## PLANNING EXAMPLES

<table>
<thead>
<tr>
<th>Mission</th>
<th>Objective</th>
<th>Assessment</th>
<th>Strategy</th>
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<tr>
<td><strong>Academic Affairs</strong></td>
<td>Provides courses and course content that reflect a commitment to diversity and inclusion. [Indicators: number of courses with course outcomes related to inclusion]</td>
<td>A review found an insufficient number of courses with inclusion outcomes. Future trends indicate an increase in demographic diversity in the region.</td>
<td>Improve opportunities, in the next three years, for faculty members to transform existing courses and create new courses that achieve inclusion learning goals.</td>
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<td>Offers an array of courses, programs and delivery methods designed to reflect students’ goals. [Indicators: course demand by time, day, semester; student satisfaction with delivery method options; etc.]</td>
<td>Course demand and satisfaction information from students indicates a need for more flexibility through distance and hybrid classes. Student Affairs indicates improved access will increase completion rates, an institutional area of focus. Potential for improved ability to cope with future student growth.</td>
<td>Improve student satisfaction with delivery options to 90% in four years through expansion of the use of technology in delivering instruction to optimize student access.</td>
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<td><strong>Compliance Services</strong></td>
<td>Ensures full compliance with all state and federal regulations. [Indicators: internal reviews]</td>
<td>Internal review indicates less than satisfactory level of compliance with ethics regulations. Future risk for UVU.</td>
<td>Correct weaknesses in ethics compliance by 2017 through building internal support at all levels and incorporating the OIG’s eight elements of a comprehensive compliance program.</td>
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<td><strong>Finance &amp; Business Services</strong></td>
<td>Optimizes revenue from campus services while keeping prices affordable. [Indicators: revenues, student surveys]</td>
<td>Sales revenues are less than projected. Surveys of students indicate lack of awareness of options. Student growth is expected to rise.</td>
<td>Market and re-image food service venues over the next two years.</td>
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<td><strong>Institutional Effectiveness &amp; Planning</strong></td>
<td>Foster a culture of innovation, improvement, and sustainability through effective support of planning and assessment efforts at all levels of the institution. [Indicators: PBA evaluation rubric, % of completed plans by units, etc.]</td>
<td>PBA presentations lacked reference to strategic plans and/or assessment, per the rubric evaluation. Planning and assessment will be a major focus of the NWCCU accreditation visit in 2017.</td>
<td>Transform PBA to be more strategic in nature by tying assessment rationale to strategies and resource priorities.</td>
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PURPOSE

UVU’s Planning, Budget, and Assessment (PBA) process facilitates the alignment and prioritization of initiatives throughout the university in support of UVU’s mission, Core Themes, and Administrative Imperatives. The institution, as well as its various divisions, follows a planning model in which objectives are defined and progress is assessed through self-evaluations and SWOT analyses of the operating environment. Based on assessment, strategic initiatives are developed and prioritized in support of four-year strategic plans and annually identified University-wide areas of focus. The PBA conversations provide a public forum to promote collaboration, alignment, integration, and transparency in discussing initiatives, priorities, and the allocation of resources.

GUIDING PRINCIPLES FOR RESOURCE ALLOCATION

The following principles provide guidance for the resource allocation process and decision-making:

- Aligned with UVU’s mission, Core Themes and Administrative Imperatives.
- Transformational and strategic in moving forward the University’s plans and unit four-year strategic plans.
- Aggressively build capacity in preparation for projected enrollment growth.
- Strengthen foundations for success under current and future funding models (such as performance funding).
- Fulfill commitments made during legislative process.
- Decisions made over an appropriate period of time with provision for one-time allocations as on-going commitments are identified and implemented.

PBA REQUEST PREPARATION, SUBMISSION, AND PRIORITIZATION

Not all strategies require additional resources. For those that do, requests must be submitted through the PBA Resource Request Form. This form will be available for units to complete and submit beginning August 16. Leaders may submit updated forms should initiatives change and/or new opportunities arise. New opportunities may arise out of collaboration with others’ initiatives.

Requests for new resources and/or new salaried positions should be submitted through the PBA process regardless of funding source (with the exception of sponsored programs/grants). Based on revenue projections, each division is strongly encouraged to limit the amount of on-going and one-time requests for appropriated funds within targets which will be determined by fall. Requests for resources from non-appropriated funds require the identification of non-appropriated revenue to support the request.

In the process of developing and prioritizing requests, Deans and Associate/Assistant Vice Presidents are encouraged to hold PBA discussion(s) within their Colleges/Schools and Divisions and involve their respective leadership teams. Prior to the PBA Conversations, prioritization need only occur at the College/School or Division level. Deans and Associate/Assistant Vice Presidents are encouraged to review their prioritized requests with their individual Vice President prior to the PBA Conversations and
communicate their priorities with their leadership team. With the exception of critical, time-sensitive requests, prioritization at the Vice President level need not occur until after the PBA Conversations closer to January and March allocation decision points.

Divisions are encouraged to collaborate on projects that meet joint needs or leverage services and activities. Leaders are encouraged to consolidate, as appropriate, requests to reduce the number of low dollar requests. Requests for compensation increases (with the exception of broad requests from Academic Affairs, Human Resources, PACE, or Faculty Senate) are not appropriate PBA requests but should be directed through the appropriate leader to Human Resources.

In order to facilitate information for Cabinet decision-making, deadlines established and communicated by the Budget Office must be adhered to.

Training will be provided in September. Questions regarding the PBA Resource Request Form or process may be directed to the Budget Office—Ellen Sweat, Director; Susan Palmer, Budget Analyst.

PBA CONVERSATIONS

Each Vice President will be allocated time and assigned a day/time for his/her PBA Conversation. The PBA Conversation schedule will be available at http://www.uvu.edu/pba/current.html

By October 3, each Vice President will communicate to the Budget Office the allocation of their assigned time by College/School and Division (PBA Reporting Units). The Budget Office will publish and communicate the detailed PBA Conversation Schedule by October 7.

All members of the campus community are invited to attend the PBA Conversations. Members of PELC are strongly encouraged to attend all PBA Conversations.

Presentations are to include a brief overview of the College/School or Division mission and objectives from their four-year strategic plan. Leaders are encouraged to present only the highest priority strategies and PBA requests with particular attention to those that align with 2016-17 Areas of Focus. Please note: There is no expectation that all submitted PBA Resource Requests be presented during the conversations. All submitted PBA Resource Requests, even those not presented during the PBA conversations, will be considered for possible funding.

Vice Presidents must submit a PowerPoint or pdf file of presentation material to the Budget Office by the end of the day of their PBA Conversation for posting to the web.
2016-17 Planning, Budget & Assessment (PBA) Cycle

- Critical/time-sensitive allocation decisions
- PBA Conversations
- Development, Prioritization and Submission of College/School and Divisional PBA Resource Requests
- Institutional and Divisional Planning and Assessment
- One-time and critical on-going (limited) allocation decisions
- State of the University
- Legislative Outcomes and Tuition Setting
- Allocation decisions
- PBA Outcomes Announced (Hoagies with President Holland)
- Trustees Approve Operating Budget