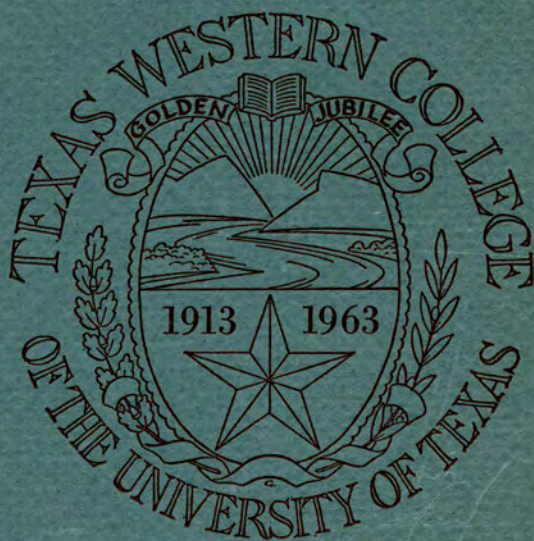


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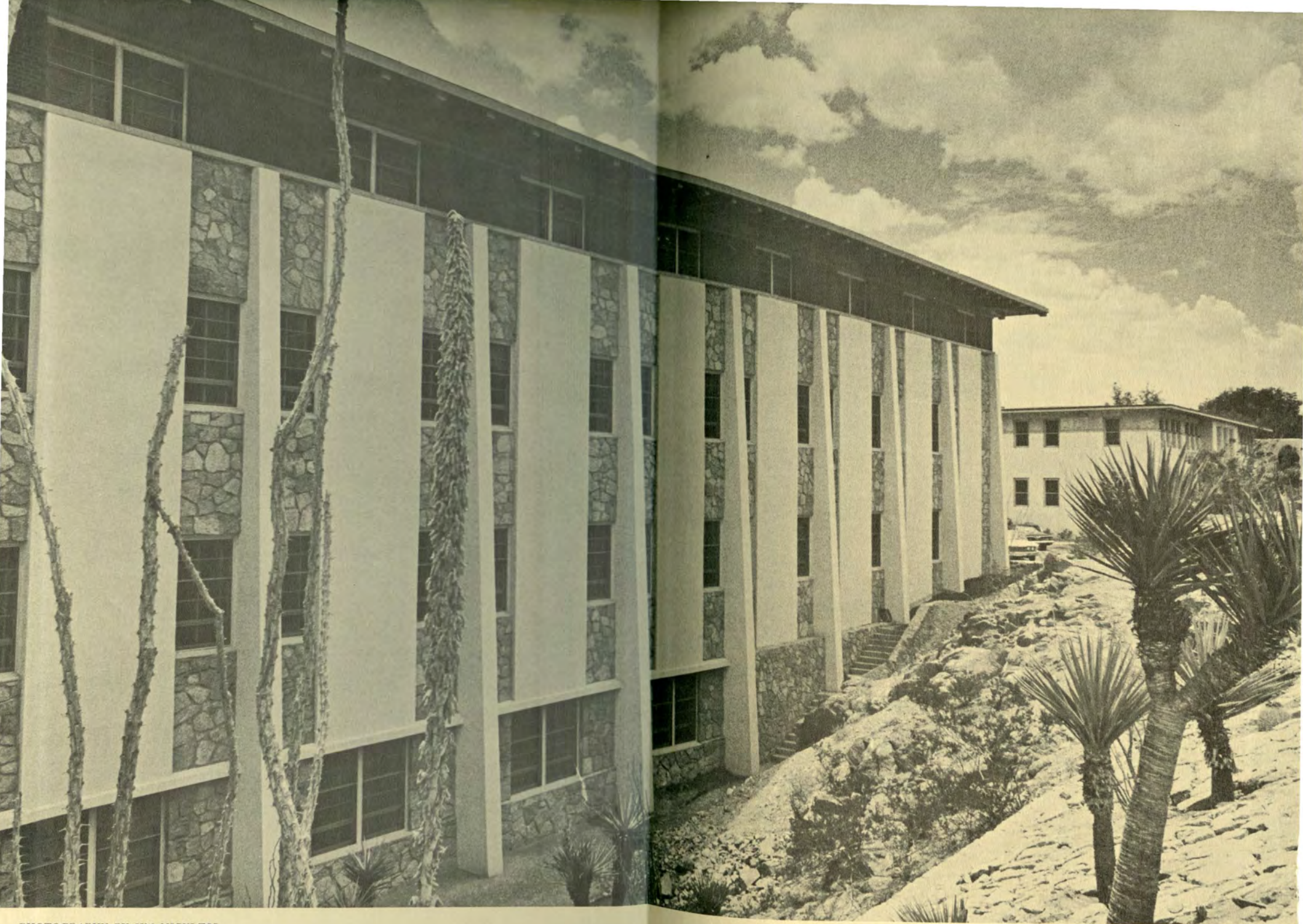
## **Mission '73: A Ten Year Plan Proposed by Citizens of El Paso for Texas Western College**

University of Texas at El Paso

Mission '73







PHOTOGRAPHY BY JIM NICKLESS





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# *Mission '73*

A TEN YEAR PLAN  
PROPOSED BY  
CITIZENS OF EL PASO  
FOR  
TEXAS WESTERN COLLEGE



THE UNIVERSITY OF TEXAS AT EL PASO

1963

*Published from funds contributed by friends of Texas  
Western College of The University of Texas at El Paso.*





JUDSON F. WILLIAMS  
MAYOR

June 14, 1963

Chairman W. W. Heath  
Board of Regents  
The University of Texas  
Austin, Texas

Dear Mr. Heath:

Through President Joseph M. Ray, I have the honor of transmitting to you the report and recommendations of the thirty-seven citizens who compose MISSION '73 of Texas Western College.

The mandate given us by the Board of Regents, the Chancellor, and the President of Texas Western College has been executed to the best of our ability. Deeply appreciative of the autonomy and independence accorded us, we have carried out your injunction to investigate at will; to be frank in appraisal; and to couple constructive vision with hard-headed realism.

Most of our attention is devoted to portraying what The University of Texas at El Paso should and can become, as it epitomizes the ever-continuing reach toward the quality which characterizes the University of Texas system. In that process of achievement, the members of MISSION '73 pledge to the Board of Regents our best efforts in any task we may be called upon to perform.

We sincerely hope the report will prove rewarding to The University of Texas...not primarily because of its qualities, which are all too inadequate...but as a document, because it heralds an era of upward thrust of your component institution at El Paso.

Sincerely,

*Judson F. Williams*

Judson F. Williams  
Chairman, MISSION '73

*Telefax*

## WESTERN UNION

*Telefax*

FROM : AUSTIN, TEXAS

May 29, 1962

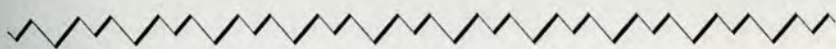
TO : DR. JUDSON F. WILLIAMS, CHAIRMAN, MISSION SEVENTY-THREE,  
TEXAS WESTERN COLLEGE, EL PASO, TEXAS

EVERY MEMBER OF THE UNIVERSITY ADMINISTRATION HAS DEEP CONVICTIONS IN FAVOR OF MISSION '73 AND HIGH HOPES FOR IT. THE PAST ACCOMPLISHMENTS OF THE COLLEGE AND THE PRESENT VITALITY OF FACULTY, STUDENT, AND ALUMNI ACTIVITIES UNDER THE ABLE LEADERSHIP OF PRESIDENT RAY MAKE THE GOALS TO BE SET BY MISSION '73 REALISTIC AND ATTAINABLE. I AM DEEPLY SORRY THAT AN EMERGENCY IN AUSTIN PREVENTS MY JOINING THE INITIAL MEETING. THE GOALS OF MISSION '73 WILL NOT BE ATTAINED WITHOUT THE STRENOUS EFFORTS OF EVERY MEMBER OF THE UNIVERSITY DEDICATED TO THE WELFARE OF THE COLLEGE. THE COMMITTEE CAN COUNT ON THE STEADY AND ENERGETIC SUPPORT OF THIS OFFICE IN EVERYTHING IT UNDERTAKES FOR THE UNIVERSITY OF TEXAS AT EL PASO.

HARRY RANSOM

CHANCELLOR





## PREFACE

✱ ON FEBRUARY 3, 1962, the Board of Regents of The University of Texas approved the establishment of *Mission'73*, a citizens' study group composed of thirty-seven men and women from the communities of the El Paso area. This group was charged with the responsibility of anticipating the future needs of Texas Western College and of mobilizing the resources required to meet these needs. Its mission was to decide where the College can and should be in 1973.

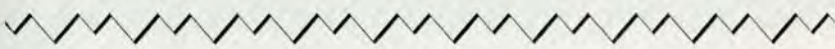
Since its inception, *Mission'73* has worked to appraise the current status of the College; to consider realistically where Texas Western College can and should be in 1973; and to determine how the College can move toward its objectives during the coming decade.

In formulating its recommendations, *Mission'73* early reached several conclusions concerning the character of Texas Western College, both now and in the future. These conclusions have served as fundamental propositions relating to the role of the College and the extent of its educational services. By applying these propositions to the data examined, we have arrived at a set of goals that we think are both realistic and practical. *Mission'73* now recommends a master plan for the ten-year period from 1963-1973.



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## THE ROLE OF TEXAS WESTERN COLLEGE

✿ AS THE UNIVERSITY OF TEXAS AT EL PASO, Texas Western College must be an educational institution of high caliber, capable of meeting the needs of varied communities of interest. As a state-supported institution, it operates within the framework established by the State of Texas, ever alert to the needs of the State with respect both to efficiency and scope. Implicit here is its obligation to provide educational opportunities for all qualified persons within its capacity. The long established relationship as a component institution of The University of Texas should be continually strengthened.

Parallel to its responsibility to the people of Texas as a whole, Texas Western College must be particularly responsive to the needs of the western portion of the State and adjacent areas. Its location in the city of El Paso, a community which evinces an unusually cooperative civic attitude, also imposes a duty to provide programs of community service to meet local business, professional, and cultural needs. Texas Western College must be sensitive to the needs of the community around it.

Furthermore, The University of Texas at El Paso must operate within the broad perspective of a revolutionary world. The increasing tempo of social, industrial, and scientific changes places a vital responsibility upon any educational institution. Although the particular demands of local and state-wide communities must be met, Texas Western College must be vitally involved in concerns of national and international character. There is no inherent conflict between greatness and community orientation, nor is there conflict between local and universal concerns. Indeed, Texas Western College and all institutions of higher learning can best serve the localities in which they exist by preparing students to live in a rapidly changing world.

## *Members of Mission '73*

### *Chairman*

DR. JUDSON F. WILLIAMS

### *Vice Chairman*

KARL O. WYLER

### *Executive Committee*

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JOHN A. DAVIS, JR.

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MRS. THAD STEELE

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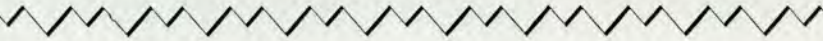
RICHARD C. WHITE

### *Executive Officer*

MILTON LEECH

<sup>o</sup> Resigned





## THREE MAJOR OBJECTIVES

✿ Texas Western College has made giant strides in its first fifty years. Serious consideration must now be given to directing its future growth. We propose three major objectives for the College during the coming decade.


First, attention should always be directed toward the achievement of quality in any field of study offered. In those fields where the College is strong, efforts must be made to retain these strengths. Where weaknesses exist, corrective action should be taken. The College should concentrate its resources in those areas of greatest promise and seek national eminence in selected fields of study and research. Priority must be given to the realization of greatest potential rather than to dispersion of effort, which usually leads toward general mediocrity. Vigilance should be directed toward elevating all performance in order that the average may be compatible with the attainment of higher quality.

Second, Texas Western College can best achieve distinction by devoting increased scholarly attention to the unique and treasured features of life in its international area.

Third, resources must be enlarged in all areas, with long-term needs continually taking precedence over expediency.

Visualizing these three principal objectives, we suggest the following immediate opportunities for developing outstanding programs. The future of the sciences as they relate to the developments at White Sands Missile Range holds great promise. Because of Texas Western College's geographical location and proximity to the border and because of the possibilities for cooperation with Latin America, the social sciences and modern languages including teaching English as a second language require constant strengthening. Because of the College's obligation to provide a center of culture for an isolated region, the fine arts should be further developed. Because of the needs of this particular area of the Southwest, the professional areas of business administration and teacher education demand special attention.





## ADMINISTRATION

### A NEW NAME

✿ MISSION'73 recommends that the name of Texas Western College be changed to *The University of Texas at El Paso*. This change should be made as soon as possible. Until such time as the name can formally be changed, *Mission'73* recommends that "The University of Texas at El Paso" be used as a subtitle.

### THE UNIVERSITY SYSTEM

*Mission'73* affirms the position that Texas Western College should remain in The University of Texas System, as a component member institution under the Chancellor and his staff, and responsible to The University of Texas Board of Regents. The advantages to the College of remaining in The University of Texas System are self-evident. This association helps the College to adhere to the high academic standards of the System. Immeasurable is the assistance and guidance which Texas Western College receives from the Office of the Chancellor. If the controls exercised by Central Administration were withdrawn, identical controls would have to be established at Texas Western College at substantial expense. The trend across the country is in the direction of Boards of Regents for groups of institutions. If this trend became evident in the State of Texas, and Texas Western College were to face the necessity of choosing institutions with which to be affiliated, obviously it would prefer its present connection with The University of Texas System.

The comparatively high degree of autonomy accorded to Texas Western College under The University of Texas System has contributed markedly to the growing strength of the institution. The unique nature of the College as well as the geographical distance separating El Paso and Austin, testify to the continued necessity for responsible self-direction, and the trusteeship exercised by the college administration thus far demonstrates the wisdom of accord-



ing increasing autonomy to this institution in shaping its program and operating its affairs.

#### THE BOARD OF REGENTS

The members of the Board of Regents, the Chancellor, and the staff members of the Chancellor's office should come more and more to recognize Texas Western College as a principal component of The University of Texas System. For this reason, the Board of Regents should hold its meetings at Texas Western College periodically, preferably annually; and it should have one or more representatives at the June commencement of the College, as was done in June, 1963. Furthermore, the membership of *Mission '73* holds the opinion that there should be at all times at least one citizen of El Paso or one graduate of Texas Western College on the Board of Regents.

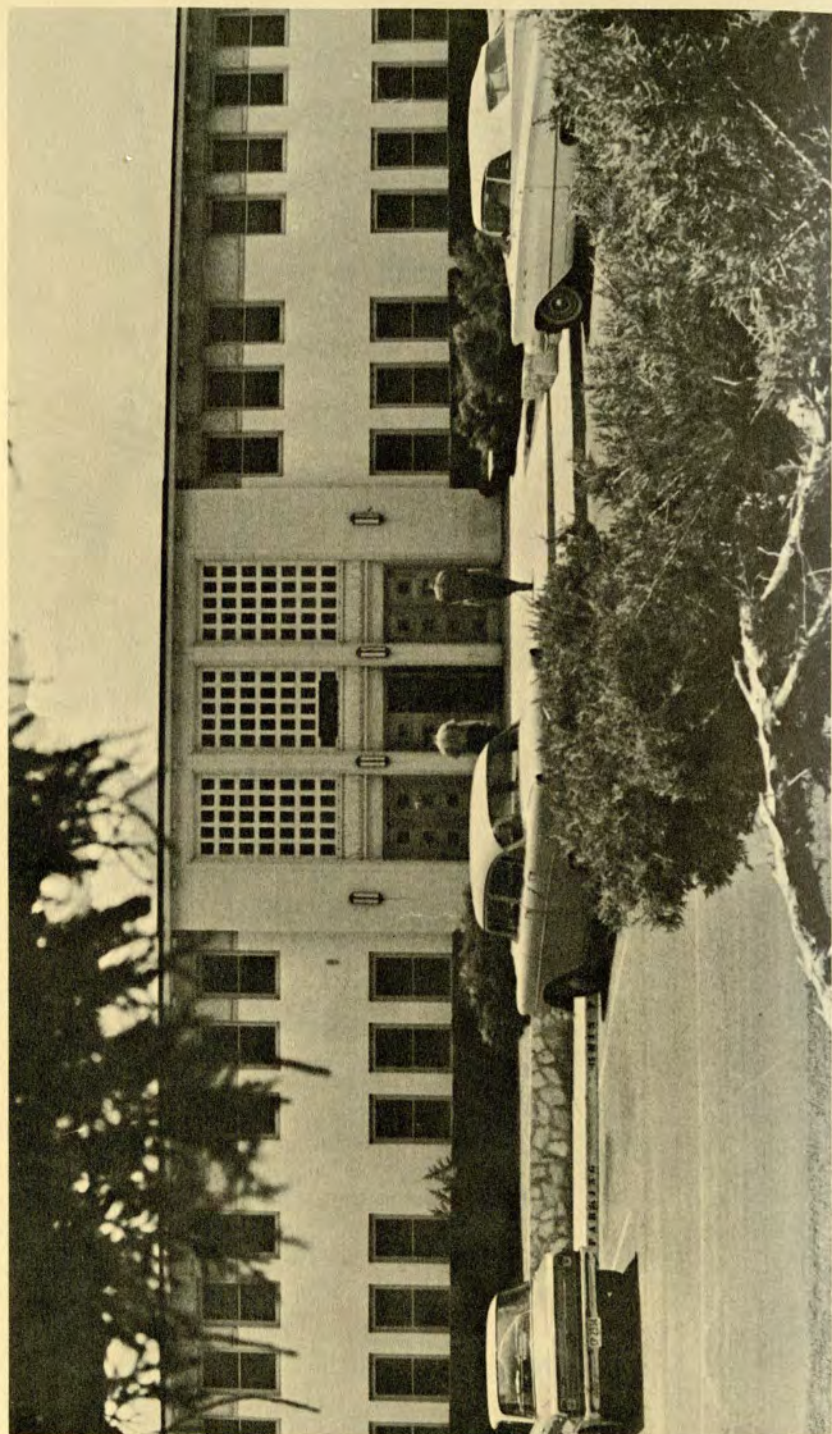
#### INTERNAL ORGANIZATION

In view of the pressures that confront Texas Western College in the decade ahead, it is important that special attention be paid to the problems of organization within the institution. *Mission '73* considers it unwise to make specific recommendations with regard to any given establishment for the top administration of the College. As enrollment grows and the complexity of the institution increases, additional administrative staff including one or more vice-presidents will probably be needed.

The state appropriations system for administrative expenses leaves much to be desired. The formulas which produce the funds for General Administration need to be revised upward. While these formulas are properly based upon student enrollments, the base figure by which the enrollments are multiplied to arrive at a total appropriation for this purpose should gradually and steadily be increased. Furthermore, the appropriations for Instructional Administration, which are not now based on any formula, are seriously inadequate. If the formula system is to be continued, an adequate formula should be devised for Instructional Administration.









One of the reasons for increased administrative staff is the importance of recruiting high quality faculty for the institution and the absolute necessity of participation on the part of the President and his administrative staff in the recruitment process. Authorities in educational administration are agreed that the President's office should be involved actively in faculty selection. The top echelon of administration at the College should include sufficient assistance to permit such involvement.

It should be assumed that there is to be close liaison and mutual understanding between administration and faculty. The administration and the faculty should work in partnership to achieve the goals of the institution. The process is one of moving along lines of action agreed upon and participated in by all.

An Office of Institutional Research should be established and staffed within the College. This office would concern itself with studies, large and small, such as building programs, the administrative organization of the library, the nature of the student population, and the scholarship and grant-in-aid program. In a sense, this Office of Institutional Research should begin where the studies for *Mission '73* stop. The Office of Institutional Research should have immediate and continuing access to the President's office, and its findings should be considered by the Administrative Council or other appropriate groups. With a research agency of this sort, the College Administration will have better information on which to base its decisions.

The system of classified personnel in operation at the College was instituted in 1955, following a survey by the Public Administration Service of Chicago, and it has undergone minor revision from time to time. *Mission '73* feels that the system is well designed and has no recommendation for its improvement.

#### PRESIDENT'S ADVISORY COUNCIL

There should be a President's Advisory Council appointed by the President and composed of citizens of the community of El Paso. Such a Council should assist in the formulation of new

policies; discharge coordinative functions such as integration of the varied activities of citizen groups interested in Texas Western College; focus attention upon the recommendations of *Mission '73* and inquire into the progress made toward the accomplishment of goals set by it; bring the community's interest and desires for the College into appropriate focus. In sum, the function of this Advisory Council would be to provide liaison between the community and the College. The proposed Council would be purely advisory and would meet at stated intervals or on the call of the President.





## THE FACULTY

✿ THE QUALITY of the faculty of The University of Texas at El Paso should be raised to the highest possible level. *Mission*'73 does not believe that the mere enlargement in the number of faculty members should be accomplished at the sacrifice of quality.

### ASSURING FACULTY QUALITY

While *Mission*'73 feels that it is impractical to name specific future salaries, since the passage of time has a way of distorting such figures, the College should set its sights essentially higher than has been done in the past. Under current conditions, for example, a professor who has arrived at his full professional stature should have a normal nine-month salary of \$12,000 to \$15,000, or \$18,000 for nationally-eminent men. If The University of Texas at El Paso is to compete favorably with the universities in its immediate neighborhood, salaries will have to be raised substantially. For example, during the school year ending in 1963, New Mexico State University, the University of New Mexico, Arizona State University and the University of Arizona each paid full professors an average salary more than \$2,000 higher than the average salary for full professors at Texas Western College. At present, the salary scale at Texas Western College compares favorably with those of other institutions only at the rank of instructor. *Mission*'73 is convinced that the salary scales for full professors, associate professors, and assistant professors should be raised appreciably and should be kept competitive. By the same token, attention should be paid to incidental benefits deriving from membership on the faculty of the College, such as tax-sheltered annuities, travel funds to attend learned society meetings, the group hospitalization program, the group life insurance plan, social security, and the teacher retirement program.

The superior quality of an institution can be maintained only through constant attention to new faculty recruitment. The upgrading of the faculty of a college must be accomplished in the



face of powerful inertias, such as the proprietary regard of faculty members for their own status, the long tradition of "getting along with what we have," and the normal desire and expectation of promotion from within. All of these inertias tend to retard needed changes, but they should not be allowed to do so. The faculty itself, the president, and the deans should participate more and more in locating, attracting, and holding new members of the faculty.

Superiority also necessitates proper recognition and rewards for high quality performance by faculty members. A single narrow definition of quality performance is not suitable; instead, there should be a range of definition which will recognize valuable achievements of different kinds. Suggested as criteria for judging faculty quality are academic degrees earned, scholarly research production, service to the community, classroom teaching, and creative accomplishment.

#### TENURE

An adequate program of tenure is essential if the College is to achieve a major degree of quality on its faculty. The present tenure system, as adopted by the faculty and approved by the Board of Regents, appears to *Mission*'73 to be quite satisfactory. The provision in the tenure statement which provides for the "up or out" rule after stated periods is heartily endorsed. A firm program must be instituted for the elimination of unsatisfactory personnel within the tenure regulation of the College.

#### FACULTY TEACHING LOADS

The problem of the regular teaching load for faculty members at a growing institution like Texas Western College is exceedingly complex. There is, for example, a direct relation between the graduate ambitions of the college and the classroom teaching loads of faculty members. In institutions which emphasize a graduate program, the usual maximum teaching load is nine semester credit hours. One of the principal reasons for the low salary scale at Texas Western College is the low number of graduate enroll-

ments. The normal teaching load at Texas Western College was at one time fifteen semester credit hours; this was later reduced to twelve semester credit hours. It has been estimated that the College could have increased the average nine-month salary by \$300 in 1962-63, if the teaching load had been fifteen semester credit hours. Presumably the same result could have been obtained by increasing class sizes and retaining a twelve-hour teaching load, but the experience of the College has shown that the student-teacher ratio invariably falls with the reduction of semester-hour teaching loads. There are four principal choices available: (1) to revert to the original uniform fifteen hour load, (2) to retain the present uniform twelve hour load, (3) to move directly to the same load found at predominantly research institutions, and (4) to comport more nearly with the facts of the present situation by having differentials in teaching load for individual faculty members instead of a standard load for all. *Mission*'73 recommends that the College seriously consider adopting the fourth choice for the next five years, with specific provision for reconsideration of the issue at the end of the period in question.

#### PROVIDING AN ATTRACTIVE CLIMATE

The College must do all it can to provide an attractive climate for faculty members. In the sciences, laboratory equipment must be made available for research; opportunities should be made available for obtaining contracts from governmental and other sources and for serving as consultants to private industry; teaching aids should be available so that persons of constructive ability may do their best work; library acquisitions should be directed along channels which will develop the institution's strengths; and student assistants should be provided for staff members constructively engaged in productive work. Many specific things of this nature can make the working situation more appealing, and much can be accomplished in these and other ways toward the development of an intellectual community of the first order. This intellectual stature is in many ways the essence of a university.





## THE STUDENT

✿ THE WORDS "excellence" and "high quality," as they are used by *Mission*'73, have no greater meaning than when applied to the caliber of students the College hopes to attract during the next decade. Students with intellectual capacity, curiosity, and the desire to learn are essential for an eminent educational institution. Students must be made aware of the importance of their role in the future of the institution. The standards of admission and retention which the College uses must be high and carefully adhered to in building a quality student group. Even more important, however, is the norm of intellectual endeavor for which the students and professors are held responsible and which they expect of each other.

If Texas Western College is to maintain an undergraduate program of distinction, greatest effort must be devoted to the kinds of teaching and research expected in an institution of higher learning. This cannot be done if its faculty resources are expended in teaching sub-college level courses on a large scale. Although Texas Western College is a public institution, students lacking the necessary skills to compete successfully in higher education should prepare themselves elsewhere. Since some students generally capable of college work have specific deficiencies which disqualify them from taking advanced work in certain areas, we recommend that a restricted remedial program be maintained, but only on a self-financed basis and only where needed.

We strongly recommend that admission requirements be raised, so that applicants scoring in the lowest quartile of the College Entrance Examination Board Scholastic Aptitude Test and who are in the lowest quartile of their high school graduating class, be admitted only on probation and in a summer session, with such probation to be removed by the completion of six hours of freshman level history, English, or mathematics with an average grade of "C."



In order to stimulate achievements and the best student performance possible, we also recommend that all freshman and sophomore students be assigned to individual faculty counselors, and that this arrangement be made the framework upon which a strong program of academic counseling is developed. A continued study of retention standards should be made as admission requirements are raised, in order to determine whether or not the scholastic probation rules are adequate. The many problems involved in raising admission standards and in the retention of students make it very clear that this is an area which will require continuous study on the part of the College. The quality which *Mission '73* desires for Texas Western College cannot be achieved unless such direct attention is paid to every student entering and continuing in the College.

#### THE SUPERIOR STUDENT

The College should seek to attract larger numbers of superior high school students. Some of the actions which might help are continuation and expansion of career conferences, such as those which have been held on the campus under the auspices of the El Paso Chamber of Commerce; encouragement of higher standards in high schools; offering better scholarships to students who hold greatest promise of academic success; giving available loans and scholarships more publicity among potential applicants; encouraging area-wide high school testing programs at the eighth or ninth grade levels, in order to identify and encourage superior students; and establishing a system of credit by examination by such means as the advanced placement tests of the College Entrance Examination Board.

A substantial percentage of students entering the College can do much more advanced work than that presently required. To insist that superior students follow the same program as their less advanced fellow students not only frustrates them but also generally wastes their time and energy. Students capable of doing

advanced work and those qualified to do independent study should be given every opportunity to do so.

MISSION '73 recommends that departmental honors programs be established. While programs such as Plan II and Junior Fellows at The Main University are expensive, it nevertheless recommends that similar programs be instituted at Texas Western College. Finances for this purpose should be sought vigorously. We cannot over-emphasize the importance of programs like these for superior students, if Texas Western College is to attain national eminence in undergraduate studies.

#### ATTRACTING REGIONAL STUDENTS

Texas Western College should make special effort to attract larger numbers of qualified students from outside El Paso. This should be done to extend the prestige of the College beyond the limits of the community, to offer all its students a wider range of cultural and social opportunities, to produce increased and improved facilities, and to justify unique programs. Raising standards and improving the program will, of course, induce more out-of-state students to pay the non-resident tuition fees for the privilege of attending Texas Western College. Likewise, raising standards and publicizing the College's programs and quality will attract students from distant points in Texas. In order to capitalize on our unique location, the State Legislature should encourage the attendance of a limited number of highly qualified out-of-state students and students from Mexico and other parts of Latin America by permitting them to attend at resident tuition rates.

#### THE SCHOLARSHIP PROGRAM

Another important method of attracting high caliber students is through a scholarship program which meets the needs of those students. The present Texas Western College scholarship program is generously supported and is to be commended; however, *Mission '73* believes that improvements can be made. We feel that quality should be the principal point of emphasis in charting the future of the College. We are convinced that the principal cri-



terion in awarding scholarships should continue to be the ability of a candidate to do excellent academic work.

More undergraduate scholarships of larger amounts should be offered, and sufficiently large scholarships should be established for graduate students. A minimum scholarship should be one which covers the costs of tuition, books and fees. We recommend that the College publicize available scholarships more effectively to potential students, faculty, students, alumni, and other supporters of the College. There is a great need for a long-range program to build a permanent scholarship fund. Concerted attention should be given to the strategic relationship of this need to the overall private fund development program.

#### STUDENT SERVICES

The student loan fund is one of the most important student aids at any institution. The College needs more funds from all sources in order to develop the student loan program which will be needed for the increasing enrollment. More flexibility on loan terms with fewer restrictions, and more long term loans with repayment due after graduation will be a necessity. The present lack of information on the student loan program among both faculty and students indicates the need for more publicity on available loans. To insure an adequate loan program the College should utilize all available sources including private donations, commercial lending institutions, and the National Defense Education Act Loan Fund.

More active and aggressive programs are needed for student employment and placement. Additional information concerning these services should be made available both to students and faculty. More part-time opportunities with local business firms are needed now and will be needed even more as the College grows. We recommend the establishment of a committee of company personnel managers or executives to help survey job opportunities for students seeking part-time employment. All junior and senior students should be urged to register with the Placement



Office and encouraged as they near graduation to accept interviews with representatives from business enterprises.

Student counseling, both academic and professional, needs better organization, with closer relations between advisors and students, with greater interest in students shown by the advisors, with earlier identification and guidance of superior students, and with more effective preregistration and registration counseling on schedules. The Counseling Service needs more professional staff. Qualified faculty members might be given reduced work loads or some form of compensation for such service. In the future, as the College has more resident students, there will be a greater need for expanding the Counseling Service. Both academic counseling by the faculty and professional counseling by the Counseling Service need more publicity and explanation among students and faculty if they are to achieve maximum effectiveness.

Although the present cultural, entertainment, and sports programs offered by the College are of high quality and of wide variety, the objectives of all these programs should be to improve both quality and variety. As the school grows, the number of such programs must be steadily increased. The greatest need at present is more participation in these programs by students, faculty, and local citizens.

For some time there has been a serious need for additional housing for men, women, and married students. While construction now under way will ease the problem temporarily, plans should be made for additional student housing. Construction and operation of additional privately-financed housing under College supervision should be encouraged to help meet needs and to assure balanced growth. We recommend that studies be made to determine the desirability and possibility of fraternity and sorority residential facilities.

We recognize the importance of an effective Student Health Service for the institution. Emergency care, first-aid treatment and temporary hospitalization are now available on a twenty-four hour basis with a staff of registered nurses and with cooperating

physicians. Additional emergency services might be arranged through the use of existing local facilities. The voluntary group insurance plan now in operation should be appraised carefully to determine its effectiveness in meeting the needs of the present student body. When resident student enrollment warrants the addition a Student Health Center should be established to provide necessary emergency and interim medical care, with the necessary supporting fees collected from each student.

#### ALUMNI RELATIONSHIPS

There are many things which the Ex-Student's Association and Alumni Office can do to give assistance to Texas Western College during the coming decade. They can continue to expand the current program of maintaining records on and contact with all ex-students; keep all ex-students informed on the progress and problems of the College; solicit financial and promotional support in implementing the recommendations of *Mission '73*; and encourage support of college athletic, cultural, and entertainment events, as well as the annual Homecoming activities.

#### STANDARDS OF CONDUCT

The faculty and administrative staff should continue to encourage and maintain high moral standards, in both academic and social living. We suggest that a study be made of experience with the honor system in other institutions.

#### STUDENT LIFE

The education which a student receives at a collegiate institution depends largely on his own motivation. The College provides an intellectual atmosphere, but the student's initiative is the true measure of the benefit he obtains from life within that atmosphere. Student-faculty relationships are the principal constructive associations in collegiate life. Students should seek to derive more from their association with the faculty and with the cultural and social life of the college community; faculty members should be



aware at all times of the importance of making their contributions to the intellectual lives of the students. The work of the Student Union Activities Board should be encouraged and emphasized, especially in providing such programs as the recently instituted Forum Series (similar to the "Meet the Professor" program) and the classical films series.

#### CAMPUS ORGANIZATIONS

The quality and diversity of the campus social, religious, service, and honorary organizations seem adequate. With the growth of the institution the range of such organizations should be expanded to meet the needs of a larger student body. The Student Association program under the new Student Constitution appears to be well organized and deserves recognition and continuing support.



## PROGRAMS

✿ Texas Western College must continually evaluate and revise its programs. Similarly, efforts must be made to keep abreast of new trends, to develop new resources, and to accept needed changes in instructional techniques. Finally, if quality is to be attained in all areas offered, there must be a sharp reorientation of certain facets of the total college program. This is true both on the undergraduate and the graduate level.

### UNDERGRADUATE STUDIES

#### *Basic Curriculum*

Although each department is responsible for degree requirements in its own particular area of study, *we strongly recommend that a basic curriculum be required of all undergraduate students.* Although recognizing that differences will exist in specific areas, we believe that the possession of a college degree should testify to demonstrated ability to think analytically, an understanding of the institutions and values of American civilization and its relation to other cultures throughout the world, an understanding and application of the basic principles of the natural and social sciences, and demonstrated skill in expression through language, both written and oral.

To insure that graduates possess these qualities, course offerings at the College should be classified in four major categories: humanities and fine arts, natural sciences, social sciences, and professional. In addition to courses in the student's major and minor fields of concentration *every student should complete sixteen one-semester courses (totaling at least forty-eight semester hours) in a basic curriculum distributed among the humanities and fine arts, natural sciences, and social sciences.* For the bachelor of science in education, the "major and minor fields of concentration" may be defined as one teaching field plus the courses in professional education.



Although service courses in physical education or military science may be required for graduation, they should not be considered as making up a part of the basic curriculum described above. The presently required courses in personal hygiene should no longer be required for graduation.

### *Engineering Advisory Committee Report*

For many years indecision has characterized the attitude of the College toward the place, if any, of engineering education in the role and scope of Texas Western College. In 1961 an Engineering Advisory Committee was appointed and asked to consider very carefully, first, whether Texas Western should engage in engineering education at all and second, if so what should be the nature and quality of the engineering program offered. In July, 1962, the Engineering Advisory Committee filed a report and recommendations. These made it unmistakably clear that Texas Western should find one of its chief functions to be that of providing modernized training for the engineering professions. Further, concrete proposals were made for immediate reconstitution of the program of the School of Engineering, emphasizing the rapid attainment of unmistakable quality. Steps have already begun to implement this report. *Mission '73* endorses that report and suggests that it be the basic guide for the School of Engineering. Future planning and performance should be integrated closely with the rest of the College in all areas as set forth by *Mission '73*.

*MISSION '73* endorses the following specific recommendations of the Engineering Advisory Committee:

**ACCREDITATION.** An educational program that will be accredited by the proper agency, exercising sufficient administrative control to insure permanent sanction, should be designed and implemented.

**FACULTY.** There should be a strong faculty. Pursuit of higher academic degrees and personal development through part-time consulting work should be encouraged, and faculty members should be given ample opportunity for research, consulting, and professional writing.

**FACILITIES.** Physical facilities and laboratory equipment should reflect less emphasis on the art of engineering and should be renovated to

achieve a delicate balance between the practical and the theoretical.

**ADMISSION REQUIREMENTS.** Students who do not meet the entrance requirements or who cannot score sufficiently high on tests should not be admitted, and students performing poorly should be discharged to avoid diluting the program.

**CURRICULUM.** There should be a common course of study for all engineers during the first two years. Curriculums in mining and mining geology should be discontinued, and those in metallurgical, civil, electrical and mechanical engineering should be retained. A modest graduate program should be established in long-range plans.

### *Criteria for Instruction*

Although criteria for undergraduate instruction are generally commensurate with those of similar colleges, Texas Western College should undertake a study of its curriculum, its current methods of instruction, and the utilization of its faculty in classroom and research activities. We recommend that a study be made to determine what steps should be taken to correct any deficiencies in standards of instruction. We suggest the following criteria as a basis for evaluation:

**SPECIFIC CONTENT** in any course should be in keeping with the educational goals of the College as outlined in the basic curriculum as well as with those established by recognized professional associations and state agencies.

**COMMON OBJECTIVES** should be used for determining course content in multiple sections of the same course and for insuring the evaluation of student performance by common standards within each department.

**FACULTY MEMBERS** should be so assigned that individuals with special skills and knowledge will be used to maximum advantage; individuals with research and creative abilities should have a reasonable opportunity to capitalize on such skills without being burdened with unduly heavy classroom teaching loads; and routine record-keeping and administrative chores should be lessened where possible.

### *Expansion and Enrichment*

As Texas Western College continues to grow, further enrichment of its undergraduate program should be expected and sought by means of better physical facilities, improved library resources,



and high caliber instruction. Enrichment does not mean that the College should expand its degree programs or add new courses indiscriminately, but we believe that some expansion in scope will be necessary and feasible within the next ten years.

A number of complex problems must be solved and decisions made in the light of circumstances which will exist during the coming decade. For this reason we do not recommend any specific program additions but instead we strongly urge that the following criteria be used before any new undergraduate program is instituted:

DEMONSTRATED NEEDS for the proposed new program should exist.

RESOURCES SHOULD not be diverted from existing programs in the interest of proposed programs, unless affected existing programs are to be de-emphasized.

PROPOSED PROGRAMS should generally complement already-existing programs, and thereby increase the overall strength of existing curriculums.

IN THE CASE OF PROFESSIONAL STUDIES, the proposed program should meet the minimum requirements of related professional associations and agencies.

INSTRUCTIONAL AND PHYSICAL RESOURCES necessary to insure the high caliber of each new program should be available or clearly in sight at the time it is established.

We have sought and received many suggestions for program expansion both from within the College and from interested groups and individuals not connected with Texas Western College. All of these suggestions have been considered and are listed below as an indication of the wide-ranging and vital concern of the people toward Texas Western College. Although this list is not exhaustive, we feel that many of these suggestions have merit and should be carefully examined as a source of ideas concerning expansion and enrichment of the undergraduate program. Suggested were new programs in nursing, advertising, city planning and municipal affairs, speech pathology, the education of the physically handicapped, Latin, commercial art, the study of underground resources; also new degree programs in zoology, microbiology, a

minor in botany, majors in opera, ballet and church music under the bachelor of music degree; a psychological-educational remedial clinic, a School of Business Administration with departments of accounting, economics, and management, an Inter-American program in the visual arts, a bachelor of arts major in American studies, a program in mass communications (journalism, radio, television, public relations, and advertising), and a school of law.

#### GRADUATE STUDIES

In its pursuit of excellence, Texas Western College must have a graduate program of high caliber which provides a practical service to the academic, business, and professional needs of the State of Texas, to this geographic area, to the countries of Latin America, and where possible to the nation as a whole.

We recommend that the following criteria be followed in planning the graduate program:

Graduate and undergraduate programs should be intimately coordinated.

Graduate program planning should point toward areas in which we believe we can achieve distinction, should seek to capitalize on our location near Latin America, and should consider the specific needs of this part of the State of Texas.

Academic excellence can be achieved only with a highly qualified faculty. Such a faculty cannot be attracted and held unless opportunities are available for the teaching of advanced work, and unless advanced degrees are offered. Although we are not at this point directly concerned with matters relating to the faculty, it is pertinent to point out that graduate and research professors need reduced teaching loads and additional teaching assistants.

Research opportunity is inseparable from quality graduate work. Excellence in graduate work cannot be achieved without research programs and facilities.

The quantity and quality of library holdings must be integrated intimately and directly with graduate offerings.

Graduate offerings must be closely related to the development of laboratories.



At least one and possibly more doctoral programs can and should be developed in the next ten years.

Nationally recognized standards for graduate work should be applied.

### *Student Qualifications*

In order to achieve excellence in the graduate program, Texas Western College should establish nationally recognized testing practices for selection of graduate students. We recommend the use of the Graduate Record Examinations for admission to candidacy in the Graduate Division. *The Aptitude Test* of the Graduate Record Examination should be required as an indication of ability to do graduate work. *The Advanced Test (Subject Matter)* should be required for all candidates as a measure of the applicant's comprehension of the materials included in the typical undergraduate program for majors in the field of the test. We recommend that all senior students be required to take the Graduate Record Examination prior to graduation.

### *Expansion and Enrichment*

The master of arts degree is now offered with majors in education, English, history, and Spanish, as well as the master of education degree and the master of science degree in physics. Minors for the master of arts degree and the master of education degree are now offered in practically all course programs of the College.

We recommend consideration of new master of science programs in electrical and metallurgical engineering and in mathematics. We feel that these graduate programs would not only complement the current research program in physics, but also provide additional opportunities for contracts and grants in connection with future military and space projects at White Sands Missile Range and Holloman Air Development Center. As an indication of the desire to provide opportunities for graduate study for military personnel, it is recommended that on-post instruction at Fort Bliss, now being conducted at the undergraduate level, be

expanded to include graduate courses at such time as the demand warrants and the available laboratories at Fort Bliss make it feasible.

Consideration should be given to the awarding of graduate credit for the nine-month Guided Missile Systems Officer course, as is presently done by other institutions of higher education. The awarding of graduate credit for this course would be the first step toward co-sponsorship of a two year program by Texas Western College and the Army, in which the student could attain both a master's degree and an 1181 Military Occupational Specialty.

Graduate programs should also be expanded in the humanities and social sciences. Texas Western College should attain national prominence in the humanities and social sciences relating to the area of Latin American studies. While a modest start has already been made here, it seems clear that much greater emphasis must be given to these graduate areas. We suggest history as one of the most promising of these areas for a doctoral program. The library holdings relating to the Trans-Mississippi West and Latin America will need to be increased and strengthened with this goal in mind. The development of history in such fashion would lend marked development to the related areas of modern language, English, sociology, government and economics.

Demands now indicate the need for a doctoral program in the field of teacher education. A study should be undertaken to ascertain the areas of professional education in which this more advanced work should be undertaken.

Consideration should be given to a master of science program in business administration, which has one of the largest groups of majors on the campus. Possibly the first step toward the goal of master's work in this field would be to organize a School of Business Administration with departments of accounting, economics and management.

Many additional master's degree programs have been suggested to *Mission*'73. We list a number of these to indicate an awareness of the need for additional graduate programs in the future devel-



opment of the institution: art, biological science, chemistry, drama, geology, government, health and physical education, music, philosophy, psychology, sociology, speech, and speech and hearing therapy.

#### RESEARCH

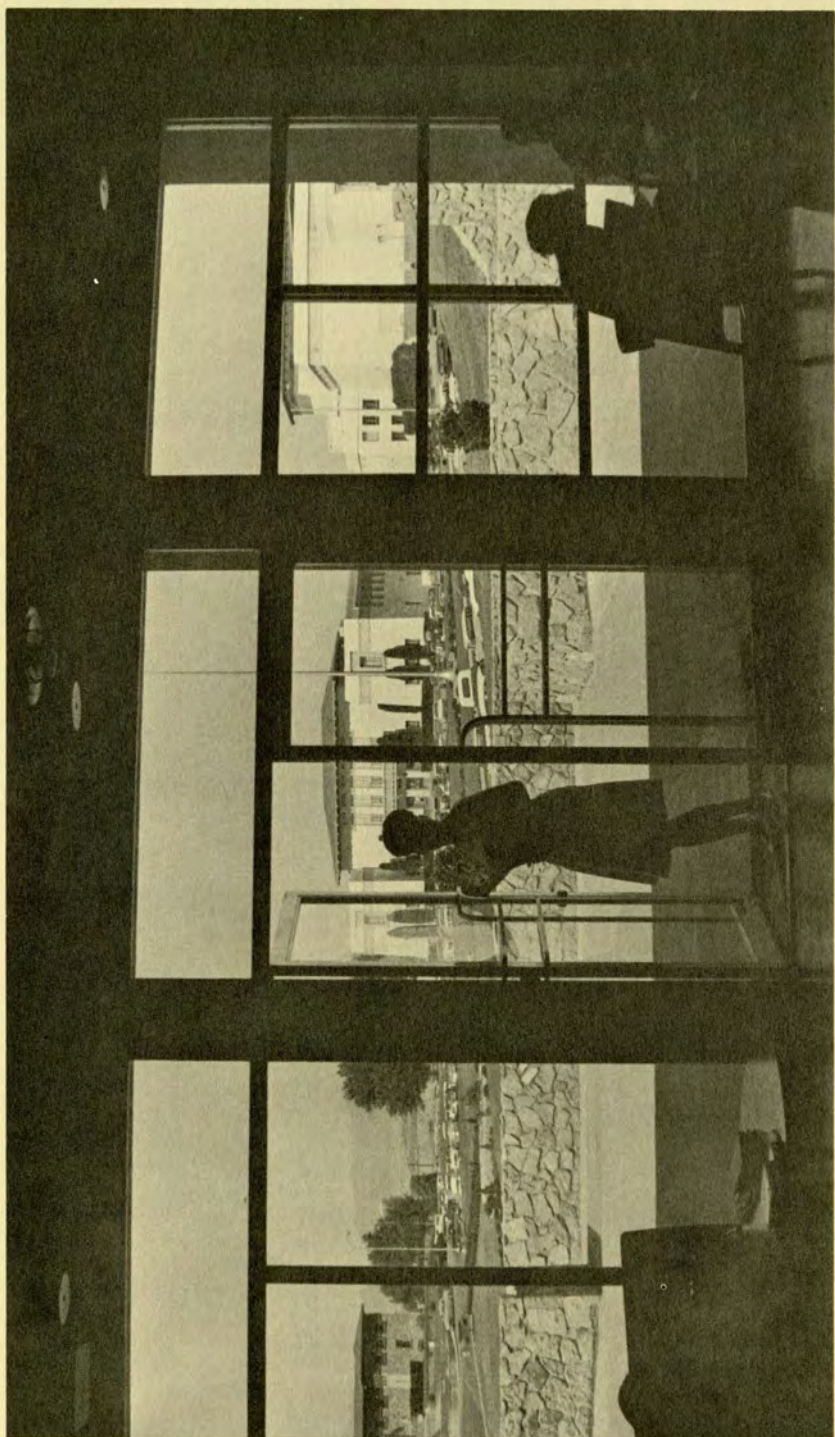
One of the most pressing needs of the College is more extensive research programs. Research is closely tied in with many facets of a top flight university program. It is along this avenue that the College can gain recognition as an institution of high quality. It is gratifying that the College has been moving in this direction in recent years, but support of such activity should be intensified.

The Schellenger Research Laboratories in physics provide a nucleus from which to expand to research activities in engineering and the other sciences. Of major significance are the facts that the Schellenger Laboratories, since their establishment in 1953, have obtained over \$2,500,000 in contracts and grants from various military and governmental agencies and, through these contracts and grants, have brought to the College equipment and facilities valued at more than \$250,000. The College should seek more research projects of this kind.

Research projects in other scientific fields are now being developed. The Kidd Memorial Seismic Observatory is engaged in research in geophysics, earthquake studies and gravity surveys. Staff members of the Department of Chemistry have been awarded research grants. The Department of Mining and Metallurgy is equipped to do research, especially with its new X-ray diffraction laboratory, and it should be encouraged to do so. Two major research proposals now pending from other departments illustrate the kind of research that should be encouraged and emphasized. They are, first, a study of speech and language development for the acceleration of verbal language skills of pre-reading bilingual children, made to the Department of Health, Education and Welfare by the Department of Drama and Speech; and, second, a study of social and cultural changes upon family structure in a







Spanish-American village, proposed to the same agency by the Department of History, Government, and Sociology.

Beginning in 1959, the College received a legislative appropriation for Organized Research to stimulate and augment research by faculty members. To the present time, these funds have been allocated to individual faculty members by the President upon the recommendation of a faculty committee, but plans are being made to use a part of these funds to establish a Bureau of Business and Economic Research and an Office of Institutional Research. We endorse these plans. We recommend further that consideration be given to establishing a Director of Research in order to obtain maximum development and coordination of an expanded research program.

In 1962-63 a senior professor was awarded a half-time research professorship and the position has been continued for 1963-64. The purpose of this program is to make it possible for the professor receiving the award to produce a book worthy of publication. Another incentive to research and publication is the annual budget in recent years of \$5,000 for underwriting publication by the Texas Western College Press of books written by faculty members.

Established during the Texas Centennial in 1936, the Texas Western College Museum was originally owned by the City of El Paso and was donated to the College. During its early years of operation, significant collections relating to the geology, geography, flora, fauna and history of the El Paso area were established largely through the efforts and time donated by faculty members. This was particularly true of the Department of Geology, whose members developed many of the Museum collections. After World War II, a full-time curator was appointed and, during the last five years, efforts have been made to make the Museum an important instructional adjunct both to the College and the local public schools. *Mission*'73 is convinced that the El Paso Centennial Museum represents a substantial asset to the College and the community of El Paso. The Museum's instructional and research programs, as well as the geological and anthropological collections



already assembled can and should be utilized in enriching the regular college curriculum. This could best be achieved by placing such collections under the control of the various departments involved, in much the same way the department libraries and laboratories are maintained. There is a significant research opportunity in anthropological studies of the El Paso area. The Museum programs presently oriented in this direction can be expanded in future years. State appropriations for the Museum have long been minimal. *Mission '73* recommends that they be substantially increased.

The above resume is given to convey the scope of research programs now established, those recently started, and those contemplated for the immediate future. This is a good base upon which to build, and those who have been responsible for this modest program are to be commended. Because research is so important to the achievement of quality, it is recommended that all possible encouragement be given to research currently being performed and to the expansion of research in the decade ahead.

#### LIBRARY

The Library now has approximately 144,000 volumes. An adequate library for an institution of high caliber with a student body of 10,000 to 12,000 and offering an expanded graduate program, as is envisioned for the College by 1973, should have at least 500,000 volumes. The present building is possibly large enough for present enrollment, but it was not originally planned for library use. Additions to the Library should be given high priority in campus building programs, and funds to insure maximum use should be made available. The importance of the Library to graduate study and research requires a re-evaluation of present library formulas of the Texas Commission on Higher Education.

Charting the course for the development of the Library in the years ahead will require the best efforts of administrative personnel, department heads and the Library staff. It will be necessary

to establish priority of programs, so that there will be an orderly enrichment of library holdings. This will require from each department positive decisions concerning areas in which the department will concentrate, with especial attention to plans for graduate work. In history, for example, planning for library expansion should possibly be directed toward the two principal fields of the Trans-Mississippi West, including the Southwest, and Latin America. In the Latin American area the Library is already strong, but it should be strengthened further. Extensive holdings in this area also tend to reinforce the graduate and research potential in modern languages and the related social sciences.

In English there must likewise be a decision to concentrate on particular areas; for example, one likely area might be American Literature with a specialization in the literature of the Southwest.

Substantial direct attention must be given to building the Library's holdings in science and engineering. This is especially true for the new master's degree program in physics, where the immediate need is to complete back files of major journals.

Wherever possible, additions should be made of microfilm and microcard materials, especially for out-of-print items. An excellent example of the use of this device is the recent acquisition of the microfilm of the Juarez Archives. The needs of the Library should be made widely known and support should be requested from all possible sources.

#### COMMUNITY SERVICES

MISSION'73 recommends that the College provide programs to fulfill the needs of the community, choosing those which the College can provide better than any other agency. Programs which provide services to the community are a vital part of the role of the institution.

The Management Institute sponsored by the Department of Economics and Business Administration in conjunction with a downtown business organization is an example of the kind of pro-



gram which could later become part of a Division of Institutes at the College. This Management Institute has no direct connection with the academic program of the College; it offers a certificate type course with no academic credit; there are usually no academic prerequisites such as those established for courses carrying credit; and the courses are self-financed by tuition and fees.

While the Management Institute, as it operates currently outside the regular fiscal offices of the College, represents a good start, it should not be followed as the ultimate pattern for a Division of Institutes. The handling of institutes of this sort under the more or less direct control of citizen groups will almost certainly result in a program of limited scope.

Although the College is now authorized to establish a thorough-going program of institutes under the Division of Extension of The University of Texas, *Mission '73* believes that the College should take whatever steps are necessary to obtain authorization for carrying on such institutes under its own management. Such an arrangement would possibly call for approval by the Texas Commission on Higher Education and the enactment of legislation authorizing a self-sustaining Division of Institutes to offer courses of this sort at no expense to this state. Such courses might, for example, include the insurance courses of the Chartered Life Underwriters training program, the courses of the American Institute of Banking and the National Secretary's Association, and courses in social welfare work and in conversational Spanish.

If the College were authorized to provide such service to the community, the degree of interest of members of the community would establish the measure and extent of the activity. Each course would have to be so financed as to compensate the Division of Institutes both for direct and indirect costs. In this connection as well as in other ways, the College should establish and maintain closer liaison than has been the case in the past with local chapters of professional organizations.

While the College cannot do everything that every professional

group desires to have it do, it should maintain open channels of communication with all professional and semi-professional organizations in the community.

The activities in the Departments of Music, Art, and Drama and Speech constitute another type of community service program. The Department of Music is currently involved in cooperative productions of ballet, opera, and chamber music, with local citizens of El Paso. The exhibitions in the Cotton Memorial Gallery by the Department of Art are shown to the community, and the major productions of the Department of Drama and Speech are presented for the general public.

The Library at the College regularly serves the local community when it provides library materials to the El Paso Natural Gas Company Research Center, Fort Bliss, local high schools, churches, and individuals.

The El Paso Centennial Museum represents a substantial asset to the community of El Paso with its programs of service to the community and the local public school system.

Another example of potential community service by the College is demonstrated by the program of educational television at Texas Western College. Closed circuit television demonstrations from the College station to the Department of Education permit students to observe classroom teaching at all grade levels. Remote telecasts from the college facilities are presented by a local station employing their mobile unit relay equipment. For more than ten years the College has operated KVOF-FM, providing radio programming for the use of city and county schools. Plans for the future involve the use of a microwave relay system providing closed circuit television to the Liberal Arts Building on the campus. We believe that a Video Tape Recorder should be made available to permit the repeated use of television teaching materials. We also believe that the College should assume a leading role in the development and operation of a full scale educational television station.



We recommend that further community service programs be offered and that the present ones be extended in order to meet the needs of a growing community.

#### INTERCOLLEGIATE ATHLETICS

The Intercollegiate Athletic program at Texas Western College will of course be an essential part of the overall program of the College in 1973. With the completion of the 30,000-seat Sun Bowl Stadium the College Administration should seek membership in a major athletic conference. A complete conference intercollegiate athletic program should by 1973 be all that sports enthusiasts could expect. Support for this expanded program should come largely in the years immediately ahead from public subscription. By 1973, however, if not before, gate receipts should constitute the principal if not the entire financial support for the program.



## LAND AND BUILDINGS

✿ THERE HAS BEEN a steady acquisition of land, accomplished under the activities of the Land Planning, Acquisition and Development Committee. There are, however, fringe parcels of land that still need to be acquired by the College in order to round out the campus to the limits generally understood to be those of the institution.

*Mission '73* agrees in principal with the recommendations of Jessen, Jessen, Millhouse, and Greeven, former Consulting Architects for The University of Texas System, in their "Campus Development Study." While specific variations from this projected plan for the physical development of the College may become necessary, the principle that the center of the campus should be reserved for people, that future buildings should be constructed in the arroyos surrounding the College, and that automobile traffic should in general be excluded from the center of the campus, except on College and Hawthorne Streets, appears to be sensible planning. While the exclusion of automobiles from the central area of the campus would be inconvenient, the plant cannot be made to accommodate 10,000 students or more without utilizing the center of the campus exclusively for academic purposes. This conclusion will clearly mean that parking will have to take place on the periphery of the campus rather than in its center.

When present construction is completed the College will be able to provide residential accommodations for approximately 950 students. The College in the future should attract a greater percentage of out-of-town students, and the need for student housing will become acute. Current projections of enrollment at Texas Western College indicate that by 1973 the College will have between 10,000 and 12,000 students. Based upon a projected 12,000 student population, and using a 20 per cent factor, it is apparent that the space requirements for dormitories and apartments will be almost three times greater than they are at the present time.



We recommend that additional housing for students be provided on a continuing basis.

Privately financed student residential accommodation was begun in 1963, with the construction of Hawthorne House as a women's dormitory. While the success of this method of providing student residential accommodations cannot be predicted by *Mission '73*, it is assumed that privately financed housing can provide more expeditiously for student needs than College financed housing. If Texas Western College is to become an institution which attracts greater numbers of students from outside the El Paso area, student housing must be provided by every sound means available.

We have not attempted to make specific recommendations concerning the actual physical plant of the institution, since the need for buildings and land will be dictated by the programs that develop from the vision and hopes of *Mission '73*. Changing methods of instruction and maximum use of all facilities will determine the actual needs of the future.

# CAMPUS MAP



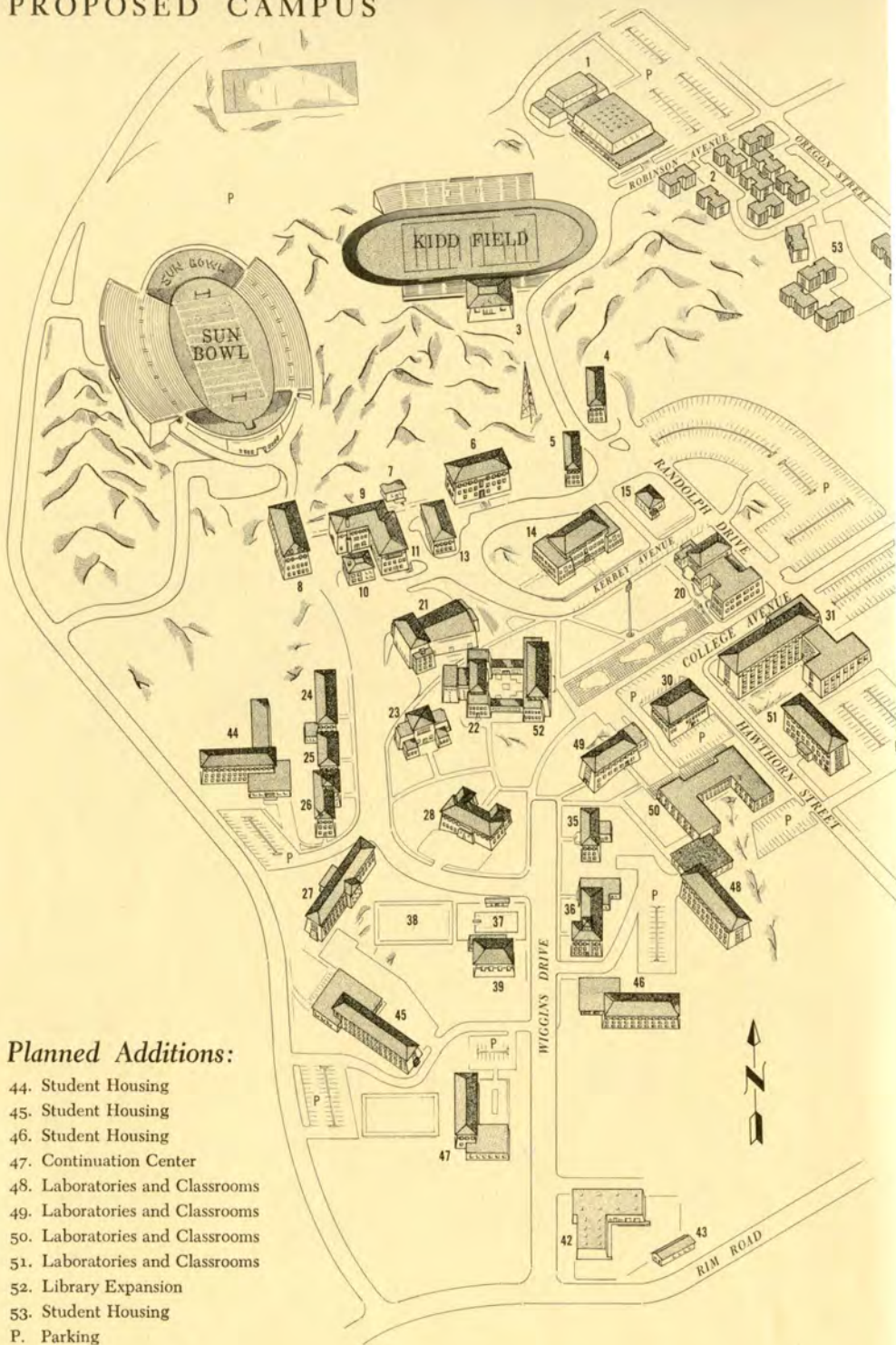
1. Memorial Gymnasium and ROTC Headquarters
2. Student Apartments
3. Holliday Hall (Gym)
4. Education Building
5. Kelly Hall
6. Math and Physics Building
7. Kidd Memorial Seismic Laboratory
8. Seamon Hall
9. Engineering Building
10. Work Shop
11. Schellenger Research Laboratories (Office)
12. Work Shop
13. Geology Building
14. Science Building
15. Special Projects Building°
16. Tri-Delta Lodge
17. Chi Omega Lodge
18. Baptist Student Center
19. Data Analysis Center°
20. Student Union Building
21. Magoffin Auditorium
22. Library
23. Cotton Memorial
24. Miners Hall

26. Hudspeth Hall
27. Burges Hall
28. Museum
29. Zeta Tau Alpha Lodge
30. Administration Building
31. Liberal Arts Building
32. Phi Kappa Tau Lodge
33. Lambda Chi Alpha Lodge
34. Kappa Sigma Lodge
35. Benedict Hall
36. Bell Hall
37. Swimming Pool
38. Tennis Courts
39. Women's Gymnasium
40. Methodist Student Center
41. Residence
42. Warehouse and Shops
43. Optical and Mechanical Test Center°

°Schellenger Research



# PROPOSED CAMPUS




## Planned Additions:

- 44. Student Housing
- 45. Student Housing
- 46. Student Housing
- 47. Continuation Center
- 48. Laboratories and Classrooms
- 49. Laboratories and Classrooms
- 50. Laboratories and Classrooms
- 51. Laboratories and Classrooms
- 52. Library Expansion
- 53. Student Housing
- P. Parking



## FINANCE

### *The Planks of the Platform*



✿ PRECEDING SECTIONS of this report have made it quite clear that progress cannot be achieved without marked increase in financial support for the program of The University of Texas at El Paso. Financial support can buy opportunity. With opportunity, people must do the rest; without it, people can do little. Hence, a financial platform for the institution must underlie any plan for progress.

### *The First Plank*

Any such platform must be based on hard-headed realism. It is impractical to project a future development which cannot be financed within the conditions likely to exist. On the other hand, it is even less practical to restrict expectations to what is now produced by obsolete traditions. Present trends in financial support may be projected as sound bases for realistic financial planning, but departures from these projections are possible. A new degree of effort by the friends of higher education in El Paso must be introduced. Such effort can change the trends in financial support provided by appropriations from the General Revenue of the State of Texas, by grants and contracts from other governmental sources, by contracts with industry, by use of the University Available Fund. This effort can also increase the financial support from private gifts and endowments. Realism dictates that the financial platform for Texas Western College be built upon reasonable predictions of what such efforts can produce.

### *The Second Plank*

There must be prudent expenditure of all funds, however obtained. It is at once obvious that Texas Western faces a considerable period of austerity before fund development efforts can have full effect. The College might teach some courses in very



large sections and by this device leave certain faculty vacancies unfilled in order to increase faculty salaries. Another device might be to establish five courses rather than four as the normal teaching load in some departments. Every proposed new program, department, or project should be carefully evaluated against the funds required and the sources from which they would derive. *Mission '73* believes that expenditures at Texas Western College have been carefully managed and that the foundations for future economies are already well laid.

### *The Third Plank*

This plank is one of gradualism. It takes time to spend money well; building a great college is a matter of gradual development. Texas Western should be in position almost at once to make some large investments in the future, but there is a decided limit upon how many such investments can be properly integrated into the development of high quality. It is a basic recommendation of *Mission '73* that Texas Western's progress should be primarily upward toward quality rather than horizontally toward growth in numbers and programs.

### *The Fourth Plank*

The final plank in the platform is that of marked additions to the present level of support. Such additions can best be examined under the present budgets of the College: (1) Educational and General Expenditures, (2) Contract Research and Services, (3) Auxiliary Enterprises, (4) Student Aid, and (5) Plant Extension.

## EDUCATIONAL AND GENERAL EXPENDITURES

In brief, this budgetary division represents the College at work. It covers faculty salaries, instructional costs, administration, plant operation and maintenance, libraries, organized research, and related expenditures. Increases in faculty salary levels are reflected here. Increases in graduate offerings, improvement of the library, expansion of counseling services, and most other improvements

recommended by *Mission*'73 will appear here, as will all current costs generated by increasing enrollments. In 1961-62, expenditures from this budget totaled \$2,483,000.

Many imponderables exist when we ask what this figure should be in 1972-73. In 1963 dollars, the figures derived for *Mission*'73 under this heading for the 1972-73 budget year ranged between \$7,000,000 and \$9,250,000. Chief source of variation was the average faculty salary figure used in interpreting "competitive." If we use \$8,000,000 as a compromise target figure, to buy the opportunities for progress recommended by *Mission*'73 would require a \$5,500,000 increase in annual expenditures over 11 years, or an average increase each year of \$500,000 over the preceding year.

#### CONTRACT RESEARCH AND SERVICES

This budget is for expenditures on projects financed by specific outside grants; the reasons for separating it from "Educational and General" are chiefly administrative and fiscal. What is carried on is an essential part of the college's program, regardless of its financial sponsorship. The Peace Corps training program, the research contracts from White Sands and the NASA projects, for examples, are paid for here. Expenditures in 1961-62 were \$340,000.

The recommendations of *Mission*'73 contemplate that projects budgeted here will furnish much of the future research and development efforts of Texas Western College. At the same time these budgeted funds will undergird fundamental progress by attracting faculty members, furnishing outlets for faculty talent, providing employment for graduate students. Much depends upon the degree of success in using contract research and development at Texas Western College. By 1973, the volume of this budget may well approximate \$2,000,000 annually. However, this operation will provide the income to cover its own direct costs.

#### AUXILIARY ENTERPRISES

Residence halls and apartments, food services, the Student Union, intercollegiate athletics, health services, and student activ-



ities are handled through the Auxiliary Enterprises budget, which in 1961-62 showed an income of \$1,050,000 and expenditures of \$949,400. The funds represented by the difference in these two amounts is used to pay interest on and to retire bonds. Auxiliary Enterprises are self-supporting, except that income for intercollegiate athletics has been insufficient for several years and has been supplemented by gifts.

Auxiliary Enterprise expenditures must expand substantially during the next decade, but Auxiliary Enterprises should continue to be self-financing. Expansion of the Student Union Building, new resident halls, and apartments for married students should be financed with revenue bonds. This principle implies conservatism in constructing such facilities, since the financial soundness of a project must be well demonstrated before it can be undertaken. Some student housing may be constructed and operated by private interests. Donation to the College of student housing facilities by private sources would constitute one of the most desirable forms of assistance. Every effort should be made to increase the earnings of intercollegiate athletics to the point where solicitation of private funds is unnecessary.

In summary, while it is clear that expenditures for Auxiliary Enterprises should perhaps double over the next decade, it should be possible to finance these increases from the enterprises themselves.

#### STUDENT AID

Scholarships, fellowships, and prizes are handled through a separate budget because they are not costs of operating a college but benefits to individuals. In 1961-62, expenditures of \$67,675.95 were made from this budget. In addition to the budgeted student aids, however, tuition waivers and allowances pursuant to state statutes were made in considerable amount.

Recommendations of *Mission*'73 call for a decided increase in the volume of student aid. A conservative estimate of need is that

\$200,000 to \$250,000 annually should be available by 1972-73, calling for an average annual increase of \$15,000 to \$20,000.

#### PLANT EXTENSION

Capital investments in land, buildings, and equipment are handled separately in the budgeting process and the amounts fluctuate of course from year to year. Trust funds, gifts, grants, revenue bonds, and occasional specialized earnings may be used to finance such investments, but the major dependence is upon the Permanent University Fund revenue bonds. Other than projects eligible for revenue-bond financing, *Mission*'73 recommendations call for fundamental expenditure of \$5,000,000 to \$6,000,000 for plant extension between 1963 and 1973 and, in addition, identify desirable supplements from private or grant funds of \$2,000,000 to \$3,000,000.

#### SUMMARY OF FINANCIAL NEEDS

Excluding those additional expenditures identified as self-financing, it is estimated that the following increases represent the price of opportunity to make Texas Western College the institution envisioned by *Mission*'73:

	Average Annual Increase Over Preceding Year	Gross Additions Over Ten Years
1. Educational and General Budget	\$500,000	\$27,500,000
2. Student Aid	20,000	1,100,000
3. Plant Extension		
A. Fundamental		5,000,000
B. Desirable additions		2,000,000
TOTAL		\$35,600,000

This total is subject to a 10 to 15 per cent fluctuation in either direction and is valuable chiefly as an indication of the size of the financial task before us.

Two other limitations should be noted. The total presented is based upon conservative projections of progress and upon the re-



commendations of *Mission*'73. Obviously, other additions to expenditures will occur, as when gifts or grants become available for desirable developments other than those recommended by *Mission*'73. Second, the estimates are in expenditures; undoubtedly, permanent endowment funds should be established to provide certain expenditures and thus the total capital requirements are much larger than the expenditure requirements. (For example, to endow a \$20,000 professorial chair requires \$500,000.) Therefore, the total funds to be secured are probably considerably in excess of the rough expenditure estimates made.

#### FUNDING THE OPPORTUNITIES

Our firm conclusion is that the additional money required for Texas Western's progress toward quality can be provided, and that the amounts indicated, although large, are realistic. This money can be found in (1) appropriations by the Legislature, (2) gifts and grants, and (3) trusts and endowments.

##### *Appropriations by the Legislature*

LOCAL FUNDS. In addition to General Revenue appropriations, the Legislature also appropriates what it calls Other Educational and General Funds, made up chiefly of student tuition and fees. Student volume alone should add an average of \$60,000 to \$75,000 to this account each year without any increase in rates. If the Legislature should increase rates, "local funds" would increase still more. In either case, tuition funds will not represent a contribution by the State if the Legislature continues to reduce the total appropriation by the amount of estimated income from these sources. In sum, therefore, whatever increased income the College may receive from tuition and fees will not represent an absolute gain in financial support.

GENERAL REVENUE APPROPRIATIONS. In 1961-62, the General Revenue Appropriation to Texas Western College was \$1,816,960. This was \$480 per full time equivalent student, a figure far below the national average. As inadequate as this average is, in one sense it is the most encouraging figure Texas Western College faces. Surely the people of Texas can be led to see the incongruity of such a low level of support for an institution of higher learning.

At least ninety per cent of what is envisioned for Texas Western College in the next ten years should occur for every comparable institution in the Texas system of higher education. Our faculty salary goals, for example, should be achievable with only modest additions from sources other than General Revenue appropriations. In fact, the projected per-student expenditure at Texas Western College is very close to what has been repeatedly demonstrated to be the minimum for state-supported institutions of higher education in Texas. Sixty per cent of the additional support envisioned for the Educational and General Budget can be accounted for by increased enrollments alone at the present level of support. If the present level can be raised by only thirty per cent (and this occurred in the decade between 1952 and 1961) in the next decade, the goals for Texas Western are within reach.

The point here is obvious. The major effort of the supporters of Texas Western College must be dedicated to achieving adequate General Revenue appropriations for all state-supported higher education in the state. This task is both educational and political. Extensive cooperation with, and leadership of state-wide efforts to tell the needs of higher education is essential; we must all join in with more determination than ever before exhibited. Further, the El Paso community should attempt to secure in legislative and executive circles the leadership and wholesome influence necessary to produce (a) adequate revenue and (b) adequate appropriations from that revenue for higher education. Achievement of the financial goals of *Mission '73* revolves around only a five to ten per cent annual increase in the level of total General Revenue support for Texas colleges over the next ten years. This can be done.

Increasing the gross amount of General Revenue devoted to higher education is the major and determinative task, but certain changes in the formulas used for allocation of appropriations to individual institutions should be made also. These changes will require, and should receive, concerted effort by the administration of The University of Texas System, by the officials of Texas Western College, and especially by the citizenry of this region, with the Texas Commission on Higher Education, other budget-recommending agencies, and the Legislature.

RECOMMENDED CHANGES IN APPROPRIATION PROCEDURES. *Mission '73* recommends five specific changes in the ways in which general revenue appropriations are made:

(1) The use of formulas for yardsticks against which to compare budgetary requests is defensible, but to limit budget submissions to the amounts calculated by formulas is most unwise. This puts individual



colleges at the mercy of uniform rates alone. Each college should be charged to submit budgetary requests which reflect its needs, justifying departures from formula-applications, and these should be weighed carefully by the Texas Commission on Higher Education and by the Legislature, not disposed of automatically by blind adherence to arbitrary calculations.

(2) Allocations for the second year of each biennium should reflect the growth of an institution. Failure to do this is now seriously crippling Texas Western, and will be even more serious in the future. Faculty acquisition simply cannot proceed on a realistic basis under present conditions; the growing institutions are lagging two or three years behind their load of students, with consequent loss of quality which can never be made up. The desired end can be secured by either (a) increasing the second-year appropriation to each institution as a projection of its five-year growth experience, or (b) sharply increasing the amount to be allocated by the Texas Commission on Higher Education for enrollment increases. The former is much preferred because it establishes the certainty of budgeting so sorely needed.

(3) Institutions should have access to limited amounts of "risk capital." The attitude that higher education is strictly historical — *i.e.*, that its needs for the future are determined almost exclusively by the semester-hours and program it generated in the past — is a bar to the achievement of new levels. In the larger institutions, sheer volume gives some leeway in expenditures, but smaller institutions are seriously handicapped. For example, for Texas Western to move into graduate work even as conservatively as we have recommended is almost impossible. It must commit expenditures for faculty, library, and equipment *before* graduate semester hours are produced. Such developments must now be financed by taking money away from the undergraduate program or by overloading faculty members. Neither is a sound procedure. We believe the administration of this College has demonstrated that it can be trusted to safeguard expenditures left to its discretion. The amount involved is not large; three per cent of the General Revenue appropriation should be sufficient.

(4) The Legislature has traditionally prohibited expenditure of monies appropriated for teaching salaries for any other purpose. The intent of the prohibition is laudable — to be sure that money so appropriated actually goes to faculty members. The amount so earmarked is determined by application of a formula and not by weighing the needs of the institution as a whole. For all purposes other than teaching

salaries, the 1962-63 legislative appropriation provided only \$1,043,409 for Texas Western College. This was barely enough to provide subsistence-level operation.

In a flourishing college, more flexibility than this is needed. For example, it should be possible to choose to do organized research, or close a big gap in the library holdings, or equip laboratories for money-saving instruction by television, or relieve faculty members of administrative chores, or provide assistants for the ablest faculty members in order that they may teach more students. In total, such advances in any given year will cost little but perhaps may be crucial to advancement. But, it is hard to see how an institution with fewer than ten thousand students can under present allocations for other than teaching salaries have any chance to practice such genuine long-range economies. Two alternatives exist: (a) Grade upward by five to ten per cent the allocations for other than teaching salary purposes, or (b) allow transfers from the teaching salaries appropriation not to exceed five per cent for departmental operating costs and instructional administration, libraries, and organized research.

(5) A fifth recommended change involves the availability of funds adequate to support a growing graduate program. Texas Western College not only has a great stake in proper formula recognition of the cost of true graduate work, but it also presents a special case for recognition that an institution just beginning graduate work should have more money available per student than is necessary for an institution with relatively large graduate enrollments already established. *Mission '73* considered and rejected the alternative of treating master's degree work as simply another year of undergraduate work, teaching it with instructors already available, having faculty members already loaded with four or five courses each semester simply take on a graduate course as an addition or substitute, and building up large classes by admitting all comers. That kind of "graduate work" could perhaps be financed by present formula differentials. Texas Western College should provide true graduate work or none at all, and it is unthinkable that it should provide none. Therefore, the formula differentials for master's degree work should be increased.

While important, these recommended changes in the logistics of appropriating General Revenue to the state-supported colleges of Texas should not obscure the main goal. That goal is to increase the level of total General Revenue appropriations for higher education in Texas by at least thirty per cent.



INCREASED "EARNINGS." Texas Western College may be able by well-directed effort to increase its "earnings" under the formulas.

(1) There is a considerable drop in semester-hour production in the spring semester, while faculty costs seem to remain fairly constant. This may be due almost entirely to inability of large numbers of entering students to make the grade. On the other hand, it may be possible with the investment of a small amount of counseling attention to increase the staying power of students. At least the condition should be investigated thoroughly, for financial as well as other reasons.

(2) The summer school capacity is greater than its semester-hour production. Another way of saying this is that many summer school classes are too small. We hasten to point out that recent growth in summer session attendance at Texas Western College is one of the most phenomenal in the state. But perhaps even better utilization of offerings already provided could be secured, and the possibilities of increasing graduate enrollment by bringing in distinguished professors from other institutions should be explored.

(3) The extent to which Texas Western should make special efforts to serve the graduate education needs of teachers in the El Paso region is of course a matter of educational policy. We do point out that some other state colleges seem to be "earning" more appropriations from this service, proportionately, than Texas Western College does.

(4) Apart from grants and contracts budgeted under Contract Research and Services, there are available many training grants and educational subventions which seem to mesh well with the program at Texas Western College. Always guided by educational considerations and the criterion of concentration upon selected developments, more advantage should be taken of such opportunities. Although these grants come almost exclusively from Federal government agencies, they seem to be free from controls.

### *Gifts and Grants*

The case for private support of Texas Western College is a convincing one. It can provide the difference between modest progress and exceptional achievement; it purchases the ingredients which transform the ordinary into highest quality.

Actually, the private support needed to purchase the opportunities set forth in this report is not large. Starting in 1963-64

with \$100,000 above present totals, and increasing the amount to \$275,000 annually by 1968-69 would come very close to meeting basic needs. Considerably more would be desirable and could be used with great profit, but the figures quoted are calculated to make the essential difference.

To be specific, this contemplates having \$100,000 to improve the program in 1963-64; \$150,000 in 1964-65 and 1965-66; \$200,000 in 1966-67 and 1967-68, and \$275,000 annually thereafter. Student aid would be increased by \$20,000 in 1964-65 and 1965-66; \$40,000 in 1966-67 and 1967-68; and \$50,000 thereafter. (These amounts contemplate 1 for 9 matching of loan fund gifts with National Defense Education Act capital grants.) Actually, it is inevitable that if the 1968-69 targets are met increases thereafter should be steady.

These totals are kept modest by the assumptions that two conditions will prevail: (1) gifts be of such character that they apply to the program goals contemplated, and (2) the income be sufficiently certain for planned expenditures to take place on time.

This calls for a private fund development program of the highest order, in conception, in scope, and in execution. Annual recurring support from business and industry and private individuals may be the core, but bequests, endowments and other large donations should be cultivated. Some of these latter may well be for desirable objects other than those listed as essential herein, but the opportunity to guarantee carefully-planned upward movement of Texas Western College through permanent endowments and trusts should be presented. The basis for such private support must be the College's alumni, who should demonstrate their willingness to participate in the Excellence Program in order to stimulate participation from other sources. Consequently, the College with the assistance of the Development Committee, must expand and intensify its alumni program in order to establish a broad base of understanding of and commitment to the objectives described in this report. It should be understood, however, that while the alumni form the foundation upon which private support is to be




built, the experience of other colleges and universities indicates that annual alumni gifts can be expected to provide a relatively modest percentage of the total monetary needs from private sources. As has been said earlier, success in this endeavor can be accelerated by developing self-support for intercollegiate athletics, but the targets set here can be reached by the friends of Texas Western College without waiting for that to happen.

This is not the place to outline a program for private fund development. Under the Texas Western College Development Committee, plans are already well-laid and the organization practically completed. With cooperation from all concerned, these can now be brought to fruition. The essential fact for all to recognize is that, in our financial platform, private funds are not to be used to make up deficiencies in state support but to add the final increment of university-level endeavor for Texas Western College.

### *Trusts and Endowments*

The Cotton Estate Trust funds have been invaluable to Texas Western College through the years. For the future this endowment should be even more important. Careful attention to its investment and productivity are essential. Continuous use of an agency such as the present Cotton Estate Advisory Committee is recommended, along with intensive attention by the Board of Regents to increase as much as prudently possible current income from the corpus of this estate.

Other endowments of this character are needed to provide stability in discretionary funds at the disposal of Texas Western College. The University Development Board organization is urged to give special attention to interesting one or more individuals in this type of application of their estate.



## SUPPORT FROM UNIVERSITY SYSTEM

✿ THE NEW STATUS for The University of Texas at El Paso which is conceived in this report cannot be achieved without various kinds of support from The University of Texas System. Financially, there are two lines of action which seem both possible and thoroughly reasonable. The first of these is interim relief in small amounts for the stringently earmarked budget of Texas Western College — in order that modest amounts can be made available for program development. Concretely, there are several types of expenditures now charged to the Texas Western College budget which would be accepted by the Legislature upon recommendation of the Regents as properly belonging within the budget of Central Administration. The amounts involved are quite small, but even \$25,000 to \$50,000 annual relief for Texas Western College would be of great assistance during the next three or four years. Examples of such expenditures are: (1) Travel by administrative officers to Austin for conferences with Central Administration officials, the Board of Regents and the Commission on Higher Education meetings. (2) Honoraria and travel for consultants on program improvement, appraisal teams, faculty conferences with Main University individuals. (3) Costs of catalog and other official University Publications. (4) Salary differential allowances necessary to procure occasional visiting faculty members from other institutions. (5) Expenses of the News and Information Service, as now provided in the Central Administration budget for the Main University. These are only samples of ways in which development at Texas Western College could be assisted temporarily by quite defensible budgetary decisions.


The second line of action is that of giving Texas Western College some access to the University Available Fund for program support. This is a complex issue. We have no desire to change the exclusive dedication of the Permanent University Fund to The University System and the Texas A. and M. System.



We point out, however, that graduate and research development is now a pressing concern for every component institution in The University of Texas System; we are entering a new era when the System as a system must be considered as the contributor to the state. That such development is not to be either fortuitous, shoddy or duplicative, so far as Texas Western College is concerned, is made absolutely clear in the *Mission '73* recommendations. The overall guidance of the Board of Regents and Central Administration will insure that this upward movement can become unified, with each component institution making its best contribution. If all of these institutions were located on a single campus called "The University of Texas," it would be inevitable and wise that the Available Fund give the State of Texas the benefit of comprehensive, coordinated and well-directed graduate and research development. Physical separation of the campuses is no barrier to employment of the same concept.

We do not speak of "Texas Western's share" in the Available Fund. We speak of devoting the Available Fund to total University of Texas System development in graduate work and research. Our recommendation is simply that the wisdom of Central Administration and the Board of Regents be permitted to weigh the relative promise of opportunities in all manifestations of The University of Texas, wherever situated.

It is our opinion that use of the Available Fund for the support of graduate work and research — as we propose — is compatible with existing constitutional and statutory provisions and falls within the discretionary power of the Board of Regents. If the Regents have doubts, we urge submission of the Constitutional issue to the Attorney General for an opinion. If statutes constitute a barrier we urge a request for their modification. We believe that this can be done without endangering the present dedications of the Permanent University Fund. If it should be determined that a Constitutional amendment is required, the total climate should be weighed carefully before a formal attempt to inaugurate such amendment is made.



## A NEW STATUS

✿ THE RECOMMENDATIONS of *Mission*'73 are, of course, directed to the Board of Regents of The University of Texas System and through them to their administrative officers on the one hand and to the agencies of state government on the other. These recommendations propose a new status for, and a new conception of, Texas Western College. It is to become, by earning that right, a manifestation of the ideals and the standard of quality of The University of Texas at El Paso. A new dimension of obligation and conception is to be accepted and executed by the people in the El Paso region. If these recommendations are accepted by the Board of Regents, a new dimension of University policy toward The University of Texas at El Paso is inevitable. Policy based upon an attitude of interest and encouragement will now be enlarged to reflect an attitude of direct involvement and continuing concern that goals be reached. *Mission*'73 is confident that this involvement and concern will grow.





