

## Memorandum

DATE: 7 March, 2011

TO: Vice Chancellors, Deans and Community Campus Directors

FROM: Mike Driscoll, Provost  
Bill Spindle, Vice Chancellor, Administrative Services

SUBJECT: Strategic Guidance and FY12/FY13 Operating Budget Development Process

---

### A. Introduction.

1. The purpose of this memorandum is to provide the principles, assumptions, guidelines, and timelines for the FY12/FY13 operating budget development process.
2. We are moving into an increasingly uncertain and potentially challenging fiscal environment. We do not expect significant increases in general fund support for academic programs for FY12. Revenue increases will come principally from tuition.
3. Based on current information, we estimate that our total unrestricted revenue will fall short of our total MAU requirement to maintain current service levels by approximately \$4.5 million in FY12. Revenue from tuition and other sources may reduce this shortfall somewhat.
4. At this time, the statewide system has not yet issued guidance for building the FY13 budget request. We do not expect that the total statewide FY13 request will exceed that for FY12 in real terms.

### B. Process.

1. The Major Budget Units (MBUs) that will be required to submit FY12 operating budget requests include Community Campuses (including Kenai Peninsula College, Kodiak College, Mat-Su College, and Prince William Sound Community College) administrative divisions headed by a Vice Chancellor, Provost's Office (including ANSEP, The University Honors College, Health Programs Development, IT, Institutional Effectiveness and Engagement, Office of International Affairs, and Research and Graduate Studies), the Consortium Library, College of Arts and Sciences, College of Health and Social Welfare, College of Education, College of Business and Public Policy, Community and Technical College, and the School of Engineering.

2. In this PBAC cycle, each Major Budget Unit is asked first to address three key questions:

- a) What are the core services provided by the unit in support of the strategic priorities identified in UAA 2017, the UAA Cabinet Strategic Guidance, and the Core Themes found in the UAA Accreditation profile?
- b) Taking into account any anticipated changes in demand, what is the budget necessary to maintain current service levels<sup>1</sup> in FY12? **This estimate should include and identify your estimate of fixed cost increases over and above the estimated increases for wages and benefits.**
- c) What would be the impact on the delivery of the unit's current services if no new general funds for fixed costs above wages and benefits were received?

3. Because the prospects for growth in general funds are so limited, MBUs are advised to confine requests for FY12/13 increments only to a few of the highest priority items, including your requests to meet one-time needs. They must fit within the framework of the UAA Cabinet Strategic Guidance **and the associated Accreditation Core Themes**. Those supported by internal MBU re-allocation will be afforded highest consideration.

4. Information on past allocations of internal, legislative, or statewide award of funding for FY11 is required.

5. We ask each major budget unit (including community campuses) to think carefully about the process and the criteria to be used in the event of a requirement to make significant and sustained reductions in its operating budget over the FY12 to FY14 period.

- a. For FY12, how would you address a 5% reduction in total general fund and tuition revenue to the FY10 level (Attachment III)? What would be the consequences to your current services if such a reduction were required? How would this impact UAA strategic priorities?
- b. How would you address further cuts of 5% in each of the following fiscal years (FYs13 and 14) What would be the consequences to your current services if such a reduction were required? How would this impact UAA strategic priorities?

6. If you have restricted or "soft" funds available to support your operation, i.e., Foundation funding, report on the status and future availability of these funds. If you are in receipt of TVEP funds, how do you plan to address the decline of this source of funding?

---

<sup>1</sup> This is the amount required in order to provide in FY12 the same services as in FY11 plus fixed costs and unavoidable commitments, while taking into account any demonstrable changes in demand.

7. For ease of presentation and to facilitate discussion, it is requested that each budget unit:

- Substantively rely on the information in the submission for your presentation and allow **at least half of your allotted time** for discussions.
- Avoid the use of PowerPoint or other electronic means of presentation.
- Limit the written narrative to no more than five pages, exclusive of attachments.
- Your submission will be electronically distributed to PBAC members. However, please bring 5 additional copies for other attendees.

### **C. Strategic Guidance.**

**Attachment I** contains the UAA Cabinet's Strategic Guidance for this year's planning and budgeting cycle.

### **D. Guidelines and Timelines for Developing Requests with Supporting Documents**

**Attachment II** contains the dates and times for each major budget unit to make its presentation to PBAC.

**Attachment III** is a spreadsheet that lays out the most recent three-year record of revenue and expenses by MBU.

**Attachment IV** is the form on which MBUs are to submit their estimated current services budget.

**Attachment V** is the form in which requests for FY13 budget increments are to be submitted.

**Attachment VI** is the form to be used in evaluating allocations received for FY11.

### **E. Other Principles, Assumptions, and Considerations.**

In addition to the items identified above, UAA will

1. continue the practice of using a separate allocation process for the Community Campuses for FY12. (Note: UAA receives separate line-item allocation for each community campus.) Community Campuses are advised, however, that changing fiscal conditions may require a re-examination of this management model early in the next budget cycle.
2. continue the practice of allowing all major budget units to carry forward all prior or current fiscal year balances to next fiscal year. However, in order to allow flexibility for university-wide priorities, a portion of carry-forward balances may be reallocated at the Chancellor's or President's discretion. As a guideline, the recommended carry forward balance for the MAUs is 2% to 6% of their unrestricted budget.
3. maintain the 80/20 tuition revenue sharing practice of the last three years. Schools and colleges will retain 80% of the tuition revenue increases over the FY12 target, which reflects the approved BOR

rate increase and a 2% enrollment increase. The 20% balance of excess tuition will be available for distribution as approved by the Chancellor.

4. cover personal services consistent with mandates, obligations and directives approved by the Board of Regents.
5. cover extraordinary and uncontrollable increases in fixed costs such as increases in utility rates, debt service, etc.

This budget development process will be guided and managed by the UAA Office of Budget and Finance, principally by Joan Gunnarson. This office will also be responsible for summarizing and analyzing all submissions and developing recommendations for consideration by PBAC. As such, any questions and requests for clarification, technical assistance, or consultation should be directed to Joan. All materials will be due electronically to Joan by 18 April 2011.

#### Attachments

Cc: Chancellor Fran Ulmer  
Incoming Chancellor Tom Case  
Members of PBAC  
Budget Director Joan Gunnarson

## ATTACHMENT I



### UNIVERSITY OF ALASKA ANCHORAGE

#### CABINET STRATEGIC GUIDANCE

Winter 2011

7 March 2011

Final

The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression.

Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples.

The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.

#### A. INTRODUCTION

1. This document reflects the UAA Cabinet's current strategic assessment as of February 2011. It provides an updated, comprehensive summary of the UAA leadership team's evaluation of current conditions, assumptions, and priorities.
2. UAA is an open-access, multi-campus university that unites in one major institution the traditional missions of the comprehensive community college and the regional state university in Anchorage and across Southcentral Alaska. The UAA Mission is expressed in the five Core Themes of our institutional accreditation profile: Teaching and Learning; Research, Scholarship, and Creative Activity; Student Success; the UAA Community; and the Public Square. These themes are closely aligned with the strategic priorities of UAA 2017:
  - a. Strengthen and Develop the Total UAA Instructional Program
  - b. Reinforce and Rapidly Expand our Research Mission
  - c. Expand Educational Opportunity and Increase Student Success
  - d. Strengthen the UAA Community
  - e. Expand and Enhance the Public Square

3. This document is intended to guide planning, budgeting, and management of financial resources, people, and infrastructure over a three-year time period within the framework of UAA 2017.<sup>2</sup> In these challenging times, UAA will continue to be ambitious in growing programs to better serve Alaska, its communities, and its peoples.

## B. CONDITIONS: ECONOMY, ENROLLMENT, NEW RESPONSIBILITIES, LEADERSHIP TRANSITIONS

1. Taken together, economic recession, continuing enrollment increases, leadership transitions, and tightening prospects for increased general funding present us with major challenges and opportunities.
2. Current evidence shows the national economic recession continues with less impact on Alaska than Outside. Recent data suggests that unemployment is slowly declining, a trend that may continue as recently funded construction picks up. As such, our assumption that the demand for higher education is fundamentally counter-cyclical relative to trends in the “real” economy suggests that the significant enrollment increases seen in Academic Year (AY) 09, AY10, and AY11 will begin to moderate as the economy continues its recovery. We anticipate that the Alaska Performance Scholarship program will contribute to an increase in enrollment, but the volume and timing remain uncertain. Operating conditions relative to population size and trends, employment, and income vary from campus to campus in the widely dispersed communities that we serve.
3. Taking these conditions into account, fall 2011 Student Head Count (SHC) is projected to be 20,744 (an increase of 0.9% from fall 2010). We expect Student Credit Hours (SCH) to be 176,318 (an increase of 3.0% from fall 2010).
4. The University of Alaska Anchorage is the lead university for health academic programs for the statewide system and, as such, has worked for some time to ensure collaborative efforts across the system. As a natural evolution of this role, President Gamble has moved the responsibility for statewide health program planning and delivery to UAA’s Vice Provost for Health Programs in the Office of Academic Affairs. This brings to UAA a significant change in status and a major increase in responsibility.
5. A year ago, a new President was appointed to lead the University of Alaska. A new UAA Chancellor has also been named. As these leadership transitions unfold, it will be important at all levels of the university to focus on strategic continuity within the framework of our mission, our strategic plan, and our accreditation core themes.

## C. CONDITIONS: BUDGETS

1. For the foreseeable future, general fund revenues are not expected fully to support program enhancements, new investments, and the relentless growth in fixed costs. As a result of Board of Regents approved rate changes, tuition will be the main source of additional revenue. In these circumstances, the resources for new investment will increasingly have to come from internal strategic reallocation (both centrally and in the Major Budget Units), external giving, tuition

---

<sup>2</sup> The UAA Cabinet Strategic Guidance is a semi-annual document issued in February and July. It is intended to provide guidance for planning and budgeting within the overall framework of *UAA 2017*.

revenue, and the returns from grants and contracts. The American Recovery and Reinvestment Act (“stimulus”) funding continues to impact the UAA campus, but these funds are not sustaining.

2. The University of Alaska system received an overall 2.8% increase in general funds in FY11 over FY10. UAA did not benefit from any of the \$1,475,000 appropriated to the UA system for priority program enhancement and growth. However, the balance of funding required for operating costs of the CPISB was received (\$429,000). In addition, UAA received \$314,200 in one-time funding for positions associated with the CPISB.

3. We do not expect that significant new general funds for academic program operations will be appropriated for FY12. However, the Governor’s budget for UAA does include operating costs for the Health Sciences Building (\$591,000), and a transfer of the CPISB positions from one-time funding to base (\$314,200). Contract negotiations are underway for the various bargaining units across the system, and at this writing, have not been finalized. UAA is faced with unavoidable fixed costs for the Library, leased facilities, and other commitments. In addition, the projected decline of TVEP funding will require an investment of UAA resources. Early revenue and expenditure estimates for FY12 indicate a shortfall for the UAA MAU of approximately \$4.5M, but when tuition and other revenues become more evident as FY11 moves to year-end, this may be reduced somewhat. The final number will have to be addressed by internal reallocation, both centrally and in the Major Budget Units.

4. We will continue to solicit and steward the corporate and foundation donors that have contributed to the success of UAA, while continuing to place greater emphasis on individual donors, particularly alumni, to ensure sustainable contributions over the long-term. This makes maintaining the number of dollars raised in recent years somewhat more difficult, but it also presents a great opportunity to increase the overall number of individuals who are engaged with and giving to UAA. Gifts from alumni and friends increased by 42% and 140% respectively from FY09 to FY10. Progress in fund development from individuals is evidenced by an FY10 increase of 42% and 140% respectively from alumni and friends, as well as in the FY11 receipt of a \$3M contribution from an individual to establish an endowed chair in the College of Business and Public Policy. Additional highlights from FY11 include a \$2M gift from Providence Hospital to jumpstart fundraising for an endowed professorship in biomedical science and to provide support for Medical Laboratory Technology and the Nursing program. The work of the UAA Alumni Association is also notable having doubled the size and number of alumni scholarships awarded this year, thanks primarily to a single event titled the “Green and Gold Gala.”

5. The FY11 capital budget for the UA system included \$37.5 million for deferred maintenance. In keeping with an established statewide system formula, just over \$10 million went to UAA. The capital budget also contained \$4 million in planning/design for a new UAA Engineering facility, and \$250 thousand to complete the Kachemak Bay facility in Homer. In November Alaska voters approved a large General Obligation Bond that includes funding for the Anchorage Community Arena and Athletic Facility, Kenai student housing and Career/Technical Education Center, Mat-Su Valley Center for Art & Learning (VCAL) and the Mat-Su College (MSC) Paramedic classroom addition, and Prince William Sound Community College (PWSCC) campus renewal and Wellness Center. In December the Board of Regents granted Formal Project Approval (FPA) for the MSC paramedic classroom addition and the PWSCC renewal and Wellness Center. In February the Board of Regents granted FPA for the Kenai Career/Technical Education Center, approved spending up to \$1 million of the \$4 million to continuing planning of the new UAA Engineering facility, and

endorsed the Anchorage Community Arena and Athletic Facility allowing additional planning funds to be spent. Also in February the President granted Preliminary Administrative Approval for the VCAL, the next step in planning prior to obtaining FPA from the Board of Regents.

6. The FY12 capital budget request for the UA system included a second round of \$37.5 million for deferred maintenance (including approximately \$10,163.2 million for UAA). This funding will be applied to the final stages of Science Building Renewal and several other projects supporting infrastructure renewal. Although not in the budget submitted to the Legislature, additional capital funding is required to complete the Community Arena and Athletic Facility at the size recommended by the campus. Funds are also needed to design and construct the UAA Engineering building.

#### D. STRATEGIC DIRECTION

1. As we cope with these challenging conditions, it is important to take account of our strengths. We are an open-access institution that successfully unites the traditional missions of the comprehensive community college and state university in Anchorage and all across southcentral Alaska. We serve more Alaskans than the rest of the University of Alaska system combined. We are Alaska's biggest source of post-secondary workforce training, career and technical education, and education for High Demand Jobs. We are Alaska's major provider of baccalaureate education in the arts, sciences, and professions; Alaska's largest source of graduates at the master's level; and, in our focus areas, a rapidly expanding source of research-based intellectual capital to serve Alaska's needs. We are Alaska's Health University. Working with industry partners and our colleagues on other campuses, we reach out to the whole state as Alaska's leading provider of undergraduate and graduate education in the principal health occupations and professions. Finally, our students are ever more distinguished in scholarship, research, and the demands of inter-university academic and athletic competition. All of this has been made possible by good leadership, fine faculty and staff, and first-class facilities.

2. Leadership transitions in the Board of Regents, the UA statewide system, and UAA itself are likely to be combined with renewed debates about the roles and missions of the MAUs, their community campuses, and the statewide administration. As these transitions develop, while the statewide system continues to evolve, we will be engaged in the development of a new system strategic plan. These processes underscore the importance of strategic continuity if we are to secure our successes, maintain momentum, and preserve our opportunities for the future.

3. As the UAA Community, including nearly 50,000 alumni, our task is to continue to be ambitious in enhancing our service to Alaska, its communities, and its peoples. Everywhere and always, excellence recognized by others must be the objective and the hallmark of our work. We will be a University of First Choice by developing our many strengths, focusing on the highest strategic priorities, emphasizing institutional flexibility, nurturing collaborative efforts across UAA and the UA system, and continuing to build first-class programs in concert with our community partners and external stakeholders,.

#### E. ACADEMIC PROGRAMS AND RESEARCH (UAA 2017 Strategic Priorities A and B, Accreditation Core Themes 1 and 2.)

1. Our mission commits us to "serve the higher education needs of the state, its communities, and its diverse peoples." Within that commitment the UA system has focused on academic programs that



lead to employment in what are identified as High Demand Job Areas. At UAA we will continue to develop our academic programs in Health, Engineering, Business, Education, Science, and Career and Technical Education, while maintaining our traditional strengths in the Liberal Arts.

2. Success in our academic programs is built upon current and active professional and craft practice, academic research, or creative expression. We will continue to strengthen and expand the research (basic, translational, applied) and externally funded public service components of our mission with continuing special emphasis on those most closely related to our academic program priorities and those where we have demonstrated strength and competitive success.

3. Our strategic emphasis on advanced graduate study continues. We will pursue, in accordance with the UA Academic Master Plan<sup>3</sup>, the establishment of the Ph.D. Program in Clinical-Community Psychology as a genuine joint doctoral program consistent with the intent of the Regents' original program approval. We will present proposals and seek funding to implement professional doctorates in Nursing (DNP) and Leadership (Ed.D).

4. We will strengthen our health programs by increasing the degree to which they are supported by base funding and by reorganizing to focus our resources, to enhance synergies, and to capture efficiencies. A major reorganization of our health education and research programs is currently underway to that end. We will manage the Health Academic Plan as a living document and will support the implementation of the Alaska Health Workforce Plan. As part of our drive to expand and develop medical education for Alaska, we hope to create additional medical residencies and to add the second year of medical education to WWAMI, allowing WWAMI students to complete all four years of medical education in Alaska. We will continue to seek funding for other critical health programs in the areas of primary care, nursing, and allied, behavioral and public health. We aim to expand greatly our output of health research in response to Alaska needs, including research in biomedical sciences, behavioral health, healthy ecologies, and the health-related impact of environmental change. Across the range of our health education and research programs we will place special emphasis on developing multi-disciplinary approaches and building team practice. We need to complete the Health Sciences Building (with operational funding), scheduled to open in Fall 2011, and move quickly to plan and build the second phase of our health campus.

5. Within the framework of our existing Engineering programs we will support the Board of Regents' target of 200 UA undergraduate awards a year. As part of that effort, we will contribute to building cohorts of students in K-12 education who are both interested in the engineering profession and who will develop the math and science skills necessary to success. Beyond undergraduate education in engineering, we must emphasize the expansion of professional continuing education. Engineering research must grow, especially that component supported through competitive federal funding. Research that leverages private sector partnerships is particularly important. To support these efforts, a new Engineering building is required by 2013, the point at which it is estimated that we will have exhausted our ability to meet our requirements with an ad hoc combination of on-campus and leased space. The most recent draft of the Fink Report, commissioned by the Statewide System, states that "the facilities situation has become critical at both [UAF and UAA] campuses."<sup>4</sup> On the basis of this report, the Regents have authorized an infrastructure planning initiative.

---

<sup>3</sup> Formally accepted by the UA Board of Regents 17 Feb 11.

<sup>4</sup> *UA Engineering Plan*, Draft E, 24 Jan 11, p R3.

6. Our programs in Business are strong, productive, and highly regarded. Building on that record of success we want to emphasize the development of entrepreneurial and business leadership for Alaska with a special emphasis on minority and Alaska Native communities. To that end, we want to build executive-style programs in leadership, management, and other needed areas. It is important that these initiatives support university partnerships with professional programs outside the School of Business, particularly with Education, Engineering, and Health.

7. The challenges and opportunities for our Education programs are many and significant. Guided by Regents' priorities and the University of Alaska Teacher Education Plan<sup>5</sup> we will work to recruit and retain more teacher education students, continue to expand program access through multiple delivery methods; graduate more teachers; prepare more students with qualifications in math, science, and special education; address the many challenges faced by rural schools. In this connection, significant effort should be given to finding a way to continue and expand the Alaska Educational Innovations Network (AEIN). We are committed to the implementation of the professional doctorate in Leadership (Ed.D) and a significant expansion of education policy research as it touches the main problems of K-12 education in Alaska.

8. Across all UAA campuses, career and technical education (CTE) is one of the centerpieces of our academic program and workforce development effort. Our Community and Technical College, for example, includes Alaska's only CTE department. To maintain and develop this effort, we will need to look closely at TVEP priorities and determine which TVEP programs should be moved to base funding. This review is especially urgent given TVEP's uncertain funding. This effort should be driven by good analysis of regional priorities in consultation with our industry partners. We are also especially keen to continue to develop and expand our links with K-12 career and technical education through our Career Pathways, Tech Prep, and dual enrollment programs in alignment with Alaska's CTE Plan, recently endorsed by the UA System and the Alaska Departments of Labor and Education and Early Development.<sup>6</sup>

9. We will prepare our students to be active and effective global participants. Alaska is positioned to interact with the entire world, its nations and cultures. Employers in all fields, including UAA's priority areas, increasingly demand knowledge of global issues, processes and trends, cross-cultural competence, and second language skills. We will build on the initiative represented in UAA 2017, "Organize and expand our internationalization and inter-cultural programs to prepare our students to think, work, and serve in a world being transformed by integration and globalization and accelerate the internationalization of our campus." Emphasis will be placed on programs and activities that increase knowledge of global issues, processes, and trends and that build student ability to think and work effectively in cross-cultural settings. Attention will be focused on internationalizing the curriculum, growing participation in education abroad, increasing the number of our international students, enhancing their on-campus support, and increasing opportunities for faculty and staff development.

10. To support these high priority efforts, we will maintain (and expand and deepen as resources permit) our major commitments to college preparation and developmental studies, Tier I general education, student research (undergraduate and graduate), and honors education.

---

<sup>5</sup> *University of Alaska Teacher Education Plan*, 20 Jan 11.

<sup>6</sup> [http://www.eed.state.ak.us/tls/CTE/docs/CTE\\_State\\_Plan.pdf](http://www.eed.state.ak.us/tls/CTE/docs/CTE_State_Plan.pdf)

11. In the current environment, it must be remembered that new initiatives must increasingly rely on improved efficiencies and resource reallocations. For the foreseeable future, they are unlikely to attract significant support from general fund appropriations.

F. STUDENT SUCCESS PRIORITIES. (UAA 2017 Strategic Priority C, Accreditation Core Theme 3)

1. UAA is "an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment." [emphases added]
2. Student success is the central objective of all our teaching and learning programs. It has been a major point of emphasis on all UAA campuses for most of the last decade. Given our current estimate of continuing increases in enrollment, it is important to use strategic enrollment management, sound institutional planning, and careful resource allocation to ensure that student access is translated into retention, persistence, academic achievement, completion, and distinction.
3. In keeping with our mission commitment to diversity, we will continue to emphasize the recruitment, retention, and academic success of Alaska Natives, other under-represented populations, and first-generation college students.
4. All dimensions of student success are important, but we shall place special emphasis on the improvement of our rates of graduation in undergraduate certificate and degree programs. This is increasingly an issue of major concern all across higher education in the United States. At the same time we will continue the development and expanded analytical use of the new UAA Institutional Research Student Learning Progress model that goes beyond traditional metrics to employ broader and more comprehensive measures of student progress.

G. THE UAA COMMUNITY AND PHYSICAL ENVIRONMENT. (UAA Strategic Priority D: Accreditation Core Theme 4)

1. Our mission commits us to serve "the higher education needs of the state, its communities, and its diverse peoples . . . in a rich, diverse, and inclusive environment." Within that overall commitment we will:
  - a. continue to develop and enrich the total UAA community by increasing the cultural, social, and intellectual diversity of our students, staff, and faculty; and
  - b. construct and maintain a dynamic, state-of-the-art physical environment to support and develop the UAA community; to enrich the relationships between UAA and the communities within which we live; and, above all, to support high quality teaching, research, engagement, and creative expression. Within this objective, safety, sustainability, stewardship, and environmental responsibility are the core values that govern all our work.<sup>7</sup>
2. To better meet the higher education needs of the communities we serve, and to support our emphasis on building diversity in our student body, we must continue to focus on increasing the diversity of faculty and staff, placing particular emphasis on the recruitment, retention, and success

---

<sup>7</sup> UAA 2017.

of Alaska Natives and other underrepresented populations. We will work to improve institutional policies, processes, and programs that support these efforts.

3. To develop the UAA community, to enhance the quality of student campus life, and to enrich our campus-Anchorage community relationships, we need to build the new Community Arena and Athletic Facility and to revitalize our aging Wells-Fargo Sports Complex. We aim to provide strong wellness, exercise, recreation, and nationally recognized athletics programs with facilities appropriate to a campus expected to grow to over 18,000 students in the largest city in the state.

4. We are grateful that the legislature and the governor provided some funding to address our most significant deferred maintenance requirements, to plan a new Engineering building, and to complete our new facility in Homer, while approving other important infrastructure projects for inclusion in the General Obligation Bond.

5. Beyond these items, we need to plan and seek funding for Phase II of our Health Campus development; the expansion of housing on the Anchorage campus; further development of the Consortium Library; and construction of facilities to support a Native Student Resource Center and the Honors College. Our additional priority community campus projects include a facility-for vocational-technical instruction-in Kodiak.

6. In keeping with our commitments to sustainability, environmental responsibility, and life-cycle cost reduction, we will continue to seek funding for energy retrofits, co-gen facilities, and additional collaborative energy projects with Providence Hospital and our other University-Medical District partners.

7. With respect to information technology, our objective is to create equivalent technology experiences for our students regardless of their location and for our faculty, staff and community patrons at all UAA campuses. New investment is vital to ensure security and reliability, to preserve existing inter-campus network connectivity, to support mobility of faculty and staff, and to meet expectations for “always available” services.

## H. ACCREDITATION

1. The Northwest Commission on Colleges and Universities (NWCCU) carried out a full-scale site visit in October 2010. Following a review of the Evaluation Team’s final report, the Commission has reaffirmed UAA’s accreditation, with effect from 7 February 2011. The successful completion of this extraordinary effort as a pilot institution for the new NWCCU process and standards constitutes a major UAA success. All members of the UAA community should know, however, that the completion of the pilot project only constitutes a transition into the first stage of the new seven-year accreditation cycle. We will be required to submit a Year One report to the commission in September of this year. The new regime also requires us to report a larger volume of more complex information more frequently in a shorter timeframe. Analysis for accreditation reporting must now become a regular annual operating function and it must be more closely tied to planning, budgeting, and other external reporting. The task of developing and using meaningful, assessable, and verifiable performance indicators is an on-going commitment. To meet these requirements efficiently and effectively, it is necessary to build a “post-pilot” organization, the overall objective of which is to create a unified, appropriately resourced, evidence-based regime for decision-making and external reporting.

## ATTACHMENT II

### Schedule of FY12 Budget Presentations

(Note: All Presentations are in ADM 204)

#### Thursday, April 21, 2011:

PBAC Discussion of Presentation Process	8:15 – 8:30
1. Consortium Library	8:30 – 9:15
2. Kenai Peninsula College	9:15 – 10:00
Break	10:00 – 10:15
3. Mat-Su College	10:15 – 11:00
4. Prince William Sound Community College	11:00 – 11:45
Lunch	11:45 – 12:30
5. Vice Chancellor for University Advancement	12:30 – 1:15
6. Vice Chancellor for Administrative Services	1:15 – 2:00
Break	2:00 – 2:15
7. Vice Chancellor for Student Affairs	2:15 – 3:00
8. Provost	3:00 – 3:45

#### Friday, April 22, 2011:

9. College of Business and Public Policy	8:00 – 8:45
10. College of Arts and Sciences	8:45 – 9:30
Break	9:30 – 9:45
11. College of Education	9:45 – 10:30
12. College of Health & Social Welfare	10:30 – 11:15
13. School of Engineering	11:15 - Noon
Lunch	Noon – 12:30
14. Community and Technical College	12:30 – 1:30
15. Kodiak College	1:30 – 2:15

### ATTACHMENT III

#### General Fund and Tuition Revenue FY10

	General Fund	Tuition	Total
Chancellor Operations	1,030,372		1,030,372
Coll of Business & Public Policy	6,811,415	4,389,644	11,201,059
College of Arts & Sciences	11,312,448	18,732,842	30,045,290
College of Education	2,644,949	1,955,846	4,600,795
College of Health & Social Welfare	9,544,836	3,674,387	13,219,223
Community & Technical College	8,849,913	8,413,065	17,262,978
Consortium Library	5,196,623		5,196,623
Kenai Peninsula College	6,640,310	3,715,692	10,356,002
Kodiak College	2,769,900	610,783	3,380,683
Matanuska Susitna College	4,357,450	3,520,884	7,878,334
Prince William Sound CC	3,126,000	574,956	3,700,956
Provost Operations	3,312,979		3,312,979
School of Engineering	3,734,496	1,762,862	5,497,358
Senior Vice Provost	1,584,179	256,122	1,840,301
University Advancement	2,373,562		2,373,562
VC, Student Affairs	10,138,961	246,357	10,385,318
VCAS Information Technology Svcs	3,788,452		3,788,452
Administrative Services	27,968,887		27,968,887
	<b>115,185,732</b>	<b>47,853,438</b>	<b>163,039,171</b>

## ATTACHMENT IV

### Current Services Budget FY12

In the event that incremental funding or internal reallocations from central funds are not available in FY12, information is requested on the current services provided and what will be required to maintain the same level of service while meeting fixed costs, unavoidable commitments, and anticipated changes in demand. Do not include compensation adjustments for FY12 wages/benefits.

- 1. Description of Current Services.** *(Using the categories contained in UAA 2017 and in the UAA Accreditation Profile, what services/products/outputs does your MBU currently provide?)*
- 2. Incremental Cost to Maintain Current Services.** *(Taking into account anticipated changes in demand, what is the additional funding over and above increases in wages and benefits necessary to maintain the current levels of service?)*
- 3. NGF Contribution.** *(Are non-general funds available to contribute towards this incremental cost? From what sources in what estimated amounts?)*
- 4. Reduction of Service.** *(What is the impact if the current level of service is not maintained?)*

## ATTACHMENT V

### Incremental Request Form FY12

**Title** *(Provide a brief, unique, and descriptive title.)*

- 1. Request Description.** *(Provide a detailed narrative of the request. Include the purpose of the request and the market demand the request is intended to meet. If applicable, include the number of students affected and specific employer demand met. For research programs, include areas of state needs met and external funding source, i.e., National Science Foundation.)*
- 2. Strategic Purpose.** *(How does the request address the Cabinet Strategic Guidance in Attachment I? How does the request support UAA 2017? How does it strengthen our total instructional program? Reinforce and expand our research? Expand educational opportunity and increase student success<sup>8</sup> Strengthen the quality of campus life and the UAA community? Expand and enhance the Public Square?)*
- 3. Operational Focus.** *(Does the request fill a gap, remedy a problem, or respond to an external requirement (e.g. accreditation or professional standard)? In light of the recent NWCCU accreditation process, does it address any weakness or suggestion cited by NWCCU? Does it reinforce or accelerate institutional or program success? Does it invest in a new initiative?)*
- 4. FY12 GF and NGF Request** *(What GF funds are requested? What NGF revenue is anticipated?)*
- 5. Department/Program Investment.** *(What investment, if any, is the department/program prepared to make in this proposal in addition to the funds requested from outside the present budget? Will any funds be reallocated internally to support this effort?)*
- 6. Operational Expense** *(How will the funds be spent; i.e., personal services, travel, etc. Please provide a budget for the funds requested. Include the number of positions requested.)*
- 7. Collaboration.** *(Demonstrate how the program optimizes existing capacity and expertise throughout the system. Is the program developed collaboratively across campuses/MAUs in a manner that emphasizes appropriate roles, strengths, and missions?)*

---

<sup>8</sup> Access, retention, persistence, achievement, completion.



**8. UA SWS Performance Measures.** *Please provide anticipated impacts to performance end results of the requested increment. It is not necessary to enter anything for metrics that will not be impacted by this increment.*

- a. **For each performance end result impacted by this request, provide the timeframe for realization.** *(Example: This increment will increase the student credit hours by FY13, because FY12 will be used to hire the additional professor. University-generated revenue and student credit hours will be impacted in FY13 by the additional course offerings provided by the new professor.)*
- b. **What strategy-specific sub-metric will be used to demonstrate return on investment? Determine which strategy specific sub-metric will be used to track intermediate progress toward moving the End Result metrics.** *(Example: Program major enrollment will be tracked as a preliminary indicator of eventual increases in high-demand graduates.)*
- c. **What is the current baseline for this sub-metric, the expected change and the timeframe for realizing this change? Provide at least one year of historical performance on the proposed sub-metric, against which future year performance can be compared. Provide the anticipated change in the sub-metric performance if funding is received. Also indicate which fiscal year this change will be fully realized.** *(Example: In Fall 2010, there were 120 of these program majors enrolled. This increment would grow enrollment by 20 majors in FY13.)*

**9. Other Output Measures.** *(Beyond the UA measures, how will the request affect the measurable output of teaching, research, engagement, and/or creative expression? Provide specific estimates.)*

**10. Productivity and Efficiency.** *(What empirically demonstrable impact will this request have on program or institutional productivity and efficiency? Faculty to student ratios and cost per student are relevant examples. Provide specific estimates.)*

**11. Effectiveness and Quality.** *(What empirically demonstrable program or institutional improvements in quality are expected from the implementation of this request? Identify specific outcomes.)*

**12. Sustainability.** *(What impact will this request have on institutional, programmatic or environmental sustainability?)*

**13. Priority Ranking.** *(In your major budget unit, what is the priority for this request? Explain why this request received this ranking.)*

## ATTACHMENT VI

### Project/Initiative Evaluation FY11

Project/Initiative Title:  
Contact:  
E-mail:  
Org #:

This document is intended to provide basic assessment information for each special project or initiative program funded in FY11. This includes priority program funding from the Legislature, base funding through the UAA internal reallocation process, strategic opportunity fund awards, Chancellor's Research awards, and one-time TVEP workforce development funds. This evaluation will be used to assess the effectiveness of funded projects and programs and as part of the internal scan for the upcoming accreditation process.

Please provide a brief paragraph on each question, with the total document totaling no more than two pages.

- 1. What were the original objectives of this initiative?** *(Include goals, expected outcomes, what you hoped to accomplish.)*
- 2. What was accomplished?** *(What actually happened? Include personnel hiring, status of funds spent, and any changes to original plans, goals, or objectives. What goals were met? Include specific outcomes of the project or initiative.)*
- 3. What has been the impact?** *(How has UAA benefited from this initiative? Were additional courses offered or students served? What research was completed, what knowledge gained? What are the indicators that point to the impacts? How do the results further the strategic objectives of UAA 2017? How has the initiative affected UA Performance Measures?)*
- 4. What are the expected future outcomes of this initiative?** *(Where is this initiative going next? How will this initiative continue to benefit UAA and its constituents? What is the anticipated future impact on UA Performance Measures?)*
- 5. To what extent, if any, was this initiative allocation to your unit offset by reductions?**