

**The University of Texas at San Antonio**  
**Compact with The University of Texas System**  
**FY 2006 through FY 2007**

## **I. Introduction: Institution Mission and Goals**

### **Vision**

The University of Texas at San Antonio is creating the future of Texas by developing leaders for a multicultural society and by building innovative partnerships that will transform the economy of the region.

### **Mission**

The University of Texas at San Antonio is a premier public institution of higher education with a growing national and international reputation. Renowned as an institution of access and excellence at both the undergraduate and graduate levels, UTSA is committed to research, discovery, learning, and public service. UTSA embraces the multicultural traditions of Texas, serves as a center for intellectual and creative resources, and is a catalyst for the economic development of Texas.

### **Strategic Goals**

UTSA has been developing a strategic plan framework designed to support and embrace its vision of becoming an institution that provides access to excellence and pursues becoming a top 100 research university. This framework is being defined by six strategic goals that the Institution would like to focus on both in the short-term and long-term periods.

- Enhance research and post-graduate learning.
- Attract a diverse student body and maximize each student's success.
- Create future leaders through a transformational life experience.
- Enhance infrastructure to maximize learning and discovery.
- Leverage partnerships to improve the economy of the region.
- Instill a sense of pride and ownership in UTSA.

This compact is designed to provide information about priorities and initiatives associated with these six strategic goals.

## **II. Major Ongoing Priorities and Initiatives**

### **Short-Term Priorities**

#### **A. Establish intellectual excellence in graduate studies.**

**Priority:** 1

#### **Objectives.**

This will be accomplished through the development of doctoral level programs and the recruitment of key faculty members.

#### **Strategies.**

1. Identify areas of academic excellence for which UTSA will be nationally recognized.
2. Increase the number doctoral programs in areas that have been targeted for excellence.
3. Increase both graduate enrollment, especially at the doctoral level, and also the number of degrees awarded.

**Resources.**

Will need to create a Vice President for Graduate Studies and Research. Infrastructure improvements in the areas of research support and administrative support and increased faculty members are needed.

**Progress Measures.**

1. Identify four areas of excellence for further development. The areas of focus for development of new doctoral programs are as follows: health, security, learning and development, and cross-cultural issues.
2. Implement doctoral programs in Counseling, Chemistry, and Physics. All programs have been approved by the Coordinating Board. The Counseling Ph.D. program was implemented in spring 2005. The Ph.D. programs in Chemistry and Physics will be implemented in fall 2005.
3. Implement masters program in Social Work. This program has been approved by the Coordinating Board and was implemented in spring 2005.
4. Increase graduate enrollment and degrees awarded by 10 percent per academic year. Doctoral enrollment and degrees awarded have increased by more than 10 percent per academic year.
5. Increase doctoral enrollment from 220 in fall 2003 to 350 students by fall 2005. It is too early to provide accurate enrollment figures for fall 2005. However, in fall 2004, 289 students were enrolled. For fall 2004, 109 new doctoral students were admitted. For fall 2005, 148 new doctoral students have been admitted, a gain to 39. In addition, recently-approved programs in Chemistry and Physics have not completed their admissions cycle for fall 2005. Their admissions will increase the total number of doctoral students admitted for fall 2005.
6. Increase doctoral degrees awarded from 6 to 15 by spring 2006. It is expected that at least 15 degrees will be awarded during the 2005-06 academic year.
7. Develop aggressive recruitment and mentoring strategies for graduate students. A Director of Recruitment position has recently been added to the Graduate School staff. This individual is actively increasing active, aggressive recruiting strategies. This individual is also working with other offices on campus to coordinate mentoring strategies designed to increase retention. Budget requests for the 2005-06 academic year from the Graduate School are primarily to support more aggressive recruitment and mentoring strategies.
8. Increase doctoral program enrollments by 10 percent from 2005 to 2007.

**Major Obstacles.**

Lack of adequate number of senior faculty members in key academic disciplines. Shortage of laboratory space.

**B. Establish excellence in undergraduate teaching and learning.**

**Priority:** 2

**Objectives.**

Increase access and student success by managing enrollment growth and targeted recruitment effort. 2) Increase student retention rates by enhancing freshman curricula, assessment of students for course placement and learning, freshman success programs, and financial support for freshmen. 3) Increase student graduation rates by enhancing undergraduate curricula, assessment of student learning, student success programs, and financial support for students.

## **Strategies.**

### Strategies to enhance targeted recruitment.

1. Determine optimum enrollment for graduate and undergraduate programs and develop recruitment plans based on determination. In progress.
2. Review admissions standards and success of student cohorts and modify admission standards if appropriate, expanding recruitment and provisional admissions programs to continue focus on access.

We have modified admission standards and created a third tier: admitting our top applicants to the Honors College and colleges, the second tier to our provisional program with a requirement that they participate in special advising and a sequence of courses (this group out-performed our "regular" admits when we piloted this program last fall), and a third tier offering deferred admission pending completion of coursework at a community college. We are reviewing outcomes of each group and may change criteria for each tier pending outcomes.

3. Develop transfer advising center and increase collaboration with Texas community colleges. Transfer staff are on board and have increased collaboration with Texas community colleges; we are trying to locate space for the center. Increasing transfer student admits is one of our enrollment management goals.

### Strategies to increase student retention.

1. Assess success of student cohorts and develop programs for appropriate academic assessment, placement, and student success programs to reduce the 30 percent of freshmen on probation at the end of their first semester.
2. Add academic content related to student success to orientation program and two-day pre-class experience for incoming freshmen.
3. Review undergraduate curriculum and develop plans, including time frames, for modifying freshman composition, writing across the curriculum, math curriculum alignment, international/multicultural emphasis, and critical thinking/quantitative analysis initiatives.
4. Continue learning communities program; expand freshman seminar and freshman initiative programs; expand supplemental instruction to include 70 sections of sophomore "gateway to the major courses" for students with D or F grades and withdrawal rates of 30 percent or more; expand tutoring, academic coaching programs, and Academic Development Program. SI expansion will be phased in during the coming academic year.
5. Make retention and probation recovery part of performance goals for colleges and student affairs units.
6. Review financial aid awarding system to ensure that neediest students receive funds; increase number of freshmen receiving scholarships and grants.
7. Increase outreach to high schools by financial aid staff; hold mandatory financial aid sessions for incoming freshmen.

### Strategies to increase student graduation rates.

1. Develop sophomore and junior retention programs in coordination with colleges/departments and make them part of performance goals for colleges and student affairs programs.
2. Develop assessment tools to measure student learning and success.
3. Develop senior capstone courses.
4. Require advising plans for all students with targeted graduation dates.

5. Review advising system; expand advising hours to include evenings and weekends; add advising staff and degree evaluators to better address transfer coursework; require all students to have semester-by-semester degree plans with anticipated graduation date; require all students withdrawing to see academic advisor rather than withdrawing at Enrollment Services Center.
6. Develop probation recovery programs for upper class students.
7. Use 25 percent of tuition flexibility funds to expand financial aid and work study opportunities.
8. Develop tuition rebate program for graduating seniors with tuition flexibility funds.
9. Review course sequences and offerings and academic policies and procedures.
10. Implement programs to enhance undergraduate teaching, including teaching and learning technology ("laptop") initiative; research and professional development programs on teaching effectiveness; and creation of master teacher and teaching academy programs.

**Resources.**

Will need to create a Dean of Undergraduate Studies, increased staff for retention and student success programs, funds to support the Learning Communities Program when Title V grant ends, funds for two-day freshman experience program, funds for transfer advising center, and faculty/staff curriculum committees. Allocate 25 percent of tuition deregulation funds to student financial aid. Work with Office of Advancement to generate additional funds for student aid and endowments for student success programs and undergraduate teaching.

**Progress Measures.**

1. Enrollment growth that meets established targets. Targets are being developed for future years by a recently established Enrollment Management Task Force; the three-tier enrollment management system at the undergraduate level is being implemented.

Target for fall 05: Admit 4,000 students as first-time freshmen and 300 transfer students.

	Regular admits	CAPP students	Provisional	Deferred
First-time freshmen	2,500	800	400	+500
Transfer students	300			

2. Creation of Dean of Undergraduate Studies position and hiring of Dean. Action completed.
3. Plan and timelines to realign undergraduate curriculum in place. Conversations have taken place with deans; extensive data collection is underway to review curriculum in relation to student success; blue ribbon committee is being established to conduct extensive review of curriculum. We have determined a major barrier to graduation is courses not being offered regularly and not enough sections offered when they are. We are requiring colleges to develop three-year-out course schedules for all majors, moving toward having all students required to have semester-by-semester advising plans with anticipated graduation dates, and focusing on strengthening our math and writing courses.
4. Increase in numbers of students receiving financial aid, including scholarships and work study funds.
  - Total Awards Summary: For 2003-04, 16,187 students awarded. For 2004-05, 17,630 students awarded to date. This represents an increase of 1,443 students.

- Scholarships: The annual President's Dinner raised approximately \$1M in new scholarship funds.
  - Workstudy: For the 2004-05 award year, we took the additional \$300,000 of institutional work-study and increased the number of positions and also increased the total dollar award per student from \$3,400 to \$4,000 for the fall/spring. We also increased the summer award from \$1,500 in summer 2004 to \$1,700 for summer 2005.
5. Reduction in number of freshmen on academic probation. Assembling this information. The institution is conducting an extensive look at our student data and we have discovered problems in how the cohorts have been maintained. Our first step in these measures has been to reexamine at data definitions. We have three new people who are working on this effort and also doing an extensive review of our retention rates and related data.
  6. Comparison of semester and overall GPAs and retention by cohorts defined by participation in programs delineated above, with increase in retention rates for program participants, overall retention rates, and graduation rates. Freshmen in the Academic Development Program (provisional admits), Supplemental Instruction, and Learning Communities outperformed other students re GPA and retention. Institution is continuing to gather and analyze pertinent information. We have made looking at this a very top priority for the institution, and we are focusing on developing research questions we want to address regarding student success and gathering data to address these questions. Although we are enhancing our student success programs, looking at admission standards, etc., we do not have adequate data to support decision-making and so have made this a critical first step. We have a think tank team focusing on these efforts.
  7. Increase in teaching effectiveness measured by teaching evaluations and other teaching assessment tools. We have appointed a workgroup that is looking at teaching and revising the focus/mission of our Teaching and Learning Center. We are creating a Master Teachers Program with selected faculty whose primary emphasis will be teaching, curriculum development, and mentoring/advising of undergraduate students. We are also creating a teaching academy of the exemplary teachers at UTSA.
  8. Establish long-term and short-term targets for retention and graduation rates. Increase retention rates by 2 percent each year; increase graduation rates by 5 percent by 2010.
  9. Meet *Closing the Gaps* enrollment targets for 2007.
  10. Decrease student/faculty ratio from 24.1:1 to 23.8:1 by fall 2007.

#### **Major Obstacles.**

Limited funding to hire needed staff; space for programming; need to continue dialogue with faculty and other campus constituents to ensure buy-in for both graduate and undergraduate programs.

#### **C. Strengthen opportunities for student involvement in campus life.**

**Priority:** 3

#### **Objectives.**

Enhance campus life through the expansion of (1) student housing and residence life programming, (2) university center and student activities programming, (3) campus recreation and athletics programming and facilities, and (4) student support services.

### **Strategies.**

1. Open 1,000 bed residence facility in fall 2004, residence dining hall in spring 2005, and 700 bed residence facility in fall 2006; increase residence life programs for students living on campus.
2. Finalize plans for Phase III expansion of University Center with estimated completion date of 2007.
3. Develop and implement plans for Phases II and III of campus recreation center facility and intramural fields with estimated completion date of 2007.
4. Enhance athletics programs by adding women's soccer and golf and exploring options for adding other sports; develop and implement plans for expanded athletics facilities, including new soccer and track stadium and renovated indoor and outdoor facilities with estimated completion date of 2008.
5. Increase student programming and services, including food venues, on UTSA campuses with increased evening and weekend programming.
6. Improve campus transportation services by developing and implementing a systematic campus-wide parking plan that includes shuttle service within and between campuses, neighboring apartment complexes, and local shopping areas on weekends for students living on campus; construction of parking garages; and appropriately designated parking lots.
7. Expand health and mental health services by adding a physician, additional counseling staff, and a campus-wide substance abuse prevention and intervention program and completing Phase II expansion of Health Services Center by spring 2007.
8. Expand opportunities for international students to interact with the campus community and each other.

### **Resources.**

Programs and facilities depend on student fees; housing and dining hall are already funded; University Center Phase III, athletics, and campus recreation facilities and programs have already been approved by students; it is anticipated that funding from increased enrollment will cover other strategies needed. Problem will be finding space for expansion of programs and services until new facilities are built. Limit on 5 percent funding severely jeopardizing above goals.

### **Progress Measures.**

1. Completion of facilities plans and buildings as delineated. 1,000 beds opened in fall 2004; dining hall delayed until summer 2005 due to problems with weather and construction management. 700-bed residence facility delayed until fall 2007 due to change in site location; residence life programs enhanced, including residential learning communities and honors wings.
2. Plans for University Center expansion completed and approved by BOR in May; date changed to fall 2008; note that this construction requires a fee increase in fall 2008 already approved by students in a campus-wide referendum.
3. Plans for Campus Recreation Center and Health Services Center expansion approved by BOR in May; scheduled for completion fall 2007. Note that this construction requires a fee increase in fall 2007 already approved by students in a campus-wide referendum. Approval to increase fee cap approved during recent legislative session.
4. Plans slowed due to inability to increase student-approved fee increase this coming fall; proposal to increase fee in spring 2006 goes to the UT System Board of Regents in August.

Golf and soccer coaches have been hired; golf will begin this fall; soccer, the following fall. Planning of facilities is underway with exploration of joint city/county/corporate partnerships.

5. Results from student satisfaction surveys. Overall positive; implementing customer service/secret shopper program.
6. Enrollment and retention rates and GPAs of students participating in programs. See above.
7. Student use of facilities. Increased significantly; some portions of campus rec building have to be closed at peak hours for fire/safety reasons; students concerned about no places to sit and eat or study. Food contractor reluctant to expand hours due to costs; limited staff resources also preclude longer hours in many areas. We are trying to develop a "second shift" concept with evening and weekend staff in many student service areas. A recreation facility will open at the Downtown Campus this fall.
8. New parking and transportation office created and director hired. Director will oversee development of master parking and transportation plan with consideration given to implementing transportation fee. Shuttle service between apartment complexes was cancelled this spring due to lack of funds given other priorities but limited service will be provided in fall 2005 because all campus housing is full; we are trying to get apartment complexes to contribute funds; shuttle service on campus has been expanded with service to outlying parking lots; construction of a parking garage is underway.

#### **Major Obstacles.**

Because UTSA is a young institution, there is no equity available for building student life facilities; thus, they must be completely funded by student fees. UTSA wants to expand the quality and quantity of campus life without jeopardizing access of the students we have traditionally served. Student demand for parking close to buildings in which their classes are held will make satisfaction about parking problematic no matter what is done to alleviate the problem.

Again, funding/lack of ability to implement planned fees is major obstacle. We could not increase Student Service or Health Services fees, limiting availability of healthcare, counseling, financial aid, tutoring/academic support, academic advisors, and other personnel.

#### **D. Diversify the campus environment in support of academic excellence.**

**Priority:** 4

#### **Objectives.**

To better serve the citizens of Texas as it becomes more diverse racially, ethnically, and socioeconomically, UTSA must continue to "close the gaps" through its commitment to diversity. Implement a professional development program related to diversity awareness and management. Continue initiatives that create a more diverse administration, faculty, and staff. Additionally, recruitment efforts at the graduate and undergraduate levels must aggressively pursue a diverse pool of students.

#### **Strategies.**

1. Conduct cultural competence assessment of UTSA and develop plan to strengthen institutional commitment to diversity, including student access, faculty and staff hiring, curriculum, academic support services, policies and procedures, and marketing and promotional materials.
2. Develop proactive programs relating to diversity and promote the resources available through the Office of Institutional Diversity.



3. Develop and implement plan for diversity training.
4. Establish campus National Coalition Building Institute college chapter.
5. Continue to strengthen faculty recruitment processes.
6. Enhance student programming related to diversity and opportunities for dialogue among members of the UTSA community.

**Resources.**

Office of Institutional Diversity, Division of Student Affairs, interested faculty, and staff.

**Progress Measures.**

1. Change in number and type of complaints to Office of Institutional Diversity (may increase if office becomes more active). For Academic Year 2004-05, there were nine formal diversity-related complaints and 20 informal complaints.
2. Pre and post assessment on cultural competence continuum and NCBI workshop participation. In progress: staff members have attended national training; plan to conduct student-faculty-staff session on September 17, 2005, and establish base for chapter with participants. Working on Ford Foundation grant; NCBI.
3. Develop and implement plan for diversity training. The University-wide Diversity committee developed the initial plans for expanded diversity training for faculty and staff. Training will begin in Academic Year 2005-06.

**Major Obstacles.**

None anticipated.

**Long-Term Priorities**

**A. Establish intellectual excellence in research.**

**Priority: 1**

**Objectives.**

This will be accomplished through the development of a variety of research opportunities as well as through the recruitment of research-oriented faculty.

**Strategies.**

1. Build a research-oriented faculty that is both committed to the mission of UTSA and also capable of moving the institution to Tier 1 research status.
2. Increase the number of endowed chairs, endowed professorships, graduate fellowships, and post-doctoral appointments to help attract the faculty who can move UTSA to Tier 1 status.
3. Increase the number of research and development partnerships with other institutions to expand the research capability of UTSA.
4. Implement research centers/institutes and core facilities designed to enhance federal, state, and private funding.
5. Develop an infrastructure that will support a rapidly growing research effort.
6. Implement the facilities plan to insure that UTSA has the laboratory space needed for expanding its research.

7. Increase funded research so that UTSA can become a Tier 1 research institution.

### **Resources.**

Will need to create a Vice President for Graduate Studies and Research. Infrastructure improvements in the areas of research support and administrative support and increased faculty members are needed.

### **Progress Measures.**

1. Hire 75 new faculty members per year for eight years to bring the total tenure/tenure-track faculty number to 1,000. Hired over 75 for the start of fall 2005.
2. Fill 15 Endowed Chairs/Professorships with nationally prominent faculty members.
3. Increase the number of endowed positions, graduate fellowships, and post-doctoral appointments by 20 percent over the next two academic years.
4. Complete implementation of the San Antonio Life Sciences Institute with The University of Texas Health Science Center at San Antonio (UTHSCSA). Fully implemented during Academic Year 2004-05.
5. Complete implementation of the Center for Bioprocessing and Biotechnology Education and Research (CEBBER) with Brooks City Base. Fully implemented during Academic Year 2004-05. Over \$2 million funded.
6. Implement a joint doctoral program in Physics with Southwest Research Institute. Fully approved with first class admitted for fall 2005.
7. Develop a Center of Cell and Molecular Primatology with Southwest Biomedical Foundation and UTHSCSA.
8. Expand the Office of Research Development and the Office of Grants Management and Contracts to support enhanced pre- and post-award activity. Added six positions in Academic Year 2004-05 and created position of Vice President for Research and Graduate Studies.
9. Reduce faculty member teaching loads to nationally competitive levels.
10. Increase travel funding related to research and developmental leave for faculty by 10 percent per year.
11. Increase federal research expenditures by 20 percent per year so that they exceed \$11 million by 2007. FY 2004 expenditures totaled \$11.7 million. FY 2005 federal research expenditures are likely to exceed \$11 million. FY 2004 total research expenditures totaled \$16.5 million.
12. Increase sponsored funding expenditures (including research- and non-research expenditures for public service and training) by 10 percent per year so that they exceed \$38 million by 2007. FY 2004 expenditures totaled \$33.6 million. Total FY 2005 sponsored expenditures expected to exceed \$38 million.
13. Consolidated CEPPER and CIAS under the Institute for Protection of American Communities and employed LTG Lawson Magruder (retired) as Executive Director, February 2005.
14. Created Institute for Aging Research aligned with the Barshop Center at UTHSCSA.

### **Major Obstacles.**

Lack of adequate number of senior faculty members in key academic disciplines. Shortage of laboratory space.

## **B. Increase investment in our service area to strengthen communities we serve.**

### **Priority: 1**

#### **Objectives.**

UTSA will support the region's social, cultural, and economic development through the creation of new programs and initiatives, the close collaboration with the private sector and government agencies, and the expansion of the institution's infrastructure and resources.

#### **Strategies.**

##### Cultural Investment.

1. Expand and diversify existing cultural programs and events with a focus on regional and international cultures and increase the participation of students, faculty, and staff in these activities
2. Develop and expand mechanisms for informing the UTSA internal and external communities about its cultural programs and initiatives

##### Educational Investment- College Level.

1. Increase the number of internships, co-ops, and part-time and full-time employment opportunities for UTSA students and alums through closer collaboration with industry and governmental agencies
2. Increase industry's involvement in UTSA advisory boards and curriculum design initiatives to better prepare students in areas of importance to the community

##### Educational Investment - K-14 Levels.

1. Increase the number of AP courses and college preparatory programs provided for high school students to enhance their academic preparation
2. Continue to strengthen partnerships with local and regional school districts by serving as a resource on curriculum development initiatives
3. Expand the number of summer enrichment and academic year programs provided for high school, middle school, and elementary students
4. Promote the expansion of early childhood development and initiatives conducted by UTSA to further strengthen the pre-kinder and elementary students' academic development and preparedness

##### Industry Workforce Development.

1. Promote and publicize UTSA's partnerships with industry and government agencies to strengthen initiatives and to foster new collaborations
2. Expand the number of and enhance the quality of conferences and training programs conducted by UTSA to support the economic development of local and regional industries
3. Expand educational offerings such as online courses, evening programs, and executive programs to support the economic development of the region in areas of strategic importance
4. Promote the engagement of faculty, staff, and students as consultants, advisors, and volunteers capable of supporting key community initiatives
5. Provide extension services (technical assistance and training) for business and entrepreneurial development, reaching 15 percent of all businesses in the region on an annual basis.

**Resources.**

Strong leadership in the College of Liberal and Fine Arts and its Advisory Board capable of supporting the development of new cultural programs and initiatives. Extensive interest and support from industry and governmental agencies to partner with UTSA for the academic and professional development of the student population served by UTSA. Increased activity by the UTSA Development Office to identify regional and national private sector partners. Increased activity by the UTSA Office of External Affairs to identify support from state and national governmental agencies. Existence of a strong UTSA K-16 Outreach Office and TexPREP Program with experience in collaborating with local school districts and in conducting academic preparedness programs. Strong College of Education and Human Development faculty and staff with extensive experience in designing successful early childhood development and teacher preparation programs. Ability to direct the efforts of Communications team to promote collaborations and partnerships with local community. Extensive experience in providing workforce development programs targeted at small and large businesses through the Institute of Economic Development. Extensive experience in conducting executive masters programs and on-line courses by faculty and staff at UTSA.

**Progress Measures.**

1. Increase the number of cultural events and programs provided by UTSA for the community.

The UTSA Institute of Texan Cultures is a museum dedicated to enhancing the cultural history, the heritages and futures of Texas, through educational exhibits, products, and programs.

From September of 2004 through mid-July 2005 of this fiscal year, a ten-month period, some 183,735 visitors came to the ITC including those in K-12 school tours and those tours given for college and professional groups. Videoconferencing and Tex-Kit presentations to schools reached 15,543 students in their home schools. Content materials on the ITC web site were used by thousands of students and other interested individuals during the year.

The ITC is now engaged in establishing new priorities for exhibits that will center on the evolution of Texas cultures. Future plans include continuing to produce products and public programs in conjunction with community needs and desires.

2. Expand the total number of programs and participants in K-16 programs conducted by UTSA.
3. Improved academic performance by K-12 students in schools associated with UTSA outreach and enrichment programs.
4. Improved academic preparation of students enrolling at UTSA from the local community.

The Texas Prefreshman Engineering Program (TexPREP) provides a challenging academic program designed to motivate and prepare middle and high school students for success in advanced studies leading to careers in science, technology, engineering, or mathematics fields. TexPREP is a statewide program with an emphasis on increasing the number of women and underrepresented minorities in these fields. TexPREP was established in 1986 with the replication of San Antonio PREP in the following Texas cities: Arlington, Austin, Brownsville, Corpus Christi, Edinburg, El Paso, Fort Worth, Harlingen, Houston, Laredo, and Lubbock. Over 2,600 students participated in the summer program throughout the state and program results through April 2005 include:

- 99.9% graduate from high school
- 96% attend college

- 89% of the college attendees are college graduates
- 78% of the college graduates are members of minority groups
- 50% of the college graduates are science, mathematics, or engineering majors
- 74% of the science, mathematics, and engineering graduates are members of minority groups
- 86% attend Texas colleges

The Ford Partnership for Advanced Studies (PAS) program will be taught to a mixture of third year PREP graduates and non-PREP students. Ford PAS will round out students' math and science training with courses that show them *how to apply* what they have learned through practical application in the areas of entrepreneurship, engineering, global economics, marketing, and environmental sustainability. Ford PAS will be offered both during the summer and year-round as a pilot program at three school districts in San Antonio.

5. Increase the number of students securing internship experiences and employment opportunities with industry.

From September 2004 through April 2005, funded by the Alamo WorkSource, Inc., UTSA offered the following programs and services to low-income, minority and First Generation College (FGCS) bound high school students:

- From September 2004 through April 2005, 220 FGCS students participated in UTSA sponsored "College Experience Days" – a total emersion experience on what's it like to be a college student. Another 118 FGCS were sponsored to participate in UTSA's Pre-Engineering Freshmen Program.
  - The Summer Academy was offered at UTSA over two weeks to 50 students from neighboring rural towns and the inner city schools in San Antonio. The Summer Academy offered the Princeton Review Smart Start Course to improve the students' scores on PSAT, ACT, and/or SAT college entrance examinations; the UTSA Tomas Rivera Student Success Skills seminars; the UTSA Career Center "Career Awareness Program;" speakers representing different professions in the local business community; the Junior Achievement Personal Success Skills program; mentoring and tutoring by UTSA students; and two educational and fun-filled field trips.
  - More than 700 high school and middle school students participated in the "Alamo Area Career and Education Forum" where 100 professionals from a variety of professional occupations served as speakers and 25 area colleges and universities promoted their academic degree plans on Saturday, February 5, 2005.
6. Increase in the amount of support for UTSA faculty from the private sector and governmental agencies.
  7. Increase in the number of students enrolling in programs designed to support the community's workforce preparation needs.

Progress will be determined through setting numerical targets for new businesses served and client economic impacts that contribute to UTSA enrollment growth.

The UTSA Institute for Economic Development (IED) provides consulting, training, technical, research, and information services to facilitate business growth and economic, community, and business development in San Antonio and South Texas. Results from IED activities FY 05 YTD (9 months) as documented with client signatures:

- Consulting services to 4,797 small businesses, with 32,306 consulting hours year-to-date

- Training services to 13,038 small businesses, through 778 workshops year-to-date
- New business formations: 293 year-to-date
- Business expansions: 134 year-to-date
- New capital access: \$65,771,548 debt & equity financing
- Revenue growth: \$89,375,065
- Jobs created: 1,975
- Jobs saved: 973

**Major Obstacles.**

Limited UTSA financial resources for launching new initiatives and hiring staff for further servicing the community. Currently building needed research infrastructure to support new collaborations with industry partners, especially in the areas of technology transfer and intellectual property sharing. Limited experience by faculty and staff in partnering with industry and in managing collaborations and large-complex projects. Lack of awareness of the extensive resources available at UTSA for the benefit of community due to a limited profiling of the Institution as an educational entity. History of limited funding support from private sector for UTSA.

**III. Future Initiatives of High Strategic Importance**

**A. Create a quality, service-centered environment on campus.**

**Priority:** 1

**Objectives.**

Through tremendous student growth since 1998 and as the University moves to a Tier 1 status, a campus atmosphere must be created that is more supportive to our overall student community and residential students. This will impact recruitment, retention, and graduation rates at both the undergraduate and graduate levels.

**Strategies.**

1. Extend on-campus services to better support after-hour student needs.
2. Improve information technology resources to support expansion of technology-based teaching and learning environment.
3. Develop and implement a University-wide initiative to improve customer service.

**Resources.**

More information technology and campus support service positions will be necessary to successfully accomplish this future initiative. Additional computer hardware and networking will be required.

**Progress Measures.**

1. Create benchmarks for current on-campus services and set targets for increasing them. A university-wide compliance subcommittee on customer service was established in spring 2005 and will begin to develop performance targets.
2. Track information technology resources improvements relative to teaching and learning environment. Set annual goals and determine organization progress. The development of a tracking mechanism began in Academic Year 2004-05.

3. Develop a campus-wide customer service plan during Academic Year 2004-05. This will be created as part of the university-wide compliance subcommittee efforts.

**Major Obstacles.**

The major obstacles with respect to this initiative are the availability of adequate financial and human resources to accomplish the first steps. More campus service support and information technology personnel will be needed. Additionally, more information technology equipment will be required.

#### **IV. Other Critical Issues Related to Institutional Priorities**

##### **A. Impact of initiatives.**

**Enrollment Management.** The UTSA comprehensive outreach program to communities in South Texas parallels and is in concert with the statewide *Closing the Gaps* initiative. The UTSA outreach initiative enhances student recruitment by developing and cultivating the student pipeline through community engagement. The UTSA outreach initiative is integral to the institution's enrollment management plan that ultimately will impact the college going rates of South Texas communities. Conversely, the institution's visibility in South Texas communities will be heightened by virtue of the outreach initiative.

**Diversity of Faculty and Staff.** UTSA has implemented a number of initiatives over the past ten years to diversify the composition of faculty and staff. Since fall 2002, about 20 percent of new faculty hires have been individuals from underrepresented minority groups. Women faculty members have increased substantially, also. Plans over the next two years (Academic Year 2004-05 and 2005-06) will emphasize continued diversity efforts in the faculty hiring process.

The University Committee on Affirmative Action and Diversity was reconstituted during the 2003-04 academic year. It is comprised of a variety of faculty, staff, and administrative personnel. This committee will develop initiatives to enhance faculty and staff diversity, determine the campus diversity climate, and provide direction for long-term diversity planning. The level and scope of current organization diversity training will be evaluated, also.

**Facilities.** There are a variety of facility requirements essential for addressing our institutional priorities. UTSA is planning for approximately \$622 million in facilities construction and improvements from 2004 through 2009. For the 2004-05 Academic Year: fall 2004 will open with the new academic building (Academic 3) opening along with a 1,000-bed dorm and dining hall on the 1604 Campus; the Downtown Campus will expand with acquisition of the BTC building and the Cattleman's Square property; and in spring 2005, new wet lab space will come on line on the 1604 Campus.

In Academic Year 2005-06: the biotechnology building and the sciences and engineering building will open on the 1604 Campus; Parking Garage 3 will come on line (630 car capacity); and connector roads in the East 1604 Campus area will be completed.

In Academic Year 2006-07, more facility completion will occur on the 1604 Campus: Phase 2 of the housing plan will be completed (700 beds); additional wet labs will be added; and the new thermal plant will be operational in the eastern portion of the 1604 Campus; and the University Center expansion will be completed as well as the adjoining parking garage (480 car capacity).

In fall 2008, the expansion of the recreation wellness and childcare center will be completed. Additionally, Phase 3 of the housing plan will be operational. This will provide an additional 1,200 beds (located on 1604 East Campus) and a dining hall.

## **V. System and State Priorities**

[Addressed in previous sections.]

## **VI. Compact Development Process**

The internal process used by UTSA to develop the Compact entailed a visioning process involving the President, Vice-Presidents, and other executive level officials. Related to the visioning process was a parallel goal-setting process in Academic Affairs, Student Affairs, Business Affairs, and Development. The merger of these two initiatives resulted in the development of the UTSA Compact. This Compact will serve as a single tactical document that tracks current University objectives as well as projects future key objectives.

The faculty Senate has been involved in the initial development of the Compact. Members have provided suggestions and comments relative to initiative areas. Additionally, updates on Compact development progress are provided to the Senate during its monthly meetings.

## **VII. System Contributions**

- UTSA will require extensive contributions from fundraising efforts through activities with External Relations.
- Obtaining additional financial aid resources through the efforts of External Relations, Academic Affairs, and Governmental Relations.
- Research infrastructure development is key through activities within Academic Affairs.



## VIII. Appendices

### A. Budget Summary

**The University of Texas at San Antonio  
Operating Budget  
Fiscal Year Ending August 31, 2005**

	FY 2004 Adjusted Budget	FY 2005 Operating Budget	Budget Increases (Decreases) From 2004 to 2005	
			Amount	Percent
<b>Operating Revenues:</b>				
Tuition and Fees	\$ 98,287,749	138,370,119	40,082,370	40.8%
Federal Sponsored Programs	40,212,989	47,411,758	7,198,769	17.9%
State Sponsored Programs	8,775,517	8,064,621	(710,896)	-8.1%
Local and Private Sponsored Programs	2,002,566	2,018,360	15,794	0.8%
Net Sales and Services of Educational Activities	6,572,278	5,696,850	(875,428)	-13.3%
Net Sales and Services of Hospital and Clinics	-	-	-	-
Net Professional Fees	-	-	-	-
Net Auxiliary Enterprises	3,835,530	11,710,695	7,875,165	205.3%
Other Operating Revenues	373,095	323,420	(49,675)	-13.3%
<b>Total Operating Revenues</b>	<b>160,059,724</b>	<b>213,595,823</b>	<b>53,536,099</b>	<b>33.4%</b>
<b>Operating Expenses:</b>				
Instruction	76,997,553	87,046,834	10,049,281	13.1%
Academic Support	20,098,910	27,195,579	7,096,669	35.3%
Research	12,948,209	14,038,344	1,090,135	8.4%
Public Service	16,628,769	15,405,351	(1,223,418)	-7.4%
Hospitals and Clinics	-	-	-	-
Institutional Support	26,360,161	33,080,435	6,720,274	25.5%
Student Services	18,871,312	18,985,207	113,895	0.6%
Operations and Maintenance of Plant	16,796,062	24,455,813	7,659,751	45.6%
Scholarships and Fellowships	31,448,419	42,339,763	10,891,344	34.6%
Auxiliary Enterprises	9,292,639	15,150,844	5,858,205	63.0%
<b>Total Operating Expenses</b>	<b>229,442,034</b>	<b>277,698,170</b>	<b>48,256,136</b>	<b>21.0%</b>
<b>Operating Surplus/Deficit</b>	<b>(69,382,310)</b>	<b>(64,102,347)</b>	<b>5,279,963</b>	<b>-7.6%</b>
<b>Nonoperating Revenues (Expenses):</b>				
State Appropriations & HEAF	80,220,143	81,165,462	945,319	1.2%
Gifts in Support of Operations	2,838,382	2,953,680	115,298	4.1%
Net Investment Income	2,259,923	1,914,000	(345,923)	-15.3%
Other Non-Operating Revenue	-	-	-	-
Other Non-Operating (Expenses)	-	-	-	-
<b>Net Non-Operating Revenue/(Expenses)</b>	<b>85,318,448</b>	<b>86,033,142</b>	<b>714,694</b>	<b>0.8%</b>
<b>Transfers and Other:</b>				
AUF Transfers Received	-	-	-	-
AUF Transfers (Made)	-	-	-	-
Transfers From (To) Unexpended Plant	-	-	-	-
Transfers for Debt Service	(15,676,835)	(18,355,873)	(2,679,038)	17.1%
Other Additions and Transfers	19,184,585	29,566,882	10,382,297	54.1%
Other Deductions and Transfers	(21,031,817)	(30,037,982)	(9,006,165)	42.8%
<b>Total Transfers and Other</b>	<b>(17,524,067)</b>	<b>(18,826,973)</b>	<b>(1,302,906)</b>	<b>7.4%</b>
<b>Surplus/(Deficit)</b>	<b>\$ (1,587,929)</b>	<b>3,103,822</b>	<b>4,691,751</b>	<b>-295.5%</b>
Total Revenues	\$ 245,378,172	299,628,965	54,250,793	22.1%
Total Expenses and Debt Service Transfers	(245,118,869)	(296,054,043)	(50,935,174)	20.8%
<b>Surplus (Deficit)</b>	<b>\$ 259,303</b>	<b>3,574,922</b>	<b>3,315,619</b>	

Note: Operating Budget Highlights with a glossary of terms are included on Page 1.

## B. Statistical Profile

### UT San Antonio

<i>fall</i>	2000	2001	2002	2003	2004
Undergraduate enrollment	16,707	17,599	19,244	21,242	22,537
Graduate and professional enrollment	2,123	2,284	2,772	3,423	3,638
Total	18,830	19,883	22,016	24,665	26,175

<i>yr of matriculation</i>	1995	1996	1997	1998	1999
4-year graduation rate	5.2%	5.5%	6.3%	6.3%	6.1%
5-year graduation rate	18.7%	17.8%	18.7%	19.6%	
6-year graduation rate	26.6%	25.5%	27.6%		

<i>yr of matriculation</i>	1998	1999	2000	2001	2002
1st year persistence	58.1%	57.8%	62.8%	60.0%	58.6%

<i>academic year</i>	99-00	00-01	01-02	02-03	03-04
Baccalaureate degrees	2,487	2,590	2,637	2,873	2,912
Master's degrees	616	570	683	641	769
Doctorate degrees	4	4	5	6	5

<i>fall</i>	2000	2001	2002	2003	2004
All instructional staff	949	999	1,089	1,159	1,312
Classified employees	1,184	1,429	1,477	1,434	1,509
Administrative/professional employees	300	330	387	632	742
Student employees	547	608	627	717	870

<i>fiscal year</i>	2000	2001	2002	2003	2004
Federal research expenditures	\$7,421,650	\$8,032,790	\$7,641,990	\$10,049,314	\$11,705,185

<i>fiscal year</i>	2000	2001	2002	2003	2004
Revenue/FTE student (nearest thousand)	\$10,000	\$10,000	\$9,000	\$9,000	\$9,000

<i>as of</i>	8/31/99				8/31/04
Endowment total value	\$20,675,000				\$30,218,000