

1983

The University of Texas at El Paso Strategic Plan 1983-89

University of Texas at El Paso

THE UNIVERSITY OF TEXAS AT EL PASO

STRATEGIC PLAN

1983-89

1.0.0 General Institutional Description

The second oldest academic component of the University of Texas System, The University of Texas at El Paso is located in El Paso, Texas, a unique, predominately Mexican-American border city with a population of approximately 480,000. The University has a well-established tradition. It began, in 1913, as the Texas State School of Mines and Metallurgy, becoming a branch of the University of Texas in 1919. Its mission, its enrollments, and its academic programs have broadened and grown steadily, a development reflected by significant name changes: Texas College of Mines and Metallurgy in 1931, Texas Western College in 1949, and to The University of Texas at El Paso in 1967.

The University enrolled 15,129 students for the Fall semester in 1982, of whom 84.6 percent were from El Paso County, 2.5 percent from elsewhere in Texas, 5.6 percent from other states, and 7.3 percent from foreign countries, principally Mexico. In the last few years, the University's enrollment has been declining slightly, but Coordinating Board projections indicate enrollment increases during the remainder of the current decade, reaching 17,410 by 1990.

Moreover, the qualitative characteristics of the University's enrollment are likely to remain constant during the current decade. The student population will remain predominantly from the El Paso area. Over 50 percent of the student enrollment will be Mexican-American, and the extraordinary majority of students will continue to come from families with modest or low income. Currently, two-thirds of the University's students are employed for twenty hours or more each week in addition to their studies, and 40 percent of them receive some sort of financial aid. In addition, the trend toward part-time attendance will likely continue. In Fall Semester 1982, 41 percent of the student enrollment was composed of part-time students. Finally, almost all students commute, with less than 5 percent residing in university housing.

2.0.0 Mission

The mission of The University of Texas at El Paso is to provide the opportunities of higher education for the people of the El Paso region. One opportunity is the availability of baccalaureate and graduate academic programs offered through the Colleges of Business Administration, Education, Engineering, Liberal Arts, Nursing and Allied Health, and Science. Almost all of the academic disciplines are available at the undergraduate level. At the graduate level, master's-degree programs are derived from the strength of the existing undergraduate curriculum and from community needs. Post-master's programs, including a doctoral program in Geological Sciences, are offered. Additional doctoral programs will be offered on the basis of existing strengths and community needs.

Another opportunity is the provision of applied research focusing on the problems and needs of the community. Yet another opportunity is the provision of the aesthetic, cultural, recreational, leisure, and athletic benefits to a large, urbanizing community with only one university. Finally, an opportunity for professional, in-service development and continuing education is provided.

These opportunities are conditioned substantially by the University's location in the largest metropolitan community on the Mexican Border and by the existence of a predominantly Mexican-American population. These conditions imply unique opportunities associated with the blending of cultures and serious responsibilities for minority education.

Accordingly, the University stimulates the academic and academic-support efforts best designed to enhance cultural diversity and academic excellence.

THE UNIVERSITY OF TEXAS AT EL PASO

Institutional Role and Scope

	Bacc.	Mast.	Doct.	Special Prof.
	-----	-----	-----	-----
Agriculture				
Architecture				
Area & Ethnic Studies	AE	AE		
Business Administration	AE	AE	A	
Communications	AE	A	A	
Computer & Info Scis	AE	AE	A	
Education	AE	AE	A	
Engineering Technologies	AE	AE	A	
Foreign Languages	AE	AE	A	
Allied Health Sciences	AE	A	A	
Health Sciences	AE	AE	A	
Home Economics				
Liberal/Gen Studies	AE	AE		
Law				
Letters	AE	AE	A	
Library & Archival Scis				
Life Sciences	AE	AE	A	
Mathematics	AE	AE	A	
Multi/Interdisc Studies	AE	AE		
Parks & Recreation				
Philosophy & Religion	AE	A		
Physical Sciences	AE	AE	AE	
Psychology	AE	AE	A	
Protective Services	AE	A	A	
Public Affairs	AE	AE	A	
Social Sciences	AE	AE	A	
Visual & Performing Arts	AE	AE		

AE - Institution is authorized by virtue of its role and scope to offer programs in this category and specific degree programs are in existence.

AL - Institution is authorized by virtue of its role and scope to offer programs in this category but offerings at the present time are limited to participation in an interdisciplinary program.

A - Institution is authorized by virtue of its role and scope to offer programs in this category but no program is offered at the present time.

(Blank) - Indicates the category is not within the institutional role and scope or is not applicable.

STATISTICAL PROFILE

Organizations

College of Business Administration
 College of Education
 College of Engineering
 College of Liberal Arts
 College of Nursing and Allied Health
 College of Science
 Graduate School

Enrollment - Fall 1982	Headcount Students	Percentage
	-----	-----
Freshmen & Sophomores	7,941	52.5%
Juniors & Seniors	5,350	35.4
Post Baccalaureate	--	--
Masters & Special Professionals	1,826	12.1
Doctoral	12	0.1

Total Headcount	15,129	
FTE Students	12,492	

Instructional Profile

Area	Semester Credit Hours Taught--Fall 1982	Percentage
	-----	-----
Arts & Humanities	47,740	28.8%
Biological Sciences	8,207	5.0
Psych & Social Sciences	20,851	12.6
Math & Physical Sciences	36,484	22.0
Education	13,263	8.0
Business	19,443	11.7
Engineering	10,215	6.2
Nursing & Health Prof	4,385	2.6
Other	4,996	3.0

Total	165,584	

Student Characteristics

Course Load

Part-time Students
Full-time students

Average Age

Undergraduate: 23
Graduate: 33

Percentage Male: 51.6%

Percentage Minority: 49.3%

Home of Record

	Students -----	Percentage -----
El Paso County	12,794	84.6%
Other Texas Counties	374	2.5
Other States	852	5.6
Other Countries	1,109	7.3

Faculty and Staff Characteristics

	FTE Employees -----	Percentage -----
Regular Faculty	517.4	38.1%
Other Teaching Personnel	100.5	7.4
Regular Non-Teaching Personnel	657.6	48.5
Other	81.0	6.0
Total	----- 1,356.5	

Sponsored Research - Funding Sources

	Amount -----	Percentage -----
Federal Government	\$ 763,510	59.5%
State & Local Gov	125,525	9.8
Private Sources	163,807	12.8
Other Sources	230,696	18.0
Total	----- \$ 1,283,538	

Current Operating Revenues (Estimated FY 1984)

	Amount	Percentage
General Revenue Appropriation	\$ 33,492,679	60.2%
Net Tuition & Fees	1,692,888	3.0
Other E & G	520,633	0.9
Subtotal	\$ 35,706,200	64.1
Designated Funds	2,567,286	4.6
Contract & Grant Funds	3,690,250	6.6
Restricted Current Funds	2,307,602	4.1
Auxiliary Enterprises	11,396,622	20.5
Other	-0-	0.0
Total	\$ 55,667,960	

Investment in Plant (As of August 31, 1982)

	Value
Education Plant	
Buildings (1,811,237 gross sq ft)	\$ 55,797,371
Improvements Other Than Buildings	3,280,451
Equipment (Includes Library Materials)	19,064,252
Construction in Progress	9,072,934
Auxiliary Enterprise Plant	
Buildings (515,442 gross sq ft)	14,313,286
Improvements Other Than Buildings	841,804
Equipment	1,253,392
Constuction in Progress	5,999,523
Buildings: 2,326,769 GSF, 1,382,488 ASF	
Land: 356.2 acres Main Campus, 59.5 acres other	

Setting

Immediate SMSA: El Paso
 Population of immediate SMSA: 479,899
 Senior Colleges or Universities
 Located within 50 miles: New Mexico State University
 Las Cruces, New Mexico

Estimated population of Juarez, Mexico: 800,000

1.0.0 Significant External Conditions

3.1.0 Description of Local Area

El Paso, Texas and Ciudad Juarez, Chihuahua form an economically integrated metropolitan area with a population of 1,272,690. The major economic influences in this area are the U.S. Federal Government (mainly military at Fort Bliss), manufacturing (apparel, electronics, and smelting and refining of metals), local government, education (public schools, U.T. El Paso and El Paso Community College) and wholesale and retail trade.

The University of Texas at El Paso is the only Texas University in the region. The nearest U.S. universities are Texas Tech in Lubbock (345 miles away), The University of Texas of the Permian Basin in Odessa (282 miles away), and Sul Ross State University in Alpine (219 miles away). New Mexico State University in Las Cruces, New Mexico is only 35 miles away; however, since it is in another state it draws most of its students from regions away from El Paso. El Paso Community College is now ten years old, has three campuses in El Paso and 11,265 students. Approximately 700 students per year transfer from EPCC to U.T. El Paso. Texas Tech University School of Medicine has 50 faculty physicians teaching third and fourth year medical students at R. E. Thomason General Hospital.

Being the largest metropolitan community on the U. S.-Mexico border gives El Paso a distinct bicultural

heritage. 62 percent of the city's population is of Spanish origin while 43 percent of the U.T. El Paso student body is Hispanic. Relations with Mexico are obviously very important for the city and for the University.

3.2.0 Major Economic Trends in Local Area

In 1982 Mexico devaluated its peso, nationalized its banks and continued to experience increasing inflation throughout the country. During the same year the United States suffered its worst recessionary period since the 1930s. Accordingly, the economies of the twin border cities of El Paso, Texas and Cd. Juarez, Chihuahua were affected. The depressed single family housing market in El Paso, not unlike other parts of the United States, helped to increase unemployment in the community to a new high. Additionally, decreases in demand for apparel and leather goods in international and national marketplaces added to already existing recessionary trends.

Mexico's peso devaluation caused prices for goods purchased in El Paso by peso holders from Mexico to double, triple or even quadruple (This, of course, includes tuition, fees, and books for U.T. El Paso students from Mexico.) The sector of El Paso's economy most directly affected was retail sales; specifically, those retail establishments located nearest the international border and in shopping malls whose principal

customers were residents of Mexico.

According to numerous articles, reports and informal studies, the economy of El Paso has been devastated by the peso devaluation; this is not true. Realistically and objectively, the economy of El Paso does not rely exclusively on the Mexican peso any more than the economy of Cd. Juarez relies heavily on the U.S. dollar. The two communities are in themselves primary economic nodal centers. They are, individually, the largest population and industrial centers along the southern border of the United States and the northern border of Mexico. El Paso is the economic nodal center of west Texas and southern New Mexico while Cd. Juarez is the economic nodal center of northern Chihuahua. The economies of both communities are strong and growing through diversification of industries locating in the region and continuation of traditional economic bases.

3.2.1 Economic Trends in Cd. Juarez

There are approximately 129 U.S. in-bond manufacturing-processing plants in Cd. Juarez with a base employment of over 50,000 workers plus an additional 5,000 workers employed in El Paso to support the in-bond Mexican plants. The announced policy of the Mexican government is that foreign in-bond plants will continue to be recruited and encouraged to expand industrial locations in Mexico as they are a source of employment in that country, and a primary source of hard currency accumulation (U.S.

dollars) so urgently required by Mexico.

During 1982 no less than 11 major firms located or expanded facilities in Cd. Juarez. New locations and plant expansions in Cd. Juarez scheduled for 1983 include seven U.S. firms.

It is significant to note that a most positive result of Mexico's peso devaluation was to create even more favorable economic conditions for industrial location in Cd. Juarez; for example, cost of labor, construction, services and utilities. The few months since peso devaluation have seen more industrial visitors to El Paso and Cd. Juarez than any other similar period of the past several years.

3.2.2 Economic Trends in El Paso

There are approximately 520 manufacturing, processing and distribution firms in El Paso, Texas. Fourteen manufacturing firms located or expanded facilities in the community during 1982.

Manufacturing and processing in El Paso's economy accounts for 22.68 percent of all employment in the community while 57.06 percent of the employed civilian work force are in non-manufacturing and services and 20.26 percent in government.

During 1982 employment changes reflected the following:

Industry	Percent Employment	Change In 1982	Cause
Retail Trade	18.59	-4.95	Economy & Peso
Services	16.60	+1.48	
Local Govern	12.63	-0.71	
Apparel	9.69	-8.83	Economy
Wholesale Trade	6.03	-2.63	Economy & Peso
Federal Gov.	5.06	+1.21	
Construction	4.78	-4.24	Economy
Finance, Insurance & Real Estate	4.66	+1.32	
Communications & Utilities	3.30	-0.91	
Transportation	3.09	-2.86	Economy & Peso
Other Durables Manufacturing	2.76	-11.65	Economy
Other areas	8.15	-5.20	Economy

The standard index of retail trade activities in El Paso during 1982 does not reflect normal or anticipated increases during the year. For example, 4th Quarter retail activities should have increased between 27.5 percent and 32.5 percent as opposed to only 10.32 percent. In aggregate, an analysis suggests that the national economy has accounted for 9.5 percent of the decreases in retail sales in El Paso while peso devaluation has accounted for 27.5 percent of the decreases in retail sales.

3.3.0 External Forces Acting On Academic Affairs

In order to understand the forces interacting between the University of Texas at El Paso and its environment an environmental assessment program was implemented. This program identified the external forces acting on the various areas at U. T. El Paso. Each of the identified forces was placed into one of six categories:

1. Economic
2. Social
3. Technological
4. Political/Legal
5. Demographic
6. Competitive

Each of these forces was then identified as affecting one or more of six strategic decision areas:

1. Basic Mission
2. Clientele
3. Goals and Objectives
4. Program/Service Mix
5. Geographic Service Area
6. Comparative Advantage

3.3.1 External Forces Acting on Programs in the College of Business Administration

1. Increasing Demand by Students for Programs in Business

The enrollment in the College of Business is increasing by approximately 10 to 12 percent each year. This is a national trend and not just a local one. At present the demand by students for these programs and the demand by industry for the graduates of these programs is creating a significant work overload for the faculty of the College.

Sector of Environment: Economic and Demographic

Origin of Force: Macro

Strategic Decision Area: Program/Service Mix

The College of Business Administration has established two goals in order to react to this significant force:

A) Short Term Goal (1983-85) is to hold enrollment at current levels by reducing the number of students repeating courses and to limit enrollment to those who have courses in their approved degree plan.

B) Long Term Goal (1985-89) is to expand the number of FTE faculty from 49 to 68. This will allow reduced teaching loads, smaller upper division classes and improved service to both students and community.

2. Necessity or Importance of Receiving AASCB

Accreditation for the Programs in the College

Lack of an accredited College of Business affects the ability of the local community to attract new industry and hampers the College's ability to attract good students. Thus there is a need for this college to achieve accreditation as soon as possible.

Sector of Environment: Competitive

Origin of Force: Macro

Strategic Decision Area: Comparative Advantage

The College will apply for accreditation as soon as the average teaching load can be reduced from 500 semester credit hours per faculty to 300 semester credit hours per faculty. As mentioned above, this will be done by limiting enrollment and increasing the size of the faculty. The present curriculum is not in need of any significant changes in order to secure accreditation.

3.3.2 External Forces Acting on Programs in the College of Education

1. The Need for Effective Educational Administrators for Bicultural Populations

Successfully addressing the educational needs of the unique border population requires specialized knowledge, skills and sensitivity.

Sector of Environment: Social

Origin of Force: Macro

Strategic Decision Area: Program Service Mix

In order to respond to this force the College will develop a cooperative Ed. D. degree with U. T. Austin.

2. Entrance and Exit Test of TEA

Starting in May 1984 students must pass a basic skills test before Education courses, past the first course, may count towards Teacher Certification. They must also pass an exit exam in the area of specialization.

Sector of Environment: Political-Legal

Origin of Force: Macro

Strategic Decision Area: Clientele and Program/Service Mix

The predicted consequences of these tests are:

A) reduction in number of students in junior and senior

level courses (perhaps as much as 50 percent)

B) reduction in number of people gaining certification

C) shortage of certified teachers, more use of temporary certificates, and perhaps an improvement in salaries as demand increases.

The reactions of the College of Education are:

A) To offer special short courses and counseling to prepare students for exams

B) To expand graduate offerings to accommodate students with degrees who wish to become certified teachers

3. Shortage of Teachers in Certain Areas

There are certain areas such as special education in which a shortage of certified teachers exists.

Sector of Environment: Social

Origin of Force: Macro

Strategic Decision Area: Program/Service Mix

The College of Education would like to develop B.S.Ed. and M.S.Ed. degree programs in Special Education. The creation of a department is a possible future development.

4. Requests by Civic Organizations: Quality Public School Education

Business leaders and civic organizations alike realize that to attract industry, that to attract professionals to this border region will require sound educational institutions. The University has been appropriately asked

to produce graduates--both teachers and administrators--
who can steadily improve the programs in the public
schools.

Sector of Environment: Economic/Social

Origin of Force: Macro

Strategic Decision Area: Program Service Mix

The college will respond to this force by upgrading the
quality of certain programs. The addition of new computer
facilities will assist in this quality improvement.

3.3.3 External Forces Acting on Programs in the College of Engineering

1. Market Demand for Engineering Graduates

At present and for the next five years this demand is expected to remain steady at its present state -- good for Electrical Engineers and Computer Science graduates; fair for Mechanical Engineers and for Industrial Engineers; poor for Civil Engineers and for Metallurgical Engineers.

Sector of Environment: Economic

Origin of Force: Macro

Strategic Decision Area: Clientele and Program/Service Mix

This force manifests itself in increased student demand for Electrical Engineering and Computer Science. Classes in these two areas are increasing to a size which is not practical from a pedagogical standpoint. Enrollment limitations seem to be the only practical solution to this problem.

2. Community Desire to Attract High Technology Industry

Civic leaders look to this University to provide leadership for the community in creating the local environment which will be attractive to high technology industry. This means that the college of engineering must expand its research activities and graduate programs.

Sector of Environment: Economic/Social

Origin of Force: Macro

Strategic Decision Area: Program Service Mix

An analysis of the needs of the local area indicate the need for more expertise in the computer engineering area. Thus the college will develop a Ph. D. program in Computer Engineering.

3. Importance of Continued Accreditation by ABET

All of the programs in the College of Engineering except Industrial Engineering are accredited by ABET. This accreditation will be reviewed during November 1983. The need to maintain the accreditation for these programs and to secure it for Industrial Engineering is strong external force affecting the College of Engineering.

Sector of Environment: Competitive

Origin of Force: Macro

Strategic Decision Area: Program/Service Mix

The areas of major concern with respect to this review are: (1) instructional equipment, (2) computer accessibility, (3) student/faculty ratio, (4) research productivity, (5) teaching loads, and (6) course standards. As major improvements in each of these areas has been made over the past few years the College feels that it will maintain accreditation; however, it is

prepared to meet deficiencies which may be discovered by the accreditation team.

4. Changing Nature of Research Support

Over the past few years support for research activities in Colleges of Engineering by Federal and State Governments has declined. There is now a trend towards having private industry support university research activities. This support is currently going to major Ph.D. granting institutions rather than to urban institutions. These forces will produce reduced research funding for the College of Engineering if not countered.

Sector of Environment: Political/Legal

Origin of Force: Macro/Local

Strategic Decision Area: Goals and Objectives

The College of Engineering is working to secure local industrial support of its programs both in teaching and in research in order to offset the effect of this force.

3.3.4 External Forces Acting on Programs in the College of Liberal Arts

1. Need for Terminal Degree Options

A commuter campus with a large minority population has a particular responsibility to provide terminal degree options to the citizens it serves. Liberal arts graduates of such programs can raise the level of professional services available to this community.

Sector of Environment: Social

Origin of Force: Macro

Strategic Decision Area: Program Service Mix

The college will respond to this force by broadening the degree requirements under the general B. A. degree requirements.

2. Community Need for Applied Psychologists with a Bicultural/Bilingual Specialization

The Hispanic population is growing locally, regionally, nationally. Given the mission, location, and population of this institution, it is appropriate that U. T. El Paso graduate applied psychologists trained to address the needs of the Hispanic population.

Sector of Environment: Social

Origin of Force: Macro

Strategic Decision Area: Program Service Mix

The college feels that the appropriate response to this force is the development of a Ph. D. degree in Applied Psychology with a strong emphasis on bicultural/bilingual aspects.

3. Absence of M.F.A. Programs in Texas

Creative writers and the teachers of creative writing in this region would be better served by a writing program with studio emphasis leading to a terminal degree.

Sector of Environment: Social

Origin of Force: Macro

Strategic Decision Area: Program Service Mix

A proposal for an M.F.A. degree in Creative Writing is being developed by the Department of English as an appropriate response to this force.

4. Qualifications of Entering Students

This force affects the programs of the College of Liberal Arts as it provides the foundation courses for all students even though they may major in areas in other colleges. Changes in these qualifications are major

external forces for this college.

Sector of Environment: Demographic

Origin of Force: Macro

Strategic Decision Area: Clientele and Program/Service Mix

The College of Liberal Arts is responding to this force by constantly examining its lower division service courses in English, Linguistics, History, and Political Science to be sure that they are taught at the level of the students being admitted with as great an efficiency as possible.

5. State Requirements for Courses in History and Political Science

Sector of the Environment: Political/Legal

Origin of Force: Macro

Strategic Decision Area: Clientele and Program/Service Mix

Any changes in the state law here would have serious consequences for the service program offerings in this college. The college responds by being as flexible as possible with respect to staffing levels in these areas so as to be able to respond quickly to any change in the law.

6. Interaction of the College of Liberal Arts with
Other Colleges- Service Courses

Sector of Environment: Demographic

Origin of Force: Micro

Strategic Decision Area: Clientele and Program/Service Mix

The College of Liberal Arts stresses the importance of its interaction with the professionally oriented programs in the other colleges. At present a revision of the requirements for the B.A. Degree are being discussed which will establish a Minor for students in Liberal Arts who also wish to have experience in certain professional programs such as in Business or Education.

3.3.5 External Forces Acting on Programs in the College of Nursing and Allied Health

1. Policies of the Board of Nurse Examiners

The requirement to maintain a 10 to 1 student-teacher ratio in clinical settings is a major force.

Sector of Environment: Political/Legal

Origin of Force: Macro

Strategic Decision Area: Goals and Objectives

At present the College has no difficulty in meeting this policy. In the future it may be necessary to limit enrollments in order to maintain this standard.

2. The Changing Role of Women

Many opportunities for women outside of traditional women's areas are contributing to a declining interest in nursing as a career choice among young people. Low salaries in this field also contribute to the problem.

Sector of Environment: Social

Origin of Force: Macro

Strategic Decision Area: Clientele

This is a force which acts on all colleges of nursing and at present there is very little that this college can do to counter this force except participate in political lobbying efforts aimed at improving the status of nursing

in our society.

3. The Growing Surplus of Physicians

Many medical schools are reducing the size of their classes due to a "surplus" of physicians. Many qualified students will not be able to gain entrance to medical schools and will turn to other health professions. This means that the allied health component of the College will see increased interest especially in Graduate programs.

Sector of Environment: Social

Origin of Force: Macro

Strategic Decision Area: Program/Service Mix

4. Competition from Texas Tech University School of Medicine

The programs offered by Texas Tech in El Paso are expanding into areas formerly provided only by U. T. El Paso.

Sector of Environment: Competitive

Origin of Force: Macro

Strategic Decision Area: Program/Service Mix and Clientele

The reaction of the College of Nursing and Allied Health to this competitive force takes two forms: (1) trying to

establish an atmosphere of cooperation in order to reduce the competitive nature of the role of the two institutions and (2) trying to improve the quality of its current programs so that there would be a distinct advantage in attending the programs at U. T. El Paso.

3.3.6 External Forces Acting on Programs in the College of Science

1. Regional Need for Graduates with a Doctoral Degree in Applied Chemical Sciences

The steady growth of this metropolitan area and the community desire to attract more business to this border community imply that the University should provide sophisticated educational opportunities to address problems in areas such as the chemical industry, the pharmaceutical industry, and the petroleum industry.

Sector of Environment: Economic

Origin of Force: Macro

Strategic Decision Area: Clientele and Program/Service Mix

The chemistry department will develop a proposal for a Ph.D. degree to address this identified need.

2. Market Demand for Science Graduates

The major external force acting on the College of Science is the market demand for its graduates especially in Chemistry, Geological Sciences and Physics. The present demand is strong at the B. S. level and very good to excellent at the M.S. level.

Sector of Environment: Economic

Origin of Force: Macro

Strategic Decision Area: Clientele and Program/Service Mix

There is at present no need for the College of Science to make any significant changes in its programs in order to react to this force.

3. Scientific Research Funding

A strong force, especially significant for the graduate programs, is the ever-changing policies of the Federal Government towards scientific research funding.

Sector of Environment: Political/Legal and Economic

Origin of Force: Macro

Strategic Decision Area: Goals and Objectives

Trends indicate increasing difficulty for faculty in non-Ph.D. granting departments to secure federal funds to support their research activity. In response to this and to the needs of local area students, the College of Science is proposing new doctoral level programs.

4.0.0 Significant Internal Conditions4.1.0 Academic affairs

Responding in both an educationally sound and yet an educationally creative manner to our particular student body is a most relevant internal factor. Addressing the challenge of providing a meaningful educational experience for a large minority population implies the willingness to implement appropriate pedagogical strategies. It further implies the commitment to provide high-quality terminal degree options to this commuter campus enriched by a high Hispanic enrollment.

The planned program changes presented in the six-year implementation plan reflect a careful assessment of five major factors: present faculty quality, potential faculty quality, centrality to the mission of the University, library holdings, and quality of facilities and equipment. A clear need for additional computer, engineering, and science equipment to adequately prepare our graduates for a technological society is evident. Also evident is the departmental capability to prepare graduates in key technological specialities; namely Computer Systems Engineering and Applied Chemical Sciences. The same level of departmental strength suggests the appropriateness of offering a doctoral degree in Applied Psychology and a Cooperative Ed. D. in Educational Administration with a focus on a bilingual context. Faculty capability in the areas of Special Education and Creative Writing are also apparent.

In order to support our programmatic strengths, reallocation of resources will be a major theme in University planning and decision-making in the next five years. Acquiring AACSB Accreditation for the College of Business Administration illustrates this theme.

A summary of the major academic changes in the last five years is also essential in accurately assessing this university's significant internal conditions.

The University's academic programs are organized into 34 departments administratively located in six colleges. The Graduate School provides administrative services for all graduate level programs. During the past five years, the undergraduate enrollment at U. T. El Paso has decreased by 4.1 percent or 566 students. Despite the overall decrease, three colleges have increased: Business Administration, Engineering, and Nursing & Allied Health. The College of Engineering has shown the greatest gain in majors (up 47.7 percent or 650 students). Part of this growth is due to the new Computer Science program administered within that college. Without the Computer Science Program, however, Engineering still has an increase of about 15 percent. The Colleges of Liberal Arts and Science have both experienced enrollment declines in certain fields of study. Elementary Education has seen an increase in majors while Secondary Education has decreased. Graduate programs have seen a 3.9 percent decrease in student head count.

The most salient educational program change at the University has been the addition of the College of Nursing and Allied Health. The program in Nursing became part of the University in 1976. In 1978 the Medical Technology Program was transferred from the Department of Biological Sciences to the College of Nursing. Undergraduate programs leading to a Bachelor of Science in Nursing, a Bachelor of Science in Medical Technology and a Bachelor of Science in Allied Health are offered. A cooperative degree program in Occupational Therapy with Texas Tech University was started in 1983. This College also offers a Masters of Science in Nursing Degree.

Within the College of Liberal Arts, a number of program changes have occurred during the past five years. Several new programs and program options have been introduced at the graduate level. A Master's Degree in Public Administration was offered for the first time in September 1979 by the Department of Political Science. The Master's Degree in Interdisciplinary Studies was started in 1978. Based in the Philosophy Department, this program draws upon a wide variety of courses from disciplines within and outside of Liberal Arts. A third graduate program, approved in 1976, is the Master of Arts Degree in Clinical Psychology. The English Department has instituted a Master of Arts Option in Professional Writing and Rhetoric. The Linguistics Department was authorized to begin offering a

Master of Arts in Applied English Linguistics in 1978. This program, designed to prepare specialists in English as a Second Language, has attracted students from many parts of the United States and from a number of foreign countries. In keeping with the University's emphasis on the border, A Border History Option has been introduced. Finally a Master of Music degree program has been initiated in the Department of Music.

On the undergraduate level, a Bachelor of Arts in Anthropology was authorized in 1978, emphasizing the rich cultural heritage and archaeological wealth of this geographical region. In response to a long-expressed community demand, a Bachelor's in Social Work was approved in 1978. Three new degree sequences were developed within the Bachelor of Arts in Journalism (News Editorial, Photo Journalism, and Advertising/Public Relations) and two sequences (Journalism and Production) within the Bachelor of Arts in Broadcasting. Special concentration areas in Latin American Studies and Woman's Studies are now available for students wishing to combine elective courses reflecting areas of special interest.

Less numerous changes have occurred in the Colleges of Business Administration, Engineering, Science, and Education. A Commercial Banking Option and a Real Estate Option have been introduced at the undergraduate level in the College of Business Administration. In addition two new departments, Marketing and Mangement have been created from the old Department of Business.

In 1977, the University was authorized to offer a Bachelor of Sciences Degree in Computer Science. This program is interdisciplinary with three major choices for the students: (1) Information Processing in the Department of Business, (2) Computer Science in the Department of Mathematical Sciences, (3) Computer Science in the Department of Electrical Engineering. In order to improve the administration of these programs in Computer Science a Department of Computer Science was created in 1982 and housed in the College of Engineering. A Master of Computer Science Degree was approved to begin in September 1983.

In the College of Science a B.S. Degree in Geography (housed in the Department of Geological Sciences) was started in September 1982. Two new graduate programs have started: a Master of Science in Interdisciplinary Studies in September 1978, and a Master of Arts in Teaching with a major in Mathematics in July 1981.

In the College of Education there have been several sub-degree changes in order to respond to the needs of the students and the local community. These include the following new teaching subjects at the elementary level: Bilingual/Bicultural Education, Deaf or Severely Hard-of-Hearing, Life-Earth Middle School Science, Physical Science, Psychology and Sociology.

4.2.0 Physical Plant

Campus construction projects have continued at a significant pace such that now almost all activities are housed in modern well-equipped facilities. Since 1978, approximately 53 million dollars have been spent on additional facilities which have been completed or are currently in progress. These are:

1. Library Annex, completed in 1978 at a cost of \$1,053,000;
2. Improvements to Memorial Gym, completed in 1978 at a cost of \$600,000;
3. Improvements to Cotton Memorial Building, completed in 1979 at a cost of \$696,000;
4. Addition to Administration Building, completed in 1979 at a cost of \$1,400,00;
5. Improvements to the Centennial Museum, completed in 1979 at a cost of \$735,000;
6. Expansion of Union Building, completed in 1981 at a cost of \$4,850,000;
7. Renovation of Miners' Hall, completed in 1981 at a cost of \$705,000;
8. Military Science Building, completed in 1981 at a cost of \$515,000;
9. Handball courts, completed in 1981 at a cost of \$275,000;
10. College of Business Building, completed in 1983 at a cost of \$6,800,000;
11. Sun Bowl Expansion, completed in 1982 at a cost of \$6,530,000;
12. Central Library, started in 1982, to be completed in 1985 at a cost of \$24,000,000.

4.3.0 Student Affairs

Under the direction of the Dean of Students, the Division of Student Affairs has grown to twenty departments, offices, or areas providing services and student development programs.

During the past five years, this Division has undergone many changes--a degree of reorganization, an increase and expansion in services and programs, the upgrading of some positions, the upgrading and expansion of space and facilities. There has also been a shift toward the decentralization of supervision, policy, and decision-making through the greater use of inter-departmental teams and committees with significant student input and involvement. The programs which are housed in this division are:

1. Student Leadership Development
2. University Counseling Service
3. Financial Aid
4. University Placement Services
5. International Student Services
6. Study Skills and Tutorial Services
7. Student Health Service
8. University Bookstore
9. Housing
10. The Union
11. Food Services

12. Student Programs and Activities

4.4.0 Intercollegiate Athletics

Intercollegiate Athletics at U. T. El Paso continue to operate under the rules and guidelines of the National Collegiate Athletic Association, the Western Athletic Conference, and the Association for Inter-Collegiate Athletics for Women. The major recent changes in these operations are the addition of Golf and Rifle as intercollegiate sports and the recent expansion of the Sun Bowl (see above).

5.0.0 Conceptual Plan

The conceptual plan for the University of Texas at El Paso is characterized by three strategic imperatives. The first is the existence of this institution as the only university in a large and growing urban area. The second is the location of the University in the largest metropolitan community on the United States-Mexican Border. The third is the existence of a predominately Mexican-American community as the service area of the University. The first imperative implies the necessity for the university to provide undergraduate and graduate programs to essentially place-bound students; the second, to produce research which is aimed at policy solutions to the unique transnational urban challenges in the broader context; the third, to develop institutional strategies for successful minority education.

Over the next six years, these imperatives will be woven throughout five strategic themes which will constitute university planning: (1) selective academic program development, (2) qualitative improvement in existing academic programs and support units, (3) expansion and improvement in service to the community, (4) improvement strategies for minority education, and (5) shifting university enrollments.

The first strategic theme--selective academic program development--flows from the circumstance of the University's being a well established institution with a broad range of academic programs at the undergraduate and graduate levels.

Selective academic programs will be developed at the graduate level if they are consistent with the University's mission and changing external conditions. Such conditions are now evident. The political, governmental, and business leadership in El Paso have made a strong commitment to attract high-technology enterprises and have requested the University to be an integral part of this effort. A significant feature of the University's response is the development of doctoral programs in computer engineering and applied chemistry. Additional selective graduate programs will be developed to respond to other community needs which cannot be met by other institutions of higher learning.

The second major strategic theme is qualitative improvement in existing academic programs and support units. This theme will manifest itself in several forms. The first is additional and concerted investments in instructional equipment for academic programs which are seriously impaired due to the lack of proper equipment or to the presence of outmoded or worn-out equipment. These programs exist primarily in science and engineering, but there are also serious instructional equipment needs in speech pathology, drama, broadcast journalism, education, and allied health. Moreover, investments in academic computing will be made to enhance quality improvement in engineering, science, business, nursing, education, and liberal arts. The development of micro-computer-equipped laboratories has already begun in computer science, business, mathematics, and

education. Computer-assisted instruction in selected programs in liberal arts will be developed. The development of mini-computer facilities in engineering and science will meet the instructional and research needs of advanced programs.

Another quality improvement will be a set of decisions designed to achieve accreditation of the College of Business Administration. This objective is part of an institutional response to community interests and the attraction of new business developments in El Paso.

An additional improvement will be the stimulation of faculty instruction-related research. An Office of Research, with a full-time Director and support staff, has been established, and additional local funds will be made available for faculty research. The faculty merit pay system will continue to be refined in order to reward excellence in teaching and research.

Furthermore, the University Honors Program will be expanded to include academic programs not currently participating in it. Efforts will be undertaken to establish an Honors Core and Capstone seminar and writing requirement during the senior year of study.

Quality improvements will also be made in the academic programs as a function of capital projects. The construction of a new scientific building for chemistry and geological sciences will improve two of the most academically strong programs in the University. Renovation of several very old academic buildings will also be an important factor in

quality improvement. Finally, other capital projects will affect the efficiency and effectiveness of the University. These include the construction of a new physical plant building, the development of additional recreational and leisure projects, and the acquisition of additional property in order to enhance the environmental aesthetic of the University and to provide better access to the campus and more adequate parking.

The third strategic theme is service to the community, including both instruction and research services. This theme will be expressed by decisions in a number of major areas. The non-business related, in-service training needs of the professional communities in El Paso will be expanded through the Center for Continuing Education. Similar needs for the business community will be met through expanded programs in the recently established Center for Professional Development. Moreover, the Center for Inter-American and Border Studies will expand its urban and policy-oriented studies and research. In addition, the newly created Manufacturing Consortium in the Department of Mechanical and Industrial Engineering will be responsive to unmet community needs in the important manufacturing and industrial sectors of El Paso. Furthermore, the recent awarding of a 1.7 million Federal Grant for the creation of a Bilingual Multi-Service Center will permit the University, for the first time, to be a genuinely effective intra- and extra-state center in the provision of bilingual educational technical

assistance. There will also be enhancements in the Junior Scholars Program, the Special Education Clinic, and the Young People's University which will directly impact two major segments of the public school student population about which there is much community concern and little program assistance--the gifted and talented student and the learning-disabled student. Finally, outreach developments in the Fine Arts, especially art and drama, will witness the University's increased commitment to the community.

The fourth strategic theme is improvement in pedagogies for minority education. This theme will be developed by enhancements in the Inter-American Humanities and Sciences Program, in the English as a Second Language Program, and in advising programs.

The fifth strategic theme is shifting university enrollments. Significant shifts have already occurred into business, computer science, engineering, and the health sciences, and they are likely to continue during the remainder of the 1980's. These shifts will require consonant resource re-allocation in order to accommodate student and community needs and interests.