A SHARED VISION
UTSA 2016

Implementation Plan, 2008-2016

CONTENTS

Strategic Implementation Plan, 2008

I. Introduction and Outline of Planning Process

UTSA's strategic plan, *A Shared Vision UTSA 2016* (hereafter referred to as the "*UTSA 2016 plan*"), introduces a bold, new vision for the university: to become a national research university. Development of the strategic plan has been a collaborative effort intended to ensure that all members of various university constituencies have an opportunity to participate in establishing institution-wide priorities and strategies crucial to UTSA's future. The plan outlines the strategic focus for the next eight years and identifies areas in which the university will excel.

This document is a necessary companion to the *UTSA 2016* plan. It provides a concrete basis for establishing strategic objectives based on institutional comparisons, and then outlines the means by which the university will achieve those strategic objectives. Most importantly, this document indicates how the university will prioritize the allocation of its budgetary, personnel, and physical resources. This is intended to be a compilation of general strategies that the institution will adopt broadly to address the future needs of each of its three campuses.

The Implementation Planning Process

Team 2016, the UTSA 2016 implementation oversight group, began meeting during fall 2007. It coordinated the alignment of all the vice presidential and college strategic plans with the university plan. These were submitted in December 2007. Team task forces have worked throughout the spring and early summer to develop action items related to each of *A Shared Vision UTSA 2016* strategic initiatives, metrics to assess progress, responsible parties to oversee the activities, and deadlines for accomplishing the actions.

The membership of Team 2016 is comprised of the academic deans, representatives from the various administrative divisions of the university, and student leadership. It is staffed and coordinated by the Vice Provost for Accountability and Institutional Effectiveness. A roster of the membership is provided in Appendix A.

II. University Vision and Objectives/Goals of Planning Process

University Vision and Core Values

The context for the UTSA 2016 plan, and this corresponding implementation plan, is framed by the institution's vision and core values. These drive the choices made during the planning process.

> *Vision*— to be a premier public research university, providing access to educational excellence and preparing citizen leaders for the global environment.

> *Core Values*— We encourage an environment of dialogue and discovery, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.

Given its location in a rapidly growing region with a historically under-served population, UTSA's planning must also include provisions for enrollment growth to 30,000 students and for serving the traditional and evolving higher education needs of San Antonio and South Texas. Any realistic plan must address these developments appropriately and successfully. *However, the potential rewards are great: if UTSA achieves its ambitious vision, it would be the first Hispanic-serving institution to attain the ranks of premier research institutions.*

Guided by this environmental context, the *UTSA 2016* plan and this corresponding implementation plan are constructed around several important themes:

- the expansion and diversification of the university's sources of revenue support;

- the enhancement of the university's visibility and stature as a quality institution of higher education;

- the development of a meaningful enrollment management plan;

- the improvement of the support infrastructure for students and faculty; and

- the pursuit of partnerships and collaborations within South Texas, nationally, and internationally.

These themes are interwoven into the strategies and tactics that will be utilized to carry out the university's strategic objectives.

Strategic Initiatives and Goals Identified in the UTSA 2016 Plan

The *UTSA 2016* Plan identifies five primary initiatives, each with associated goals that feature as foundational themes the promotion of diversity, globalization, and transformative leadership. These initiatives and corresponding goals are:

A. Enrich educational experiences to enable student success:
   1. improve student success
   2. enhance the educational experience of students
   3. develop multidisciplinary and experiential learning opportunities
   4. reduce barriers to student success
   5. offer a broad array of opportunities for engagement in campus life
   6. integrate global perspectives into academic programs, including applied experiences

B. Serve society through creativity, expanded research, and innovations:
   1. create a vibrant research culture
   2. increase annual research expenditures
   3. develop and sustain high-quality doctoral programs
   4. generate knowledge and innovations for societal benefit
   5. pursue research leading to intellectual property development

C. Promote access and affordability:
   1. create and market an enrollment plan that promotes student success
   2. develop partnerships with families, schools, community colleges, and communities
   3. refine policies and expand programs for student financial aid

  D. Serve the public through community engagement:
    1. develop community partnerships to provide quality, accessible, and lifelong learning opportunities
    2. engage community employers to ensure graduates are prepared to enter the workplace
    3. stimulate social and economic development
    4. develop a rich and vibrant culture in the arts and humanities
    5. enhance the community's global role

  E. Expand resources and infrastructure:
    1. retain and recruit faculty and staff who diligently contribute to excellence
    2. create an organizational culture that values and promotes productivity
    3. provide the physical infrastructure to support the work of our faculty and staff
    4. increase and optimize the revenue mix beyond traditional sources
    5. ensure that administrative processes are aligned to efficiently enable faculty, staff, and students to act globally and access international resources appropriate to their discipline

A particular focus of the university is to selectively enhance five interdisciplinary areas of collaborative excellence: health, security, energy and environment, human and social development, and sustainability.

This implementation plan focuses on the specific institutional strategies and tactics that will be used to address the strategic initiatives and achieve the associated goals. The enhancement of the five interdisciplinary areas will be implicit in the aligned strategic plans of the colleges and departments, in the development of new masters and doctoral programs, and in the establishment of new organizational structures (*i.e.* centers, institutes, and other multi-disciplinary entities) that become foci of institutional effort.

Campus Input: Project Innovation

As Team 2016 undertook its mission to provide an implementation framework for the *UTSA 2016* plan, Project Innovation was developed by President Romo to learn more about the current challenges faced by our faculty, staff, and students, and solicit their suggestions for ways to surmount those challenges and achieve the objectives of the *UTSA 2016* plan. This has provided valuable input into the implementation planning process and guided Team 2016 in its effort to prioritize resources and actions.

Project Innovation is an ongoing activity designed to convene focus groups of individuals with common perspectives. These groups have included deans, faculty, researchers, students, mid-level managers, administrative staff, and others, and their conversations with the president and provost over the past year have provided useful guidance to shape our priorities. Appendix B contains information about the sessions that have been held and a compilation of suggestions and comments that have been received from faculty, staff, and students.

III. Strategic Initiatives, Operational Strategies, and Tactics

During the past year, Team 2016 reviewed each strategic initiative (listed above in section II) and considered the helpful feedback provided by Project Innovation in developing a comprehensive list of specific strategies and tactics that would address the university's long-term objectives. The result of that work is summarized in this section.

At the end of the 2007-08 academic year, the Project Innovation advisory group organized the feedback from campus participants into broad themes, and sorted them roughly by priority as indicated by participant input. These broad themes were matched with the strategic initiatives and associated goals outlined in the *UTSA 2016* plan. This is summarized in the previous section.

Team 2016 then created subcommittees, one for each initiative, to review the Project Innovation input and devise a final set of actions, or "tactics," to be undertaken by the university as it implements its strategic plan. Each of these subcommittees was comprised of both members of Team 2016 and university staff from appropriate related areas of the university— for example, the subcommittee that worked on the initiative concerning student access and affordability enlisted the aid of appropriate staff from the Office of Student Affairs. Thus, the results shown here arise from input provided by a broad mixture of campus participants.

Once completed, the identified strategies and tactics have been subject to review in several stages. The President's Campus Management and Operations (CMO) has reviewed the various initiatives at different stages and provided helpful feedback. In addition, this implementation plan will be made available to the campus for comments, suggestions, and other feedback during the course of the early fall 2008 semester.

Operational Strategies and Tactics

A full listing of each strategy and tactic is provided in Appendix C, along with a more detailed description that includes suitable performance metrics, the units responsible for executing the tactic, the resources needed to accomplish the tactic, an indication of the priority of the tactic, and a timeline for its execution. Here, we provide a more succinct listing of the tactics that accompany each strategic initiative along with the phase in which the tactic will be initiated.

All of the tactics listed here are essential to the successful implementation of the UTSA 2016 plan. Those listed as "Phase 0" are tactics that are already initiated, while those labeled "Phase 1" will begin in the 2008-09 academic year. "Phase 2" tactics will commence once a significant number of "Phase 1" tactics have been implemented or substantially initiated, and these will be followed by "Phase 3" tactics. It is important to note that it is the university's intent to implement all of these strategies and tactics, but in an environment of limited resources and limited time and effort from campus personnel, only the most critical items can commence immediately.

The budgetary resources needed to implement each tactic are roughly indicated using the following key: $— < $250 K; $$— $250 K – 1 M; $$$— $1 – 5 M; $$$$— $5 – 50 M; $$$$$— ≥ $ 50 M. The absence of a "$" symbol indicates a tactic that primarily requires time and effort.

Note that, in some cases, the budgetary resources needed by one tactic will also serve to meet the needs of other tactics.

				Phase
A. Enriching educational experiences to enable student success				*Phase*
	Strategy 1: Improve instruction of courses at UTSA			
$$$$	*Tactics: a*	Expand the number of full-time faculty		0
$	*b*	Improve teacher development training for instructors, inc. GAs		1
	c	Improve the evaluation of teaching		2
$$	*d*	Expand the use of technology to enhance instruction		3
$	*e*	Nurture and recognize outstanding teaching		3
	Strategy 2: Improve student advising			
	Tactics: a	Improve coordination between the freshman advising center and the various college-based advising centers		0
$	*b*	Engage external evaluators to analyze and improve the undergraduate advising system		1
$	*c*	Strategically increase the number of undergraduate advisors		2
$	*d*	Conduct an evaluation of the effectiveness of undergraduate orientation programs		3
	Strategy 3: Strengthen and innovate delivery of curriculum			
	Tactics: a	Review and address curricular barriers to student success		1
$$	*b*	Broaden the experiential learning opportunities for students through study abroad, research experiences, service learning, and internships/co-ops (also, see tactic *D-3-a*)		2
$	*c*	Enhance the educational experience by		
		• strengthening the periodic review process for each academic unit		2
		• reviewing and updating the core curriculum		2
		• strengthening and streamlining various major curricula		3
		• incorporating the three foundational themes and five areas of excellence throughout the curriculum		3
	Strategy 4: Enrich campus life experience			
	Tactics: a	Assess student service programs for learning outcomes		0
	b	Increase and enhance the retail services available on the three campuses		0
$$	*c*	Complete the implementation of the UTSA Portal and use to improve internal communications across the three campuses		1
$	*d*	Increase opportunities for student involvement and engagement through enhanced on-campus programming and freshman experience programs		2
$$$$$	*e*	Expand campus residential opportunities		3

		B. Serving society through creativity, expanded research and innovations	*Phase*
		Strategy 1: Expand research and scholarly activities	
$$	*Tactics: a*	Provide incentives and support for interdisciplinary/ collaborative research	0
	b	Develop faculty workload guidelines that promote scholarly activity while fulfilling UTSA's educational mission	1
	c	Review and re-structure academic units to facilitate research growth and graduate program development	2
$	*d*	Increase support for faculty and students to participate in professional activities that contribute to UTSA's mission	3
$$$$	*e*	Make strategic senior faculty appointments to stimulate research development and growth	3
		Strategy 2: Strengthen graduate programs	
	Tactics: a	Develop guidelines for prioritizing the introduction of new graduate programs (also see tactic *B-5-a*)	0
$$$	*b*	Increase graduate student quality, diversity, and enrollment through aggressive recruitment and retention practices	1
	c	Leverage partnerships to expand/enhance graduate programs	2
		Strategy 3: Expand and optimize research space	
$	*Tactics: a*	Optimize research space utilization	1
$$$$$	*b*	Secure new research space	2
		Strategy 4: Develop improved research processes, policies, and infrastructure	
$	*Tactics: a*	Provide education and training of administration, faculty and staff in research issues	0
	b	Align internal distribution of F&A revenues to better support institutional research development needs	1
$$$	*c*	Provide adequate IT support for research computing, networking, visualization, and communication	1
	d	Consolidate grants and contracts accounting with pre-proposal administration	2
		Strategy 5: Develop research agenda for the five areas of excellence	
	Tactics: a	Coordinate planning for graduate research with the five areas of excellence (see tactic *B-2-a*)	1
	b	Continuously align college and department priorities to support the designated areas of excellence and reflect in new faculty appointments	2
$$	*c*	Establish interdisciplinary centers/institutes to focus activity	3

		and funding in the designated areas of excellence	

			Phase
C. Promoting access and affordability			

	Strategy 1: Develop an enrollment management plan (EMP)		
	Tactics: a	Conduct an analysis of alternative undergraduate admissions criteria for freshmen and transfer students	0
	b	Conduct an analysis of graduate program enrollments and align effort and resources to optimize them	1
	c	Revise, implement, and monitor the EMP based on analysis of undergraduate admissions criteria	2

		Strategy 2: Enhance UTSA recruitment efforts within the EMP	
$	*Tactics: a*	Aggressively contact admitted students to improve yield rate of accepted applicants to graduate programs (see tactic *B-2-a*)	1
$$	*b*	Adopt more proactive recruitment strategies:	
		• target qualified UTSA undergrads for grad programs	1
		• develop recruitment pipelines from other institutions of higher education, including community colleges	2
		• expand recruitment of traditionally under-represented groups	2
		• improve marketing of advanced degrees to working professionals	3
		• expand international recruitment of students	3
$	*c*	Develop an integrated marketing plan focused on the EMP	3
	d	Expand and strengthen P-20, city, and community organization partnerships to support enrollment management	3

		Strategy 3: Develop admissions standards commensurate with student preparedness	
	Tactics: a	Conduct an analysis of the impact of UTSA admissions standards on student retention efforts	1
	b	Develop alternative pathways for students to enter UTSA, including community college transfer programs	2
	c	Adjust admissions standards to reflect qualifications commensurate with student success at a research institution	3

		Strategy 4: Increase financial aid and scholarships to support the EMP	
$	*Tactics: a*	Conduct and implement an external analysis of current strategies for distributing financial aid	1
$$	*b*	Expand on-campus employment opportunities for undergraduates through work-study, research, *etc.*	2
$$	*c*	Implement fund raising campaign for scholarships, fellowships	2
$$$	*d*	Expand on-campus teaching opportunities for grad students	3

D. Serving the public through community engagement			*Phase*
	Strategy 1: Develop UTSA's infrastructure to support and expand public service efforts		
	Tactics: a	Coordinate utilization of community services/resources through the UTSA Outreach Council - inventory UTSA public services - evaluate alignment with strategic priorities - recommend adjustment to mix of services - identify resource strategies, sources - explore Carnegie Community Service classification	1
$	*b*	Develop web site for community engagement activities	2
$	*c*	Develop a plan to recognize service conducted by faculty, staff, students, and alumni	3
	Strategy 2: Expand lifelong learning opportunities		
$	*Tactics: a*	Organize a robust central facilitating structure for all non-degree educational offerings	1
$	*b*	Organize professional development and lifelong learning offerings under appropriate colleges/departments to utilize internal expertise	2
$	*c*	Expand high quality lifelong learning for niche markets, from P-20 through end-of-life	3
	Strategy 3: Increase student engagement with the community		
	Tactics: a	Set a goal to establish incentives for UTSA students to engage in "signature experience" (*e.g.* community service learning, internships, study abroad, *etc.*) learning activities (also, see tactic *A-3-b*)	1
$	*b*	Establish a clearinghouse to facilitate and increase partnerships with the community for "signature experiences"	2
	Strategy 4: Enhance quality-of-life through community engagement		
	Tactics: a	Implement a community engagement agenda annually	1
$$$	*b*	Raise profile of UTSA intercollegiate athletics programs for enhancement of campus and community engagement	1
	c	Promote economic development through partnerships with community agencies, businesses, educational institutions, and research facilities	2
$	*d*	Promote the arts and humanities in the community through hosting and promoting arts events	2
$$	*e*	Promote sustainability throughout the university as a model for the community	3

E. Expanding resources and infrastructure			Phase
	Strategy 1: Optimize, expand, and enhance space		
	Tactics: a	Establish a comprehensive space utilization policy to improve efficiency	1
	b	Align the campus master plan with the strategic plan	1
$$$$$	*c*	Upgrade and expand space, with classrooms, class-labs, office space, and library as high initial priorities	2
$	*d*	Identify courses with the capacity to incorporate distance technology and initiate a pilot program	2
	e	Establish a building development process	3
	Strategy 2: Develop and align budgetary resources		
$$$	*Tactics: a*	Launch UTSA's first comprehensive capital campaign	1
	b	Implement strategies to optimize formula funding	1
	c	Increase and optimize use of sponsored program funds	2
$$	*d*	Develop appropriate culture and support to successfully commercialize intellectual property	2
$	*e*	Optimize auxiliary services to meet the needs of the university	3
$$	*f*	Establish non-profit enterprises to facilitate entrepreneurial activities and public-private partnerships	3
	Strategy 3: Recruit, develop, and retain faculty and staff		
$	*Tactics: a*	Improve faculty search policies and practices to facilitate earlier offers and encourage diverse hiring (see also *B-5-b*)	1
$$$$	*b*	Develop additional (classified) staff and NTT faculty career ladders and expand staffing	1
	c	Develop succession plans for all key positions and support leadership development for faculty and staff	2
$$$$	*d*	Address faculty and staff compensation issues, including compression and cost-of-living adjustments	2
	e	Support and maintain a more rigorous annual review process	2
$	*f*	Develop and manage programs to diversify, mentor, motivate, and retain faculty and staff	3
	Strategy 4: Improve and streamline administrative processes		
	Tactics: a	Link the strategic planning and budget planning processes	0
$$	*b*	Review key business policies and procedures, incorporating feedback from end-users and cross-functional units	1
$	*c*	Improve internal communication to improve operations and understanding of decision processes (see tactic *A-4-b*)	2
$	*d*	Promote service-oriented organizational culture, administrative processes, and structure through incentives and rewards	3

IV. Performance Measures

The actions presented in the previous section are designed to raise the level of activity at UTSA and transform it into a premier research university. As we implement the strategies and tactics given above, it is useful to monitor various performance measures so that we can evaluate our progress toward achieving this goal.

One way to accomplish this is to select a set of universities whose characteristics we aspire to reproduce at UTSA and measure our performance against benchmarks drawn from those institutions. We recognize that our ultimate goal is one that will take some time to achieve, simply because most of the institutions we emulate have much greater resources and support at their disposal, and it will take time and effort on our part to achieve that level of resource support.

As a result, the approach of Team 2016 has been to identify not only institutions whose characteristics reflect our ultimate aspirations (long-term aspirants), but also a set of institutions whose features are intermediate to those long-term goals (near-term aspirants). From this set of near-term aspirants, we draw benchmarks that will help shape our performance goals within the time frame of the current strategic plan, 2016.

Aspirant Institutions

The aspirant institutions are a group of medium-to-large public universities without medical schools in large metropolitan areas whose key performance characteristics (see below) are currently higher than UTSA's. Those institutions whose performance might be reached within the time frame of the current strategic plan (2016) comprise the near-term aspirants. Conversely, long-term aspirants represent a group of institutions whose performance levels might be reached by UTSA in a somewhat longer timeframe.

In order to identify these two groups, an initial screening of institutions, using the NCES IPEDS database was conducted. Data from a large group of potential peer institutions were presented to Team 2016, and after a number of discussions in which additional comparative factors such as minority-serving status and land-grant status were discussed, two sets of institutions were agreed upon as suitable aspirant institutions:

Short-term aspirants:

- Arizona State University
- University of California, Riverside
- University of Connecticut
- University of Central Florida
- University of Oklahoma

Long-term aspirants:

- University of California, Santa Barbara
- University of Colorado, Boulder
- Rutgers University
- The University of Texas at Austin

Performance Measures

In any institution as complex as a university, there are many possible choices of characteristics that might be used to measure performance. For our purposes, appropriate institutional key performance indicators (or KPIs) are ones that are:

- quantifiable,

- directly related to our strategic plan and the goals of that plan, and

- things that can be affected by changes in our institutional practices and policies.

We focus on a small number of KPIs (≤ 12) that are central to the objectives of the strategic plan. Other metrics related to these performance measures are also important and monitored, but often the other metrics are related to processes and performance that would ultimately result in improvements of the KPIs. In addition to the KPIs listed here, we identify some secondary performance measures below that we propose to monitor in the coming years.

Strategic Initiative I: Enriching educational experiences to enable student success

- Undergraduate six-year graduation rates of the first-time, full-time freshman cohort [from all institutions of higher education]

- Percent of student credit hours taught by full-time faculty

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Secondary indicators:

- Ratio of student FTE to student headcount, disaggregated for undergraduate, master's and doctoral level students

- Numbers of students participating in courses, programs, or activities associated with *Vision 2016* Foundational Themes: Diversity, Globalization, and Transformative Leadership

- Annual results on the Collegiate Learning Assessment (CLA) of student performance in critical thinking and problem solving, and the results of the National Survey of Student Engagement (NSSE) (selected items).

Strategic Initiative II: Serving society through creativity, expanded research, and innovations

- Total annual (FY) research expenditures

- Annual number of doctoral degrees awarded

Secondary indicators:

- Number of patents, inventions, disclosures
- Annual total scholarly activity of full-time, tenured and tenure-track faculty members
- Number of faculty with national or global recognition (National Academy members, Nobel Prize Winners, etc.)

Strategic Initiative III: Promoting access and affordability

- Total student enrollment (headcount and FTE) and enrollment of minority group students (by level)
- Percent of students receiving any financial aid and average size of grants per student

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Secondary indicators:

- Unmet financial need for undergraduate students
- Percent of graduate students (headcount and FTE)

Strategic Initiative IV: Serving the public through community engagement

- Number of non-degree students served through continuing education courses
- Economic impact of the university

Secondary indicators:

- Number of student service learning opportunities
- Number of UTSA public-service partnerships and beneficiaries

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Strategic Initiative V: Expanding resources and infrastructure

- Ratio of FTE students to FTE faculty
- Number and percent of faculty and staff from underrepresented groups
- Total gross square footage per FTE student as percent of statewide average
- Number, and average dollar amount, of gifts to the university

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Secondary indicators:

- Classroom and laboratory space utilization
- Number and percent of living alumni giving to the university
- Market value of endowment at end of fiscal year
- Amount and percent of operational revenues by source

Performance Goals

To establish performance goals for these indicators, we tabulate below the university's current data for each key performance measure, as well as the median data for the near-term aspirant institutions. From these values, we define a 2016 goal for each of the key performance measures. Secondary performance measures and goals are presented below in Appendix D.

Performance Measure	UTSA 2008	Near-Term Aspirant Median	2016 Goal
Undergraduate six-year graduation rate	30%	62%	**54%**
% of student credit hours taught by full-time faculty	70%	—	**85%**
Total Expenditures, Research Grants and Contracts	$32 M*	$179 M*	**$100 M**
Annual number of doctoral degrees awarded	61	212	**150**
Total student enrollment (headcount/FTE);	28,533	26,068	**30,000**
% enrollment of minority group students— UG	57%	10,458	**60%**
GR	49%	1,195	**52%**
Percent of students receiving any financial aid	64%	73%	**70%**
Average grant package	$9,814	$10,835	**$10,500**
Number of non-degree students served through continuing education courses	TBD	—	**TBD**
Economic impact of UTSA	$840 M*	—	**$1.3 billion**
Ratio of FTE students to FTE faculty	24.8	16.8	**20.6**
Number of minority faculty	406	323	**500**
Percent	(37.8%)	(16.7%)	**(45%)**
Number of minority Executive/Administrative staff	110	44	**135**
Percent	(36.3%)	(17.8%)	**(45%)**
Number of minority staff	1079	854	**1260**
Percent	(56.8%)	(24.5%)	**(60%)**
Total gross square footage per FTE student;	159	—	**200**
as percent of statewide average	(60%)		**(75%)**
Number, and average dollar amount, of gifts to the university	5,586 $1,766	—	**12,500 $3,200**

*2006 data— to be updated when newer data becomes available.

Although not among the strategic performance measures, it is also useful to compare the financial resources available to UTSA relative to its aspirant peers as a means of determining what changes in revenues and expenditures might be needed as the strategic plan is implemented. The revenues and expenditures per FTE student are presented in the table below for UTSA and the median of its near- and long-term aspirant peers.

Revenue Source (%)	UTSA	Near-term aspirant median	Long-term aspirant median
Tuition and fees	$5,401 (33%)	$6,756 (27%)	$8,667 (28%)
State appropriation	4,423 (27%)	7,168 (29%)	7,534 (24%)
Sponsored programs	3,335 (20%)	5,186 (21%)	9,726 (32%)
Other sources	3,227 (20%)	5,652 (23%)	4,970 (16%)
Total revenues	**$16,386**	**$24,762**	**$30,897**
Expenditures (%)			
Instruction	$4,167 (31%)	$7,264 (35%)	$9,367 (33%)
Research/public service	1,803 (13%)	3,751 (18%)	6,526 (23%)
Administrative support	3,519 (26%)	5,125 (24%)	5,543 (20%)
Other core expenses	3,970 (30%)	4,709 (23%)	6,554 (24%)
Total expenditures	**$13,459**	**$20,849**	**$27,990**

This information suggests that UTSA should expand all its revenue sources and expenditures, with the goal of increasing the per student revenues and expenditures by at least 50% by 2016, and roughly doubling them in the long-term. While the relative proportions of revenue sources and expenditure targets need not change greatly in the next eight years, as the university approaches its long-term goals, it will need to focus on further enriching the portion of its revenue from sponsored programs and its expenditures devoted to research.

It is also helpful to compare the relative faculty salaries at UTSA and at its aspirant peers as a gauge of the university competitiveness in the national market for faculty.

Faculty type	UTSA average	Near-term aspirant average	Long-term aspirant average
Full professor	$ 106,990	$ 119,471	$ 126,502
Associate professor	77,975	80,438	83,093
Assistant professor	66,643	69,064	71,892
Instructor	47,169	40,391	48,135
Lecturer	43,767	54,800	56,924
Average of all faculty	**$ 78,268**	**$ 88,015**	**$ 95,515**

These data support the need to continue increasing faculty salaries if the university is to be nationally competitive and enhance its profile as a research institution.

V. Resource Analysis

The success of the UTSA 2016 plan is directly related to the university's ability to provide the resources needed by each of the strategies and tactics. As noted above in section III, some of these high priority action items require budgetary resources, while others require time and effort on the part of the university community. The greatest resources that any university possesses are the talents and energy of its faculty, staff, and students, but this effort must be aligned with strategic objectives to be effective.

In this section, we analyze the resources needed to achieve certain performance benchmarks and project the likely availability of budgetary resources in the next few years. This analysis will necessarily focus on four major areas of resource need:

- space— including classrooms, labs, offices, library, and auxiliary spaces

- personnel— including faculty, support staff, and graduate assistants

- student support— including scholarships, fellowships, and work-study wages

- operating budgets and equipment— including academic support, business process support, and support for the maintenance of new space.

We note that the latter three areas require continuing budgetary resources that typically come from a combination of state appropriation and tuition and fees, while the first area requires large, one-time allocations that are generally provided through tuition revenue bonding, special fund sources available to the UT System, or private gifts.

Budget Revenue Projections

The university receives revenue from several sources, including state appropriations, tuition and fees, grants and contracts, auxiliary services, and gifts, endowments, and investment income. Of these, the first two generally provide the bulk of discretionary funding available to the university. The contributions of these sources to UTSA's current budget and our projected goals for those revenues are listed in the table below (all figures in millions of 2008 dollars):

Revenue Source	*Current*	*Goal for 2016*	*Long-term Goal*
State Appr./Tuition and Fees	268	380	560
Sponsored Programs	45	120	200
Auxiliary, Educ. Services	30	80	120
Gifts, Investment income	11	40	75
TOTAL	**354**	**620**	**955**

Notes:
1. State Appropriation— currently receive < $4000/student. Tuition and fees—currently receive $6200/student FTE; increases limited to ≤ 5% annually.
2. Sponsored programs— this figure includes both research ($100 M in 2016) and non-research grants ($20 M in 2016).
3. Auxiliary Services— increase includes projected expansion of athletics program, food and retail services, new residence halls, and extended education programs.
4. Gifts, Investment income— increase annual gifts from $11 M to $40 M and endowment from $54 M to $150 M by 2016; increase annual gifts to $75 M and endowment to $500 M in long-term.

State Appropriations/Tuition and Fees. Due to enrollment growth and graduate program development, the university's state appropriation has grown each biennium; however, enrollment growth has slowed. To fully realize our strategic objectives, it would be necessary to average budget growth of about $14 million each year in additional combined revenues from the state and from student tuition and fees. This is equivalent to a net increase in funding of $42 million per biennium (the $14 million increase the first year is applied to both years of the biennium, with a additional $14 million increase in the second year). If the university is to keep tuition and fee increases to a manageable level for students, it will need to counter slowed enrollment growth by placing greater emphasis on enriching its formula for funding.

In practical terms this latter point means increasing the fraction of student credit hours that are generated at the upper division and graduate levels, and teaching more credit hours at the lower division level with full-time tenured and tenure-track (T/TT) faculty (the state currently provides "incentive funding" for lower division courses taught by T/TT faculty). Thus, a few very important aspects of this implementation plan are *(i)* improving student retention, *(ii)* recruiting transfers from community colleges, and *(iii)* increasing the proportion of our student body enrolled in graduate degree programs. If these improvements occur, UTSA will receive a higher level of funding from the state per student.

In 2009-10 (the first year of the next biennium), the university budget office currently projects discretionary tuition and fee revenue to increase by $7.8 million based on approved increases and projected enrollments. Of that amount, 20%, or $1.6 million, must be set aside for student financial aid; however, that partially addresses one of the four major areas of need listed above. The university also sets aside funds from this source for faculty and staff merit and promotional increases (3% of payroll) in the amount of $3.7 million per year. The remaining $2.5 million is then available for strategic allocation.

For the purposes of planning, we assume three possible scenarios for increases in the budget due to combined state appropriation and tuition and fees funding: $20 million, $24 million, and $28 million per biennium— the last of these represents full funding of the plan. Assuming that the university continues to fund student financial aid at $1.6 million/year and faculty/staff merit awards at $3.7 million/year, this leaves $9.4, $13.4, and $17.4 million, respectively, for internal allocation each biennium. These provide us with a basis for projecting revenues and prioritizing budgetary needs in the next few years.

Research Contracts and Grants. Another source of institutional revenue is external grants and contracts and the Facilities and Administrative costs (F&A— also known as "indirect costs") accrued from those projects. At present, UTSA generates about $6 million in F&A per year; however, more than 40% of this is used to service debt incurred to renovate research laboratory space and purchase startup equipment. As the faculty grows we expect increased external grant activity, and a greater amount of this activity with federal agencies that pay full indirect costs. This will have the beneficial effect of increasing the amount of F&A funds generated. Furthermore, as the debt service is retired, this will also free up more of the current F&A collections for discretionary use.

Reallocation of Existing Funds. In addition to the new resources that expand the university's budget, a key element to achieving our strategic objectives will be to reallocate existing funds to accomplish strategies and tactics. It is important to set a goal for budget reallocation that is feasible, but is also meaningful. For these reasons, we suggest that the university adopt a practice of reallocating 2% of all operational (state appropriation + T/F) budgets each year. Over the next eight years, this will result in more than 15% re-investment in strategic priorities.

In the current fiscal year, the discretionary portion of our budget from state appropriations and tuition and fees is about $140 million. Thus, a 2% reallocation within each unit of the university would provide roughly $2.8 million that would meet strategic needs. We note that the most feasible source of reallocated funds is personnel salaries, as this represents a significant portion of the university's total budget. Consequently, the replacement of a vacated position with one that more closely meets strategic needs would represent a viable strategic reallocation under this policy.

Resource Needs

The resource needs of UTSA are driven by both enrollment growth and strategic objectives, including research. These drivers are not mutually exclusive, but can be used to enhance one another if resources are used wisely. They can also contribute to increasing the university's revenue by enriching the formula for funding, by directing activities that increase external grants and contracts, and by investing in the university's development and marketing effort as a means of increasing gifts and endowments.

To project resource needs, we utilize a model that is based upon several assumptions, including:
- the growth of total student enrollment to 30,000 by 2016 and to 32,000 in the long-term;
- the increase in the percentage of graduate students to 15% of the student enrollment by 2016, 900 in doctoral programs, and to 18%, with 1,440 doctoral, in the long-term;
- a 2% increase in the average number of student credit hours taken per student;
- an increase in the percent of student credit hours taught by tenured and tenure-track faculty from 36% now to 48% by 2016 and to 60% in the long-term; and
- the growth of annual research expenditures to $100 million by 2016, and to $200 million in the long-term.

These assumptions are summarized below, along with current data and projected goals:

	Undergraduate	*Master's*	*Doctoral*	*Total*
Headcount *now*	25,034	3,049	450	28,533
Goals for 2016	**25,500**	**3,600**	**900**	**30,000**
Long-term Goals	26,240	4,320	1,440	32,000
FTE *now*	19,746	1,641	365	21,752
Goals for 2016	**20,740**	**1,950**	**740**	**23,430**
Long-term Goals	21,867	2,430	1,200	25,497
Ave. SCH *now*	11.83	6.46	7.30	11.19
Goals for 2016	**12.20**	**6.50**	**7.40**	**11.43**
Long-term Goals	12.50	6.75	7.50	11.50

	Undergraduate	Master's	Doctoral	Total
% taught by T/TT				
now	33%	70%	95%	36%
Goals for 2016	**43%**	**75%**	**95%**	**48%**
Long-term Goals	52%	80%	96%	60%

In 2007-08, the average T/TT faculty member taught 220 student credit hours, the equivalent of 73 students each semester in a three-credit course. If we assume that this average remains relatively constant per faculty member, while the percentage of total student credit hours taught by the T/TT faculty as a whole increases as indicated in the table, one can project how many T/TT faculty will need to be added by 2016, to address both enrollment growth and the university's goal to teach more credit hours with full-time T/TT faculty.

If we further insist that the average student credit hours per faculty FTE (including non-tenure-track, or NTT, faculty) decrease from the present value of 359 to 300 SCH/faculty FTE in 2016 and to 270 SCH/faculty FTE in the long-term, then we can also project the need for adding NTT faculty. As a strategic goal, we believe that most of this increase should be for full-time NTT faculty on rotating three-year contracts with competitive salaries (see further below). With these assumptions, the calculated faculty appointment need becomes

	T/TT faculty lines	NTT faculty lines	Total faculty lines	T/TT lines added	NTT lines added
Now	538	351	889	—	—
Goals for 2016	**723**	**414**	**1137**	**185**	**63**
Long-term Goals	946	417	1363	223	3

Thus, over the next eight years, UTSA would need to add 23 T/TT and 8 NTT new faculty lines per year based solely on teaching needs (meeting the research goals will require a higher number). Beyond 2016, the university would need to continue adding T/TT and NTT faculty lines to achieve its long-term goals. The net result of these additions would be to lower the student FTE-to-faculty FTE ratio from 24.8 (current) to 20.6 by 2016, and ultimately to 18.7 in the long-term. This is more commensurate with the institutions we aspire to emulate.

The budgetary implications for adding these faculty lines can be estimated with some further assumptions. Using current data for starting faculty salaries (averaged over the whole university), and allowing for 20% of new hires to be at the senior level with a correspondingly higher average salary, the average compensation for new hires should be about $85,000 per T/TT faculty member. With the intention to compensate full-time NTT faculty competitively, we assume an average starting salary of $45,000 for each NTT faculty line added. At these rates, the total budgetary impact over the next eight years is $18.5 million, or about $2.3 million each year in new faculty positions.

Some of the new faculty lines will require large startup packages (especially those in the science and engineering disciplines). This is compounded by the need to replace about 35 faculty each year who leave the university through retirement, resignation, or other reasons. On average, 11 of those faculty are from science and engineering.

To estimate the annual costs the university would bear for startup packages, we make a set of assumptions concerning the average size of those packages, as well as the percentage of appointments that we are likely to make in different disciplinary areas (this is based on the current distribution of faculty at our near-term aspirant institutions). ***These assumptions are made for projection purposes only and are not intended to represent actual strategic allocations of new positions.*** The table below summarizes those costs:

New Faculty type	Ave. startup equipment cost	% of new hires	2016 total	Total startup cost
Non-Science/Eng.	$ 5,000	65%	119	$ 595,000
Science/Engineering	300,000	28%	51	15,300,000
Senior Science/Eng.	600,000	7%	13	7,800,000
Replacement faculty				
Non- Science/Eng.	5,000	69%	193	965,000
Science/Engineering	300,000	31%	87	26,100,000
TOTAL				**$ 50,760,000**

On average, the university will need to provide about $6.35 million in total startup equipment funds each year, with an additional 20% required for personnel (graduate assistants, postdocs, summer salary) related to startup. For the analysis provided here, we assume that personnel and moving costs related to startup of new faculty will be covered by existing budgets, while startup equipment costs will need to be identified explicitly.

As we add faculty lines, we will also need to add administrative and professional (A&P) and classified staff positions. At present, UTSA expends about 27% of its discretionary budget on staff salaries, and about 24% on faculty salaries. Our goal by 2016 is to bring both of these figures to around 25% of the discretionary budget (in line with aspirant institutions), and empirical modeling suggests that this can be accomplished by adding 1 new A&P and 3 new classified staff positions for every 5 new faculty lines. With the goal of addressing low compensation among staff, we suggest budgeting $50,000 per new staff position, with some of that amount allocated toward raising staff salaries in the coming years. This would result in a total allocation of $10 million over eight years, or $1.25 million per year in staff salaries.

Finally, to achieve the growth in doctoral enrollment that is implied by our assumptions, the university expects to add three new doctoral programs every two years and increase the average enrollment per program to about 30 students. The university will also need to expand its enrollment of master's level students and will likely need to increase the number of master's degree programs. To accomplish this, UTSA will need to increase the number of graduate assistantships each year by about 35 positions, budgeted at $20,000 per year, for a total of $700,000. With health insurance added, this figure becomes $750,000.

We note that the university must also cover about one-third of the fringe benefits costs for new faculty and staff. This corresponds to 10% of the payroll costs for adding those positions, or

$350,000 under the scenario given here. To summarize the annual budgetary needs in new resources for executing our implementation plan for 2016:

Annual budget line	*Amount*
Faculty positions	$ 2,300,000
Startup equipment	6,350,000
Staff positions	1,250,000
Graduate assistantships	750,000
Fringe benefits	350,000
TOTAL	**$ 11,000,000**

This implies an increased resource need of almost $22 million each biennium solely for the purpose of adding needed personnel. Remember that this does not include the needed set asides for student financial aid ($3.2 M per biennium) and the merit/promotion pool ($7.4 M per biennium). If we are able to increase the budget by $28 million in new discretionary funding each biennium, the university will only be able to incorporate quality enhancements through student financial aid support, operating budget increases, professional development programs, and other programmatic improvements by using alternative revenue sources.

The largest single item under this list of costs is the startup packages needed to appoint new faculty, especially in the sciences and engineering. It is possible to estimate the increase in the amount of external research funding generated by our science and engineering faculty, and the resulting revenue from F&A, that the university might expect in future years. These F&A funds might then be applied to startup packages to make up a part of the difference.

With $32.3 million in research expenditures (2006 data), UTSA averages about $60,000 in expenditures from external grants per T/TT faculty FTE. Our aspirant institutions average about $100,000 per T/TT faculty FTE in external research grants and contracts, so if the university is able to achieve this average, while expanding the T/TT faculty by 185 FTE, the total research expenditures from external grants should exceed $72 million by 2016.

Our overall goal, however, is to reach $100 million in external research grants and contracts by 2016. To reach this goal will require either additional faculty in funded research areas, or a greater average amount of expenditures per T/TT faculty FTE. Any strategy to bridge this gap of $28 million in research expenditures by 2016 will likely require a dual but synergistic approach of increasing research productivity per faculty FTE and finding alternate resources to make a significant number of targeted hires in funded research areas in addition to the 185 FTE described above.

Two types of faculty appointments would be critical. The first type are "transformational" hires who can bring in already very well established research programs and junior faculty along with them. These individuals should be of such caliber that they would add significantly to the research funding base of UTSA almost instantly upon arrival. Additionally they would bring recognition and prestige to the institution, attract high caliber junior faculty, postdocs, and graduate students, and enable the research success of others around them.

The second type of hire would be NTT research faculty who would significantly support their own salaries on grants but would not have required teaching duties. Some of these individuals would be senior hires from outside while others could be "home-grown" from UTSA's post-doc pool. If such faculty lines could be developed, it would be possible, for example, to reach our institutional goals for external research funding by creating an additional 110 research faculty lines averaging $250,000 per year in expenditures. However, it will be imperative that all the above hires are in strategic areas which are aligned with five areas of collaborative excellence identified in the UTSA 2016 plan, and which have the highest probability of funding success. The establishment of core facilities that serve multiple research groups in theses areas will also contribute toward enhanced research productivity.

To develop the resources for hiring the faculty described above, and creating core facilities, strategies such as leveraging salaries from external grants (course buyouts) and strategic use of F&A funds, not only for startup packages, but also for salaries of faculty, would have to be implemented. Through these and other similar mechanisms, up to 10% of the T/TT faculty salary budget, currently on state funds, could be released for additional hires. For start-up packages, sources such as development funds, research excellence funds from the UT system, STARS funding and annual F&A funds would have to be allocated.

If the university is successful in bringing the level of external funding for research up to $100 million in the next eight years, F&A revenues should increase from $6 million per year to more than $20 million per year by 2016, assuming that the effective F&A rate increases modestly due to increases in the full indirect cost rate and in the proportion of grants received from federal agencies. While this is an optimistic scenario for research funding, one could conservatively project at least a doubling of F&A annual revenue and perhaps more.

In addition to F&A funds, the university has access to Research Development Funds, in the amount of $1 million/year, and may apply for STARS funds, for outstanding hires at the senior level. Assuming that UTSA is successful in competing for STARS funds for one or two senior appointments per year, these two funds together could generate $1.75-2.5 million toward the $6.35 million needed for startup equipment.

Another potential source of startup cost support is the salary pool from the vacant faculty lines to be filled each year. If faculty searches commence only when the funds are available for the new lines, then those funds can be applied to other costs during the time that the search process occurs. This would provide another $2.3 million each year toward meeting the startup equipment needs.

This leaves up to $2.3 million in startup equipment costs each year to be covered from other sources, including F&A revenues. While the total current F&A revenues are sufficient to provide this difference, even with the debt service, the university will need to examine its current internal distribution of F&A funds to determine if it is feasible to dedicate this amount to startup. This amount could be halved if the institution were to apply the same strategy to new, vacant staff position salaries that we propose to utilize for new faculty lines (*i.e.* effectively delay filling the budgeted new staff positions by one year).

Budget Recommendations for 2009-11 Biennium

Under the three funding scenarios provided above, we provide the following suggestions for new resource allocation in the coming biennium.

	Increase in State Appr. & T/F		
Resource need	*$ 20.0 M*	*$ 24.0 M*	*$ 28.0 M*
Student financial aid	**$ 3.20**		
Merit pool/promotion increases	**7.40**		
Personnel			
New faculty positions	3.80	$ 0.80	0.45
Faculty/staff salary adjustments	1.00	0.50	$ 1.00
New staff positions	2.00	0.50	—
Fringe benefits (10% of salaries)	0.68	0.18	0.15
Student financial aid/recruiting			
New graduate assistantships	0.75	0.75	—
Scholarships for study abroad, research			0.20
Student wages (e.g. work-study)	—	0.40	0.10
Undergraduate recruitment initiatives	—	—	0.20
Graduate recruitment initiatives	0.15	—	—
Operating Costs			
Marketing (recruitment, etc.)	0.05	—	0.05
Development, communications M&O	0.50	0.10	0.10
Business process M&O	—	0.30	0.30
Student services programming	—	—	0.15
Web site for community engagement	—	—	0.05
Expanded structure for Ext. Education	—	0.20	0.15
Professional development programs	—	—	0.10
Strategic initiatives			
Faculty instructional development	—	—	0.15
Program review process	—	—	0.05
Interdisciplinary research incentives	—	—	0.30
Support for prof. activities (travel)	0.10	0.10	0.10
Training in research issues	—	0.04	—
Arts events promotion, hosting	0.05	—	0.05
Tech transfer/commercialization	0.05	—	0.05
Equipment, Software, Renovation			
Instructional technology	0.07	0.03	0.10
IT support for research needs	0.20	0.10	0.20
TOTAL	**$ 20.00**	**$ 4.00**	**$ 4.00**

Amounts shown here are in millions of dollars. The columns labeled "$24 M" and "$28 M" are additive to the columns left of them.

Space Needs

The university's most critical resource need is space. With a current total space inventory of 4.5 million gross square feet (GSF— this includes the new Engineering Building), the university has one of the smallest ratios of space per student headcount among public institutions in Texas with 159 GSF/student (by comparison, the state average is 270 GSF/student). Among other things, the space deficit places limitations on the frequency and number of sections we are able to offer our students, adversely affecting our graduation rates. As the student, faculty, and staff populations grow, this deficit of space will become exacerbated if UTSA is unable to obtain funding for several new buildings in the next eight years.

Once again, it is possible to estimate the need for additional space by making a few reasonable assumptions based on average data for other institutions. First, we consider research laboratory space. We estimate that $65 million in externally-funded research projects could be accommodated in existing space based on national averages for research funding per SF of lab space. At present, the university averages about $130 in external funding per SF (not including offices); whereas, among our aspirant universities, $200-250/SF of lab space is typical.

Beyond that, additional space will be needed, and the amount can be estimated by taking the increase in research expenditures projected for 2016 ($100 – 65 = $35 million) and dividing by $250/SF to project a need for 140,000 additional assignable square feet (ASF) of research lab space. Since roughly 35% of any building represents un-assignable space (*e.g*. restrooms, hallways, closets, *etc*.), the total new research laboratory space needed would be 215,000 GSF.

With virtually every office space at the university currently assigned, and many assigned to two faculty or multiple staff, there is a need to provide 30,000 SF of office space (200-300 offices) to relieve current crowding, and another 40,000 to accommodate new faculty (at 150 ASF/new faculty FTE), and 20,000 SF of office space for new staff (at 100 ASF/staff). This represents a total additional need of 90,000 ASF or 130,000 GSF for office space.

UTSA presently has about 180,000 SF of classroom space, 100,000 SF of instructional lab space, and 80,000 SF of special lab space. Our classroom utilization is among the highest of all public institutions in Texas, leaving very little flexibility in the assignment of classroom usage during the weekdays for *ad hoc* events. Moreover, many of the science instructional labs have inadequate capacity to handle enrollment demand and this impacts student progress toward graduation. Thus, there is a need to add 30% to the instructional space, or 108,000 ASF, quite apart from any enrollment growth considerations. Enrollment growth by 2016, under the assumptions suggested above, would necessitate another 32,000 ASF of instructional space by 2016, for a total instructional space need (including conversion to GSF) of 215,000 GSF.

The current need for an additional 30,000 ASF in office space and 108,000 ASF in classroom and instructional laboratory space (total of 210,000 GSF), irrespective of university growth, is already a part of the university's highest priority request for a STEM classroom/laboratory facility via tuition revenue bond (TRB) funding from the 2009 legislative session. Enrollment growth will necessitate future funding requests for another 60,000 ASF of office space and 32,000 ASF of classroom space (a total of 140,000 GSF) in a later biennium prior to 2016.

Finally, the UTSA library is in critical need of expansion to serve the more than 28,000 students currently enrolled at the university, much less the 32,000 projected in the long-term horizon. The present library facility was constructed over 35 years ago to serve a much smaller student population and an institution that did not have doctoral programs. While one might contemplate gradually expanding the present facility, it would be more cost-effective in the long-term to build a new 300,000 GSF library to serve the future needs of a large, research-intensive university.

In summary, the additional space the university requires to address its most critical academic needs is

Type of space	Size (GSF)	Cost ($ millions)
Research labs	215,000	130
Offices	130,000	65
Instructional	215,000	120
Library	300,000	135
TOTAL	**860,000**	**450**

In this table, the total project costs are estimated using the following guidelines: research labs– $600/GSF; offices– $500/GSF; instructional spaces– $550/GSF; library– $450/GSF. In addition to the new construction costs, there will likely be a need for $60 – 100 million for renovation of existing spaces on the campuses. These projects will need to be funded from a combination of tuition revenue bonds (TRBs), permanent university funds (PUF), and private philanthropy.

In addition to these projects, the university will continue to develop capital construction projects based on designated fees, auxiliary revenues, public-private partnerships, as well as private philanthropy. Some potential projects constructed using alternative funding mechanisms include:

Type of space	Size (GSF)	Cost ($ millions)
Parking garage	360,000	23
Learning Center	55,000	23
Residence Hall(s)	300,000	90
TOTAL	**715,000**	**136**

In addition, the university will likely add athletic facilities as discussed in the next section below. The impact of these projects would be to add 1.53 million GSF to the university inventory, a 33% increase, while the student enrollment grows by only 5%. The net effect would be to raise the space per student to 200 GSF/student (represented as our goal for 2016 in section IV above) which is still far short of the Texas average. This expansion plan is consistent with the first two phases presently identified in the campus master plan for adding new academic, residential, and parking facilities in both the central 1604 campus area and the downtown campus.

As a side note, to raise the available space to the state average of 270 GSF/student, UTSA would need to add a total of 3.6 million GSF (all uses). The estimated cost of such an expansion would be between $1.4 and 1.8 billion, or about $200 million/year over the next eight years if it is to be accomplished by 2016.

Private Fund Raising

An important component of our implementation plan is expanding the university's sources of revenue. One area critical to this strategy is private fund raising, and the university is in the midst of planning its first major capital campaign as this plan is being developed. In this subsection, we examine the investments that must be made to realize the university's fund raising goals, but also discuss some of the benefits that we foresee resulting from the capital campaign.

A general rule of thumb in development is that a mature operation needs to spend about $18 for every $100 that it raises, for an 18% overhead. That 18% includes the fractional effort of all individuals that devote time to fund raising, including the president, the vice-presidents, the deans, and the development staff. Ideally, assuming that the president spends up to 75% of his effort in fund raising and related activities and deans spend up to 25% of their effort, the university potentially allots $2.3 million towards fund raising by administrative officers each year. While this is optimistic, these estimates are achievable if emphasis is placed on fund raising. For the $2.1 million spent on development staff, we assume 100% of their effort goes toward fund raising.

This year, the university raised about $11 million in gifts. If we assume that our administrative officers spent only about one-fifth of the ideal amount of effort in fund raising activities, then overall the university spent $0.2\times(\$2.3\text{ M}) + \$2.1\text{ M} = \$2.6\text{ M}$ to raise that $11 million for a 24% overhead. As the emphasis on external fund raising by the administrative officers increases, and additional investment is made in the Office of University Advancement the capacity to raise funds should increase. We will also assume that the university's fund raising infrastructure will mature to reduce the expected overhead to 18% over time. The table below explores a potential scenario for a gradual increase in administrative officer effort and the resulting impact on fund raising, exclusive of athletics fund raising, at the university:

	2009	*2010*	*2011*	*2012*	*2013*
Goals for overhead cost	24%	22%	20%	18%	18%
Development budget	$ 2.20 M	$ 2.35 M	$ 2.50 M	$ 2.70 M	$ 2.90 M
Admin. Officers' effort	0.46 M	0.92 M	1.38 M	1.84 M	2.30 M
Total	$ 2.66 M	$ 3.27 M	$ 3.88 M	$ 4.54 M	$ 5.20 M
Development Capacity	$ 11.1 M	$ 14.9 M	$ 19.4 M	$ 25.2 M	$ 28.9 M

If these initial five years are followed by a 10-12% growth in annual fund raising each year thereafter, UTSA could then meet its goal of raising $40 M per year by 2016. While this would be a desirable scenario, it does not take into account the giving capacity or inclination of the community to support UTSA— this only describes the optimal capacity for fund raising under the assumptions of this simplistic model.

However, a similar analysis can be applied to the fund raising needed to build out the proposed athletics complex that is part of the overall Athletics Business Plan. That plan includes facilities

development that goes well beyond UTSA 2016 planning horizon. The parts of the complex that might be constructed by 2016 will be determined by the success of our fund raising efforts in the next few years, with the first portion of those facilities funded by $22 million provided by county tax revenues. The remaining funds for any further facilities must be raised privately, but a straightforward analysis of the primary fund raisers in Athletics suggests that with an average effort of 20% toward fund raising, and some assistance from the president, these projects should be achievable provided there is donor capacity and interest in them.

For a general fund raising campaign, the needs are likely to reflect the four major resource needs cited at the top of this section: space, personnel, student support, and operations and equipment. There is no strong tradition of private fund raising to support capital construction on the UTSA campuses, but that will likely have to change. As we have noted, gifts will be needed for much of athletics facilities costs, and it is likely that the university will be called upon to share some of the costs of the approximately $450 million in new construction cited above.

Three other high-priority needs from a fund raising campaign will be

- endowed faculty positions— this may facilitate additional senior hires beyond those projected already;

- undergraduate scholarship support— this would be utilized in ways that support the university's enrollment management plan; and

- graduate fellowships— to help us increase the proportion of graduate students in our student body through financial support.

Each of the deans will be asked to project a list of fund raising needs as the major campaign is planned and these needs will shape the goals of the campaign. To the extent gifts might offset expenses currently projected from our state-generated budget that will provide additional funds for strategic allocation. Private philanthropy will be critical in providing the funding edge needed to achieve higher quality educational outcomes at UTSA.

Under this scenario, and assuming that the university is able to sustain its fund raising effort at a constant level beyond 2013, an additional $200 million in cumulative revenue due to private fund raising will be available for designated purposes during the planning horizon. Some portion of those funds will be in the form of endowments that support student scholarships, graduate fellowships, and faculty positions, while the remainder will help the university address immediate programmatic needs.

Our fund raising goals may be summarized as follows:

	Current	*2016 goal*	*Long-term*
University endowment	$54 M	**$150 M**	$500 M
Annual gifts	$11 M	**$ 40 M**	$75M
Alumni giving rate	6.2%	**11%**	15%
% Endowed faculty positions	6.7%	**10%**	20%
% Capital construction costs from gifts	—	**10%**	40%

VI. Assessment of Implementation and Continued Planning

The Elements of Implementation

The success of *A Shared Vision, UTSA 2016* will depend on making the implementation plan operational in a dynamic fashion with regular monitoring of the university's progress in a transparent manner. Any operational implementation of a strategic plan depends on several key elements: *(i)* setting a work plan to carry out actions and tactics, *(ii)* allocating necessary resources, including budgetary, personnel, physical (space), and effort resources, to accomplish the tactics, *(iii)* using performance measures to assess progress and success, *(iv)* reviewing performance measures and adjusting priorities as needed to pursue strategies successfully, and *(v)* communicating our actions and decisions broadly and transparently so that our efforts are aligned and coordinated.

An important ingredient of this process will be the flexibility to make course adjustments, revise strategies, and reallocate resources if and when necessary. Moreover, a culture of mutual accountability at all levels and effective communication will serve as the framework for achieving our goals.

The different strategies and related tactics needed to address the five overall initiatives of UTSA 2016 are clearly outlined in the implementation plan. Each tactic is mapped to responsible parties within the vice presidential divisions and their constituent units (see Appendix C). Areas requiring cross-functional strategies may be addressed by special task forces established by the President or other senior leadership.

The next step in implementing the strategic plan will be for each of the units responsible for the various tactics to establish annual work plans and goals. These concise work plans should identify and allocate the budgetary, personnel, and space resources needed to address each tactic at or near the beginning of each fiscal year (September 1). In this plan, we have identified some possible performance metrics for each of the tactics (Appendix C); however, we recommend that the responsible units review these metrics and determine a final set of measures that will be used to demonstrate progress for each tactic.

Continual Planning and Team 2016

While we wish to invest authority in reviewing progress toward meeting strategic goals with individual units as much as possible, many of the strategies and tactics require coordinated and collective efforts by several units. Thus, there remains a need for a central coordinating body to review progress more globally, especially for the key performance indicators at the institutional level.

As a result we recommend that some version of Team 2016 continue in an advisory role to the President, charged with the general oversight of the implementation plan. Ultimately, the President has authority and responsibility for the implementation of the plan, and he will provide leadership and all decision-making concerning that implementation in consultation with the continuing Team 2016 committee.

We suggest that the continuing Team 2016 be comprised of the following membership, chaired by the Provost: *(i)* the vice-presidents, *(ii)* the deans, *(iii)* the Faculty Senate chair, *(iv)* the Staff Council chair, *(v)* the Student Government Association (SGA) and Graduate Student Association (GSA) presidents, and *(vi)* a representative from the President's office. This group would ideally meet twice annually, once in the late summer to review progress toward meeting our strategic objectives and set work plans for the coming year, and once in mid-spring to make resource allocation recommendations to the President for the following fiscal year. These meetings might ideally be held in a retreat format as they will require a concentrated review of data and detailed planning discussions.

This suggested membership of Team 2016 includes most of the individuals responsible for carrying out the implementation tactics identified in this plan. Those same individuals will be responsible for providing proposed concise work plans and progress reports for the coming fiscal year prior to the late summer meeting, and progress reports prior to the mid-spring meeting to inform the deliberations of the committee.

The late summer discussions of Team 2016 should help optimize the effectiveness of the work plans, and indicate possible changes of course, if indicated by the review of progress through the performance measures. All performance measures, including key, secondary, and tactical, will be entered into TracDat so that they may be monitored transparently by the university.

During the Fall 2008 semester, the present Team 2016 will complete its work by helping to develop a format for measuring and reporting our key performance indicators, and a concise format for tactical work plans. The intention is not to create an overly bureaucratic approach to planning, but simply to document our efforts and the resources committed to implementing the plan. Under this rubric, the work plan formats may be adopted for the Spring 2009 semester, but will be fully utilized beginning with the 2009-10 fiscal year. The progress report formats will be adopted beginning with the Spring 2009 meeting of the newly-constituted Team 2016.

Communication

It will be important to communicate our successes, challenges, work plans and priorities, and resource allocation decisions clearly and transparently to the university community, so that all may participate in achieving our objectives. We suggest the following pattern of regular communications. Each fall, the President should hold a major convocation at which he reviews our progress toward meeting our strategic goals, and outlines the top action priorities and resource allocations for the coming year.

During the course of the fall semester, the Provost will then visit each college and administrative division in turn, to discuss the university's priorities, and receive feedback and suggestions from the university community. Each vice-president and dean will also conduct general meetings with their colleges/divisions to outline their specific unit's priorities for the year and invite feedback from faculty, staff and students. Following the mid-spring meeting of Team 2016, the Provost shall prepare a report outlining our implementation progress and the resource allocation recommendations of Team 2016 that will be posted on the university's planning web site for general review.

The implementation of the strategic plan must become an integral part of the fabric of the institution, from the highest organizational levels down to each individual employee. Thus we will hold individuals at all levels accountable through rigorous performance evaluations (including 360° evaluations). Every individual's alignment with the strategic plan will be essential because UTSA's rise to national research university status will require the collective commitment and efforts of all stakeholders.

APPENDIX A. Team 2016 Membership

Name	*Area*
Mauli Agrawal	College of Engineering
Barbara Baran-Centeno	Business Affairs
Bob Baron	College of Architecture
Lisa Blazer	Student Affairs
Albert Carrisalez	President's Office
Lynda de la Viña	College of Business
Richard Diem	Honors College
Mansour El-Kikhia	Faculty Senate
Dorothy Flannagan	Graduate School
John Frederick	Provost Office
David Gabler	University Advancement
Daniel Gelo	College of Liberal and Fine Arts
Sarah Gonzalez	Business Affairs
Robert Gracy	Office of Research
Julius Gribou	Provost Office
Heath Grona	Student Government Association
David Johnson	Provost Office– Library
Jeffrey Kantor	Office of Research
Amanda Lopez	Graduate Student Association
Sonia Martinez	President's Office
Bob McKinley	Community Services
Betty Merchant	College of Education and Human Development
Nicole Munoz	Student Government Association
George Perry	College of Sciences
Shirley Rowe	Staff Council
Tommy Thompson	Student Government Association
Larry Williams	Provost Office– Undergraduate Studies
Jesse Zapata	College of Public Policy, Provost Office

Planning Staff:

Sandy Welch	Planning Coordinator– Provost Office
Gerry Dizinno	Office of Institutional Research
Janice Kramer	Provost Office
Lorrie Smith	Provost Office

APPENDIX B. Project Innovation

Outline of Sessions, 2007-08

Through the guidance of an informal advisory group, a series of Project Innovation sessions were conducted throughout the 2007-08 academic year with various members of the university community. President Romo has presided over a total of 14 sessions, including:

- five lunch meetings with deans to facilitate discussions on key strategic plan themes including Globalization, Undergraduate Experience and Success, Transformative Leadership, Diversity and Access, and Research and Graduate Programs;

- small group sessions with UTSA faculty focusing on our vision for service, education, and research;

- small group discussions with faculty and staff on our internal administrative and business processes, and the infrastructure and resources needed for fulfilling the UTSA 2016 plan;

- small group gatherings with undergraduate and graduate students from different educational programs regarding their experiences as student leaders, campus life, and on-campus housing; and

- sessions with mid-level UTSA managers and administrators to gain a better understanding of their daily work challenges.

These sessions typically lasted 1.5 - 2 hours and provided each participant with an opportunity to share concerns, challenges, and ideas for improvement with both the president and the provost. Following the sessions, notes were made available to the president and provost for further review, and were ultimately shared with Team 2016 to guide implementation planning priorities.

Summary of Feedback

The ideas and opportunities for improvement identified during the Project Innovation sessions provide a foundation for the transformation agenda that is outlined in this implementation plan. Over 200 ideas and areas of concern were brought forth during these discussions, many of which are reflected in the strategies and tactics that make up the heart of the implementation plan (and are listed in section IV below). Listed below is a summary of the suggestions and opportunities presented by participants. These have been sorted consistent with the strategic initiatives identified by the UTSA 2016 plan.

Strategic Initiative I: Enriching educational experiences to enable student success

- improving undergraduate advising b strengthening the communication between the Freshman Advising Center (FAC) and the college faculty and advisors;

- increase the number of undergraduate research and internship opportunities for students by establishing a central office responsible for working with industry and funding agencies;

- improve the communication and services provided to students living on campus;

- encourage departments to reduce the number of pre-requisites for courses to provide more flexibility in course scheduling; and

- help improve student preparedness by strengthening collaborative outreach efforts within the community.

Strategic Initiative II: Serving society through creativity, expanded research, and innovations

- improve the infrastructure for submitting and processing proposals and grants to federal agencies;

- optimize policies for the allocation and use of research space;

- develop a strategic alignment between the five areas of excellence and the development of graduate programs;

- improve and expand graduate recruitment efforts and increase the number of graduate assistants;

- establish multidisciplinary research centers and institutes to promote cross-college collaboration; and

- encourage more UTSA undergraduates to stay and pursue graduate school.

Strategic Initiative III: Promoting access and affordability

- continue to provide academic enrichment programs like the Tomas Rivera Center which helps under-prepared students succeed;

- develop a central unit that is responsible for creating more service learning opportunities for students;

- develop new ways for communicating with students outside of traditional and typical venues; and

- develop a recruitment plan that values diversity and enhances student body demographics.

Strategic Initiative IV: Serving the public through community engagement

- develop a more service-oriented disposition at UTSA with a focus on customer service;

- expand the service recognitions programs at UTSA for faculty, staff, and students;

- encourage more faculty to develop research and teaching partnerships with community groups; and

- establish a central, university-wide office for promoting and facilitating service learning projects within the community.

Strategic Initiative V: Expanding resources and infrastructure

- develop policies for improving the use of existing space (teaching, research, and administrative) on the three campuses;

- develop a career succession ladder for administrative staff in the colleges;

- improve communication regarding changes in administrative and business processes to audiences most directly impacted;

- review international travel policies and guidelines;

- develop a plan for hiring senior faculty who can lead research efforts in the key areas of excellence; and

- involve administrators in reviews and changes to business process and policies.

Appendix C. Strategies and Tactics for Implementation

STRATEGIC INITIATIVE A. Enriching educational experiences to enable student success

STRATEGY 1: IMPROVE INSTRUCTION OF COURSES AT UTSA				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Expand the number of full-time faculty at UTSA	Proportion of faculty that are full-time Percent of SCH taught by full-time faculty	Provost, Deans	Faculty salaries	Fall 09– ongoing
b Improve teacher development training for instructors at UTSA, including graduate assistants	No. of workshops avail. Types of training avail. No. of faculty attending Evaluation of workshops by participants	TEAM Ctr.	TEAM Ctr. budget	Fall 08– ongoing
c Improve the evaluation of teaching at UTSA	No. of tools used in addition to student surveys	Chairs, TEAM Ctr.	T&E of faculty	Fall 08– ongoing
d Expand the use of technology to enhance instruction	No. of courses utilizing technology per dept. No. and types of software tools in classroom No. of faculty receiving training Evaluation of training effectiveness by participants	Chairs, TEAM Ctr., Acad. Tech.	T&E Funds for software licenses	Fall 08– ongoing
e Nurture and recognize outstanding teaching • Establish Teaching Academy • Expand recognition of outstanding teaching	No. of faculty in Academy No. of teaching awards Public recognition of award recipients	TEAM Ctr., Deans	Funds for teaching awards	Fall 08– ongoing

STRATEGY 2: IMPROVE STUDENT ADVISING				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Improve coordination between the freshman advising center and the various college-based advising centers	Average no. of credits taken by graduates % of students changing majors	College Adv. Ctrs., OUS	Advisor salaries	Spring 08 – ongoing
b Engage external evaluators to analyze and improve the undergraduate advising system	Final report from reviewers List of implemented recommendations	OUS, Deans	Consultant fees	Spring 09 – ongoing
c Strategically increase the number of undergraduate advisors according to assessed need	No. of advisors Students per advisor	Deans, OUS	Advisor salaries	Fall 09– ongoing
d Conduct an evaluation of the effectiveness of undergraduate orientation programs	Assessment of programs Improvements implemented	VPSA, Deans	T&E	Spring 09 ongoing

STRATEGY 3: STRENGTHEN AND INNOVATE DELIVERY OF CURRICULUM				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Review and address curricular barriers to student success by • removing unnecessary course pre-requisites • decreasing inflexibility of course sequencing • exploring creative class scheduling	Review of pre-requisites Posted 3-yr. schedule of classes Report on different class scheduling models	Deans, Registrar, OUS, Chairs	T&E	08-09 year ongoing
b Broaden experiential learning among undergraduates by providing opportunities for study abroad, research experiences, service learning, and internships/co-ops	No. of research, study abroad, exchange programs, service learning, and internship/co-op opportunities	OIP, Deans, Chairs, VPSA	T&E Coordinating staff salaries	Fall 09– ongoing
c Enhance the educational experience by • strengthening the periodic review process for each academic unit • reviewing and updating the core curriculum • strengthening and streamlining the various major curricula • incorporating the three foundational themes and five collaborative areas of excellence throughout the curriculum	No. of students in programs No. of student groups in programs	Provost, Deans, Faculty	Funds for programs Office space	Spring 09

STRATEGY 4: ENRICHING CAMPUS LIFE EXPERIENCE				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Assess student service programs for learning outcomes	Evaluation report No. of recommendations implemented No. of student participants in services and programs	VPSA	T&E of VPs Funds for programs	Fall 08–Spring 09 Ongoing
b Increase and enhance the retail services available on the three campuses	No. of retail services on campus No. of students using retail spaces	VPSA, VPBA	Space for retail businesses	Sum. 08–ongoing
c Complete the implementation of the UTSA Portal and use to improve internal communications across the three campuses	No. of students using Portal	OIT, VPSA, VPUA	T&E M&O for web site Web admin. salary	Fall 08–Spring 10 Ongoing
d Increase opportunities for student involvement and engagement through enhanced on-campus programming and freshman experience programs	No. of program. opportunities No. of student participants	VPSA	T&E Funds for programs	Spring 08 – ongoing
e Expand campus residential opportunities	Residence hall capacity Percent of student body in residence halls	VPSA, VPBA	Construction costs	Ongoing

STRATEGIC INITIATIVE B. Serving society through creativity, expanded research and innovations

STRATEGY 1: EXPAND RESEARCH AND SCHOLARLY ACTIVITIES				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Provide incentives and support for interdisciplinary/ collaborative research	No. of collab. multidisciplinary research applications, awards and expenditures No. of multidisciplinary research programs	VPR	UTSA Collab. Res. Grants Intramural Program	ongoing
b Develop faculty workload guidelines that promote scholarly activity while fulfilling UTSA's educational mission	Implementation of workload guidelines Use of workload standards in merit review	Deans, Chairs	T&E	Fall 08– ongoing
c Review and re-structure academic units to facilitate research growth and graduate program development	Organization structure of colleges	Deans, Provost	T&E Staff positions	08-10 academic years
d Increase support for faculty and students to participate in professional activities that contribute to UTSA's mission	Budget for travel, program support No. of conference, research trips taken by faculty	Deans, VPR	Funds to assist with travel, programs	Spring 09 ongoing
e Make strategic senior faculty appointments to stimulate research development and growth	No. of senior appointments External research funds	Provost, Deans, VPR	Fac. salaries, startup	Fall 09 – ongoing

STRATEGY 2: STRENGTHEN GRADUATE PROGRAMS				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Develop guidelines for prioritizing the introduction of new grad programs (see also tactic *B-5-a*)	Success rate for new program approvals	DGS, Deans	T&E	Fall 08 – ongoing
b Increase graduate student quality, diversity, and enrollment through aggressive recruitment and retention practices	No. of graduate students GRE scores of grad students Mean time to graduation	DGS, Deans, Departments	Funds for marketing, travel	Ongoing
c Leverage partnerships to expand/enhance graduate programs	No. of multi-institutional grad programs	DGS, Deans	T&E	Ongoing

STRATEGY 3: EXPAND AND OPTIMIZE RESEARCH SPACE				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Optimize research space utilization	Ratio of research funding to space ($/ft2) Ratio of research funding to productivity Ratio of research students to space	VPR, Deans, OSM	T&E	ongoing
b Secure new research space through a broad variety of funding mechanisms	Research space added	President, Provost, VPBA,VPR	Construction funds	ongoing

STRATEGY 4: DEVELOP IMPROVED RESEARCH PROCESSES, POLICIES, AND INFRASTRUCTURE				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Provide education and training of administration, faculty and staff in research issues	No. of workshops Compliance with policies	VPR, OSP, Deans	T&E	Fall 08 – ongoing
b Align internal distribution of F&A revenues to better support institutional research development needs	Funds spent in direct support of research infrastructure Funds spent in direct support of research activities	VPBA, VPR, Provost	Allocation of ~$6 million annually	08-09 year
c Provide adequate IT support for research computing, networking, visualization, and communication	No. of servers managed No. of campus software licenses	OIT	Funds for staffing, software, hardware	ongoing
d Consolidate grants and contracts accounting with pre-proposal administration	Compliance with federal/state, etc. guidelines and laws Ratio of funding $/FTG T&E in securing research support	VPBA, VPR	T&E	08-09 year

STRATEGY 5: DEVELOP RESEARCH AGENDA FOR THE FIVE AREAS OF EXCELLENCE				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Coordinate planning for new graduate programs with the five areas of excellence (also see tactic *B-2-a*)	No. of new grad programs in areas of excellence	DGS, Deans, Chairs	T&E	ongoing
b Continuously align college and department priorities to support the designated areas of excellence and reflect in new faculty appointments	Implemented college, dept. plans	Deans, Chairs	T&E	08-09 year
c Establish interdisciplinary centers/institutes to focus activity and funding in the designated areas of excellence	Completed research agendas New research topics started within each of the five areas Return on investment, *e.g.*, funding, new research progs.	Provost, VPR, Deans, Faculty	T&E Funding for programs, directors, staff	ongoing

STRATEGIC INITIATIVE C. Promoting access and affordability

STRATEGY 1: DEVELOP ENROLLMENT MANAGEMENT PLAN (EMP)				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Conduct an analysis of alternative undergraduate admissions criteria for freshmen and transfer students	Recommendations for improved enrollment management - Student body demographics - Diversity - Student preparedness	Admissions, OIR, Deans	Admissions and OIR – T&E	Started; finish in May 2009
b Conduct an analysis of graduate program enrollments and align effort and resources to optimize them	Grad program enrollments	Deans, DGS, OIR	T&E of deans and OIR	Spring 08 – 10
c Revise, implement, and monitor the EMP based on analysis of undergraduate admissions criteria	Retention and graduation rates Undergraduate diversity Undergraduate academic profile of freshmen and transfer students	Admissions, Deans	T&E Funds for marketing, recruitment travel	May 09 – ongoing

STRATEGY 2: ENHANCE UTSA RECRUITMENT EFFORTS WITHIN THE EMP

Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Aggressively contact admitted students to improve yield rate of accepted applicants to graduate programs (see tactic B-2-1)	Grad admissions yield rate	Deans, DGS	Funds for scholarships, travel	Fall 08 – ongoing
b Adopt more proactive recruitment strategies: • target and recruit qualified UTSA undergrads into graduate programs • develop recruitment pipelines from other institutions of higher education, including community colleges • expand recruitment of traditionally under-represented groups • improve marketing of advanced degree programs to working professionals • expand international recruitment of students	No. of 5-year combined BA/MA degree programs No. of UTSA graduates enrolled in grad programs No. of campus visits for prospective students No. of faculty exchanges No. of international students	Admissions, Deans, DGS, OIP	Funds for scholarships Funds for marketing and travel T&E	08-09 – ongoing
c Develop an integrated marketing plan focused on the EMP	Marketing efforts No. of students recruited each year	Admissions; VPUA	Funds for marketing and travel	08-09 year
d Expand and strengthen P-20, city, and community organization partnerships to support enrollment management	No. of partnerships with K-12 schools No. of partnerships with CCs, universities No. of partnerships with community organizations	VPCS, VPSA, Deans	T&E	Spring 08 – ongoing

STRATEGY 3: DEVELOP ADMISSIONS STANDARDS COMMENSURATE WITH STUDENT PREPAREDNESS				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Conduct an analysis of the impact of UTSA admissions standards on student retention efforts	Report recommendations	Admissions, OIR, Deans	T&E – OIR	08-09 year
b Develop alternative pathways for students to enter UTSA, including community college transfer programs	Number of student transfers from designated community college programs with UTSA	Admissions, Deans	T&E Additional recruitment dollars	Fall 08 – ongoing
c Adjust admissions standards to reflect qualifications commensurate with student success at a research institution	Ave. class rank, SAT/ACT scores, HS GPA of incoming freshman class	Admissions, VPSA	T&E	2010-2016

STRATEGY 4: INCREASE FINANCIAL AID AND SCHOLARSHIPS TO SUPPORT THE EMP				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Conduct and implement an external analysis of current strategies for distributing undergraduate and graduate student financial aid	Report recommendations Targeted scholarships for academically qual. students Retention and graduation rates	Financial Aid	OIR Funds for ext. consultant, schol. staff	Fall 08– ongoing
b Expand on-campus employment opportunities for undergraduates through work-study, research, *etc*.	No. of students on paid research assistantships Budget for student wages	CMO, Deans	Funds for student wages	Fall 08– ongoing
c Implement fundraising campaign for scholarships, fellowships	Endowments for scholarships and fellowships	President, VPUA, Deans	Funds for scholarships marketing and travel	Spring 08 – ongoing
d Expand on-campus teaching opportunities for graduate students	No. of teaching assistantships Percent of advanced degree graduates with teaching experience	GS, Deans	Funds for TA positions	Spring 08 – ongoing

STRATEGIC INITIATIVE D. Serving the public through community engagement

STRATEGY 1: DEVELOP UTSA'S INFRASTRUCTURE TO SUPPORT AND EXPAND PUBLIC SERVICE EFFORTS					
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*	
a Coordinate utilization of community services/ resources through the UTSA Outreach Council • inventory UTSA public services • evaluate alignment with strategic priorities • Recommend adjustment to mix of services • identify resource strategies, sources • explore Carnegie Community Service classification	Complete inventory of UTSA's service activities Assessment of services mix as it aligns w/strategic priorities Report to CMO on services mix, resources, and classification	VPCS, Outreach Council	T&E	08-09 year	
b Develop web site for community engagement activities	Website completion No. of "hits" on web site	VPCS, OIT, VPUA	T&E Funds for web development	Spring 2009	
c Develop a plan to recognize service conducted by faculty, staff, students, and alumni	No. of service recognition/ awards	Provost, VPCS	T&E Funds for awards	Spring 09	

STRATEGY 2: EXPAND LIFELONG LEARNING OPPORTUNITIES					
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*	
a Organize a robust central facilitating structure for all non-degree educational offerings	No. of programs offered % of programs with involvement by colleges	Provost, VPCS	Funds to staff office	2008-10	
b Organize professional development and lifelong learning offerings under appropriate colleges/ departments to utilize internal expertise	No. of programs offered	VPCS, Provost, Deans	T&E Funds for marketing	2008-10	
c Expand high quality lifelong learning for niche markets, from P-20 (*e.g.* kids' academic summer camps) through end-of-life (*e.g.* Elder College)	No. of students engaged No. of groups engaged Net revenue	VPCS, Provost, Deans, CPE	T&E Funds for marketing	Spring 09	

STRATEGY 3: INCREASE STUDENT ENGAGEMENT WITH THE COMMUNITY				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Set a goal to establish incentives for UTSA students to engage in "signature experience" (e.g. community service learning, internships, study abroad, etc.) learning activities (see *A-3-b*)	% of grad. class completing "signature experiences" No. of "signature experiences" by category	Deans, Depts.	T&E	2009
b Establish a clearinghouse to facilitate and increase partnerships with the community for "signature experiences"	Number of partnerships established Number of placements External financial support	Career Services	T&E	2009

STRATEGY 4: EXPAND PUBLIC SERVICES AND COMMUNITY ENGAGEMENT				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Implement a community engagement agenda on an annual basis	Community support for UTSA No. of projects with commnty. No. of pub. serv. beneficiaries Creation of Speakers Bureau	President, VPCS	T&E	ongoing
b Raise profile of UTSA intercollegiate athletics programs for enhancement of campus and community engagement	UTSA brand-loyalty Student participation Community participation	President, Athletics, VPSA, VPUA	T&E	ongoing
c Promote economic development through partnerships with community agencies, businesses, educational institutions, and research facilities	UTSA economic impact study Jobs created by IED programs No. of graduates entering regional workforce No. of commercialization spin-off licenses	Assoc. VP Econ. Dev., VPCS, VPR	T&E Grant funds	Fall 08 – ongoing
d Support the arts and humanities in the community through hosting and promoting arts events	No. of arts events Community participation and attendance	COLFA, VPSA, ITC	Funds for events	ongoing
e Promote sustainability throughout the university as a model for the community	Campus sustainability policy	VPBA	Funds for energy cons.	ongoing

STRATEGIC INITIATIVE E. Expanding resources and infrastructure

STRATEGY 1: OPTIMIZE, EXPAND AND ENHANCE SPACE				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Establish a comprehensive space utilization policy to improve efficiency	Policy approved by CMO	OSM, Provost	T&E	08-09 year
b Align the campus master plan with the strategic plan	Completed plans	CMO	T&E	08-09 year
c Upgrade and expand space, with classrooms, class labs, office space, and library as high initial priorities	List of options, including pros and cons of each New buildings added	President, VPBA, Provost	T&E Funds for new construction	Fall 08 – ongoing
d Identify courses with the capacity to incorporate distance learning and initiate a pilot program	Pilot program	Provost, Deans, OIT	Training funds	2009-11
e Establish a building development process	Completed process	VPBA	T&E	08-09 year

STRATEGY 2: DEVELOP AND ALIGN BUDGETARY RESOURCES				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Launch UTSA's first comprehensive capital campaign	Case development Gifts received	President, VPUA	T&E	Fall 08 – ongoing
b Implement strategies to optimize formula funding	State funding per student FTE	Provost, Deans	T&E T/TT faculty salaries	Fall 08 – ongoing
c Increase and optimize use of sponsored program funds	Grant and contract expenditures	VPR, Deans	T&E	Fall 08 – ongoing
d Develop appropriate culture and support to successfully commercialize intellectual property	No. of license agreements and start up companies	VPR	T&E Patent appl.	ongoing
e Optimize auxiliary services to meet the needs of the university	Total revenues from auxiliary services	VPBA, VPSA, VPCS	T&E	ongoing
f Establish non-profit enterprises to facilitate entrepreneurial activities and public-private partnerships	No. and size of non-profit entities	President, CMO, Deans	T&E	2008-10

STRATEGY 3: RECRUIT, DEVELOP, AND RETAIN FACULTY AND STAFF				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Improve faculty search process to facilitate earlier offers and encourage diverse hiring (see *B-5-b*)	Handbook with timelines Dates of completed hires Diversity of hires	Deans, Chairs	T&E Funds for recruitment	Fall 08 – ongoing
b Develop additional (classified) staff and NTT faculty career ladders and expand staffing	Develop career progression for five staff job titles Develop career progression for the NTT faculty No. of staff positions	HR, VPBA, Provost	T&E	08-09 year
c Develop succession plans for all key positions and support leadership development for faculty and staff	Key positions identified Succession plans established Training plans established	HR, Deans, Provost	T&E	2008-10
d Address faculty and staff compensation issues, including compression and cost-of-living adjustments	Perform faculty and staff salary analysis Develop implementation plan, cost and schedule	Provost, VPBA, HR	T&E Funds for salary adj.	2008-12
e Support and maintain a more rigorous annual review process that rewards excellent performance aligned with strategic objectives	Annual review policy Merit awards made	Deans, CMO	Funds for merit pool	Fall 08 – ongoing
f Develop and manage programs to diversify, mentor, motivate, and retain faculty and staff	Turnover rates Competencies and skill sets Performance levels	Deans, HR	T&E	2009 –10

STRATEGY 4: IMPROVE AND STREAMLINE ADMINISTRATIVE PROCESSES				
Tactics:	*Metrics*	*Responsible Units*	*Resources*	*Timeline*
a Link the strategic planning and budget planning processes	Codified planning processes	President, CMO	T&E	Ongoing
b Review key business policies, processes, and procedures, incorporating feedback from end-users and cross-functional units	Process maps Omission of non-value added activities	CMO	T&E CAMLS	Spring 08 – ongoing
c Improve internal communication to improve operations and understanding of decision processes (see tactic *A-4-b*)	No. of communication outlets employed	President, VPUA	Funds for web design, media	Fall 09 – ongoing
d Promote service-oriented organizational culture, administrative processes, and structure through incentives and rewards	No. of workshops offered to faculty, staff and students No. of participants	CMO	T&E Funds for ext. presenters	Spring 09 – ongoing

APPENDIX D. Secondary Performance Measures and Goals

Secondary Performance Measure	*UTSA* *2008*	*2016* *Goal*
Ratio of Student FTE to Student Headcount	0.76	**0.78**
UG	0.79	**0.81**
MA	0.54	**0.54**
DR	0.81	**0.82**
No. of students participating in courses, programs, activities associated with foundational themes	N/A	—
Annual results of CLA		
Quantitative score:	1097	**1140**
Writing score:	1220	**1250**
Annual results of NSSE		
Total educational experience: freshmen	77.5	**80**
seniors	79.4	**85**
Would attend UTSA again: freshmen	64.9	**70**
seniors	73.1	**80**
Freshman-to-sophomore retention rate	59%	**70%**
No. of patents, inventions, disclosures	21	**50**
No. of faculty with national/int'l awards, memberships	0	**4**
Average amount of unmet financial need per first-time, full-time freshman	$2,445	**$1,800**
Percent graduate students	13.4%	**15%**
No. of student service-learning opportunities	N/A	—
No. of UTSA public service partnerships	N/A	—
Space utilization (THECB: avg. weekly hours used)— classroom	43.8	**40.0**
Laboratory	31.0	**30.0**
Alumni giving— number	3,400	**12,500**
Percent	6.2%	**11%**
Market value of endowment	$53.8 M	**$120 M**

APPENDIX E. Glossary of Abbreviations/Acronyms

ACT	American College Test
ASF	Assignable square feet
CAMLS	Center for Advanced Manufacturing and Lean Systems
CCs	Community colleges
CLA	Collegiate Learning Assessment
CMO	President's Campus Management and Operations
COLFA	College of Liberal and Fine Arts
CPE	Center for Professional Excellence
DGS	Dean of Graduate Studies
DR	Doctoral-level students
EMP	Enrollment management plan
F&A	Facilities and administrative
FTE	Full-time equivalent
FY	Fiscal Year
GAs	Graduate assistants
GPA	Grade point average
GSA	Graduate Student Association
GSF	Gross square feet
GR	Graduate students
HR	Human Resources
HS	High school
IPEDS	Integrated Post-Secondary Education Data System
IT	Information technology
ITC	Institute of Texan Cultures
KPIs	Key performance indicators
M	Million
M&O	Maintenance and operations
MA	Master's-level students
NCES	National Center for Education Statistics
NSSE	National Survey of Student Engagement
NTT	Non-tenure-track
OIP	Office of International Programs
OIR	Office of Institutional Research
OIT	Office of Information Technology
OSM	Office of Space Management
OSP	Office of Sponsored Projects
OUS	Office of Undergraduate Studies
P-20	Pre-school through grade 20 (graduate school)
PUF	Permanent University Funds
SAT	Scholastic Aptitude Test
SCH	Student credit hours
SGA	Student Government Association
STARS	Science and Technology Acquisition and Retention
T/F	Tuition and fees

T/TT	Tenured and tenure-track
T&E	Time and effort
TA	Teaching assistantship
TEAM	Teaching Excellence, Advancement and Mentoring Center
THECB	Texas Higher Education Coordinating Board
TRBs	Tuition revenue bonds
UG	Undergraduate students
UT	University of Texas
UTSA	University of Texas at San Antonio
VPBA	Vice-President for Business Affairs
VPCS	Vice-President for Community Services
VPR	Vice-President for Research
VPSA	Vice-President for Student Affairs
VPUA	Vice-President for University Advancement