EXECUTIVE SUMMARY
University of Arizona
FIVE-YEAR STRATEGIC PLAN
FY 2008-2012

Introduction
This is the rolling five-year strategic plan of The University of Arizona (UA). It describes our goals, priorities, and objectives; provides a framework for future program development; and guides decisions within UA. It is responsive to the Arizona Board of Regents (ABOR) six long-term Strategic Directions that provide a broad focus for its own planning and are a guide for UA strategic planning. The ABOR Strategic Directions are:

1. Increase Student Participation in University Education
2. Enhance the Quality of Student Education
3. Increase Affordable Education for Students
4. Provide an Educated, Competitive Workforce
5. Enhance Research and Impact Economic Development
6. Optimize University Resource Acquisition and Work Environment

The University warmly welcomes Dr. Robert Shelton, who arrived in July 2006 and now serves as our 19th president. With campuses in Tucson, Phoenix (Health Sciences Colleges), and Sierra Vista (UA South), programs in every county in Arizona, and a nationally recognized Science and Technology Park, the University serves the diverse student populations and communities of our state through its three-fold mission of excellence in teaching, research, and public service. More than 300 degree programs are offered through its 19 colleges. It is a member of the Association of American Universities (AAU), a prestigious organization whose 62 members are recognized for their exceptionally strong research and academic programs.

The University of Arizona is the State’s land-grant university with explicit statewide responsibilities for agriculture and medicine as well as a tradition of more than one hundred years of service to its many communities. It is one of only 16 universities in the United States to have colleges of medicine, nursing, pharmacy, and public health and one of the 12 public universities nationwide with both a college of medicine and a college of agriculture.

The University’s contribution to the State is economic as well. The Office of Economic and Policy Analysis’ recent economic and tax revenue impact study concluded that in fiscal year 2004 the State realized $7.13 in non-State dollars for every $1.00 of State-appropriated funds it invested in The University of Arizona. This study also concluded that the University had a $2.3 billion impact on the State in the fiscal year ending June 30, 2004.

The University of Arizona’s current budget request directly reflects the resources required to successfully support implementation of this plan. The requested funds, if approved, will impact positively on every strategic issue, strategy, and strategy component detailed here.
Our Mission: To discover, educate, serve, and inspire

Our Values:
- A Diverse and Inclusive Community
- Excellence
- Innovation and Entrepreneurial Action
- Integrity
- Partnerships

Our Commitments
- Extend the frontiers of knowledge, discovery, and creativity.
- Prepare and inspire students for their future roles in the world as thinkers, learners, leaders, and responsible citizens.
- Serve as a model for linking scholarship and creative expression to our land-grant mandate to serve our communities.
**Executive Summary**

**Strategic Goals and Priorities:** The following table summarizes the strategic issues, strategies, and components contained within this plan.

<table>
<thead>
<tr>
<th>Build a World-Class and Diverse Academic Community at the Forefront of Discovery</th>
<th>Increase Student Engagement, Achievement, Retention, Diversity and Graduation Rates</th>
<th>Extend the concept of a Land-Grant University</th>
<th>Achieve a Strong Financial Foundation</th>
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<tbody>
<tr>
<td>Resources: $28,710,100</td>
<td>Resources: $18,269,200</td>
<td>Resources: $15,151,400</td>
<td>Resources: $48,962,800</td>
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<tr>
<td>• Build a more academically robust and diverse student body.</td>
<td>• Enhance the quality of undergraduate, graduate, and professional education.</td>
<td>• Position The University of Arizona, across all colleges and campuses, as a model for linking scholarship and creativity to societal and community needs.</td>
<td>• Reaffirm the understanding that the University of Arizona as a public research university committed to sustainability, can meet its responsibilities to the public only with significant state support.</td>
</tr>
<tr>
<td>• Recruit and retain a world-class, diverse faculty.</td>
<td>• Enhance The University of Arizona student experience to achieve student success and retention.</td>
<td>• Build a firm foundation upon which the University can advance its expanded land-grant vision.</td>
<td>• Increase net tuition revenue.</td>
</tr>
<tr>
<td>• Invest in technology resources needed for research and teaching excellence and student support services.</td>
<td>• Enable students to meet their academic and graduation goals.</td>
<td>• Advance our position as Arizona’s health sciences leader.</td>
<td>• Increase private support.</td>
</tr>
<tr>
<td>• Create, strengthen, and support collaborations across departments and programs, both within and across colleges and campuses.</td>
<td>• Create synergies and leverage resources in the University’s recognized areas of strength.</td>
<td>• Within and across colleges determine and extend areas of strength that link scholarship to community needs.</td>
<td>• Selectively invest in technology infrastructure to allow all programs to expand.</td>
</tr>
<tr>
<td>• Create a culture that supports the success of all members of the University community</td>
<td>• Create a culture that supports the success of all members of the University community.</td>
<td>• Advance Arizona’s future by increasing its economic viability.</td>
<td>• Explore innovations in business practices.</td>
</tr>
<tr>
<td>• Increase the equity and competitiveness of total compensation packages offered to faculty, staff, appointed professionals and graduate assistants.</td>
<td>• Engage alumni in support of the University’s mission, vision, values, and goals.</td>
<td>• Design, fund, support, communicate, and implement a strategic integrated communication plan.</td>
<td>• Continuously assess to assure efficient and effective administration of programs.</td>
</tr>
</tbody>
</table>
Executive Summary

Resource Assumptions

- For the University, future financial health relies heavily on the continuation of State support in sufficient amount to provide basic operating and infrastructure support costs of instructional and departmental research activities and offset the effects of long-term cost increases.
- In developing our plans, it is anticipated that future tuition rates will increase relative to the top of the bottom one-third of the fifty flagship public universities.
- In establishing future tuition rates, the University is mindful of the need to ensure adequate financial aid is made available to students with financial need. Arizona is challenged as it lags virtually all other states in the amount of state-based financial aid for its residents.
- Increasing competition for federal funding and budget cutbacks at the National Institutes of Health (NIH) have temporarily depressed the historical growth rates of grant and contract revenue and are expected to recover quickly as the work of our new research faculty and Phoenix-based faculty becomes a reality.
- Resources needed in order to catch University salaries up to our benchmark peers are projected to be developed over the five-year planning period and assumes that our next State appropriations will, at a minimum, cover those increases.
- Strategic alignment of development activities with University mission will be a key factor for extending the base of support needed to sustain our instructional, research, and outreach mandates.

Funding and FTE Budget Summary

<table>
<thead>
<tr>
<th></th>
<th>FY2007 Estimate ($ in thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Funds</td>
<td>389,896.6</td>
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<tr>
<td>Other Appropriated Funds</td>
<td>132,360.8</td>
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<tr>
<td>Other Non-appropriated Funds</td>
<td>626,636.3</td>
</tr>
<tr>
<td>Federal Funds</td>
<td>342,019.2</td>
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<tr>
<td>Program Total</td>
<td>1,490,912.9</td>
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<tr>
<td>State Full-time Equivalent</td>
<td>6,512.0</td>
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</tbody>
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Resources Summary: Incremental Costs and FTE, All Issues FY 2008 – FY 2012

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<tbody>
<tr>
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<tr>
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<tr>
<td>State Full-time Equivalent</td>
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<td>294.0</td>
<td>322.2</td>
<td>352.0</td>
<td>396.9</td>
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</table>
University of Arizona
FIVE-YEAR STRATEGIC PLAN
FY 2008-2012

Description

The University of Arizona, with campuses in Tucson, Phoenix (Health Sciences Colleges), and Sierra Vista (UA South), programs in every county in Arizona, and a nationally recognized Science and Technology Park, offers more than 300 degree programs through its 19 colleges. The University is a member of the Association of American Universities (AAU), a prestigious organization whose members are recognized for their exceptionally strong research and academic programs. The University of Arizona is the State’s land-grant university with explicit statewide responsibilities for agriculture and medicine and a strong tradition of service to its many communities. It is one of only 16 universities in the United States to have colleges of medicine, nursing, pharmacy, and public health and one of the 12 public universities nationwide with both a college of medicine and a college of agriculture.

Mission

To discover, educate, serve, and inspire

Our Values

Diverse and Inclusive
Community
People are the source of our strength. Their different perspectives, backgrounds and experiences make us stronger.

We treat people with respect and share decision-making to create a climate that supports the success of all who learn and work here.

Excellence
We hold to the highest standards in all we do and we invest our resources accordingly.

Innovation and Entrepreneurial Action
We explore new approaches, challenge the status quo, and foster creative endeavor.

Integrity
We honor our commitments; take responsibility for our actions; are honest, fair and just in all we do; and stand ready to make informed decisions for the good of the community.

Partnerships
We create synergies and expand opportunities through collaborative and interdisciplinary approaches. As Arizona’s land-grant university, we embrace the opportunity to enable communities by sharing new knowledge to benefit Arizona and the world.
Our Commitments

• Extend the frontiers of knowledge, discovery, and creativity.

• Prepare and inspire students for their future roles in the world as thinkers, learners, leaders and responsible citizens.

• Serve as a model for linking scholarship and creative expression to our land-grant mandate to serve our communities.

Our FY08-FY12 Strategic Issues

1. Build a world-class and diverse academic community at the forefront of discovery.

2. Increase student engagement, achievement, retention, diversity, and graduation rate.

3. Extend the concept of a land-grant university to position The University of Arizona, across all colleges and campuses, as a model for linking scholarship and creativity to societal and community needs.

4. Achieve a strong financial foundation and apply good stewardship practices.

Resource Assumptions

Even as the public demand for higher education is increasing, public universities in all parts of the nation are addressing the need to realign their funding base as a result of changing public priorities. Over a 30-year period health care programs, corrections, and other portions of state budgets have required greater shares. For public universities, state funding when measured in terms of constant dollar value represents a decreasing portion of the overall support base now supporting their missions. Consistent with actions taken by institutions throughout the country, The University of Arizona continues to move rapidly to diversify and rebalance our financial base by developing new sources of funds necessary to sustain programs and operations.

For the University, future financial health relies heavily on the continuation of state support in sufficient amount to provide basic operating and infrastructure support costs of instructional and departmental research activities and offset the effects of long term cost increases. Arizona universities have increased base tuition rates, and additional differential tuition rates have now been instituted in various graduate and professional programs as well in selected undergraduate academic majors in recognition of higher cost or market demand. It is well understood that this rate of tuition increase cannot continue without pricing some students out of the market. In developing our plans, it is anticipated that future tuition rates will increase relative to the top of the bottom one-third of the fifty flagship public universities.

In establishing future tuition rates, the University is mindful of the need to ensure adequate financial aid is made available to students with financial need. While federal grant and loan programs, gift aid, Arizona Financial Aid Trust (AFAT), and scholarships provide for a significant portion of the need, the University uses the concept of net tuition revenue (NTR) in its tuition setting thereby keeping in focus the financial need of students as tuition rates increase. Arizona lags virtually all other states in the
amount of state-based financial aid for its residents, and represents a challenge in our development of policies that maximize student access and participation as the State population increases.

The University continues in its commitment to research as being core to our mission. Substantial investments have been made in research buildings that have recently been completed or are scheduled for completion within the next two years. New space supporting programs in chemistry, physics, medicine, optics, biomedical science and biotechnology will be further enhanced by renovation of existing facilities. Building renewal funding is expected to provide a strong the base for improving competitiveness, enhancing the learning environment, and broadening the types of grants University faculty will be able to seek. However, increasing competition for federal funding and budget cutbacks at the National Institutes of Health (NIH) have temporarily depressed the historical growth rates of grant and contract revenue which are expected to recover quickly as the work of our new research faculty and Phoenix-based faculty becomes a reality.

The competitiveness of University salaries and the increasing costs of fringe benefits remain critical issues in the years ahead. Overall, faculty salaries for the University which now stand at the 21st percentile when compared to peers will continue to be addressed as a key area of financial need. Resources needed in order to catch up to our benchmark peers are projected to be developed over the five-year planning period and assumes that our next state appropriations will, at a minimum, cover those increases.

The billion dollar capital campaign for the University has concluded but the need to develop new resources continues to be a top priority with emphasis on increasing the amount available for student aid and scholarships, increasing the number of new faculty chairs and supporting our infrastructure. With new leadership in both the University and The University of Arizona Foundation, the critical alignment of development activities with University missions is an important factor for extending the base of support needed to sustain our instructional, research and outreach mandates.

The acquisition of new resources and broadening our financial base remain key components of our future plans. However, it is the careful stewardship of our existing resources, applying them to the areas of greatest importance and advantage that is fundamental in achieving the objectives we have put forward in our plan. Each of the strategic issues is accompanied by a table of the marginal revenues needed based on the summary revenue assumptions contained in the following table.

### Funding and FTE Budget Summary

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Strategic Issue #1
Build a World-Class and Diverse Academic Community
at the Forefront of Discovery

The knowledge-based economy that will drive prosperity in the 21st century is characterized by an unprecedented focus on both the quality of human capital and infrastructure support. States are competing for future economic and quality-of-life sustainability. They recognize that higher education is the determining engine of success. Building a world-class and diverse academic community at the forefront of discovery is of prime importance if Arizona is to effectively compete in the global economy.

Premier Research University
As spelled out in the Arizona Board of Regent’s report, “A Redesigned Public University System,” The University of Arizona is continuously improving as an outstanding research university, serving well prepared undergraduate and graduate students and committed to building a diverse student population. Recruitment and retention of top students and faculty depend on the application of innovative teaching techniques in classrooms engineered and wired for the future and on the renovation of laboratory and research areas. The Comprehensive Campus Plan map (appendix A) shows the physical dimensions of the University’s commitment to quality research, scholarship, creative endeavors, and teaching activities. The buildings recently or under construction space will better accommodate both current and new research programs in optics, chemistry, medicine, pharmacy, biotechnology and other areas of the University’s emphasis. In addition, the University is developing its Phoenix Biomedical Campus to support the expansion of its health sciences related colleges. The College of Medicine – Phoenix Program, in collaboration with Arizona State University, is underway. Plans are also moving forward to develop a second site for the UA College of Pharmacy as well, to be located on the Phoenix Biomedical Campus as well. The University’s ability to provide a flagship level educational experience through these and other initiatives is dependent on its success in obtaining funds to assist in recruiting and retaining students, faculty and to support building renewal.

Top-Quality Personnel
Top-quality, experienced faculty, graduate assistants, staff, appointed professionals, and administrators are essential to building a world-class and diverse academic community at the forefront of discovery and they deserve competitive salaries. In the ten-year period 1996-2005, The University of Arizona’s faculty and staff successfully garnered more than 3.8 billion in external funding—clear demonstration of the University’s competitive edge in partnering State funding and thus directly stimulating Arizona’s economy while advancing knowledge which provides continuing returns. Approval of the current budget request for investment in a competitiveness fund would help to avoid the loss of personnel whose lucrative grants and contracts advance the University’s strategic endeavors and help to enhance its competitive edge. It is well understood that State support alone is inadequate to fund a return to competitive faculty salaries but developing additional funding sources is both difficult and slow. The University is working with its many constituents, public and private, to secure the long-term funding and the investments necessary support and grow the world-class faculty necessary to becoming a top-10 public research university.

Affordability
Well-educated citizens benefit the State and are essential to its economic, cultural, and political health. The University is committed to helping students, especially economically disadvantaged students, secure the economic assistance necessary for them to select The University of Arizona and persist to graduation. In addition to significant investments that the University has made to student financial aid, it has also positioned UA South to provide instruction at the bachelor’s and master’s degree levels in
Southern Arizona while it assumes a more significant role in the University’s outreach efforts. With Arizona Board of Regents’ approval, the differentially-priced tuition at UA South creates alternative opportunities for students seeking a university education. Funds made available by the State for student financial aid must be also increased, so that as many students as possible can obtain the university education needed to succeed in the knowledge-based economy.

**Information Technology**

Technology continues to play a very instrumental role in furthering the University’s outreach, teaching and research. The pace of change has not diminished. The industry continues to push forward with new innovations of technologies, and user expectations for rapid adoption of these innovations are ever-elevated.

To that end, the University has a forward-thinking, systematic yet flexible plan to meet its burgeoning need for reliable, high-speed communications. A superior network infrastructure is necessary to provide the University academic community with powerful, reliable, and secure network for voice, data and video communications. This requires both new investment and a constant upgrade cycle and measured expansion. In a manner identical to building construction and renewal, information technology requirements place additional demands on the university budget.

In addition to developing its network master plan, the University has embarked on parallel, integrated efforts to assess current and future needs in business computing and research computing. These efforts will also plan for new technologies that advance not only student learning taking place on campus but also as distributed education and opportunities such as Arizona Universities Network (AZUN). The University’s planning process engages comprehensive campus-wide discussions and is also informed by conversations among the sister universities, so as to arrive at acceptable, implementable options.

**Conclusion**

As the University of Arizona builds its world-class and diverse academic community at the forefront of discovery, it demonstrates success as a proving ground and showcase of academic excellence as well as being a home to those who are working to solve society’s most complex problems.

**Strategy #1: Build a more academically robust and diverse student body**

**Strategy Components**

- Increase the quality of the student body and so that those who are admitted are more likely to succeed.
- Provide financial aid to ensure access for Arizona’s qualified and economically disadvantaged students proportionate to increases in tuition.
- Increase the number of undergraduate and graduate students working closely with faculty.
- Increase the number of quality graduate students by developing effective recruitment and retention strategies.
- Increase the number and quality of undergraduate students who participate in faculty sponsored research.
- Revamp recruitment efforts to attract diverse and academically talented students from Arizona, the nation and the world and support UA South’s efforts to expand academic opportunities for under represented place-bound students in rural southern Arizona and in Tucson.
- Increase the number of undergraduate and graduate students obtaining part-time jobs, internships, and capstone experiences.
Strategy #2: **Recruit and retain a world-class, diverse faculty**

**Strategy Components**
- Expand discovery, enhance student-faculty interaction and support the faculty more fully.
- Invest in cluster hires to better leverage available funds and create intellectual synergies.
- Assess, invest in, and build upon institutional success in attracting and retaining world-class talent.
- Promote flexible criteria for the evaluation of faculty performance permitting individual emphasis on research, teaching, or service.

Strategy #3: **Invest in technology resources needed for research and teaching excellence**

**Strategy Components**
- Participate in the national Campus Cyberinfrastructure Initiative for research and education.
- Develop a master plan for renewing the University’s cyberinfrastructure through investment in research computing. This plan will support disciplines now requiring intensive research computing and address emerging trends in all fields.
- Support innovative approaches to educational delivery.
- Invest in implementation of the Network Master Plan that enhances a state-of-the-art communications infrastructure needed to better support learning, discovery, and outreach efforts.
- Strategically direct technology resources toward areas that are recognized as excellent.
- Foster statewide IT partnerships and increase internet capacity across Arizona to enhance distance-learning, communication among distant University campuses and offices, as well as constituents.
- Increase security, stability and band-width.
- Develop a Research Network to permit high-speed, high-volume data transfer both on campus and between The University of Arizona and its collaborating institutions.
- Switch from traditional analog phone service to voice-over-internet-protocol (VOIP) telephones.
- Expand and upgrade the UA campus to wireless networking.

Strategy #4: **Create, strengthen, and support collaborations across departments and programs, both within and across colleges and campuses.**

**Strategy Components**
- Provide financial and resource incentives for interdisciplinary and inter-campus collaboration.
- Make building and space allocation decisions that support collaborative efforts.
- Ensure that interdisciplinary efforts are recognized and rewarded.
- Support research synergies that emerge across departments, programs, and colleges.
- Support Graduate Interdisciplinary Programs through teaching assistant and research assistant stipends in selected areas.
Strategy #5: Create synergies and leverage resources in the University’s recognized areas of strength.

Strategy Components
- Invest resources to enhance core disciplines and programs.
- Involve the Technology Research and Initiative Fund (TRIF) initiatives: water, optics, biomedical science and biotechnology, distance learning, and workforce development in cooperative programmatic efforts that maximize the use of resources.
- Explore and articulate new or emerging themes to optimize interactions across disciplinary boundaries.
- Create and fund separate annual performance evaluations for faculty involved in interdisciplinary research at greater than one-quarter time effort.

Strategy #6: Create a culture that supports the success of all members of the University community.

Strategy Components
- Create an environment in which civility, social responsibility, and ethical behavior are expected and demonstrated.
- Commit to sustainability, the concept of meeting present needs without compromising the ability of future generations to meet their own needs, in all University curricula and activities.
- Emphasize University values as criteria in the selection of leadership at all levels.
- Provide all employees with development opportunities in order to enhance professional growth and effectiveness.
- Enhance performance feedback systems, including post-tenure review, aligned with the University’s values and strategic plan.
- Strive for universal design to assure access to services and facilities for all.

Strategy #7: Increase the equity and competitiveness of total compensation offered to faculty, staff, appointed professionals, and graduate assistants

Strategy Components
- Develop incentives for obtaining alternative sources of funding.
- Conduct regular market studies and adjust salary levels accordingly.
- Regularly allocate internal resources to retain individuals essential to fulfilling the University’s mission.
- Conduct regular salary equity studies and address internal salary disparities within and between units.
- Adjust salaries in relation to peer institutions.

Strategy #8: Engage alumni in support of the University’s mission, vision, values, and goals.

Strategy Components
- Strengthen alumni awareness of the University’s excellence in teaching, research, and outreach.
- Increase alumni engagement in University programs and activities.
- Develop alumni support as advocates, donors, ambassadors, advisors, and volunteers for the University.
## Resources: Incremental Costs and FTE, Issue #1 Build a World-Class and Diverse Academic Community at the Forefront of Discovery

<table>
<thead>
<tr>
<th>Incremental Costs; constant/nominal dollars; in thousands</th>
<th>FY 2008</th>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
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<td>General Funds</td>
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<td>Federal Funds</td>
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<td>3,167.8</td>
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<td>State Full-time Equivalent</td>
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<td>115.7</td>
<td>128.1</td>
<td>141.1</td>
<td>161.0</td>
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STRATEGIC ISSUE #1
BUILD A WORLD-CLASS AND DIVERSE ACADEMIC COMMUNITY AT THE FOREFRONT OF DISCOVERY

PERFORMANCE MEASURES:

Grant, and Contract Expenditures (in millions)

FY 2012 est 497
FY 2011 est 473
FY 2010 est 450
FY 2009 est 428
FY 2008 est 416
FY 2007 est 404
FY 2006 416
FY 2005 419
FY 2004 408
FY 2003 372
FY 2002 314

Source: Integrated Information Warehouse

Net Assignable Square Feet (in thousands)

FY 2012 est 2045
FY 2011 est 2045
FY 2010 est 1928
FY 2009 est 1928
FY 2008 est 1928
FY 2007 est 1913
FY 2006 1648
FY 2005 1620
FY 2004 1568
FY 2003 1568

Source: Campus & Facilities Planning
Percent of Ranked Faculty Who Are Women

Source: Human Resources

Percent of Ranked Faculty Who Self-Identify in an Ethnic Minority Group

Source: Human Resources
Doctorate & First Professional Degrees Conferred

- FY 2002: 681
- FY 2003: 702
- FY 2004: 673
- FY 2005: 698
- FY 2006: 740
- FY 2007 est: 733
- FY 2008 est: 749
- FY 2009 est: 765
- FY 2010 est: 772
- FY 2011 est: 790
- FY 2012 est: 815

Source: Graduate College

Percent of Graduate and First Professional Students Enrolled

- FY 2002: 23.3%
- FY 2003: 23.2%
- FY 2004: 23.2%
- FY 2005: 22.7%
- FY 2006: 23.2%
- FY 2007 est: 23.6%
- FY 2008 est: 24.1%
- FY 2009 est: 24.5%
- FY 2010 est: 25%
- FY 2011 est: 25%
- FY 2012 est: 25%

Source: Graduate College
Strategic Issue #2
Increase Student Engagement, Achievement, Retention, Diversity
And Graduation Rates

Student Demographics
Achieving optimal mission-based student demographics as well as assuring a mix of curricular options is critical to The University of Arizona’s success in providing high-quality education in Arizona. The University is diligently addressing issues related to admission requirements, student engagement, achievement, and retention to assure that all qualified Arizona citizens have the financial, social, cultural, and educational support they need to graduate and meet its institutional aims previously characterized as focused excellence. The results of such efforts will inevitably affect class size, course offerings, student services, administrative processes, advising structures, and other elements that significantly contribute to exceptional academic and social experiences for all students.

Integrating Outreach and the Academic Mission
Implementation of a comprehensive, integrated development plan for UA South, under the guidance of the Vice President for University Outreach, allows the branch campus to assume greater responsibility for addressing the enrollment growth anticipated in southern Arizona, while advancing the University’s efforts to fully integrate outreach into its academic mission. This plan also enhances the opportunities for educational access and increased student retention for under-represented populations by providing more localized educational experiences through UA South, a Hispanic Serving Institution.

Conclusion
The University prides itself on welcoming a rich diversity of students, providing the unique benefits of fully integrated learning, discovery, and outreach while offering them an education that will last a lifetime.

Strategy #1  Enhance the quality of undergraduate, graduate, and professional education.

Strategy Components
- Improve the quality of instruction applying innovative teaching techniques and learner-centered approaches.
- Reduce class sizes as appropriate to enhance the learning experience.
- Adopt large-classroom technologies that increase student engagement and learning.
- Recognize and reward excellent teaching and mentoring by and for faculty, postdoctoral fellows, graduate, and professional students.
- Expand academic offerings, research opportunities, and career-related experiences for Honors students and develop a system for recognizing and rewarding faculty who work with Honors students.
- Expand and enhance undergraduate research opportunities as well as graduate and professional student research support.
- Expand and enhance capstone, internship, service learning, and leadership activities prior to graduation.
- Restart a regular classroom renovation and technology refresh program.
- Increase opportunities for student/faculty interaction outside of the classroom.
- Further develop and better utilize information systems and assessment programs related to student recruitment, retention, graduation rates, and institutional effectiveness in meeting student needs.
Strategy #2: **Enhance the University of Arizona student experience to achieve student success and retention.**

**Strategy Components**
- Create expectations of and educate students about civility, social responsibility, and ethical behavior.
- Improve out-of-classroom learning by providing physical and virtual spaces and information resources for active collaboration and discovery and by expanding opportunities such as service learning, internships, and study abroad.
- Ensure that on-campus housing is safe, attractive, available to all first-year students, and conducive to a quality educational experience.
- Improve the quality, efficiency, and responsiveness of student administrative services.
- Identify and strengthen student development programs and services linked to student success.
- Expand career advising and employment options linked to persistence and graduation.
- Support graduate and professional student educational opportunities such as professional conferences, fellowships, travel, and research.
- Involve alumni in student programs for mentoring, assistance in personal and professional development, and recognition of student achievements.

Strategy #3: **Enable students to meet their academic and graduation goals.**

**Strategy Components**
- Improve course availability while maintaining quality in general education courses and courses needed for majors and minors.
- Ensure that students are provided access to quality advising services.
- Ensure that students in good academic standing have the financial aid required to make steady progress toward graduation.
- Use e-learning to increase academic quality and academic success.
- Develop electronic programs selectively to support specialist post-baccalaureate education in the University’s areas of strength.
- Support UA South’s efforts to effectively reach additional underserved students and enhance graduation rates.

**Resources: Incremental Costs and FTE, Issue #2 Increase Student Engagement, Achievement, Retention, Diversity, and Graduation Rates**

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19
Strategic Issue #2
Increase Student Engagement, Achievement, Retention, and Graduation Rates

PERFORMANCE MEASURES:

Six-Year Undergraduate Graduation Rates (percent)

Source: Enrollment Management

Percent of Freshmen Returning for Second Year

Source: Enrollment Management
Participation in Study Abroad & Student Exchange Programs

- FY 2012 est: 1,658
- FY 2011 est: 1,507
- FY 2010 est: 1,370
- FY 2009 est: 1,245
- FY 2008 est: 1,132
- FY 2007 est: 1,029
- FY 2006: 935
- FY 2005: 816
- FY 2004: 590
- FY 2003: 680
- FY 2002: 686

Source: International Affairs

Enrolled Students Who Use Career Services

- FY 2012 est: 58%
- FY 2011 est: 57%
- FY 2010 est: 56%
- FY 2009 est: 55%
- FY 2008 est: 54%
- FY 2007 est: 52%
- FY 2006: 51%
- FY 2005: 46%
- FY 2004: 39%
- FY 2003: 39%

Source: Career Services
First-Time Full Time UA Freshman in the Top 5% of Their Graduating High School Class

Source: Enrollment Management
Strategic Issue #3
Extend the concept of a Land-Grant University to Position The University of Arizona, across All Colleges and Campuses, as a Model for Linking Scholarship and Creativity to Societal and Community Needs

Collaborations
The University of Arizona is committed to improving the quality of life by addressing cultural, social, environmental, health, and economic concerns in both urban and rural areas throughout the State and the nation. Collaborations with community groups, governments, and for-profit entities that promote economic development, social and physical well-being, as well as contribute positively to the individuals and communities served by The University of Arizona are the proper focus of outreach programs. These collaborations provide the synergy to inspire and enhance continuing University education and research while non-profit and private sector enterprises become more productive and viable thus contributing to Arizona’s wealth and prosperity.

Health Sciences Campus in Phoenix
The University of Arizona engages in significant numbers and types of collaborations with various external communities and constituencies. As a response to the critical and growing shortages of health care professionals in Arizona and the State’s desire to grow biomedical research to benefit Arizona’s citizens with new medical discoveries and a strengthened economy, The University of Arizona’s College of Medicine – Phoenix Program, in collaboration with Arizona State University, continues to evolve and strengthen its position as a resource for Phoenix-area graduate students and allopathic medical students. The M.D. program in Phoenix will open its doors to its initial class of first-year students in July, 2007. With State funding assistance, the College of Pharmacy will be able to implement the expansion of its four-year program to the Phoenix campus and begin to better address the State’s need for these highly-trained professionals.

The University of Arizona College of Medicine – Phoenix Program forms part of the Phoenix Biomedical Campus (PBC). Articulated in the 2004 Memorandum of Understanding signed by the Arizona Board of Regents, The University of Arizona, and Arizona State University, The University of Arizona College of Medicine, with its planned presence in Phoenix, would be on a broader downtown Phoenix campus that also would include related biomedical programs such as The University of Arizona College of Pharmacy, the Arizona State University Department of Biomedical Informatics and its College of Nursing and Healthcare Innovation, and the Northern Arizona University allied health programs, Translational Genomics Institute (TGen), and other health care providers.

Continuing Education and Outreach
The University of Arizona provides exceptional lifelong opportunities for growth and development outside the settings of traditional degree oriented education. Programs are available to individuals interested in starting a new career, advancing an existing one, or exploring the arts and culture with curricula that evolve with the needs of the individual. Specialized delivery technologies include video, CD-ROM and Web based modalities.

Continuing Education and Outreach plays an important role in enhancing access, improving diversity, extending course and degree programs to non-traditional clientele groups, improving access for working adults via Evening/Weekend Campus and/or Credit Outreach and Distance Learning. A new position, Vice President for Outreach, was created in the Spring of 2006 to better manage UA South, Continuing Education and Outreach, and Cooperative Extension and to assure that the University’s academic and outreach missions are more fully integrated and are better serving Arizonans.
UA South currently meets the educational needs of a diverse, geographically dispersed, place-bound, working adult student population and it assumes a greater responsibility for meeting the educational needs of traditional age students and students from the Main Campus as it continues to expand its offerings in Pima County.

**Technology Transfer**
The Science and Technology Park contributes nearly a billion dollars to the State’s economy each year while providing educational opportunities for students and applied research potential for faculty. Initiatives developed with the help of the Technology and Research Initiative Fund (TRIF) support Arizona’s bio-industry companies, internet companies, and optical science and technology companies through research and development, workforce development, and technology transfer. TRIF also provides the science based technical, economic, legal, and political expertise necessary for development and use of water in our increasingly urban and industrial state.

**Cooperative Extension Concept**
Approximately 200,000 individuals attend University of Arizona cultural events and museums each year. UA Cooperative Extension counts about 450,000 registered participants in its programs each year. The University also takes seriously its responsibility to support Kindergarten through 12th Grade education. Currently, over 400 programs and partnerships bring University knowledge and techniques to these students and their teachers. This commitment reflects the certain knowledge that students who are prepared and excited about learning will do better beyond high school. Plans for relocating and expanding the UA Science Center in Tucson’s Rio Nuevo district are being rescaled and will greatly enhance the University’s outreach in informal science education while providing the public with greater accessibility to scientific discoveries and knowledge.

These collaborative efforts and others are bolstered by a strategic commitment to ongoing public and private partnerships.

**Conclusion**
The University of Arizona is a central catalyst for economic and workforce development because it extends the land-grant concept throughout every college. This culture of collaboration means the University will continue to be a source of intense pride and inspiration for the people of Tucson and the State of Arizona.

**Strategy #1:** *Build a firm foundation upon which the University can advance its expanded land-grant vision*

**Strategy Components**
- Promote UA initiatives that apply scholarship and discovery to community challenges.
- Recognize, reward and support individuals and programs that link scholarship and discovery to community needs.
- Assess the effectiveness of community programs and services in providing a model for linking scholarship and creative expression to our land-grant mandate.
- Use the newly reconfigured Continuing Education and Outreach unit to enhance access to higher education for working adults and other non-traditional learners.
- Become the resource of choice for individuals, businesses, social institutions, and community-based groups.
- Expand and support UA South academic and continuing education community based programs.
Strategy #2: **Advance our position as Arizona’s health sciences leader**

**Strategy Components**
- Provide health sciences leadership in the State of Arizona by better integrating health sciences initiatives with state-wide initiatives and through collaboration with Arizona State University and Northern Arizona University.
- Expand University of Arizona programs throughout the State. These programs include, but are not limited to, efforts in the neurosciences, cardiovascular research, diabetes, biomedical imaging, telemedicine, and cancer care and research.
- Address health disparities that affect under-represented minority groups, women, the differently-abled, and those classified as economically disadvantaged through education, outreach, providing services, and developing public policy.
- Educate a professional health workforce that meets Arizona’s needs through expanding graduate medical education and the creation of innovative residency programs in rural areas.
- Expand the College of Pharmacy’s four-year program to the Phoenix Biomedical Campus. This expansion will better address the State’s critical needs for pharmacists and for pharmacogenomicists who can spur the development of new models of clinical care to address Arizona’s changing patient demographics and needs.
- Create clinical rotation programs at the Phoenix Biomedical Campus so that the students and citizens of Maricopa County are better served.
- Accelerate implementation of the Memorandum of Understanding that expands The University of Arizona’s College of Medicine educational and research programs in Phoenix in collaboration with Arizona State University and in support of the State’s commitment to medical education and biomedical research.

Strategy #3: **Within and across colleges determine and extend areas of strength that link scholarship to community needs.**

**Strategy Components**
- Building on historic areas of strength, enhance the quality of life in Arizona and beyond.
- Support the State’s efforts to become a national leader in biosciences, sustainable systems, and advanced communication and information technologies, including optics and telemedicine.
- Promote, restore, and sustain healthy people, populations, and communities in Arizona and the world.

Strategy #4: **Advance Arizona’s future by increasing its economic viability.**

**Strategy Components**
- Fulfill Arizona’s key workforce needs by expanding and enhancing programs that address critical shortages.
- Serve as a resource center for Arizona’s business community.
- Create and transfer new technologies to the private sector.
- Partner with Arizona communities to ensure their economic strength and sustainability by establishing academic opportunities within their communities and through other University supported outreach.

Strategy #5: **Design, fund, support, communicate, and implement a strategic integrated communication plan.**
Strategy Components

- Increase public understanding of the University’s activities and contributions in our local community and throughout the State of Arizona and the world.
- Encourage UA employees to serve as University ambassadors by increasing employee knowledge of University programs, services, values, and traditions.
- Implement a comprehensive marketing research effort to survey strategic audiences in a systematic and consistent fashion.
- Develop more effective means of assuring that the channels of communication with our constituents are open in both directions so that the University may be more responsive to changing community needs.
- Strengthen organizational identity by employing core institutional messages campus-wide.
- Develop and implement communication strategies that encourage diverse, high-quality students to attend the University of Arizona.

Resources: Incremental Costs and FTE Issue #3, Extend the Concept of a Land-grant University to Position the University of Arizona, Across all Colleges and Campuses, as a Model for Linking Scholarship and Creativity to Societal and Community Needs.

<table>
<thead>
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<th>Incremental Costs; constant/nominal dollars; in thousands</th>
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<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
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Strategic Issue #3
Extend the concept of a Land Grant University to Position the University of Arizona, Across All Colleges and Campuses, as a Model for Linking Scholarship and Creativity to Societal and Community Needs

PERFORMANCE MEASURES:

People Served in Agriculture Extension Programs

Number of Medical and Allied Health Professionals in Arizona that have Joint or Courtesy Appointments with the University (University affiliation with no salary)

Source: Cooperative Extension Service
Source: College of Medicine
People Served by Telemedicine and Telehealth Programs (Net of Admin., Continuing Ed., Home Healthy).

Source: College of Medicine

Gross License Income (in dollars)

Source: Office of Technology Transfer
Total U.S. Patent Applications Filed

Source: Office of Technology Transfer
Strategic Issues #4
Achieve a Strong Financial Foundation

Establishing Stable Financial Base
The University’s commitment to sustainability requires it to establish a stable financial base sufficient to effectively succeed in its mission, vision, and goals for the people of Arizona now and into the future. Establishing a stable and predictable financial base requires working within a financial framework that recognizes University support and growth depend on an ever increasing proportion of gift, grant, contract, and tuition dollars versus State dollars. The University employs an enterprise approach to assure that all of its resources are deployed in ways that effectively meet its commitments and responsibilities to the citizens of Arizona. This approach also means that the University is and will continue to be clearly accountable to its constituents so that the flexibility to be relevant and accessible in a rapidly changing environment is maintained.

State Financial Support
The University of Arizona is a good investment. The Office of Economic and Policy Analysis’ recent economic and tax revenue impact study concluded that in fiscal year 2004 the State of Arizona realized $7.13 in non-State dollars for every $1.00 of State-appropriated funds it invested in the University. This study also concluded that The University of Arizona had a $2.3 billion impact on the State in 2004. State financial support for the University has not kept pace with its costs and responsibilities. The University is receiving a lower constant dollar general fund appropriation, by approximately $30.4M per year, now than it was receiving in 1997. Even in terms of current dollars, the UA General Fund allocation for FY 2007 reflects an average annual growth of just 2.75% per year since FY 2000. The University is, as always, committed to serve this state and its citizens. But the effective realization of these commitments is in jeopardy unless the State of Arizona expresses its support by strengthening its investment in the University.

Building Renewal
Providing Arizona’s citizens with twenty-first century education and research requires safe, flexible, and technologically advanced environments. Through its new buildings, building renewal efforts, operations, and design of public areas, The University of Arizona strives to demonstrate how the application of sustainability concepts ameliorates unwanted ecological impacts. These efforts also model a life-sustaining worldview for students and the community. This is why State support of physical plant maintenance and renewal is also an area of concern. Funded by the formula, the appropriation for this purpose has been fully funded only once since FY 1990. The University estimates that its FY 2007 deferred maintenance value will approach $65.1 million. Deferred maintenance projects are prioritized so that life and safety issues are addressed first followed by building code violations, security issues, energy improvements, roofing and windows to protect building assets. While deferring maintenance provides some short-term budgetary relief for the State, it creates huge challenges for the University to develop timely funding solutions so that our facilities support the instructional and research technologies necessary for students and faculty to learn and innovate.

Conclusion
The University of Arizona returns positive educational, financial, social, cultural, and scientific benefits to the State and its citizens. The University continues to work to gain greater funding stability. A successful fundraising campaign exceeded its billion dollar goal. Researchers are bringing substantial grant and contract dollars to the University. Support units continue to find ways to cut costs and improve effectiveness without sacrificing overall levels of quality and support. All of these efforts are expected to
grow and evolve but without reinvigorated State support, it is feared the efforts will fall short of the promise.

**Strategy #1:** Reaffirm the understanding that the University of Arizona, a public research university committed to sustainability, can meet its responsibilities to the public only with significant state support.

**Strategy Components**
- Increase state-funded financial aid.
- Strengthen and enhance funding mechanisms appropriate to the University’s needs and capabilities.
- Link state appropriation decision package requests to Arizona’s economic development agenda.
- Secure funding for state-mandated expenses.
- Secure funding for building renewal.
- Assure that measures clearly convey University progress.

**Strategy #2:** Increase net tuition revenue.

**Strategy Components**
- Develop and implement differential tuition and fees as appropriate.
- Strategically use financial aid.
- Develop a plan that identifies and adequately assists those students with the greatest financial need first.
- Evaluate revenue opportunities possible with high demand evening and weekend programs as well as certificate programs.
- Increase tuition to levels consistent with ABOR mandates.
- Increase main campus undergraduate and graduate enrollment to its responsible capacity.
- Develop a mix of students that serves to best optimize University access and diversity goals while assuring net tuition revenue levels adequate to achieving University goals.
- Increase UA South enrollment to help meet the expected demand for higher education in Arizona.

**Strategy #3:** Increase private support.

**Strategy Components**
- Aggressively pursue support for endowed chairs, student scholarships and research space.
- Increase alumni giving, non-alumni giving, corporate support, and support from major national foundations.
- Align UA Foundation efforts with the University’s strategic plan.

**Strategy #4** Selectively invest in technology infrastructure to allow all programs to expand.

**Strategy Components**
- Invest in planning for campus cyberinfrastructure, especially research computing.
- Invest in physical research infrastructure including lab and office space.
- Make research space and investment decisions based potential and proven productivity.
- Reward faculty for research productivity.
- Offer more competitive compensation packages for graduate students.
• Create, strengthen, and support collaborations across university colleges and departments.
• Study benefits of emerging information technologies and implement those that best meet University needs.

**Strategy #5: Explore innovations in business practices.**

**Strategy Components**
• Collaborate with other research universities to take advantage of innovative practices elsewhere.
• Participate in national conversation about changes in the business of higher education.
• Develop and implement a business computing master plan.
• Explore and adopt beneficial opportunities for consolidating computing resources and information technology functions within the University and at the tri-university level.
• With an eye toward increasing efficiency and reducing costs, conduct regular reviews of academic programs, research centers, and administrative, service and support units.

**Strategy #6: Continuously assess to assure efficient and effective administration of programs.**

**Strategy Components**
• Develop and implement a strong privacy and information security plan.
• Invest in research compliance resources commensurate with the size of the research mission.
• Strengthen awareness of new and emerging responsibilities that impact the institution’s ability to conduct its business.
• Promote a culture of personal responsibility for institutional effectiveness.

**Resources: Incremental Costs and FTE Issue # 4, Achieve a Strong Financial Foundation**

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<th>Incremental Costs; constant/nominal dollars; in thousands</th>
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<td>State Full-time Equivalent</td>
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Strategic Issues #4
Achieve a Strong Financial Foundation

PERFORMANCE MEASURES:

**Net Tuition Revenue by Academic Year (in thousands)**

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**Source:** Enrollment Management

**Indirect Cost Revenue (in thousands)**

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<td>Revenue</td>
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**Source:** University Budget Office
### Resources Summary: Incremental Costs and FTE, All Issues FY 2008 – FY 2012

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Appendix A

PROJECT STATUS AND BUILDING NEEDS MAP
The University of Arizona September 2006

Project Status
Planning
1. ENR II
2. North Campus Library
3. Engineering Research Phase I
4. AHSC North Garage

Design
1. Law Renovation
2. Student Recreation Expansion
3. Cherry Garage Expansion
4. ICA Facilities

Construction
1. Family & Consumer Science Building
2. Poetry Center
3. Architecture Building Expansion
4. Keating Bioresearch Building
5. AGM Southwest Ceramic Preservation

Deferred Maintenance Dollars Required Per Building
- $0 - $100K
- $100K - $500K
- $500K - $1M
- $1M - $4.5M

Note: Map background shows an illustrative build-out concept of campus development (the Campus Comprehensive Plan - AOCR 2003).
Deferred maintenance dollars per building based on most current available data.