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USFSP Strategic plan : 2009-2013

University of South Florida St. Petersburg.

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Points of Focus

2009 – 2013

University of South Florida St. Petersburg
USFSP

On the Cover

Pictured on the front cover is the Debbie and Brent Sembler Family Fountain illuminated at night. The fountain is the focal point of a new central promenade, Harborwalk at the University of South Florida St. Petersburg.

Letter from the Regional Chancellor

Dear Colleagues and Friends,

The University of South Florida St. Petersburg (USFSP) is committed to providing degree programs that meet the highest educational standards. Faculty members involved in this enterprise are selected because of their knowledge, teaching and research capability, and sincere interest in the welfare of their students. The challenge for the institution is to ensure learning occurs in a collegial and nurturing environment while balancing the difficult economic realities of today.

Recent economic conditions in Florida have required the university to examine its aspirations, goals, programs and finances. The economy has required the institution to identify its spending priorities and focus its efforts carefully. The importance of integrated planning has never been so great.

The institution has engaged in continuing planning assessment and budgeting activities for many years. This year it became increasingly important to examine the planning assumptions and long-range goals related to the development of new programs, the building of new facilities, and projecting budget development. We have enhanced the planning process and structures by creating the Planning, Effectiveness and Budget Committee (PEBC). The Leadership Team membership was increased to include broader representation and expand the planning discussions. The Leadership Team worked for several months to examine the assumptions necessary to focus USFSP on its most important priorities during this difficult time. As a result of these discussions, it became apparent that the planning goals and activities developed prior to 2009 needed to be revisited and some of the aspirations limited.

Yet through these discussions, priorities related to the support and integrity of the academic programs were paramount as was the commitment to supporting the faculty and staff. It was within this environment that the PEBC Committee refined and extended the Strategic Plan of the University of South Florida St. Petersburg. It was within this environment that the faculty and staff who worked on this committee set aside personal and departmental interests to determine a practical path for the future – a path that required focus and a path that was achievable. One could have hoped for no better outcome. *Points of Focus* is a plan that will guide the university for the future.

I invite all colleagues and friends of the university to assist the University of South Florida St. Petersburg in achieving these important goals.

Sincerely,

Margaret Sullivan, Ph.D.
Regional Chancellor

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Mission and Vision: 2009 – 2013

Mission

The University of South Florida St. Petersburg offers distinctive graduate and undergraduate programs in the arts and sciences, business, and education within a close-knit, student-centered learning community that welcomes individuals from the region, state, nation and world. We conduct wide-ranging, collaborative research to meet society's needs and engage in service projects and partnerships to enhance the university and community's social, economic and intellectual life. As an integral and complementary part of a multi-institutional system, USF St. Petersburg retains a separate identity and mission while contributing to and benefiting from the associations, cooperation, and shared resources of a premier national research university.

Vision

The University of South Florida St. Petersburg will be a premier masters degree level urban university recognized for its vibrant community of scholars who engage and improve its community and the world.

Values

Whereas our mission and vision are the plans for the future, our values will help guide us to success at the University of South Florida St. Petersburg...

We value a collegial, inviting, and safe learning environment that emphasizes excellent teaching, encourages growth, and rewards academic achievement.

We value an education rich in both theory and practical experience that enables our graduates to pursue careers and professions with competence and confidence.

We value collaboration throughout the campus community in scholarship, research, and service.

We value individuals, respect their diversity and varied perspectives, and commit ourselves to tolerance of divergent views.

We value academic freedom and responsibility, creative expression, and the unfettered pursuit of truth.

We value deliberative dialogue in making decisions and solving problems.

We value shared governance and shared responsibility in the operation of the university and the allocation of its resources.

We value honesty, integrity, and openness while promoting ethical behavior.

We value lifelong learning and recognize our responsibility to contribute to civic well-being.

We value longstanding, continuing partnerships that unite and benefit both the campus and community.

We value efficient, trustworthy, and able stewardship of our university.

Points of Focus

The following points of focus help organize the most salient aspects of our mission:

Distinctive graduate and undergraduate programs in the arts and sciences, business and education.

Close-knit, student-centered learning community that welcomes individuals from the region, state, nation, and world.

Wide-ranging, collaborative research to meet society's needs.

Engagement in service projects and partnerships to enhance the university and community's social, economic, and intellectual life.

A separate identity and mission that contributes to and benefits from the associations, cooperation, and shared resources of a strong University of South Florida (USF) System.

Then and Now: 1965 and 2009

The University of South Florida St. Petersburg (USFSP) began in 1965 when USF Tampa was over-booked by several hundred students. Classes for these students were scheduled in the buildings of a World War II Merchant Marine base located on Bayboro Harbor in St. Petersburg. In 1968, the state legislature passed a bill that designated St. Petersburg as an official branch campus of the University of South Florida (USF) and USFSP became the first regional university in the State University System. Since its inception, USFSP has been committed to student success and its alumni include teachers, school administrators, doctors, lawyers, judges and entrepreneurs.

In 2001, the Florida Legislature authorized USFSP to operate as a fiscally autonomous and separate budget entity. In 2004, USFSP submitted its application for membership in the Southern Association of Colleges (SACS) and Schools Commission on Colleges and began the process of conducting its first compliance certification. In 2006, USFSP earned initial accreditation from SACS. The University has now begun the process of reaffirmation.

USFSP offers 20 programs at the baccalaureate level and 11 programs at the graduate level in the Colleges of Arts and Sciences, Business, and Education. Enrollment approaches 4,000 students per semester and approximately 6,000 students per semester if the USF Tampa, Sarasota-Manatee and Polytechnic students who also take classes at USFSP are counted. Each academic year, the University awards approximately 800 degrees in Arts and Sciences, Business, and Education.

The College of Business is accredited by AACSB International (Association to Advance Colleges and Schools of Business). The College of Education earned program approval by the Florida Department of Education and in fall 2009 completed a site visit with accreditors from NCATE (National Council for Accreditation of Teacher Education). Within the College of Arts and Sciences, the Department of Journalism and Media Studies is accredited by ACEJMC (Accrediting Council on Education in Journalism and Mass Communication) and was visited by accreditors as part of this reaccreditation process.

The university is home to the Nelson Poynter Memorial Library and the campus features a new 350-bed living center, a state-of-the-art Science and Technology building that has earned Gold LEED certification (Leadership in Energy and Environmental Design, Green Building Rating System), and Harborwalk at USFSP, a pedestrian mall and promenade in the center of campus that connects the Science & Technology Building with Davis Hall and Bayboro Hall.

Achievements: 2003 – 2008 Strategic Plan Goals

As the University of South Florida St. Petersburg (USFSP) engages in Strategic Planning for 2009-2013, it is not only prudent but critical to review documented progress on each goal set in the USFSP 2003-2008 Strategic Plan. Exemplary strategic planning and goal setting, implementation of strategies, and evaluating progress made toward achieving past goals must be linked to future planning to provide guidance as USFSP moves its mission forward. The USFSP 2003-2008 Strategic Plan contained eight goals. The eight goals are noted below and progress toward achieving each goal is reported.

Goal 1 – Strengthen governance structures

The Regional Chancellor is the chief executive officer of the University of South Florida St. Petersburg and is responsible for administering campus operations and providing academic leadership to the campus. The Regional Chancellor reports to the University of South Florida System President. The duties and responsibilities of the Campus Executive Officer are detailed in Florida Statutes 2002, 1004.33 (3). The accomplishments below provide evidence toward meeting this goal:

The USF System Management Councils have been created and USFSP has voting representation on the following councils:

- Executive Management Council – Regional Chancellor
- Academic Affairs Management Council – Regional Vice Chancellor for Academic Affairs
- Information Technology Council – Regional Vice Chancellor for Academic Affairs
- Advancement Management Council – Regional Vice Chancellor for External Affairs
- Communications and Marketing Management Council – Regional Vice Chancellor for External Affairs
- Finance/Budget Management Council – Regional Vice Chancellor for Finance
- Health Affairs Management Council – Regional Vice Chancellor for Student Affairs
- Student Affairs Management Council – Regional Vice Chancellor for Student Affairs
- Research Management Council – Regional Vice Chancellor for Academic Affairs
- Intercampus Faculty Council – USF System Faculty Council President

USFSP Faculty Senate Developments:

- Separate faculty governance body was created
- USFSP faculty representation on the USF System Intercampus Faculty Council, and the Board of Governors' Advisory Council of Faculty Senates
- USFSP faculty representation on the Regional Chancellor's Leadership Team

USFSP College Councils have been created in each of the colleges and a Staff Council and an Administrative and Professional Council were also created.

The goal of strengthening governance structures was accomplished and is ongoing.

Goal 2 – Establish a reputation for distinctiveness

The University of South Florida St. Petersburg became a fully-accredited autonomous member of the University of South Florida System in 2006. This has enabled the institution to develop and enhance programs that reinforce and complement its mission. The institution has made major strides in achieving a national reputation for high-quality education at an affordable price. The accomplishments below represent only the highlights of activities over the period 2003-2008.

- The College of Business received accreditation in both business and accounting programs from the Association to Advance Colleges and Schools of Business (AACSB) International. AACSB International has accredited 570 institutions which represent less than 10 percent of eligible institutions worldwide. Of these, only 171 institutions have achieved accreditation in both business and accounting.
- The College of Business was ranked #36 in the world in the Global 100 ranking of the Aspen Institute's "*Beyond Grey Pinstripes*," which is based on the strength of an institution's programs in corporate and social responsibility.
- The College of Education was approved for candidacy by the National Council of Teacher Accreditation (NCATE) in 2006.
- The College of Education underwent a site visit for continuing approval by the Florida Department of Education in 2008 and received "Full Approval" for its masters in Elementary Education/ESOL.
- The College of Education received "Full Approval" by the Florida Department of Education in 2008 for all programs leading to state licensure.
- The College of Education developed a new, unique undergraduate degree, the B.S. in Education, that provides the successful student with licensure in elementary education and exceptional student education as well as state-approved endorsements for reading and ESOL.
- The Department of Journalism and Media Studies (College of Arts and Sciences) achieved accreditation through the Accrediting Council on Education in Journalism and Mass Communication in 2003, one of only 114 such accredited programs in the United States.
- The institution developed a distinctive undergraduate program in leadership studies that encompasses both curricular and co-curricular elements and now includes a residential learning community.
- The Wally and Louise Bishop Center for Ethical Leadership was established in 2006. The Bishop Center developed a distinctive academic undergraduate minor and program in leadership studies that, in partnership with Student Affairs, embraces co-curricular elements and now includes a residential learning community.
- A new graduate degree program in Environmental Science and Policy was initiated in 2007. This program integrates natural and physical sciences with policy studies, regulation and environmental law.

This goal has been achieved, however, these programs and others will be continued and strengthened as part of the 2009-2013 Strategic Plan.

Goal 3 – Create a vibrant campus life

USFSP's vibrant campus life provides students, faculty and staff with a welcoming environment in which to live, learn and work. USFSP's facilities and programs continue to improve the university community's quality of life. Between 2003 and 2008, USFSP focused on enhancing campus life by creating a more traditional collegiate experience by increasing the number of traditional age students; constructing a 350-bed residence hall, and initiating a residential component to complement enrollment increases; and enhancing and expanding student life and student service programs to support the growing traditional-age population. These efforts have resulted in steady increases in the number of freshman, significant program improvements, and transformation in campus life in the following manner:

- Established a Freshman Convocation program in 2004
- Created the Office of Multicultural Affairs in 2004
- Student Government funded the Multicultural Program; the Multicultural Advisory Board was formed and it supports increased diversity programming such as Black History Month and Hispanic History Month
- Created the Academic Success Center in 2005 and in 2006 established the Freshman Summer Institute (now the STARS program)
- Expanded the intramural program and increased participation by 42.2% from 2003-2008 by adding many new intramural offerings
- Sought and received funding authorization for the expansion and enhancement of the Fitness Center resulting in a 1,485 sq. ft. increase in available program space
- Enhanced the Waterfront Program by offering additional educational and recreational offerings in aquatics and watercraft programs
- Renovated waterfront dock (\$300,000) that allows for both recreational and competitive programming: increased participation at sailing team practice and expanded role as host for regional and national regattas at the high school and college levels
- Constructed basketball and sand volleyball facilities in 2007
- Opened Residence Hall One (RHO) in Fall 2006 with 180 students; in its fourth year RHO is operating at 105% capacity
- Increased Residence Life programs, activities and participation—from 34 programs in 2006-2007 to 89 programs in 2008-2009
- Increased number of clubs and organizations from 18 in 2002-2003 to 45 in 2007-2008
- Enhanced and developed professional staff through leadership in national, regional and state associations

USF St. Petersburg students are active and involved in campus activities such as lecture series and other academic events; student clubs and organizations; and student recreation. The Debate Team, a recently formed student club, gained recognition by its performance in regional meets and has begun hosting events at USF St. Petersburg. The Sailing Team ranked 14th in the country, is a member of the South Atlantic Intercollegiate Sailing

Association, and performs very well in northeast and mid-Atlantic intersectional regattas. An active Student Government rallied for support and passage of fee increases to help fund a health center and a multi-use campus facility.

The vibrancy of campus life is also measured by findings in the National Survey of Student Engagement (NSSE) which is administered to first-year and senior-level students. NSSE includes a series of questions that are referred to as “benchmarks of effective educational practice” and which in part relate to both a supportive campus environment and an environment that enriches educational experiences.

The majority of first-year and senior-level students in both 2007 and 2009 indicated that the university environment helped support student success both academically and non-academically; and these students also rated their relationships with students, faculty and staff as being of high quality. Also, the majority of first-year and senior-level students in 2007 and 2009 reported that the university environment provided opportunities for engaging with students of various religious beliefs, political opinions, and values, as well as providing opportunities for interacting with students of various economic, social, and racial and ethnic backgrounds. Additionally, the structure of the NSSE allows mean score comparisons between student groups and national norms. For the items relating to a supportive campus environment and an environment that enriches educational experiences, USF St. Petersburg mean scores for first-year and senior-level students in 2007 and 2009 were all greater than the respective mean scores for the NSSE national comparison groups.

The goal of creating a vibrant campus life has been accomplished and activities in 2009 suggest that this vibrancy is established and will be ongoing in the future.

Goal 4 – Promote research

This goal is addressed by the efforts of the Office of Research which among its goals, includes increasing external funding and promoting and cultivating a culture of research.

The data in the table below illustrates the activity associated with the submission of research proposals and the number of awards received. There was a drop in number of proposals submitted from 2006-2007. Submissions stabilized in 2008. There has been more emphasis placed on this goal during 2009. Proposals have increased, it will be determined if the awards follow.

<u>Fiscal Year</u>	<u>Proposals Submitted</u>	<u>Proposals Awarded</u>
FY 05	1	\$3,289,113
FY 06	19	\$1,805,594
FY 07	11	\$822,717
FY 08	12	\$1,721,747
Fall 2009	6	\$279,314

In addition, the Office of Research showcases the diversity and creativity of ongoing scholarly activity by faculty and students during the annual Research Month. Research Month has been held each spring since 2007 and includes a symposium, presentations, discussions, and special events.

The goal of promoting research is considered partially accomplished in that this is an ongoing activity for any university.

Goal 5 – Create a diverse, respectful culture

This goal that the institution creates a diverse and respectful culture that in its composition, attitudes, and actions respects encourages and embodies diversity guides all efforts in this important area. Examples include:

- Conducting a Campus Climate survey, and bringing in a consultant to conduct focus groups on institutional climate with individuals at all levels of the institution
- Hiring a Director of Multicultural Affairs
- Assigning release time to a COE Faculty member to serve as Coordinator of Minority Recruitment and Retention
- Providing HR support for announcements in broader range of publications for all faculty searches
- Forming student organizations specific to Goal 5
- Offering community and internal lecture series related to Goal 5
- Aligning curriculum
- Developing COE Conceptual Framework with diversity as a strand
- Supporting the Bishop Center for Ethical Leadership
- Supporting the Center for Civic Engagement
- Establishing Neighborhood News Bureaus in south St. Petersburg
- Bank of America support to bring public school students from low SES schools to participate in all day seminars with College of Business faculty
- On-going activities through SGA and HR for non-profit and community events.
- Engaging with community organizations (i.e. MLK breakfast and parade, COQEBS, Ebony Scholars)
- Establishing Community Boards
- Supporting the multicultural office with Student Government funding
- Providing HR training sessions
- Developing a Diversity Committee
- Creating and adopting an honor code, *Commitment to Honor*

As noted in the table below, the proportion of minority students at the undergraduate level has remained relatively stable over time at approximately 20%; while the proportion of minority students at the graduate level has varied somewhat over time (at approximately 15%) but is beginning to show a slight decline. At both levels there is also an increased presence of foreign-born students.

Pct. Minority Students	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08
Undergraduates	19.0	19.5	20.1	20.3	20.9	22.1
Graduates	15.8	12.7	15.8	16.4	15.7	13.2

As noted previously in NSSE findings, the majority of first-year and senior-level students in 2007 and 2009 reported that the university environment provided opportunities for engaging with students of various religious beliefs, political opinions, and values; as well as opportunities for interacting with students of various economic, social, racial and ethnic backgrounds.

As such, the goal of creating a diverse and respectful culture is considered achieved and the processes are in place to continue to address this goal in an ongoing way.

Goal 6 – Increase enrollments

A number of institutional initiatives were launched between 2003-2008 in order to increase enrollment. Notably, the USFSP Autonomy Project identified proper classification of USFSP students through campus and college coding. Additional efforts include broadening recruitment efforts and visits beyond Pinellas County, institutional enrollment marketing, implementation of new academic programs, particularly at the graduate level, and system-wide collaborations that have resulted in an increase of First-time in College (FTIC) students.

- Admissions conversions launched in the Summer 2005 semester with separate college and campus codes to enhance tracking of USFSP specific enrollment figures
- FTIC growth due to new student life and residential student opportunities, the launch of the Freshman Summer Institute (now STARS program), and institutional investment in specific marketing to FTIC population
- Collaborative efforts within the USF System in recent years increased USFSP undergraduate admission through the wait-list option
- Broadening of recruitment areas outside of Pinellas County to diversify student origin mix
- Increased outreach to high school guidance counselors
- Implementation of Saturday SAT preparation programs through the Academic Success Center
- Spring 2007 Open House for College of Education programs that lead to teacher certification with funding provided by a Project Succeed grant
- Implementation of new Masters of Science program in Environmental Science and Policy beginning in Fall 2007
- Marketing campaign to increase visibility of USFSP MBA program resulted in marked increased in graduate business enrollment
- Implemented MBA Essentials program to attract non-Business majors into the MBA program

As noted in the tables below, there has been a slight increase in the total number of students enrolled at USF St. Petersburg (Home Institution) as well as a slight increase in the number of students from other USF system campuses taking courses at USFSP which results in slight annual increases each year in Funding Campus Totals. Each year, the production of student credit hours has also continued to increase. In each semester shown below, a large proportion of students (18% - 36%) are not USF St. Petersburg students.

Student Headcounts	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08
Undergraduate	2,944	2,984	2,756	2,916	2,956	3,136
Graduate	453	512	366	340	421	447
Non-Degree Seeking	446	307	302	255	229	188
USFSP (Home Institution)	3,843	3,803	3,424	3,511	3,606	3,771
Other Students	855	874	1,243	1,492	1,699	1,869
Total Funding Campus	4,698	4,677	4,667	5,003	5,305	5,640
<hr/>						
Student Credit Hours	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08
Total Fundable Hours	35,230	34,928	36,097	38,315	40,317	42,644

The goal of increasing enrollment is considered accomplished. Although a large proportion of that increase is due to increases in enrollments of students not from USFSP (Home Institution). The projected and real increase in enrollment parallels the projections in the Campus Physical Master Plan.

Goal 7 – New and enhanced facilities

USFSP features both a new state-of-the-art Science and Technology building that has earned Gold LEED certification (Leadership in Energy and Environmental Design, Green Building Rating System), and Harborwalk, a pedestrian mall and promenade in the center of campus that connects the Science and Technology Building with Davis Hall and Bayboro Hall. In addition, more than 58 projects have been completed in accordance with the Campus Physical Master Plan since 2003. Expenditures for these projects are:

<u>2003</u>	<u>Amount</u>
Utilities/Infrastructure and Minor Projects	351,000
Land Acquisition	1,500,000
 <u>2004</u>	
Utilities/Infrastructure and Minor Projects	2,475,000
Parking Structure Phase I	2,319,000
 <u>2005</u>	
Utilities/Infrastructure and Minor Projects	481,000
 <u>2006</u>	
Utilities/Infrastructure and Minor Projects	3,744,000
Multi-Purpose Student Center Planning and Design	1,289,000

2007

Utilities/Infrastructure and Minor Projects	1,267,000
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2008

Utilities/Infrastructure and Minor Projects	2,438,000
Science Technology Academic Building	9,000,000

2009

Utilities/Infrastructure and Minor Projects	2,502,000
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2010

Utilities/Infrastructure and Minor Projects	643,000
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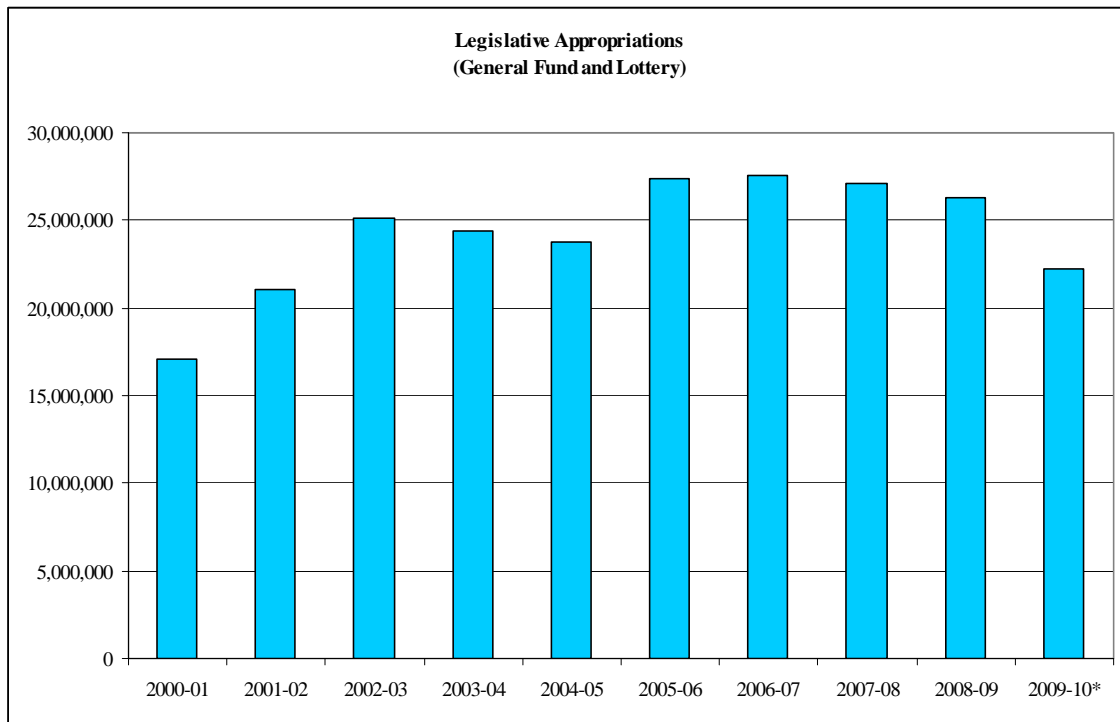
Inherent in growth are new, expanded, renovated or enhanced facilities totaling \$28M since 2003. USFSP is in the planning and fundraising stage for future space in conjunction with the recently revised Master Plan. These projects include a Multi-Purpose Student Center, Phase II Housing, and College of Business. USFSP meets this goal.

Goal 8 – Increase financial support

The legislative appropriation for USFSP increased significantly from FY 2001 to FY 2002 in conjunction with separate accreditation at USFSP, and again in FY 2003 associated with growth in the institution. Since that time, state appropriations have been less stable, and reflect both growth and contraction at the institution as well as with state revenue. In FY 2010, state appropriations are down to \$22.6M, a funding base that returns to a level near that of FY 2002 despite enrollment growth over the last several years.

Tuition and fees have risen steadily during the same period and offset some of the loss of state appropriation in Florida, a trend similar to that of many other states. It is expected that tuition and fees will continue to rise in upcoming years as well. Currently, public university students in Florida enjoy low tuition rates when compared to other state university systems. Future tuition increases are expected to align Florida tuition as a percent of total budget with other public universities in the region.

Fundraising for private gifts and donations will become more important to the future economic position of USFSP. USFSP is presently participating in a comprehensive USF system-wide campaign to raise funds. During the silent phase of the campaign, USFSP has raised nearly \$9M, or more than 63% toward the \$14M goal. By the end of the campaign on June 30, 2012, USFSP expects to complete the goal in full. Given current progress toward fulfilling the fundraising goal, Goal 8 is accomplished and ongoing. Legislative appropriations include only general funds and lottery funds. In order to offset state revenue shortfalls, the State of Florida has had to increase tuition and fees each year. The graph below reflects legislative appropriations from 2000-2001 through 2009-2010.



* Excludes Stimulus Funds, \$1.9M

The Strategic Planning Process

The University of South Florida St. Petersburg engages in ongoing, integrated, and institution-wide research-based planning and evaluation. Supported by our Office of Institutional Research, Planning and Effectiveness, planning and evaluation activities occur at multiple levels (e.g. program evaluation, unit/division evaluation, strategic planning), at different times, and for various audiences; however, all of these activities are designed to monitor and improve the overall quality of the institution. Consistent throughout these integrated activities is a direct and intentional reference to our university's mission in an effort to demonstrate consistency with this guiding document. USF St. Petersburg engages in a comprehensive and systematic review of its institutional mission, goals and outcomes on a continuous basis, culminating in a revised, five-year, strategic plan. The strategic plan serves as the source document for informing all academic and support programming and facilities decisions as well as budgetary actions that support these activities.

Strategic Planning for the 2009-2013 Cycle

In the fall of 2007, the Regional Chancellor appointed the Dean of the College of Arts and Sciences to chair the Strategic Planning Steering Committee that was charged with drafting the new 2009 – 2013 Strategic Plan. Guided by the underlying principles of transparency and inclusiveness, the strategic plan focused on strategic goals and objectives. Concerns presented by state budget cuts necessitated a more realistic set of planning assumptions and these helped guide the development of a new set of objectives.

Stage 1: Pre-Planning

In October of 2007 the Regional Chancellor convened a two-day pre-strategic planning workshop with members of the Regional Chancellor's Leadership Team and invited faculty members from each college. This workgroup explored benchmark criteria, identified a short list of comparison and aspirational peer institutions, and recognized planning (internal and external) assumptions that helped to frame planning conversations. This group also deliberated on the planning process and timeline, offered recommendations for the composition of the Strategic Planning Steering Committee and identified an external consultant to assist and facilitate USFSP through the planning process.

Stage 2: University Input

The Strategic Planning Steering Committee was fully formed by early spring of 2008 and included broad representation of students, faculty, staff and administrators from across the university. To initiate the new planning cycle, the entire university community was invited to attend and participate in one of two, three-hour, planning forums. Guided by our planning consultant, over 150 employees and students participated and provided input on our collective future through reflection, shared visioning, and planning. The ideas generated from these open forums were captured and summarized and supported the work still to be completed by the Strategic Planning Steering Committee.

Stage 3: Articulating Strategic Goals

Armed with extensive supportive documents (i.e. 2003-2008 Strategic Plan, Mid-Cycle Report, pre-planning workshop minutes and data, and open-forum summary comments), the Strategic Planning Steering Committee drafted elements of the new plan and recommended to the Regional Chancellor that the University retain its existing Mission and Values statements, refine its Vision statement, and advance a new set of Goals and Objectives. Between March and July of 2008, the Committee met five times as a full group and held an additional seven town-hall conversations to further listen to the community, synthesize and refine draft materials. From this inclusive process six broad themes emerged: academics, student engagement, diversity and inclusion, research and creative activities, environmental stewardship, and administration and finance.

Stage 4: Operationalizing Goals and Objectives

Strategic Goals were operationalized into measurable strategy statements with broad university input. Between August and September of 2008, six subcommittees were formed, five chaired by a faculty member, one by an administrator, each charged with drafting strategic position statements that would help guide the university toward achieving its goal. These six documents were synthesized by the Strategic Planning Steering Committee and became the primary source for framing the final set of Strategies and Objectives.

Stage 5: Open Comment, Refinement, and Board Approval

The Strategic Planning Steering Committee submitted its final draft plan to the USFSP Regional Chancellor. The Regional Chancellor's Leadership Team refined wording on the document before posting it electronically for the university community to review during an open comment period. The work of the Strategic Planning Steering Committee was presented at the USFSP Campus Board on September 12, 2008. It was also presented to the ACE Workgroup on November 13, 2008 and approved as part of the Consent Agenda items at the December 11, 2008 meeting of the USF Board of Trustees.

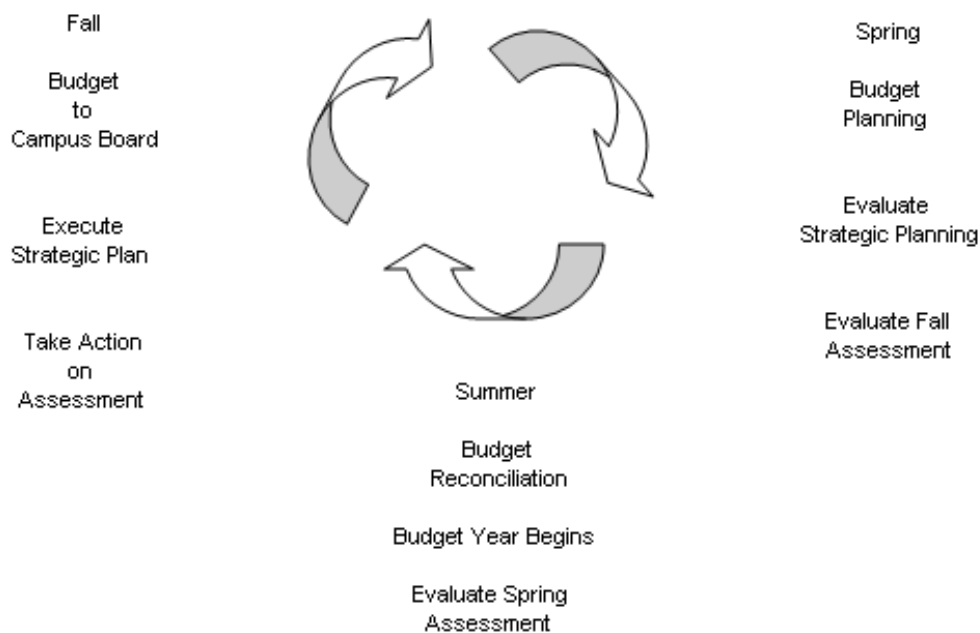
In the end, USFSP retained its existing mission and values statements, recognizing these as important and relevant foundational elements for the next five years. The institution's vision statement was refocused into a declarative statement: *"USF St. Petersburg will be a premier masters degree level urban university recognized for its vibrant community of scholars who engage and improve its community and the world."* The number of institutional goals were also reduced from eight to six. While our 2003-2008 Strategic Plan focused on growth and expansion, the goals of the 2009-2013 plan focus on excellence and stewardship of the activities and programs currently in place.

Comprehensive Strategic Planning

The University of South Florida St. Petersburg's comprehensive strategic planning process integrates planning, budgeting, and university assessment activities during the academic year that coincides with the state's budget cycle. These activities relating to institutional effectiveness are illustrated in the diagram below and are detailed in the university's planning calendar.

The academic year is divided into spring, summer and fall periods. Budget reconciliation and the new budget year begin in the summer. The budget for the year is approved by the Campus Board in the fall and in the fall the strategic plan is executed. The strategic plan is evaluated in the spring and strategic and budget planning also occurs in the spring. The assessment cycle includes evaluation of general education, academic programs, and administrative reviews. The spring semester is used to evaluate fall activity and to make recommendations for the following fall. During the summer semester, spring is evaluated and recommendations are incorporated into a plan that is implemented in the fall.

Institutional Effectiveness Cycle



University Planning Calendar

Date	Budget & Planning	Strategic Planning	Assessment
Jun	Budget update to Campus Board		MAPP – UDT MAPP, CIRP – FTIC
Jul	Budget year begins	Submit Student Enrollment Projections to BOT for submission to BOG	Spring General Education Evaluation
Aug	Budget to Budget Council	Evaluate Strategic Plan Modify goals/objectives	General Education Assessment Plan for AY
Sept	Budget to Campus Board	Execute Strategic Plan Review/update Plan	
Oct	Circulate revised Plan		MAPP – Seniors
Nov		Evaluate progress on Strategic Plan Submit University Work Plans and Annual Report to BOT for submission to BOG	Undergraduate and Graduate Councils and General Education Committee recommends University Catalog changes
Dec		Graduating Senior Survey	Fall General Education Assessment
Jan	Legislative Budget Requests Campus Improvement Plans		
Feb	Legislative Budget Requests		NSSE – FTIC and Seniors Fall General Education Evaluation
Mar			
Apr	Update Legislative Budget Requests		
May			Graduating Senior Survey, Alumni Survey, Spring General Education Assessment

Planning, Effectiveness and Budget Committee, 2009-2013

The Planning, Effectiveness and Budget Committee, a faculty-led group was established; but more importantly, the PEBC will help the institution operate more effectively and efficiently to integrate all planning activities and to support the SACS reaffirmation effort.

The Committee on Planning, Effectiveness and Budgeting (PEBC) is responsible for:

- Updating the USFSP Strategic Plan
- Reviewing academic and administrative assessment activities
- Proposing a budget to accomplish institutional mission and goals
- Integrating Physical Planning

The PEBC began its work on the 2009-2013 Strategic Plan by building on previous campus community strategic planning efforts beginning with a review of planning assumptions and resulting in a refinement of goals and objectives that are anchored in the current fiscal reality. USF St. Petersburg's comprehensive strategic planning, budgeting and evaluation process ensures that the university will utilize a sensible approach in meeting the highest standards in teaching, research and service. The strategic planning process includes an annual review of progress. The newly developed planning assumptions developed by the Leadership Team provided focus to the planning efforts. The data accumulated in this process helped provide a practical template for the USFSP goals and objectives for the years 2009 – 2013.

Strategic Planning Assumptions, 2009

The recent and unprecedented decline in State of Florida revenues paired with increasing student enrollment created a number of immediate challenges as well as opportunities for USF St. Petersburg. As the 2009-2013 Strategic Plan was being developed, these new realities became more evident and clear, necessitating an updated review of our planning assumptions. The detailed data-based work on planning assumptions coincided with the need to integrate all planning, budgeting and evaluation processes. These needs are reflected in a careful review of the 2008 planning initiatives and resulted in an expanded strategic planning committee structure.

External considerations such as demographics, finance, and competition affect internal operations and as such these select variables have been identified and will be monitored as part of our strategic planning assumptions. A systematic review of these planning assumptions helped inform the PEBC.

Area Demographics

USF St. Petersburg is located in Pinellas County which is contiguous with three counties including Pasco to the north, Manatee to the south, and Hillsborough to the east across Tampa Bay. The city of St. Petersburg (with a population of 248,098) is located in Pinellas county, the city of Tampa (with a population of 332,888) is located in Hillsborough county, and the city of Clearwater (with a population of 107,742) is located in northern Pinellas county and together they form the Tampa-St. Petersburg-Clearwater MSA (Metropolitan Statistical Area) which is estimated to have over 2.7M in population.

For the City of St. Petersburg, approximately 20% of the population is younger than 18 years of age and another 20% of the population is over the age of 65; over one-third of the population that is over the age of 25 has earned at least an Associate's degree and another 20% have attended some college; close to one-half of the population was born outside of the State of Florida, and 10% are foreign-born. Approximately 40% of the population live in households where the median income exceeds \$50,000; and of those employed, the top occupations include: management and professional (34.6%), sales and office occupations (28.6%), educational services and health care (21.8%), and service occupations (18.6%).

Finance

Since FY08 (2007-2008), USF St. Petersburg has taken budget reductions totaling 23%, reflecting state revenue shortfalls. These cuts resulted in a loss of 67 unfilled FTEs in faculty and staff positions. Were it not for \$1.9M from the federal stimulus package—in FY10 (2009-2010) the university would have to advance its austerity measures to include additional reductions in programs as well as additional reductions in the work force of up to 48 positions.

During the 2009 Session, the State Legislature authorized universities to increase tuition. Consequently, the Campus Board and the USF Board of Trustees approved USFSP's proposal to raise tuition by 15% in order to offset the revenue shortfall. The increased tuition in 2009 resulted in additional revenue of approximately \$1M.

Each year the university has increased tuition and fees in order to offset state revenue shortfalls. It is important to note that Florida public university tuition was the lowest in the nation in 2007-2008. Current state revenues continue to decline, thus it is anticipated that tuition and fees will necessarily continue to increase.

Competition

One of USF St. Petersburg's primary competitors is St. Petersburg College (SPC). SPC is a dynamic institution that has been able to quickly respond to the academic program needs of the community. Additionally, it offers multiple course offerings in a distributed campus model. Historically, SPC was primarily considered a feeder institution to USFSP, but the State Legislature authorized SPC to offer bachelors degrees. Consequently, SPC began to offer competitive programs in education, business, and nursing.

Eckerd College is a private, religiously affiliated, liberal arts institution. Eckerd College might be considered a competitor primarily by virtue of its presence in the St. Petersburg area. Eckerd was established in 1958, is accredited by SACCS, and serves approximately 1,800 students. Eckerd offers 38 majors and 5 pre-professional programs. Eckerd hosts an ambitious intercollegiate athletics program in baseball, softball and men's and women's basketball and tennis as well as men's golf and women's volleyball.

A preliminary study conducted by the Division of Student Affairs followed up with First-time in College (FTIC) students who were admitted to USF St. Petersburg but who did not enroll. It was found that the University of Central Florida, the University of South Florida Tampa, and Florida State University were the schools that students chose to attend instead of USFSP. Although located out of the geographic region, at least three additional Florida universities are competitors to USFSP.

Lastly, in addition to local and state colleges and universities that are direct competitors, there are a host of online institutions that offer certificate programs, training opportunities, and a wide range of undergraduate and graduate degree offerings. Many of these programs and institutions are fully accredited, staffed by a qualified faculty, and their offerings are convenient for their students.

High School Prospects as USFSP Students

As noted below, for five previous fall semesters, the county of origin for first-time freshmen and upper-division transfer students to USFSP has primarily been Pinellas County.

County of Origin	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09
First-time Freshmen (FTIC)	150	172	152	163	194
Pct. of FTICs from Pinellas Co.	85.2%	70.5%	74.1%	47.4%	49.1%
No. of FTICs from Pinellas Co.	[176]	[244]	[205]	[344]	[395]
Upper-Division Transfers (UDT)	297	382	328	333	311
Pct. of UDTs from Pinellas Co.	72.8%	80.1%	71.4%	75.7%	65.1%
No. of UDTs from Pinellas Co.	[408]	[477]	[459]	[440]	[478]

The latest available data from the Florida Department of Education (FL DOE) shows that in 2008-2009, PK-12th grade enrollments were 2.6M students (with less than 1% decline from previous years). Pinellas County's PK-12th grade enrollment ranked seventh among the 67 counties with a total enrollment of over 100K students. Of these students, 7,393 were in 12th grade, trailed by 9,751 in 11th grade and 8,919 in 10th grade. The FL DOE also reported that the average cohort 4-year graduation rate for Pinellas County in 2007-2008 was 67.3%. Lastly, a FL DOE report noted that in 2007-2008, 12.7% of Pinellas County high school graduates indicated that they planned to attend a Florida community college and 48.7% indicated that they planned to attend one of Florida's universities.

In addition, from 2008-2009 to 2014-2015 a FL DOE report estimates increases in the number of high school graduates with standard diplomas. By county, those increases include: Hernando (+32%), Hillsborough (+5%), Manatee (+10%), Pasco (+19%), and Sarasota (+5%). These figures suggest significant recruiting opportunities for USF St. Petersburg. Students that live outside of a 30-mile range of the university are required to live on campus. An increase in enrollment of students from outside the 30-mile area will spur an increased demand for campus housing.

USFSP Enrollment Trends

Each academic year, the Florida Board of Governors (BOG) via the USF System Office requires institutions to submit enrollment targets. USFSP enrollments are estimated to increase at a moderate rate of 1.3% annually through 2014-2015. Enrollments in program areas at USFSP mirror enrollments in the State University System (SUS) with the exception of engineering and health sciences. It is anticipated that USFSP will be able to meet moderate enrollment targets through 2014-2015 and there appear to be opportunities for program growth.

FTEs (Full-time Equivalents) are the metrics established by the BOG for funding purposes. An FTE assumes that an undergraduate student is enrolled for a total of 40 hours each academic year (10 hours in the summer, and 15 hours in each of the fall and spring semesters); and that a graduate student is enrolled for a total of 32 hours (8 hours in the summer, and 12 hours in each of the fall and spring semesters).

The table below presents actual and projected FTEs for each AY from 2006-2007 through 2014-2015. Annual FTE enrollments for USFSP are projected to increase 1.3%.

Student FTEs	06-07	07-08	08-09	0910	1011	12-13	14-15
Lower level (LL)	616	660	741	770	784	814	844
Upper level (UL)	1,428	1,506	1,547	1,530	1,545	1,575	1,607
Total UGRD	2,044	2,166	2,288	2,300	2,329	2,389	2,451
Grad (GR)	227	289	297	305	309	317	325
Total FTE	2,271	2,455	2,585	2,605	2,638	2,706	2,776

Enrollments by Major

For the previous three fall semesters, the top five majors at USFSP have remained unchanged. In fall 2008, the top five undergraduate majors in rank-order were: Business, Education, Accounting, Psychology and Mass Communications; and these majors accounted for 46.5% of undergraduate enrollments. In fall 2007, the top five undergraduate majors were the same – only in a slightly different order: Business, Accounting, Education, Psychology and Mass Communications; and these majors accounted for 48.7% of undergraduate enrollments. In fall 2006, the top five majors rank-ordered slightly differently: Business, Psychology, Accounting, Education and Mass Communications.

According to the Florida Board of Governors (BOG) Interactive University Data report, the top five majors have remained consistent over time and in rank-order for 2007 and included: Business, Health, Education, Engineering and Social Sciences. The students in these majors account for 51.6% of all enrollments. However, USFSP does not offer Health Sciences or Engineering. When these and other majors not offered at USFSP are eliminated from the (BOG) comparison list, then Psychology and Mass Communications again round out the top five majors.

While USFSP enrollments by major are typical of enrollments in the State University System (SUS), with the exception of Health Sciences and Engineering, this suggests opportunities for program growth.

Employees

As noted in the table of employee data, approximately two-thirds of faculty are full-time tenure-track; in the most recent year, the number of tenure-track faculty decreased and the number of adjunct faculty increased. Increases in student enrollments may require an increased teaching load by faculty. Ancillary services will also experience an increased workload if there is not a corresponding increase in the workforce to accommodate anticipated increased enrollments.

Headcounts	Fall 05			Fall 06			Fall 07			Fall 08		
	FT	PT	Tot.	FT	PT	Tot.	FT	PT	Tot.	FT	PT	Tot.
Faculty	161	0	161	149	1	150	159	0	159	141	2	143
Adjunct Faculty	3	87	90	5	86	91	1	71	72	2	92	94
Professional Staff	52	0	52	74	0	74	73	0	73	75	0	75
Support Staff	112	1	113	119	0	119	116	0	116	100	1	101
Student Assistants	25	122	147	14	142	156	16	130	146	6	160	166
All Other	22	76	98	24	60	84	23	57	80	20	42	62
Total	375	286	661	385	289	674	388	258	646	344	297	641

Peer Institutions for Benchmarking

Beginning in fall 2009, the University of South Florida St. Petersburg was issued an Integrated Postsecondary Education Data System (IPEDS) number and with the assistance of the USF System Office of Decision Support and the State University System/Florida Board of Governors, began to populate the IPEDS database with first instances of campus specific information as an autonomous and separately accredited university. The US Department of Education website which hosts IPEDS data includes tools such as College-Navigator and the Executive Peer Tool. Beginning in fall 2010, after USFSP's data tables are fully populated, the Executive Peer Tool will be used to identify peer institutions for benchmarking university performance. Presently, the College Navigator tool can be used to identify schools with similarities in characteristics such as degrees, programs, tuition and enrollment.

The PEBC is considering the viability of comparison to “peer” institutions identified using College Navigator which at this time include: Alabama State University, Montgomery, AL; Albany State University, Albany, GA; Bismark State College, Bismarck, ND; Christopher Newport University, Newport News, VA; Colorado State University, Pueblo, CO; Lewis-Clark State College, Lewiston, ID; Montana State University, Billings, MT; Southern Polytechnic State University, Marietta, GA; University of Arkansas, Pine Bluff, AS and Worcester State College, Worcester, MA. It is likely that our sister institutions in the USF (Sarasota-Manatee and Polytechnic) need to included as peers—but they too are not yet available for comparison using IPEDS tools.

The PEBC will use the Executive Peer Tool to identify a list of peer institutions, however, peer institutions will be further selected based upon functional area comparisons. For example, the selection of a comparison group for use by the library will be based on USFSP's relationship with the USF System Library which is a top-rated library. Also, since the IPEDS data for USFSP reflects “home campus” students rather than all students enrolled in classes including “commuter students” from the other institutions in the USF System, then enrollments are under-reported. An adjustment will need to be made to any list produced by the Executive Peer Tool to account for a larger student enrollment figure than what is reported in IPEDS.

Strategic Goals and Objectives, 2009-2013

Building on previous planning efforts, institutional progress toward previous goals, and an analysis of planning assumptions, the Planning, Effectiveness and Budget Committee accepted a number of prior goals and objectives. However, several goals and objectives were necessarily modified due to the budget situation. Strategic Goals and Objectives for 2009-2013 are listed below with detailed implementation strategies.

In overview, the *Points of Focus* include:

1 – Academic Performance

Support and enhance programs that prepare students to be knowledgeable, reflective, and engaged citizen scholars in a global society.

2 – Student Engagement

Enhance learning and achievement and promote retention through active engagement in curricular and co-curricular programs.

3 – Diversity and Inclusion

Create a vibrant, inviting, and enriching university community that values and respects all individuals and whose students, faculty, and staff represent the diversity of its region.

4 – Research and Creative Activities

Support faculty research and creative activities, and engage students in local, national and international scholarship.

5 – Environmental Stewardship

Foster stewardship of the environment and embody the values of sustainability.

6 – Administration and Financial Stewardship

Enhance revenue and provide effective and efficient financial management and ensure institutional sustainability.

1 – Academic Performance

Support and enhance programs that prepare students to be knowledgeable, reflective and engaged citizen scholars

1.1 Use sustained evidence of student learning outcomes and student achievement for continuous improvement

Refine and continue the integrated academic assessment plan [Year 1]

Evaluate the student learning assessment tracking tools that are in place for monitoring institutional effectiveness [Year 3]

Evaluate the integrated assessment plan for efficacy and continue to refine curricula [Year 5]

1.2 Offer certificate, undergraduate, and graduate programs that meet regional needs

Develop a needs assessment based on student and community needs [Year 1]

Utilize data to review and refine existing undergraduate and graduate curricula and initiate new programs [Year 3]

Evaluate new configuration of curricula and programs [Year 5]

1.3 Implement and support information and instructional technologies that facilitate effective pedagogies

Develop policies and a plan for appropriate delivery and ownership of instruction and create a campus-wide information and data literacy plan [Year 1]

Continue to provide faculty with the knowledge, training, and skills needed to enhance and develop appropriate instructional delivery and document continuous improvement in quality [Year 3]

Engage in monitoring appropriate deliveries, assess the information and data literacy plan, and document how the process will be improved [Year 5]

1.4 Enhance programs that specifically support academic excellence

Develop an integrated plan for academic excellence that can involve all students, including the Honors Program, and expand opportunities for undergraduate research and workshops on academic excellence [Year 1]

Expand faculty participation in academic program activities [Year 3]

Expand student participation in academic program activities [Year 5]

1.5 Increase student awareness of participating in a global society

Identify existing curricular and programmatic content with global perspectives [Year 1]

Assess viability of central support of study abroad programs [Year 3]

Support study abroad programs [Year 5]

2 – Student Engagement

Enhance learning and achievement and promote retention through active engagement in curricular and co-curricular programs

2.1 Create a freshman experience that enables students to thrive and move successfully through to graduation

Develop an implementation plan for appropriate first year program curricula based on a review of best practices, benchmark criteria, and outcome data from other institutions [Year 1]

Implement the First Year Experience program [Year 3]

Evaluate the efficacy of the First Year Experience program and make enhancement modifications based on assessment data [Year 5]

2.2 Foster institutional pride and strengthen connections within the campus community

Promote and celebrate USFSP's identity, history, and tradition and strengthen the student experience (e.g. assess feasibility of Greek Life, design a new student center, and augment wellness and recreational activities) [Year 1]

Seek funding for a student center and conduct a feasibility study for the expansion of recreation and wellness facilities [Year 3]

Seek funding for renovation of the Campus Activities Center (CAC) and seek funding for expansion of recreation and wellness facilities [Year 5]

2.3 Enhance opportunities for increased student involvement in curricular and co-curricular activities

Continue to develop a student leadership development program that combines curricular and co-curricular elements and integrates ethics, leadership, and civic engagement across the curriculum [Year 1]

Implement an academic certificate program in Ethics, Leadership and Civic Engagement [Year 3]

Organize fundraising activities in support of leadership and civic engagement scholarships and programs [Year 5]

3 – Diversity and Inclusion

Create a vibrant, inviting, and enriching university community that values and respects all individuals and whose students, faculty, and staff represent the diversity of its region

3.1 Ensure an inclusive community where differences are respected and valued

Promote the Regional Chancellor's Advisory Board for Inclusion and Diversity [Year 1]

Administer a campus climate survey and report and disseminate findings [Year 3]

Evaluate the effectiveness of diversity and inclusion initiatives and make enhancement modifications based on assessment data [Year 5]

3.2 Attract and retain a diverse student population

Charge a strategic enrollment committee with developing an action plan for attracting and retaining students from diverse backgrounds [Year 1]

Implement action plan as a university-wide initiative [Year 3]

Evaluate the impact of academic courses and co-curricular programming that emphasize diversity and inclusion [Year 5]

3.3 Increase the diversity of faculty and staff

Study the processes for recruitment and retention of diverse faculty and staff [Year 1]

Develop and implement an action plan for recruitment and retention of diverse faculty and staff [Year 3]

Evaluate the recruitment and retention initiative and make enhancement modifications based on assessment data [Year 5]

4 – Research and Creative Activities

Encourage faculty research and creative activities, and engage students in local, national and international scholarship

4.1 Create a vibrant culture of faculty research and creative scholarship

Explore cost-effective ideas to support and promote faculty research and study the feasibility of establishing a local human subjects review (Institutional Review Board) process. [Year 1]

Develop an action plan as a university-wide initiative that increases the number of proposals submitted and increases research funding [Year 3]

Implement the action plan and evaluate the feasibility of establishing a Faculty Research Center [Year 5]

4.2 Promote and support undergraduate research as a meaningful aspect of campus life

Open new Science and Technology Building laboratories and establish a formal process for engaging undergraduate students in research [Year 1]

Expand opportunities for undergraduate students to participate in research [Year 3]

Continue to assess undergraduate activity in research; revise the program as appropriate [Year 5]

4.3 Enhance and support research and scholarly collaborations with community partners

Identify research partners in government, health, environment, education and other nonprofit organizations [Year 1]

Establish research forums with partners in government, health, environment, education and other non-profit organizations [Year 3]

Assess the productivity of faculty/community research and scholarly collaborations [Year 5]

5 – Environmental Stewardship

Foster stewardship of the environment and embody the values of sustainability

5.1 Enhance sustainability through energy conservation and recycling

Support student organizations in environmental awareness in reducing, reusing, and recycling [Year 1]

Continue the development of energy saving initiatives and the greening of facilities on campus [Year 3]

Continue evaluation and modification of energy green plan [Year 5]

5.2 Create a community that champions environmental awareness and sustainable living

Engage students, student organizations and residence halls in environmental awareness [Year 1]

Facilitate community partnerships focused on environmental concerns [Year 3]

Support interdisciplinary research that focuses on environmental concerns [Year 5]

6 – Administrative and Financial Stewardship

Enhance revenue, provide effective and efficient financial management, and ensure institutional sustainability

6.1 Create and obtain funding streams to support short and long term initiatives

Participate in the system-wide study for central services costs; and develop budget plans that maximize resources to ensure the delivery of quality education to our students [Year 1]

Implement and realign budget expenditures to be reflective of the current economic status and our strategic planning goals while ensuring delivery of quality education to our students [Year 3]

Evaluate and realign budgeted expenditures to ensure the delivery of quality education to our students and alignment with strategic planning goals [Year 5]

6.2 Increase private and corporate funding

Raise private funds to support property acquisition and construction for academic instruction, student life activities, community outreach and support for professorships, chairs, scholarships and fellowships [Year 1]

Sustain the amount of private funds to support property acquisition and construction for academic instruction, student life activities, community outreach and support for professorships, chairs, scholarships and fellowships [Year 3]

Increase the amount of private funds to support property acquisition and construction for academic instruction, student life activities, community outreach and support for professorships, chairs, scholarships and fellowships [Year 5]

6.3 Strengthen academic infrastructure of the university to ensure the proper alignment of instruction, services, and student life

Coordinate academic unit and funding plans and establish a strategic enrollment team [Year 1]

Assess and realign resources with established institutional expectations and institutional benchmark data [Year 3]

Update academic unit plans and funding plans [Year 5]

6.4 Strengthen institutional infrastructure for the recruitment and retention of faculty and staff

Conduct a benchmark study and evaluate existing programs and professional development opportunities for faculty and staff [Year 1]

Develop an action plan for recruitment and retention of faculty and staff [Year 3]

Evaluate the recruitment and retention initiative and make enhancement modifications based on assessment data [Year 5]

6.5 Evaluate and improve facilities and processes that foster services to faculty, students, staff, and the community

Assess satisfaction with services and facilities [Year 1]

Develop a Quality Improvement plan for facilities and processes [Year 3]

Evaluate the Quality Improvement plan and make enhancement modifications based on assessment data [Year 5]

Assigned Responsibilities

Areas of Responsibility	Assigned Responsibility
Academic Performance	Reg. Vice Chancellor for Academic Affairs, Academic Deans, and Faculty
Student Engagement	Reg. Vice Chancellor for Academic Affairs, Reg. Vice Chancellor for Student Affairs and Enrollment Planning, and Academic Deans
Diversity and Inclusion	Reg. Vice Chancellor for Academic Affairs, Reg. Vice Chancellor for Student Affairs and Enrollment Planning, and Academic Deans
Research and Creative Activities	Reg. Vice Chancellor for Academic Affairs, Academic Deans, and Director of Research
Environmental Stewardship	Reg. Vice Chancellor for Adm. & Finance, Reg. Vice Chancellor for Academic Affairs, Reg. Vice Chancellor for Student Affairs and Enrollment Planning
Administrative and Financial Stewardship	Regional Chancellor, Reg. Vice Chancellor for Adm. & Finance, Reg. Vice Chancellor for Academic Affairs, Reg. Vice Chancellor for External Affairs, Reg. Vice Chancellor for Student Affairs and Enrollment Planning, and Academic Deans

Selected Accountability Measures

	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09
New USFSP Student Applications ¹					
FTIC	550	743	892	1,151	1,350
FL Community Colleges	399	437	456	500	541
Masters'	179	195	254	244	262
USFSP Student Headcount ²	3,424	3,511	3,606	3,771	3,900
% Undergraduate	80.5%	83.1%	82.0%	83.2%	86.5%
% Graduate	10.7%	9.7%	11.7%	11.9%	10.0%
% Non-Degree Seeking	8.8%	7.3%	6.4%	5.0%	3.5%
Headcount by Funding Campus ³					
Undergraduate	3,864	4,295	4,528	4,874	5,347
Graduate	471	411	501	539	483
Non-Degree	332	297	276	227	174
Total	4,667	5,003	5,305	5,640	6,004
Total Fundable Student Credit Hours	36,097	38,315	40,317	42,632	46,397
Mean Freshman SAT	1,115	1,104	1,138	1,108	1,129
Mean Freshman ACT	24	24	24	24	25
	AY0506	AY0607	AY0708	AY0809	AY0910
Degrees Awarded ⁴					
Bachelor's	656	632	664	641	
Master's	122	135	120	165	
Total (All Year)	778	767	784	806	
Teaching Faculty ⁵					
Tenure-track	113	108	116	109	94
Instructional Faculty	109	124	121	115	113
Total Instructional (All Year)	222	232	237	224	207
Full-time Instructional Faculty	114	131	150	127	123
Librarians	8	6	7	7	7
Annual Budget ⁶					
State Appropriations	27,426,866	27,562,336	27,152,458	26,263,885	22,683,723
Federal Stimulus					1,925,121
Tuition	8,624,001	7,882,596	9,319,754	11,184,146	13,946,403
Total	36,050,867	35,444,932	36,472,212	37,448,031	38,555,247
Proposals Awarded FY ⁷	\$3,289,113(T)	\$1,805,594(T)	\$822,717(T)	\$1,721,747(T)	\$279,314
No. Proposals Submitted	1	19	11	12	6

Notes:

1. USFSP, Office of Undergraduate Admissions datafile.
2. e-Profiles, USF System online MIS.
3. InfoMart, USF System online MIS: students enrolled in courses funded by USFSP.
4. USFSP, Office of Records and Registration; where: AY=Fall, Spring and Summer.
5. Faculty Academic Information Reporting (FAIR), USF System online MIS.
6. USFSP, Division of Finance and Administration
7. USF, Office of the Vice Chancellor for Research, online MIS

Strategic Budget

Strategic Planning Budget ¹	FY2010	FY2011	FY2012	FY2013	FY2014
Education and General					
Revenue					
Student Tuition and Fees	13,946,403	15,341,043	16,875,148	17,718,905	18,604,850
State Appropriations	22,683,723	20,415,351	20,415,351	20,619,504	20,825,699
Federal Stimulus Funds	1,925,121	1,925,121			
	38,555,247	37,681,515	37,290,498	38,338,409	39,430,550
Expense					
Salaries	18,701,395	18,140,353	17,958,950	18,497,718	19,237,627
Fringe Benefits	5,423,449	5,260,746	5,208,138	5,364,382	5,578,958
Other Personnel Services	692,349	671,579	664,863	684,809	712,201
Expenses	5,345,365	5,448,810	5,298,520	5,631,473	5,741,737
USF System Services	2,908,270	2,675,608	2,675,608	2,675,608	2,675,608
Tuition Authority Reserves	2,400,000	2,400,000	2,400,000	2,400,000	2,400,000
State Required and BOT Recommended Reserves	3,084,419	3,084,419	3,084,419	3,084,419	3,084,419
	38,555,247	37,681,515	37,290,498	38,338,409	39,430,550
Auxiliaries					
Revenue					
Parking	925,051	971,304	1,019,869	1,070,862	1,124,405
Bookstore Earnings	175,000	175,000	175,000	175,000	178,500
Multipurpose Student Center		1,371,576	1,392,546	1,413,974	1,435,874
Housing	2,283,565	2,397,743	2,517,630	3,872,264	3,966,468
Other	1,906,356	1,963,547	2,022,453	2,254,327	2,275,695
	5,289,972	6,879,169	7,127,498	8,786,427	8,980,942
Expense					
Parking and Bookstore	412,179	432,788	454,427	477,149	501,006
Housing	952,817	1,000,458	1,050,481	1,753,005	1,853,029
Other	1,951,183	1,990,207	2,030,011	2,070,611	2,091,317
Debt Service and Transfer to Finance Corp.	1,792,198	1,933,229	1,936,529	3,124,414	3,159,223
	5,108,377	5,356,681	5,471,448	7,425,179	7,604,575

Strategic Planning Budget (Cont'd)	FY2010	FY2011	FY2012	FY2013	FY2014
R/E (from Housing, use to retire debt)	181,595	1,522,488	1,656,050	1,361,248	1,376,367
Activity and Service Fee					
Revenue					
Fees	1,060,238	1,092,045	1,124,806	1,158,551	1,193,307
Sales	36,640	37,373	38,120	38,883	39,660
	1,096,878	1,129,418	1,162,927	1,197,433	1,232,968
Expense					
Student Life	556,431	573,124	590,318	608,027	626,268
Student Government	133,137	137,131	141,245	145,482	149,847
Other	375,518	386,784	398,387	410,339	422,649
	1,065,086	1,097,039	1,129,950	1,163,848	1,198,764
Contracts and Grants					
Revenue	1,047,609	1,058,085	1,068,666	1,079,353	1,090,146
Expense					
Restricted	934,427	943,771	953,209	962,741	972,368
Facilities and Administration Recovery (ICR)	113,182	114,314	115,457	116,612	117,778
	1,047,609	1,058,085	1,068,666	1,079,353	1,090,146
USF Foundation					
Revenue					
Endowment Earnings	770,000	785,400	801,108	817,130	833,473
Gifts	1,650,000	1,683,000	1,716,660	1,750,993	1,786,013
	2,420,000	2,468,400	2,517,768	2,568,123	2,619,486
Expense					
Scholarships	300,000	306,000	312,120	318,362	324,730
Chairs & Professorships	260,000	265,200	270,504	275,914	281,432
Other (includes reserve)	1,860,000	1,897,200	1,935,144	1,973,847	2,013,324
	2,420,000	2,468,400	2,517,768	2,568,123	2,619,486

Strategic Planning Budget (Cont'd)	FY2010	FY2011	FY2012	FY2013	FY2014
Concessions					
Revenue					
Vending Commissions	39,837	40,634	41,446	42,275	43,121
Expense					
Allocations to Various Campus Activities	39,837	40,634	41,446	42,275	43,121
 Public Education Capital Outlay (PECO)					
Revenue					
Minor Projects	242,511	250,000	250,000	500,000	500,000
Utilities Infrastructure	400,000	400,000	400,000	800,000	800,000
	642,511	650,000	650,000	1,300,000	1,300,000
Expense					
Minor Projects	242,511	250,000	250,000	500,000	500,000
Utilities Infrastructure	400,000	400,000	400,000	800,000	800,000
	642,511	650,000	650,000	1,300,000	1,300,000

Notes:

1. Based on September 2009 State of Florida Revenue Estimates.

Physical Plant (Net Assignable Square Feet)

Site	Date	Class Room	Teach Lab	Study Space	Research Lab	Office Space	Other	Total
Bayboro Hall	1.1.80	406	0	2,710	0	14,777	150	18,043
Davis Hall	1.1.80	16,035	2,672	0	613	11,841	7,139	38,300
Central Utility Plant	1.1.84	0	0	0	0	67	0	67
Coquina Hall	1.1.84	4,247	1,181	0	0	7,125	8,285	20,838
Plant Operations	1.1.89	0	0	0	0	1,927	4,511	6,438
Campus Activities Center	1.1.89	0	0	0	0	2,514	20,472	22,986
Piano Man	1.1.55	2,574	0	0	630	374	0	3,578
Nelson Poynter Memorial Library	1.1.96	1,769	1,365	39,409	0	3,679	1,856	48,078
Snell House	1.1.04	0	0	0	0	1,721	317	2,038
One Fifth Ave. South	1.1.48	0	0	0	779	1,602	0	2,381
Special Services Building	1.1.50	0	0	0	0	1,874	0	1,874
Williams House	1.1.90	0	0	0	0	1,837	842	2,679
Haney Landing Sailing Center	1.1.97	0	0	0	0	0	1,012	1,012
Florida Center for Teachers	1.1.00	3,790	0	2,036	0	6,648	0	12,474
USFSP Research Labs	1.5.04	0	0	0	2,037	155	0	2,192
Campus Welcome Center	1.2.04	0	0	0	0	275	0	275
The Terrace	1.1.01	0	0	120	0	5,091	0	5,211
Residence Hall One	1.3.05	613	0	0	0	2,410	77,396	80,419
Parking Structure	1.5.05	0	0	0	0	5,545	348,300	353,845
Science & Technology Bldg	1.9.05	8,519	6,869	254	6,787	251	511	23,191
Total		37,953	12,087	44,529	10,846	69,713	470,791	645,919

Proposed:

COB Phase One – Building Acquisition	7.1.11	22,667	22,667
COB Phase Two – Expansion Remodel	7.1.12	42,667	42,667
Multipurpose Student Center	8.1.12	26,250	26,250
Housing Phase Two	8.1.12	33,750	33,750
Housing Phase Three	8.1.14	12,750	12,750
Sci & Tech/Gen. Acad. Fac. Phase Two	8.1.14	40,000	40,000
Adjoining Property “Center D” Acquisition	7.1.15	6,667	6,667
Housing Phase Four	8.1.16	13,050	13,050
Total		243,001	243,001

Campus Physical Master Plan

It is legislatively mandated that Florida public universities update their physical Master Plans every five years. The USFSP Campus Master Plan in force was revised in March 2009 and authorizes development through 2010-2011 and facility needs through 2015-2016.

The components of the Master Plan include enrollment projections, academic and support space requirements, parking requirements, student housing needs, changes in land use, and impact on public facilities, services and resources – which through a Development Agreement with the City of St. Petersburg, permits us to construct designated facilities without additional City approval. The current Agreement is scheduled to be updated in 2010.

Physical plant planning is based on enrollment projections of 5,506 students and 2,753 FTEs in 2012-2013. In accordance with the Campus Master Plan and in addition to ongoing requests for funding infrastructure upgrades and renewal projects, the following items are listed on the USFSP Capital Improvement Plan 2010-2011 through 2014-2015 for funding from Public Education Capital Outlay (PECO) funds:

College of Business Phase One – Building Acquisition	\$7,000,000
College of Business Phase Two – Expansion Remodel	\$20,883,245
Science & Technology/General Academic Facility Phase Two	\$26,880,000
Adjoining Property “Center D” Acquisition	\$2,500,000

As well, approval is being sought in 2010 to construct the following projects included in the Campus Master Plan using a combination of fee revenue and Capital Improvement Trust Fund (CITF) funds:

Multipurpose Student Center/CAC Renovation/Housing	\$21,850,000
Housing Phase Two	\$3,460,000
Housing Phase Three	\$3,727,000

The University of South Florida St. Petersburg Strategic Plan
reflects the work of students, faculty, staff and our community.

The plan was adopted by the USF St. Petersburg Campus Board,
January 26, 2010

Campus Board:
Debbie Nye Sembler, Chair
Stephanie Goforth
Bill Habermeyer
Roy Binger
Dr. Susan Henry

The USF St. Petersburg Strategic Plan for 2009–2013 was
approved by the University of South Florida Board of Trustees,
June 24, 2010

Planning, Effectiveness and Budget Committee

Dr. Gary Patterson, Chair, College of Business

Dr. Frank Biafora, Dean, College of Arts and Sciences
Dr. Alison Watkins, Associate Dean, College of Business
Dr. Zafer Unal, Assistant Professor, College of Education
Dr. Ruby Qin, Director, Academic Success Center
Ms. Cyndie Collins, Director, Academic Advising Center
Ms. Tina Neville, Librarian, Nelson Poynter Memorial Library
Ms. Holly Kickliter, Director, Admissions and Marketing Services
Ms. Julie Martin Jakway, Budget Director, Financial Services

Dr. J. E. Gonzalez, Director, Office of Institutional Research, Planning and Effectiveness

December, 2009