Plan Scenarios</li> <li>• FY11 Capital Budget Request</li> <li>• FY11-FY16 Capital Plan</li> </ul>	<ul style="list-style-type: none"> <li>• MAU submit state required budget information, including performance evaluations</li> <li>• FY09/FY10 MAU Financial and Performance Review (UAA, UAF, UAS, SW)</li> </ul>
<p>October 2009</p> <p>Action</p> <ul style="list-style-type: none"> <li>• Approve FY11 Operating Budget Request</li> <li>• Approve FY11 Capital Budget Request</li> <li>• Approve FY11-FY16 Capital Plan</li> <li>• Review Performance Evaluation and Long Term Fiscal Plan</li> </ul>	<ul style="list-style-type: none"> <li>• FY10 Authorized Budget Distribution Document (Yellowbook ) Published</li> <li>• FY09 UA Audited Financial Statements Available</li> <li>• UA FY11 Operating and Capital Budget, Performance Evaluation, and Long Term Fiscal Plan Submitted to OMB</li> </ul>
<p>December 2009</p> <p>Status Reports</p> <ul style="list-style-type: none"> <li>• UA FY09 Financial Statements</li> </ul>	<ul style="list-style-type: none"> <li>• Governor Submits FY11 Budget Proposal to Legislature</li> </ul>
<p>January 2010</p> <p>Annual Retreat</p>	<ul style="list-style-type: none"> <li>• FY11 Board Approved Operating and Capital Budget Document (Redbook) Published</li> <li>• 2010 Legislative Session Begins</li> </ul>
<p>February-March 2010</p> <p>Status Reports</p> <ul style="list-style-type: none"> <li>• Legislative Status-FY11 Budget Request</li> </ul>	<ul style="list-style-type: none"> <li>• Campus FY12 Budget and Planning Processes Start</li> <li>• Statewide Planning Groups Established</li> <li>• FY10 Management Report Reviews (UAA, UAF, UAS, SW)</li> <li>• FY12 Operating Budget Request Guidelines reviewed by various systemwide councils</li> <li>• Performance Evaluation Guidelines reviewed by various systemwide councils</li> <li>• FY12-17 Capital Budget Request Guidelines reviewed by various systemwide councils</li> </ul>
<p>April-May 2010</p> <p>Action</p> <ul style="list-style-type: none"> <li>• FY12 Operating and Capital Budget Request Guidelines</li> </ul> <p>Status Reports</p> <ul style="list-style-type: none"> <li>• Tuition Rate Notice</li> <li>• Performance Evaluation Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Spring Operating Reviews – FY10 year-end, FY11 year-start, 3-5 year outlook (UAA, UAF, UAS, SW)</li> <li>• Alaska Legislature submits FY11 Budget to Governor</li> <li>• FY12 MAU Budget Request instructions distributed</li> </ul>
<p>June 2010</p> <p>Action</p> <ul style="list-style-type: none"> <li>• FY11 Capital and Operating Budget Acceptance</li> <li>• FY11 Operating and Capital Budget Distribution Plan</li> </ul> <p>Status Reports</p> <ul style="list-style-type: none"> <li>• Performance– FY10 Preliminary Results and projected FY11 distribution plan impacts</li> </ul>	<ul style="list-style-type: none"> <li>• Governor Signs FY11 Budget Legislation</li> <li>• FY11 Distribution Plan Recommendation developed with projected performance impacts</li> </ul>

**UA BOR STRATEGIC PLAN**  
**Summary listing of**  
**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.

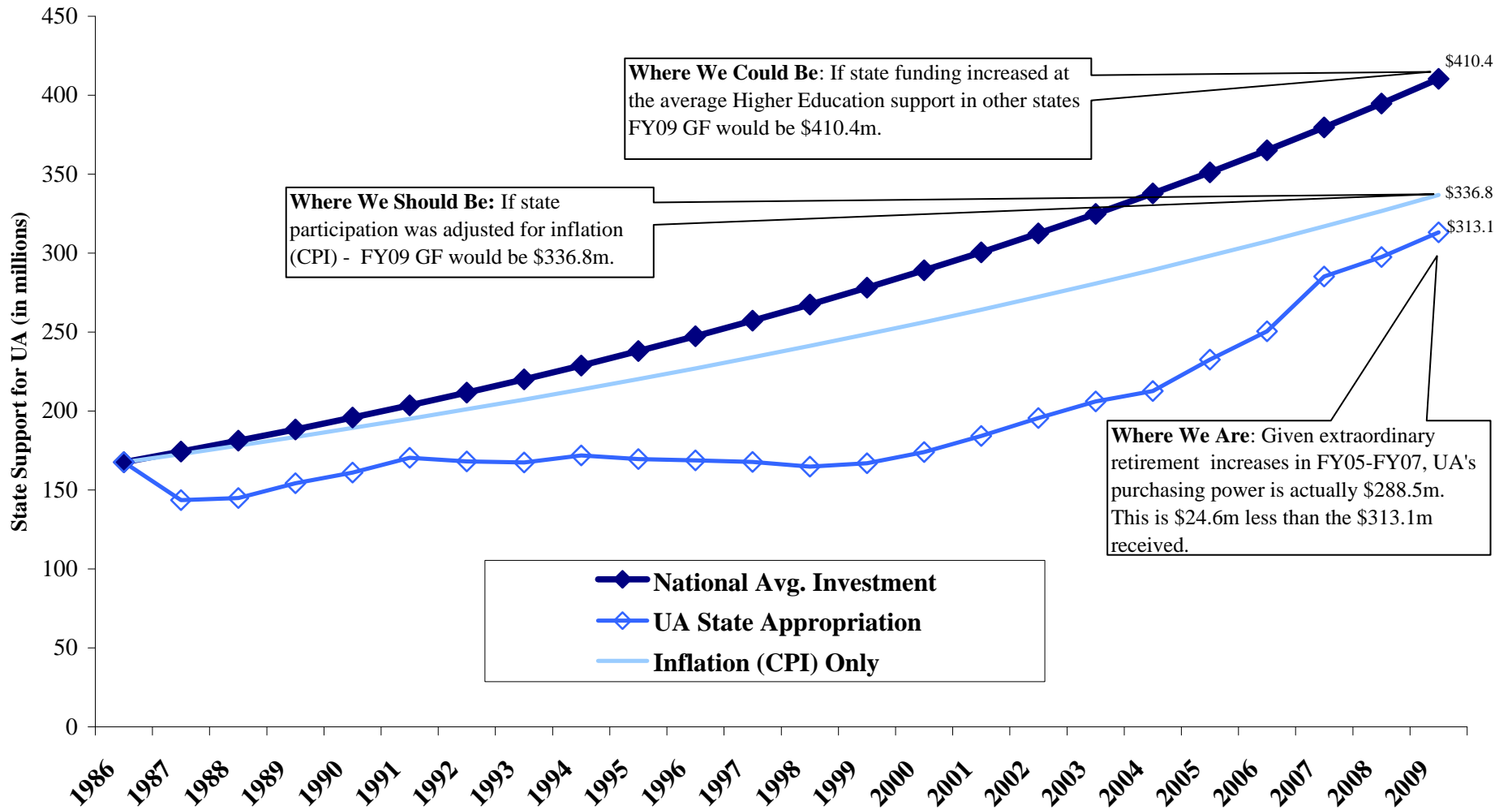
- Support distance education through additional technology and faculty development.
  - Work with the provider community to provide internet connectivity among all University facilities sufficient to support distance delivery of academic programs, collaboration between researchers, and administrative 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 State Appropriation Comparison



## 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

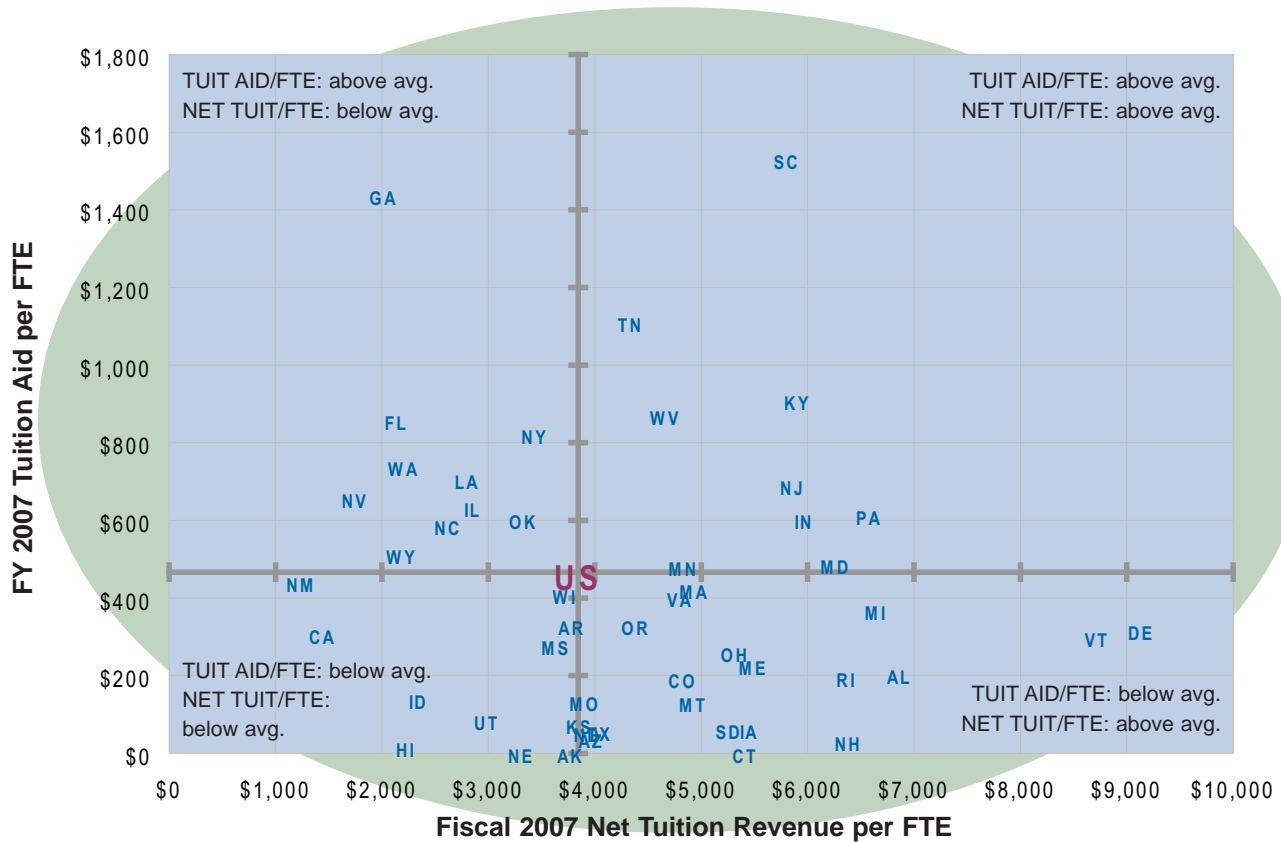
### UAS Peers

- 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 12

**Net Tuition Revenue per FTE and State-Funded Tuition Aid per FTE by State,  
Fiscal 2007 (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 13% of state appropriations, deliver about 26% of the student credit hours and serve 44% 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 55% of students who received high demand job area degrees took courses at more than one UA campus during their academic career.
- Eight of UA's community campus sites are in communities with less than 6,000 people, seven of which are in service regions ranging from 5,000-17,000 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 8% of operating revenue. Although, Kenai, Kodiak, PWSCC and Ketchikan contribute some local funding, system-wide it is well below national levels.
- The nine smallest community campuses (Type II & III) receive 6% of UA's state appropriations, offer 8% of student credit hours, serve 17% of UA students, and provides the community 100% of the access to higher education.
- Community campus enrollment levels are generally more volatile than at the main campuses. In Fall 2008, community campuses delivered 3% more student credit hours than 5 years ago, 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 1,600 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 500 to 1,200.

Type III: Bristol Bay, Chukchi, Interior Aleutians, Kuskokwim, and Northwest. These campuses are located in isolated areas with region populations of less than 9,000. The Type III campuses have head counts ranging from 300 to 700.

Note: Rural College is included in the figures above, but is not categorized in a Type.