

1990

## The University of Texas at El Paso Strategic Plan 1990

University of Texas at El Paso



THE UNIVERSITY OF TEXAS AT EL PASO

S T R A T E G I C   P L A N

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## STRATEGIC PLAN

### A. EXECUTIVE SUMMARY

Located on the Texas-Mexico border in a binational, bicultural metropolitan area of nearly 2,000,000 people, the University of Texas at El Paso serves a student population of approximately 16,000, 85% of whom are from El Paso County and nearly 700 of whom are from northern Mexico. An estimated 75% of U.T. El Paso's students are the first in their families to attend college, and 55% are Hispanic, making U.T. El Paso the largest majority-Hispanic university in the continental United States. Enrollment has grown steadily at a 5% annual rate since 1985 when a legislatively-mandated tuition increase caused a temporary decline in enrollment. Accelerated regional population growth, the low median age of the population, drop-out intervention strategies in area schools, and more effective recruitment and retention programs at U.T. El Paso are all expected to contribute to steady enrollment growth through the end of the century. U.T. El Paso offers 69 baccalaureate, 49 master's, and two doctoral degree programs to meet the educational needs of its largely regional constituency. The University's 1989-90 full-time tenure-track faculty totals 349, 18% of whom are minority and 22% female; 87% of the tenure-track faculty hold the terminal degree. The University's 1989-90 budget totals \$79,250,103, of which 42% is state-appropriated; of the 58% which is locally generated, over \$10 million derives from extramural contract and grant funding, representing a 200% increase in such funding over the previous year.

U.T. El Paso is committed to pursue two major directions during the next six years. First, efforts will continue to be made to enhance educational opportunities for the residents of the Far West Texas/Mexico border region. This goal will involve improving further the institution's nationally recognized success at retaining and graduating non-traditional (minority, women and first-generation) students. Retention efforts will be reinforced by several major institutional grants which support student participation in research activities, particularly in science and engineering. The University will also strive to offer increased opportunities for graduate study, including doctoral programs in areas of particular relevance to this region's human and economic development. Outreach to public elementary, middle and high schools in this region and to the El Paso Community College will continue, supported in part by extramural funding, as U.T. El Paso attempts to play a role in reducing the unacceptably high drop-out rate in area schools (now estimated at over 40%), increasing the educational aspirations of young people in this region, and developing the increasingly sophisticated skill base upon

which the future work force of this region, Texas, and the United States will depend.

The second major institutional priority in the coming years will be continuing efforts to enhance institutional research competitiveness as a means of attracting increased extramural funding, strengthening academic programs, particularly at the graduate level, and recruiting and retaining quality faculty members. Such efforts will require continued infrastructure development, not only in the research and teaching environments themselves, but also in such areas as Purchasing, Personnel, and the Physical Plant, where support has become increasingly critical.

Academic programs to be proposed for authorization during the next six years relate to U.T. El Paso's role in fostering the human and economic development of this region in three general areas: economic and technological; health; and education and social service.

Authorization for two new doctoral degrees will be sought to support the economic and technological development of the El Paso-Juarez region and capitalize on the strengths of the University's faculty and programs. One, a Ph.D. in Psychology (Bilingual/Bicultural emphasis) is designed to prepare psychologists to conduct research and provide services to the rapidly-growing Hispanic population in the United States. As demographic patterns shift, the need for professionals trained in this area will increase dramatically in a variety of settings: business and industry, schools, mental health, and criminal justice. The University's faculty is well prepared to offer the program, and the University's location provides ample opportunity for practical training.

A second doctoral degree, a Ph.D. in Materials Science, will be proposed within the next year, as faculty and research strengths develop under the auspices of the Minority Research Center of Excellence, the Institute for Manufacturing and Materials Management, and other extramurally-funded projects. Faculty research activity in Metallurgical Engineering, Chemistry, and Physics has grown, additional faculty will be recruited, and efforts are now underway to build the interdisciplinary team and organizational structure necessary to implement the proposed program.

The serious health care issues facing the El Paso-Juarez community have stimulated academic program planning at U.T. El Paso, and three new programs will soon be proposed. First, and perhaps most critical to resolving the pressing problems facing this rapidly growing and extremely poor region, is a Master's degree in Public Health in cooperation with the U.T. Health Science Center-Houston. This program,

which would capitalize on several areas of U.T. El Paso faculty strength, would develop a cadre of professionals committed to addressing the special public health challenges of the Texas-Mexico border region.

A second health-related program soon to be proposed is a Nurse-Midwifery option within the M.S. degree in Nursing. This program will enable students who are certified nurse midwives and graduates of an ACNM-approved program to earn the Master of Science in Nursing degree after completing 18-21 additional hours. A significant amount of the prenatal and birthing care in the El Paso area is delivered by midwives. The high poverty rate and the high birth rate in this region contribute to an unacceptably high infant mortality rate. This program would help address a critical need for trained practitioners to improve maternal and child care in this region.

The third health-related degree program under active consideration at the present time is a cooperative degree in Physical Therapy with the U.T. Medical Branch in Galveston. The shortage of trained physical therapists in this region was already critical prior to the construction of a new 80-bed rehabilitation hospital two years ago, and local hospitals have offered financial and internship support for the proposed program. Student interest has been confirmed to be quite high, and demand for entry into the program, as well as for its graduates, is expected to be significant.

The third area of new program development relates to the educational and social service needs of this region, and several program proposals are in various stages of preparation. The first, an M.Ed. degree in Developmental Education, builds upon the University's effective remedial education programming and attempts to strengthen the educational infrastructure in the El Paso area. As a result of high drop-out rates and recent immigration, many El Pasoans are undereducated and unable to participate productively in the economic development of the region. There is a critical need for professionals capable of developing basic, remedial, and adult education programs in a variety of community settings for populations with widely diverse ages, education, and language backgrounds, and U.T. El Paso is prepared to provide the necessary academic training for these professionals.

A second program is a proposed option in Hispanic Linguistics within the M.A. in Linguistics degree. U.T. El Paso's potential as a center for applied Spanish language instruction is beginning to be realized with the development of undergraduate program options for students pursuing Business, Engineering, and other professional degrees. Related is the need for professionals who are trained in Spanish and Hispanic linguistics at an advanced level, and



U.T. El Paso has the faculty expertise to provide such training. The program's quality and the natural laboratory setting provided by the El Paso-Juarez region should also prove to be attractive to graduate students from outside of the immediate area.

A B.S. degree in Child Development will be proposed as a 2 + 2 program in cooperation with the El Paso Community College. This program is designed to create professional development opportunities for providers of child care and pre-school services. Students admitted to the program will have completed an A.A.S. degree in child development at the Community College, and they will pursue coursework in both general academic areas and the theoretical underpinnings of their practical knowledge in the area of child development.

A fourth program area that has been under consideration for some time is a Master of Fine Arts degree in Creative Writing. This proposed 48-hour program would capitalize on faculty and M.A. program strengths already in place, and it will differ from all other creative writing programs in the U.S. in that it will have a bilingual component which permits students to specialize in English or Spanish, or both languages.

Consideration is also being given to the development of a generic doctoral program in Administration. Although none of the three present Master's level programs (in Business Administration, Educational Administration, and Public Administration) is sufficiently large to justify moving toward a Ph.D. program independently, it does appear that faculty strength and student demand would support offering an interdisciplinary doctoral program. Students presently seeking doctoral-level work must either travel nearly 400 miles to Texas Tech University or pay out-of-state tuition at New Mexico State University in Las Cruces; neither option is attractive to place-bound professionals.

The University is also exploring with U.T. Austin the possibility of a cooperative Master's degree in Library and Information Sciences and a doctoral degree in Biological Sciences. Although neither of these program plans is as yet sufficiently developed to present a full description, they will be modeled after the highly successful M.S.S.W. program and the newly established doctoral program in Border Studies that U.T. Austin and U.T. El Paso have offered as cooperative programs.

Two related issues will be the subject of extensive analysis during the next few years as U.T. El Paso expands its instructional and research programs with anticipated increases in student enrollment and extramural research and development funding. The University's physical plant, like those at most major universities, is aging, and the

University campus is, when considered from the point of view of future expansion, dangerously land-locked. Steps have already been taken to plan for the acquisition of property contiguous to the present campus to permit further expansion when enrollment and research funding provide sufficient justification, and an aggressive plan to address major maintenance needs, both those identified through internal analysis and those called for in the Page Southerland Page survey, is well underway.

Several priorities have been established in the area of physical facilities development. With a PUF allocation of \$6.8 million, work has begun on renovation of the former Main Library Building to house Geological Sciences teaching and research programs. Progress has also been made in installing a campus-wide data communications network. Other major repair and renovation projects planned for the next six years include:

- renovation of the old Texas Western Press/News and Information Building to create a contract-service day care facility for the children of University students, staff, and faculty;
- renovation of Burges Hall and of science/engineering laboratories in the Physical Science and Education Buildings to house the Institute for Manufacturing and Materials Management;
- completion of major maintenance and repair projects identified through internal analysis and called for in the Page Southerland Page survey;
- development of recreational facilities, including a soccer field, in Charlie Davis Park;
- installation of an elevator in Benedict Hall to make that building accessible to the disabled, and the improvement of elevator service in the Education Building;
- replacement of the roofs on various buildings;
- remodeling of the Liberal Arts Building to provide adequate heating and air-conditioning, to improve classroom and office conditions, and to optimize classroom utilization through the addition of several large classrooms;
- renovation of the former Geology facilities (those to be made available after the renovation of the former library building) to provide laboratory and office space for the Departments of Physics and Psychology;

-- renovation of the Physics Wing of the Physical Science Building to provide additional research facilities for the Chemistry Department.

By implementing the aforementioned academic program and physical plant development activities, the University of Texas at El Paso will attempt to carry out its commitment to strengthen and enhance its contributions to the human and economic development of the Far West Texas/Mexico border region. This region, rapidly growing and increasingly important to the State's economy, has traditionally been underserved by higher education. Its future and, indeed, its future impact on the rest of the State will depend upon the expansion of higher education opportunities. The University of Texas at El Paso has carefully analyzed this region's higher education needs and has accepted the challenge to meet them. Support from the U.T. System and from the Texas Higher Education Coordinating Board will, of course, be essential to the successful implementation of these plans.

### 3. INSTITUTIONAL DESCRIPTION

The University of Texas at El Paso, a component of The University of Texas System, celebrates in 1989-90 its 75th anniversary. Originally established in 1914 as the Texas State School of Mines and Metallurgy, it became in 1919 a part of The University of Texas System and assumed the name Texas College of Mines and Metallurgy. In 1927 a B.A. degree was added in the School of Arts and Education, and the first liberal arts degree was awarded in 1931; the first graduate degree, in History, was conferred in 1942. Subsequent name changes occurred in 1949 (to Texas Western College) and in 1967 (to The University of Texas at El Paso). These modifications in name and concomitant expansions in the institution's mission, role, scope, and goals reflect U.T. El Paso's abiding commitment to meet the changing educational needs of the Far West Texas/northern Mexico border region it serves.

The University is located in the largest population center on the U.S.-Mexico border, a site where the mutual concerns and perspectives of developing and developed nations are sharply focused. U.T. El Paso serves an urban community with a fast-growing binational population of nearly 2 million; during the past 10 years, El Paso has grown by 32% and Ciudad Juarez, its sister city in Mexico, by 134%. This border location creates many opportunities for programs with an international or inter-American focus, including interface with institutions of higher education in northern Mexico and with the increasingly important twin-plant manufacturing industry (maquiladoras). It may also lead, however, to special challenges, e.g., the economic impact of

a Mexican peso devaluation, which are not well understood in other parts of Texas.

The Fall 1989 enrollment of 15,692 represents a 5% increase over Fall 1988, and follows a steady growth rate that has occurred since 1985 when a tuition increase and a devaluation of the Mexican peso caused a temporary decline in the number of both new and returning students. Regional and state economic recovery and El Paso's rapidly growing school-age population are expected to contribute to a steady increase in U.T. El Paso's enrollment in the years ahead; such growth may accelerate dramatically if measures now underway to reduce the unacceptably high drop-out rates among area school children, particularly Hispanics, are as successful as it is hoped they will be.

Graduate students have consistently accounted for approximately 15% of the total university enrollment, and this percentage is expected to grow modestly as U.T. El Paso's faculty and staff become increasingly successful in attracting extramural funding for research and as additional graduate programs, especially at the doctoral level, are authorized.

Most students commute to the campus. Residence halls house less than 2% of the total student population. Most students (67%) are employed at least 20 hours per week and consider themselves place-bound either by these jobs or by family obligations; 38% are part-time students, and 50% of the student body receives some form of need-based financial aid. The mean age of students on this campus is 24 years, slightly higher than the national average.

The University considers El Paso County its primary service area; indeed, over 85% of its students are from this County, and 65% of all County residents who attend a four-year public college or university enroll at this institution. U.T. El Paso represents the only four-year undergraduate and graduate educational opportunity for most of the greater El Paso population. Another large constituency for both undergraduate and graduate professional programs is the population of Ciudad Juarez, Mexico, numbering over 1.2 million persons, which is within easy commuting distance of the University. It is estimated that 11% of all Mexican nationals attending U.S. universities are enrolled at U.T. El Paso. Although tuition increases and peso devaluations disrupted during 1985 and 1986 the steady growth in Mexican enrollments recorded in earlier years (from a high of 694 in 1981 to a low of 286 in 1986), it remains clear that the University represents a significant educational opportunity, especially at the graduate level, for a large population of northern Mexicans. It is also clear that the future growth and development of El Paso and its environs on the U.S. side of the Rio Grande will be directly affected by conditions in

Ciudad Juarez and northern Mexico. As co-occupants of this section of the Rio Grande Valley, both communities recognize their interdependencies. El Pasoans understand that they can either choose to merely cope with the symptoms of Mexico's problems (e.g., illegal immigration and indigent health care) or work toward addressing those problems by fostering human and economic development on both sides of the Rio Grande through the creation of jobs and, most relevant to U.T. El Paso, through the promotion of educational opportunities.

A major step to assist U.T. El Paso in addressing the future human and economic development needs of this region was taken by the Texas State Legislature in 1987 when they authorized Mexicans who can demonstrate financial need to enroll at U.T. El Paso (and three other public institutions along the U.S.-Mexico border) at Texas-resident rates. Since passage of that legislation, Mexican student enrollment at U.T. El Paso has rebounded sharply (from 286 in 1986 to 684 in 1989); nearly all of these students are from Juarez or the state of Chihuahua, and 80% of them qualify for the in-state tuition rate.

The percentage of out-of-state U.S. students has traditionally been small, and it has declined further (from 5.7% in 1983 to 3.4% in 1989) largely because of the substantial increases in non-resident tuition mandated by the Legislature in 1985.

More than 50% of U.T. El Paso's students are women, and over 55% are Hispanic, a demographic fact that should be viewed as enormously advantageous to the State. Indeed, U.T. El Paso is the largest Hispanic-majority university in the continental United States, and, because of the quality of its academic programs and the growing strength of its research infrastructure, it is increasingly competitive and visible on a national level. Opportunities available to U.T. El Paso as a result of these student demographics include (1) eligibility for special minority institution funding from both public and private sectors and (2) intense interest on the part of major national and international firms in recruiting U.T. El Paso graduates. As the State's minority populations continue to increase, the leadership role of this institution in developing Hispanic talent, especially in graduate-level programs, will become increasingly obvious, and deservedly so.

### C. MISSION, ROLE AND SCOPE

The University of Texas at El Paso has as its fundamental mission to provide quality higher education to the citizens of El Paso and the West Texas region, to prepare them to function effectively in society, and to contribute to the

quality of life of this community and region. As a component of The University of Texas System, the University is mandated to be an institution of the first class for the education of all qualified individuals who seek admission.

U.T. El Paso, like other components of The U.T. System, performs the essential functions of a comprehensive urban university. The faculty and administration are committed to the transmission of knowledge through instruction of students, the advancement of knowledge as demonstrated by research and scholarly publication, and the application of knowledge through professional consultation, artistic performance, continuing education and service to agencies and organizations.

Teaching of students--communicating the excitement of recent research and imparting the values appropriate to the various disciplines--is the foundation of U.T. El Paso's mission. The University provides high quality programs of study leading to bachelor's, master's, and doctoral degrees. These programs are available to students in six colleges (Business Administration, Education, Engineering, Liberal Arts, Nursing and Allied Health, Science) and the Graduate School. Recognizing that excellence in all academic areas must be based on strong foundations in the liberal arts and the sciences, U.T. El Paso promotes in all its academic and professional programs the values of depth and scope of knowledge, as well as critical thinking and professional skills. The University is committed to offering additional graduate degree programs, especially at the doctoral level, that build upon institutional strengths and fill special needs of the region, the U.T. System, and the State of Texas.

Advancement of knowledge--including additions to existing knowledge as well as the generation of new knowledge--is equally essential to fulfilling the University's charge. The performance of original, creative research is important not only because of the value of the end product, which may be substantial in both intellectual and economic terms, but also because it is a necessary basis of intellectual vitality and effective practice in the other two spheres of the University's mission. Teaching derived from an active research environment is engaged and informed teaching. By the same token, artistic performance and social service are best fulfilled when guided by research. U.T. El Paso is becoming increasingly known for the quality of its faculty's research and is committed to augmenting support for research efforts.

Sharing the fruits of knowledge--including both performances that maintain cultural heritages and practical interventions in community problems--is also an integral part of the University's mission. To fulfill this function of community

service, U.T. El Paso provides continuing education courses that range in focus from professional enhancement to personal growth; offers an active program of cultural events in art, drama and music; conducts many special programs for young people; and sponsors programs in men's and women's intercollegiate athletics.

U.T. El Paso carries out the traditional functions of an urban university in an environment with three special characteristics. First, the geographical isolation of El Paso creates important interdependencies between the community and the institution. U.T. El Paso is the only viable and affordable higher education option available to the majority of people in this large area; it interfaces with an unusually wide range of organizations; and it derives support from a broad regional base. Second, the University is located on an international border. Historically, U.T. El Paso has provided higher educational opportunities to northern Mexico, particularly to the neighboring state of Chihuahua. In addition, the location provides special research opportunities to faculty and students. Third, the University has a majority Hispanic enrollment. U.T. El Paso is in the forefront of an important demographic transition occurring on a regional as well as a national level, and serves as a model for other higher education institutions as they attempt to respond to a constituency that is increasingly Hispanic.

#### D. EXTERNAL ANALYSIS

##### 1. Demographics of the University's service area

El Paso County and the surrounding region, with an estimated population of nearly 2 million, is viewed as this institution's primary service area. The U.S. Census Bureau estimates the 1989 population of El Paso County to be 579,700, and of Dona Ana County (the adjacent county in southern New Mexico) 130,500. The Mexican census estimates the population of Ciudad Juarez at 1,217,000. This regional population is increasing rapidly, with El Paso projected to continue growing at an annual rate of 2.8% and Ciudad Juarez at an annual rate of 7% through the year 2000. The population of El Paso County is 67% Hispanic, and that percentage is expected to increase steadily through continuing immigration from Mexico and Central America and through the high fertility rate among Hispanic populations. Over one-third of El Paso County's population is under age 18, statistically higher than the national average of 28%, and nearly three-fourths of this younger (potentially college-bound) population is Hispanic.

El Paso ranks very low nationally in average income: according to a 1987 U.S. Commerce Department report, the average per capita income in El Paso was \$9,818, some 37% less than the national average (\$15,472) and 29% less than the Texas average (\$13,840). Over one-fifth of El Paso's population falls below the poverty level, twice the national average. In addition, the 1980 census revealed that fewer than 60% of El Paso residents 25 years of age and older are high school graduates, and 28.3% of those 18 years of age and older speak little or no English. Contrary to popular belief, El Paso's cost of living is not significantly lower than the national average. According to the American Chamber of Commerce Researchers Association's Quarterly Cost-of-Living Survey, El Paso ranked slightly above the national average during 1987 and the first quarter of 1988 and slightly below during the remainder of 1988.

Reflecting the regional origins of its student body, U.T. El Paso's enrollment is now over 55% Hispanic, up from 41% only ten years ago. The Hispanic population of El Paso County has grown rapidly during the 1980s, mirroring national and state trends. The Census Bureau estimates the 1989 Hispanic population in the U.S. at over 20 million, a 39% increase over the 14.5 million figure reported in 1980, and a five times greater increase than that recorded for other groups in the U.S. population. In Texas, the Hispanic population in 1989 is estimated to number 4.3 million, 43% higher than the 3 million figure reported in 1980.

Most of the Hispanic students (and indeed an estimated three-fourths of all U.T. El Paso students) are the first in their families to attend a university. Therefore, this institution presents to them a vital opportunity to develop their talents and skills and to contribute to the economic and social development of the region, the State and the nation.

## 2. Enrollment Projections

The pool from which the University presently draws its students consists primarily (over 85%) of residents of El Paso County. Over half of the County's high school graduates who choose to attend a public four-year university enroll at U.T. El Paso. High school graduates in El Paso County have numbered approximately 6,900 per year over the past five years, a figure that is expected to remain stable or to increase slightly over the next six years. The demographic breakdown of University students increasingly reflects the distribution of ethnic groups in the El Paso County population. Since 1979, the composition of the student



population has shifted significantly: Hispanic students increased from 41% of the student population in Fall 1979 to over 55% in Fall 1989, while the percentage of Anglo students declined from 48% in 1979 to 33.2% in 1989. The geographic distribution of U.T. El Paso's student population has changed only slightly during the past ten years, with a small decline for El Paso County (from 87% of the student body in 1979 to just over 86% in 1989). There has been a very modest increase in the number of students from other Texas counties (from 2.2% of the student population in 1979 to 2.5% in 1989) and a decrease in those from elsewhere in the U.S. (from 4.6% to 3.4%). Students from Mexico made up 3.8% of the student population in 1979 and 4.4% in 1989. Given its mission, U.T. El Paso will likely continue to draw the overwhelming majority of its students from the El Paso region. Since 1985, substantial declines in enrollment of international and out-of-state students have occurred as tuition was increased for non-residents; this trend is likely to continue so long as Texas' non-resident tuition rates are higher than those in other states. Mexican enrollment will continue to represent an exception to this trend because of the legislation which permits those who can demonstrate financial need to enroll at Texas resident tuition rates at U.T. El Paso and three other border county universities (Pan American, Sul Ross, and Laredo State).

In addition, the University has increasingly attracted more mature (i.e., 21 years of age or older) students, whose interests range from initiating work toward baccalaureate degrees to pursuing specialized graduate courses which will enhance their professional skills. Several professions which restrict the entry of practitioners through certification or licensure have mandated minimum annual continuing education of their members. In most of these professions, either additional academic training or continuing professional education meets these requirements. A partial list of professions requiring continuing professional education includes certified public accountants, certified life underwriters, real estate agents and brokers, nurses, and physicians. In many cases students merge graduate studies with professional continuing education curricula. Further, projections for the job market in El Paso through 1995 show a modest but healthy growth in white-collar jobs, a trend which will likely result in steady increases in enrollment by active professionals.

Another source of student enrollment is federal governmental installations located in or near El Paso, including Ft. Bliss, William Beaumont Army Medical

Center, White Sands Missile Range, and the Immigration and Naturalization Service, whose personnel are encouraged to pursue graduate studies, often with at least some educational expenses defrayed. With continued funding of the Strategic Defense Initiative ground-based free electron laser program near Orogrande, New Mexico, some 30 miles north of El Paso, with the continued maquila-related industrial growth in El Paso-Juarez, and with authorization of a doctoral program in Electrical Engineering, some increase in this place-bound professional student pool is anticipated. An increasing number of local residents are also looking toward the University for non-degree, credit-granting courses to foster their personal growth; most of such students (averaging 300-400 each semester) are at the post-baccalaureate level, and their enrollments include courses in studio art, music, literature, economics, and finance. With establishment of the University's new Lifetime Learning Center for retirees in the El Paso-Juarez area, enrollments in this category are expected to increase.

Enrollments at the El Paso Community College have grown significantly during the past several years, but the number of students annually completing the A.A. degree continues to be relatively small (175 in 1988-89). On the other hand, the number of students who transfer from EPCC to the University, either prior to or upon completing the A.A. degree, has doubled from 300 to 600 during the past two years partly as a result of intensive efforts at articulation between the two institutions. University faculty and staff regularly participate in transfer seminars at EPCC, and the College and University have jointly published Transfer Guides to encourage students to pursue their educational aspirations at the University with assurance that degree plans specified in the Guides will be fully transferable.

An analysis of demographic projections for the El Paso-Juarez area, and of enrollment predictions for area high schools and for the special student constituencies mentioned above, suggests that the Coordinating Board's recent enrollment projections for U.T. El Paso are too conservative. If, as is anticipated, intervention strategies now being proposed and implemented are successful in reducing the drop-out rate in area schools and in improving the University's student retention as well, enrollment increases may be even greater than those projected here. On the other hand, federal legislation that increasingly shifts tuition supports from stipends to loans--thereby increasing the burden on low income students--may impact negatively on U.T. El Paso enrollments, as may

possible cuts in federal student aid programs and the increase in the minimum wage which may eliminate some on-campus job opportunities.

#### FALL HEADCOUNT ENROLLMENT PROJECTIONS 1989-1995

Actual 1989	15,692
1990	16,300
1995	18,700

### 3. Texas/Local Economic Projections

U.T. El Paso's well being is directly impacted by both State and local economic trends, which often move in divergent directions. At the State level, Texas' economic health is primarily reflected in the biennial appropriations that the University receives from the Legislature. The downturn in the State's economy during the 1980s, resulting from a significant decline in the price of oil, has had a decidedly negative effect on appropriations to public institutions of higher education and to other state agencies. Little or no increases in most budget categories and actual reductions in some areas have forced U.T. El Paso and other universities to manage growth with fewer State resources and to look increasingly toward other sources of funding for day-to-day operations. It is interesting to note that in 1980, U.T. El Paso received 67.5% of its annual operating budget from the State; in 1989, only 42.3% of the budget derives from State sources.

Although there are still many uncertainties facing the State's economy, recent indicators suggest at least the beginning of a turnaround in the overall economic climate. The price of oil has improved considerably, though the instability of that price continues to inhibit further exploration. Other sectors of the State's economy, especially real estate, continue to be deeply depressed, however, and there are few, if any, signs of improvement.

Texas has always relied heavily on sales taxes as its primary revenue base. As a result, the State sales tax is high, and it is unlikely that additional increases in this area can be viewed as a viable means of meeting major funding obligations, some judicially-mandated, in mental health, corrections, and public elementary and secondary education. Sales taxes could be expanded to include additional services (a strategy favored during recent legislative sessions) or exempted items such as food and medication, but the regressive nature of this tax and its already widespread application greatly limit such expansion. Although there is continued,

highly vocal opposition to either corporate or individual income taxes, there is also increased and serious discussion about the need for one or both of them.

To some extent, the El Paso economy was sheltered from the full impact of the statewide economic downturn resulting from problems in the petroleum industry. El Paso itself is not in an oil-producing region, and its manufacturing and business sectors are not heavily tied to gas and oil. The economic challenges faced by Mexico have tended to have a far greater impact on the local economy, particularly in the retail sector. It should be immediately obvious, however, that the declining price of petroleum also represents a major cause of Mexico's recent economic woes and their symptoms, such as peso devaluations, which ultimately impact the El Paso area. The significant international indebtedness Mexico now faces was based upon an assumption that oil prices would remain high and that Mexico's rich reserves would serve as a source of revenue to retire that indebtedness. Recently proposed debt-swap strategies, particularly those relating to education, offer some promise that this economic problem may be addressed to the benefit of Mexico's human resources.

Although Mexico still faces many serious economic problems, there are several signs of improvement. Of particular importance, both nationally within Mexico and in El Paso-Juarez, has been the dramatic growth of the maquiladora industry along the U.S.-Mexico border. Over 290 manufacturing plants, representing most of the major U.S. and international corporations and employing over 130,000 workers, have greatly stimulated the El Paso-Juarez economy. In addition to their direct contributions to creating jobs in Juarez, these plants have led to the expansion of local businesses and industries (transportation and warehousing) and attracted to El Paso new industries (e.g., tool and die, and plastic injection molding) as well as professional managers and engineers whose activities span both sides of the border.

Despite the very positive impact of the maquiladora industry on El Paso, there are other less-encouraging signs in the local economy. Unemployment continues to be unacceptably high, and a number of financial institutions have failed. Real estate sales are slow, little new construction is underway, and several developers have declared bankruptcy. One interesting aspect of the real estate downturn is that rental property occupancy is at an all-time high (98%), and new faculty and staff as well as students are having

greater difficulty locating temporary housing near the campus.

Local property tax rates are high (the overall base is low), and there are increasing signs that El Pasoans are disinclined to continue to support further increases: school tax rollback petitions have been circulated to force voter review of property tax rates that support local school districts; the El Paso Community College suffered a major defeat (71% against) in a recent effort to gain voter approval for a bond issue to permit expansion of present campuses and construction of three new campuses; and the City is approaching with trepidation a proposed bond issue to support public works projects, the public library, and cultural/arts projects. The Legislature's attempts to resolve the school finance issue during the Spring 1990 Special Session will, of course, have a major impact on communities such as El Paso where, while local property taxpayers have borne a very heavy burden, the children whose education they help fund receive far less per capita support than children from property-rich districts in the State. Some relief at the State level might improve greatly the growing negative attitudes toward local tax-supported entities and their needs.

The local economic climate directly impacts the University in several important ways. Prosperity enables students to afford the increasing costs of tuition, fees, and books (a major consideration in a low-income region such as El Paso): students can more easily find part- and full-time employment to enable them to attend school. The growth in the local white-collar job market attracts students to higher education, both to prepare for such employment and to continue their professional development once they are employed here. The growing number of professionals in El Paso, largely associated with the manufacturing industry in Juarez, has greatly increased the demand for technical assistance, collaborative research, and personal/professional development opportunities. Finally, a healthy regional economy makes it easier to solicit financial support from industry, from generous patrons, and from alumni.

#### 4. Community/Region Expectations and Needs

El Paso's remoteness from other major metropolitan areas within the State, and U.T. El Paso's uniqueness as the only major public Texas university within 344 miles, have created an interdependency between community and university that is probably not duplicated elsewhere within the U.T. System. Community leaders now increasingly cite the critical role of U.T.

El Paso in the economic, social, and cultural development of this area, and University faculty and staff have come to appreciate the importance of community support in the institution's future development. Cooperation between the university and community has grown progressively closer in recent years, and expectations on both sides have increased enormously as well.

In general, El Paso's community leaders look to the University as a source of:

1. potential employees in engineering, business and scientific fields;
2. capable teachers, nursing/allied health and social service professionals to serve the community's needs;
3. general education opportunities--both credit and non-credit--for the community's residents;
4. opportunities for continuing graduate education of technical and managerial level employees;
5. expert consulting services;
6. collaborative research initiatives;
7. cultural activities and competitive intercollegiate athletic events.

Serving as the principal source of potential employees for local businesses and industries is not an easy task. U.T. El Paso's graduates in Engineering, Business and Science are aggressively recruited by many major national and international firms, attracted to this campus in part by the large number of Hispanic students among degree recipients, as well as by the quality of previous recruits whose outstanding performances lead recruiters to return. For example, it is estimated that as few as five out of every 100 electrical engineering and science graduates remain in El Paso. Students' achievements are a source of pride to the institution, but they are also a source of frustration to local businesses and industries which sometimes find it difficult to compete for their talents. As the local demand increases for graduates in most engineering and business fields, especially accounting, electrical engineering, computer science, and manufacturing engineering, competition for U.T. El Paso graduates is expected to become even more intense.

U.T. El Paso also continues to be the major source of teachers in this community. It is estimated that 80% of the teachers in area public schools are graduates of this institution. As efforts are made to improve the quality of elementary and secondary education throughout the State, this community looks to U.T. El Paso for leadership. Faculty members in the Colleges of Education, Liberal Arts, and Science, who have for many years been actively engaged in working with area school districts and individual teachers, will intensify their collaborations as a result of Senate Bill 994 and participation in the Carnegie-funded Project 30 in an effort to prepare teachers more effectively. The College of Education's success in preparing bilingual education teachers in response to this community's educational needs has resulted in aggressive recruitment of program graduates by school districts throughout the State and other states as well; that college's efforts to ensure continued Hispanic proportionality among teacher education graduates to serve this bilingual/bicultural community once the Pre-Professional Skills Test was mandated, served as a model for the rest of the State. The professional education community in El Paso now looks to the University for post-baccalaureate programs in special education and developmental education, both of which will address major community needs that are easily inferred from the demographic data presented earlier.

At the same time, the College of Education faces a major challenge in meeting growing community needs for teachers. It has been estimated that by 1991, U.T. El Paso's production of teachers will fall 1,160 short of meeting the immediate personnel needs of area public school districts. Moreover, Senate Bill 994, which will change graduation requirements for teacher certification by 1991, has caused considerable consternation among teacher education students, particularly those whose financial and family obligations have permitted them only part-time University attendance. Special efforts are being made to provide all prospective teachers with timely information and special advising to ensure that program changes do not adversely affect them. Teachers' salary levels and morale problems continue to make an education degree less attractive to students, particularly women, whose opportunities in fields such as business are now comparable to those of men. Higher salaries and an improvement in the professional recognition accorded teachers could, however, attract both women and men back to teaching, as is evidenced by

the enthusiastic response to the University's alternative certification program.

U.T. El Paso is also regarded as the major source of health professionals in the community. A large number of El Paso's physicians, including Dr. Laurance Nickey, director of the City-County Health Department, are U.T. El Paso graduates who, upon completing medical school, returned to this area to practice. The University's pre-professional programs (pre-med, pre-dent, pre-vet, pre-law) continue to serve as a channel for talented young El Pasoans who are accepted into prestigious professional schools. In the past five years, for example, approximately 80 U.T. El Paso graduates have been admitted to either medical or dental school. In addition, this institution provides large numbers of the local professionals in nursing, medical technology and speech pathology and audiology. The College of Nursing and Allied Health estimates that a majority of its nursing graduates remain in El Paso employed in various health-care facilities and that 83% of the city's speech pathology and audiology professionals are U.T. El Paso graduates. As the delivery of health care undergoes major changes in the next few years, the El Paso community expects this institution to take the lead in preparing new professionals and providing continuing professional educational opportunities for those already employed in health-care settings. Three new program initiatives are intended to address growing community health care needs: a proposed Master of Public Health in cooperation with the School of Public Health at the U.T. Health Science Center in Houston, a Physical Therapy degree in cooperation with the U.T. Medical Branch in Galveston, and a Nurse-Midwifery option within the Master of Science in Nursing degree.

U.T. El Paso has also benefited from the growing presence of maquiladora supervisory personnel who reside in the El Paso community and commute daily to the plants in Mexico. These personnel add to the growing professional community in El Paso, and their expectations for additional professional education opportunities and cultural events reinforce the University's efforts in these areas. Moreover, the City of El Paso's industrial recruitment effort relies heavily on the University's academic programs and its research climate. Community leaders expect the University to develop doctoral programs (in Psychology and Materials Science) which will provide essential educational and research support for the economic development now underway. They also regard the recent AACSB accreditation of U.T. El Paso's bachelor's and master's degree programs in Accounting and Business, and Coordinating Board authorization to offer a Ph.D.



in Electrical Engineering as major components of this development.

U.T. El Paso faculty (and their students) in the Colleges of Science and Engineering have begun to play a larger role in organized research projects in the area. White Sands Missile Range is in close proximity to the city, and increased use of the research capabilities of University faculty is expected with the continued development of a key Strategic Defense Initiative project at the Orogrande facility of the Missile Range. In addition, faculty are pursuing collaborative research endeavors at several national laboratories including two in northern New Mexico (Sandia, in Albuquerque; and Los Alamos).

U.T. El Paso serves as a major source of cultural programming in El Paso. Music, Art, Theatre Arts and other Liberal Arts departments offer a wide variety of performances, exhibitions, and lectures to which the El Paso community is invited. Faculty members in these areas are also active in community arts activities, e.g., a large number of Music faculty and students are members of the El Paso Symphony Orchestra, and the conductor of that orchestra, Maestro Abraham Chavez, is a distinguished U.T. El Paso graduate and one of its outstanding faculty members. In addition, the University sponsors through such entities as the Centennial Museum and the Student Programs Office a large number of cultural and arts events.

The community also expects (and has provided significant support for) competitive intercollegiate athletics. For more than two decades, El Pasoans have been justly proud of notable success by the University's men's and women's track teams, as well as the Miner basketball teams, with national championships in each of these sports. Although the football team's success in the 1987 and 1988 seasons was not repeated in 1989, the importance of this sport continues to be reflected in the community's interest in--and advice about--the team's fortunes. A major emphasis is being placed on the development of the women's athletic programs, as U.T. El Paso and other Western Athletic Conference institutions move toward the establishment in Summer 1991 of a WAC women's division.

##### 5. Mexico

The University's proximity to the U.S.-Mexico border and Ciudad Juarez, a city of over 1.2 million inhabitants, has already been described. The importance and the uniqueness of this geographical location cannot be overstated. No other comprehensive

U.S. university is situated immediately across the international boundary from a major Mexican metropolitan area. No other institution has similar opportunities to serve as a link to northern Mexico, or can respond more readily to the educational needs of the population of northern Mexico. Mexico's educational needs are enormous, and Mexican public educational institutions are inadequate to address them. The Autonomous University of Ciudad Juarez (UACJ), for example, has grown from 792 to over 11,000 students since its founding in 1973, but it has had an annual budget of only \$3 million. Moreover, only 1% of its faculty hold doctorates, and only 22% hold Master's degrees. These figures are typical of higher education institutions in Mexico.

U.T. El Paso's academic programs have represented educational opportunities for northern Mexicans since the institution's establishment in 1914 as the State School of Mines and Metallurgy; many of the early graduates of the mining engineering and geology programs have become leaders in both public and private sectors in states such as Chihuahua, Sonora, Zacatecas and Durango. Expectations that U.T. El Paso will continue to provide such opportunities to northern Mexicans remain great. The University continues to enroll the largest number of Mexican nationals of any university in the United States, with 684 Mexican students enrolled in Fall 1989.

The University is involved in several programs that seek to address the educational needs of our neighbors to the south. Information about academic programs is disseminated through faculty visitations, brochures and fliers, and newspaper publicity. Many graduate students, including Mexican university faculty who do not possess advanced degrees, attend U.T. El Paso under the auspices of the Agency for International Development, which provides grants for tuition, books, and maintenance. The University's Inter-American Science and Humanities Program advises entering students who are not proficient in English and permits them to take some of their first-level courses in Spanish. The University also has formal agreements (convenios) with seven institutions in northern Mexico for activities such as exchanges of faculty, researchers, administrators, and students; team teaching of courses; sharing of cultural and social experiences; reciprocal awarding of scholarships; exchange of statistical and technical data; and cooperation in research projects. A newly established Border Fulbright program should stimulate increased faculty exchange between U.T. El Paso and institutions in Ciudad Juarez, and a new Chihuahuan Desert Research

Consortium should stimulate further collaboration between faculty at the Autonomous University of Chihuahua, Sul Ross State University, and U.T. El Paso.

Proximity to Mexico also involves this institution in the economic development of the northern region of that nation, particularly through the maquiladora program. Economic planners on both sides of the border argue convincingly that regional economic development offers the only means of reducing the disparity of economic conditions and human expectations that now exists between the two countries, one highly developed and the other developing ("en vias de desarrollo").

Programs in such areas as manufacturing engineering, production and materials management, and industrial psychology are viewed as serving professionals on both sides of the border. Moreover, U.T. El Paso's faculty are regularly sought to provide expertise on border-related issues ranging from environmental pollutants to professional translation/interpretation techniques. The Institute for Manufacturing and Materials Management has been established to respond to at least some of the opportunities occasioned by these economic developments in Mexico, as well as to provide interface between University expertise and community needs. With recent federal and state appropriations, the Institute should become a much more visible participant in technology transfer and regional economic development.

Finally, Mexico's economic problems--and opportunities--have a direct impact on the El Paso community and on the university that serves it. Loss of commerce from Mexico as a result of the continuing instability of Mexico's economy is an ever-present concern; the peso is overvalued at the present time, and measures that are expected to be taken to correct its relationship to the dollar may cause a decline in El Paso's retail sales, and, perhaps, in U.T. El Paso's Mexican student enrollment. A more healthy economy in Mexico would obviously be to El Paso's advantage. The benefits of the maquiladora program clearly attest to Mexico's importance to El Paso and to Texas more generally and confirm the wisdom of continued efforts to provide institutional accessibility to northern Mexicans.

#### 6. Funding

The enrollment-driven formula system continues to provide little more than subsistence-level funding for institutions such as U.T. El Paso which generate few doctoral-level credit hours; it allows little or no

flexibility to move into new program areas. Moreover, the state-appropriated portion of U.T. El Paso's budget has declined from 67.5% in 1980 to 42.3% in 1989. Under such circumstances, high priority must continue to be given to seeking alternative sources of funding from individual and corporate donors and from contracts and grants awarded by public and private sector organizations.

The El Paso community appears increasingly ready to support the institution in various ways, including endowed scholarships, professorships, and chairs, and donations to the library and to specific academic programs. The volume of such giving has increased significantly during the past several years, and there is reason to believe that the rate may accelerate over the next few years, particularly if local economic conditions improve.

Faculty are also becoming increasingly competitive in seeking extramural funding through contracts and grants. The volume of such new funding in the past biennium (1987-88 and 1988-89) was \$24.1 million, an increase of more than 200% over the previous biennium. Many special funding opportunities are available to this institution because of its Hispanic student population and its location on the U.S.-Mexico border. Since special public and private sector programs have been established for minority institutions, U.T. El Paso has sought to capitalize on its faculty and research infrastructure strengths and its status as the largest comprehensive university in the continental U.S. with a majority Hispanic population. Two recent large multi-year grants from the National Science Foundation illustrate the enormous potential of U.T. El Paso's minority institution eligibility: the Minority Research Center of Excellence and the Comprehensive Regional Center for Minorities, both of which will help create opportunities for young people in this region.

Increased attention is now being directed by the federal government toward Latin America, and numerous programs have been initiated to bring students, both undergraduate and graduate, from countries in the Western Hemisphere to U.S. institutions of higher education. U.T. El Paso has competed successfully for funding for such programs. For example, the University has participated in the United States Information Agency-sponsored Central American Program of Undergraduate Scholarships (CAMPUS), bringing high school teachers from Honduras to U.T. El Paso for intensive English language training and for professional skill development.

Despite the general optimism in the above paragraphs, the impact of the State fiscal crisis of the past several years must be mentioned. Whatever funding the University now generates--whether from formula appropriations, from special items, from grants and contracts, or from donations--will be applied to budgets that have been adversely affected by previously mandated reductions. The University's increasing reliance on non-state-appropriated sources of funding (with the State share falling from 68% of the total budget in 1980 to 42% in 1989) often converts what should be enhancement funds into support for day-to-day operations, and because of the uncertainties associated with external funding, creates a climate of budgetary instability. Particularly onerous is the policy of deducting from the State appropriation the indirect costs generated from external funding sources. With such disincentives, it is not surprising that some talented faculty and staff members have left U.T. El Paso, and those remaining continue to wonder whether the State truly has a commitment to higher education. Such attitudes are not conducive to competitiveness for a shrinking Ph.D. availability pool.

Equally problematic have been the decline in funding for key academic support services such as the Library and the inadequacy of maintenance and equipment budgets. Were it not for the availability of the PUF to augment Library and equipment acquisitions, the situation would be truly critical. In short, while external conditions appear to be slowly improving, new funds will be applied to a greatly weakened base.

#### INTERNAL CONDITIONS

The University consists of six undergraduate colleges: Business Administration, Education, Engineering, Liberal Arts, Nursing and Allied Health, and Science; and a Graduate School. All undergraduate colleges, except Nursing and Allied Health, are divided into departments (see Volume III) which provide administrative support for the academic programs offered.

A total of 69 baccalaureate, 49 master's, and two doctoral degrees are presently authorized (see Volume III for a list of degrees). The most recent program additions have included a Ph.D. degree in Electrical Engineering, a Master's degree in Special Education, and a Manufacturing Engineering option at the Master's level.

The University's overall enrollment remained relatively stable (with small annual increases or decreases) from 1976 through the 1984-85 academic year. In 1985-1987, a tuition

increase, combined with a dramatic devaluation of the Mexican peso, appears to have been responsible for a significant drop in enrollment (to a low of 13,753 in Fall 1986). Enrollment has rebounded to 15,692 in Fall 1989, and a gradual increase is expected for the next several years. Several factors are involved: the generally improving economy, improved articulation with the El Paso Community College, university and community initiatives to reduce the drop-out rate in schools and raise the educational aspirations of young people in this region, measures to improve University student retention, and legislation that permits Mexican citizens who can demonstrate financial need to attend the University at Texas resident rates.

Credit-hour production is highest in the College of Liberal Arts with 80,704 (47.7% of the total) and in the College of Science with 33,059 (19.5% of the total). Both these colleges make major contributions to the strong general education base required in all degree programs, and a significant portion of their enrollments are in core courses (e.g., courses in English composition, U.S. History, Political Science, Mathematics, and Science) for majors in other colleges.

U.T. El Paso students' selections of majors have shifted somewhat during the past two years, mirroring national trends. The growth in enrollments in the College of Business Administration has slowed slightly during the past two years, largely, it is thought, due to the tighter controls on prerequisite completion and other standards that were adopted in conjunction with the College's recent preparation for accreditation by the American Assembly of Collegiate Schools of Business (AACSB). Enrollments in the College of Engineering have declined somewhat, with decreases in the number of engineering majors and in international students from countries other than Mexico. Education enrollments have increased during the past two years, partly as a result of students' accelerating the completion of their degree plans prior to the 1991 deadline for the introduction of new teacher education programs mandated by Senate Bill 994. Liberal Arts enrollments also improved somewhat during the past two years, and majors such as Criminal Justice and Psychology continue to be among the most sought-after on the campus. Increases in enrollments in the College of Nursing and Allied Health are primarily attributable to the transfer of Speech Pathology and Audiology programs to that college and to the establishment of a new undergraduate program in Allied Health. Following national trends, enrollments in the College of Science continue to decline. Such enrollment declines nationally in Science, and to a lesser extent in Engineering, are a cause for major concern and the basis for the development of federally funded programs such as U.T. El Paso's Minority Research Center of Excellence and Comprehensive Regional

Center for Minorities which have as one of their primary objectives fostering the greater participation of minority students in science and engineering career paths.

Graduate enrollments have continued to be strong, with particular growth recorded in Engineering and Education. The former is likely to continue to grow, particularly with the addition of a new Ph.D. degree in Electrical Engineering. With increasing faculty strength at the graduate level and increasing responsiveness to the graduate professional education needs of this community, including doctoral programs, graduate enrollments in general are likely to continue their upward trend within the next several years.

Cooperative degree programs with U.T. Austin (Master's of Science in Social Work and Border Studies option within the Ph.D. in Latin American Studies) attempt to address the community's educational needs in a cost-effective manner. Nearly 60 students have already received their M.S.S.W. degrees through the cooperative program, and there is a continued demand for the program, which is conducted entirely in El Paso. The cooperative Border Studies option is a relatively new degree, and student response to it cannot yet be adequately assessed. Additional cooperative programs (in particular, a Master's degree program in Library and Information Sciences with U.T. Austin, a Master's degree in Public Health with the U.T. Health Science Center--Houston, and a degree in Physical Therapy with the U.T. Medical Branch in Galveston) are being explored. U.T. El Paso also participates in outreach in the West Texas region by offering an M.S. degree in Electrical Engineering in conjunction with U.T. Permian Basin; the first M.S. degree was awarded to a student from the Midland-Odessa area in May 1989.

U.T. El Paso provides access to its academic programs to a broad constituency, which includes both highly talented and well-prepared students as well as those whose previous academic preparation does not appear to be strong. Special academic programs are offered to meet the needs of the full range of this actual and potential student population. The Junior Scholars program allows unusually able high school seniors to enroll in University courses for credit, and the Division of Continuing Education and the Centennial Museum offer enrichment courses on Saturdays and during the summer months to gifted young people in the community. The University Honors Program enables talented U.T. El Paso students to enroll in special courses designed to challenge them and enrich their educational experience. The federally-funded MRCE, CRCM, and RCMS programs create opportunities for undergraduate and pre-collegiate students to participate in science and engineering research and related activities. The College of Engineering conducts

with support from industry a number of summer programs for area youngsters. Programs such as Project ACCION (in conjunction with the American College Testing Program), Upward Bound, the Hispanic Mother-Daughter Program, Youth Opportunity Unlimited, and the High School Equivalency Program attempt to provide opportunities for those still in high school who might not otherwise pursue their education. Special tutoring and peer counseling are available to all students--and required of all students admitted provisionally--through the Study Skills and Tutorial Services program.

The academic quality of the undergraduate student body continues to be a topic of some campus concern. By traditional measures of student quality such as the Scholastic Aptitude Test, many U.T. El Paso students do not appear to be well qualified for university-level work. The mean SAT verbal score of entering freshmen in 1988 was 377; the mean quantitative score was 424. These figures compare with national (427) and state (424) means on the verbal portion and 476 (national) and 462 (state) on the quantitative, respectively. On the other hand, tests such as the SAT have come under increasing criticism nationally because they appear to be less than effective in predicting the success of minority group students. Mirroring this national trend, the best predictor of student success at U.T. El Paso is high school class standing not test scores, and there are numerous examples of highly successful U.T. El Paso graduates, e.g., Top Ten Seniors, who would not have been admitted if SAT scores had been the sole criterion. Moreover, the use of SAT means as a measure of overall student quality masks the enormous diversity of U.T. El Paso students' pre-college preparation, ranging from National Merit Scholars (7 in 1989-90) to students whose success may well depend upon extensive remedial preparation and academic support services.

In 1989 full-time tenure-track faculty totaled 349, a decline from a high of 440 in 1983-84. The recruitment of minority--especially Hispanic--and female faculty has been a high University priority. In the past three years, U.T. El Paso has had substantial success in achieving the first goal, with minority faculty comprising 18.1% of the total full-time tenure-track faculty in 1989, up from 15% in 1984. The University has not been quite so successful in attracting women faculty, who have declined from 23.1% of the total in 1984 to 21.8% in 1989. Given the competition from major research institutions, e.g., U.T. Austin, for talented women and Hispanic scholar-teachers as well as the small pool of Hispanic Ph.D.'s in many fields, especially in Engineering and Science, the institution is proud of its record, particularly in attracting minority faculty.



During the past ten years, student/faculty ratios have ranged from 24.7:1 in 1975 to 23.9:1 in 1989. The current figure is regarded as too high to ensure the maintenance of academic program quality. As greater emphasis is placed upon graduate education, at both master's and doctoral levels, this ratio must be reduced.

The U.T. El Paso faculty presents increasingly strong professional credentials. Approximately 87% of the tenure-track faculty hold the terminal degree, a substantial increase in the past ten years, and new faculty recruitment, promotion, tenure and merit salary review processes have become significantly more stringent. These factors may have contributed to a decline in the percentage of tenured faculty (from 82% in 1975 to 73.6% in 1989). Research and other scholarly activity among faculty at U.T. El Paso has increased significantly in recent years. Extramural funding in the past biennium totaled \$24.1 million, an increase of more than 200% over the previous biennium. Faculty are also active in the University's Continuing Education and Center for Professional Development programs, as well as in lending their expertise to area businesses, industries, and community groups.

As at other state-funded institutions, U.T. El Paso's progress towards an increasingly research-oriented, scholarly faculty was impaired by budget freezes and cuts in research and instructional support during the recent fiscal crisis. Several full-time, tenured and tenure-track faculty left the University for positions with better pay and increased research opportunities during this period. Those who remained with the University suffered morale problems, stemming from stagnant salaries, severe reductions of funds for travel expenses to out-of-state scholarly conferences, and sharply reduced budgets for teaching equipment. A continued commitment to competitive faculty salaries and academic program support will be critical to faculty recruitment and retention in the years ahead, particularly as the Ph.D. availability pool becomes increasingly inadequate to meet the demand. It is equally important that travel and equipment funds be increased to compensate for lost opportunities for professional enrichment and to restore necessary support for teaching.

Morale of staff has perhaps suffered even more than that of faculty. Although funds were appropriated for a small (3%) staff increase in 1989-90, no provision was made for staff salary increases in 1990-91. Salaries for valuable support personnel--particularly professional staff whose degree of expertise rivals that of many faculty members--are becoming increasingly noncompetitive. There is a serious threat that the University may lose key personnel and their expertise, resulting in a major erosion of the quality of service to faculty and students. Restoring competitiveness of staff

salaries to retain expert personnel and to improve morale must be a high priority for the next several years.

Library resources at the University exceed in all categories minimum standards for College Libraries established by the Association of College and Research Libraries. As of August 1989, the Library's collections contained 668,319 book volumes; 4,011 subscription titles; 943,651 microform pieces; 163,265 volumes of government documents; 95,871 maps; and 2,504 media items (videotapes, cassettes, slides, etc.). In the past four years, the Library's efforts to upgrade collections have been furthered significantly by substantial supplements from the Permanent University Fund totaling \$284,000). The PUF allocations have provided a means of enhancing the Library's collections in psychology, electrical engineering, and materials science in anticipation of new Ph.D. programs; in business to assist in the successful achievement of AACSB accreditation in 1989; and in education to provide new materials for such areas as bilingual and special education. The PUF funds also helped the Library purchase new computer and telefacsimile equipment to assist the U.T. System's resource sharing efforts. The Library's ability to purchase new materials on a regular basis has been strengthened significantly in the past four years. In 1986-87, a major gift, the \$1.6 million estate of the late D.L. and Lucille B. Pillow, was received and used to establish a memorial endowment fund for new acquisitions. The Library also benefited from the 1987 Alumni Campaign for Excellence which had as its theme "Building for the Future, The Library Excellence Endowment Fund," by which the endowment fund was augmented substantially by scores of individual and corporate gifts. Additional funds were established through bequests and gifts in 1987/89, bringing the total principal of all Library endowment funds close to \$3 million.

Completion of a new six-level central library facility in 1984 permitted the consolidation of all library holdings in one location. As a result, access to information has been enhanced and library staff resources have been pooled to provide more responsive service. Library services are available in the main library 98 hours a week. Computer technology now provides fast, easy access to library resources through the use of the NOTIS integrated library system which includes software for circulation, cataloging, acquisitions, and serials control. Materials are charged out quickly via computer terminals and laser scanners, and users have access to the catalog from terminals on all floors in the Library, as well as from home using personal computers or office via the campus computer network.

The Library's budget has not been immune to the vicissitudes of the recent State fiscal crisis. Concurrently, inflation, the falling dollar overseas, and exorbitant price increases

levied by publishers combined to drive subscription prices rapidly upward. During the summer of 1987, faculty in the various academic departments reviewed subscriptions in their subject areas in a project to cut the serials budget. More than 300 titles, totaling \$45,000, were canceled. The project was repeated in 1989 and 100 additional titles (\$61,000), primarily in the sciences, were eliminated. In an effort to maintain access to information in the wake of the serials budget crisis, the Library is strengthening interlibrary loan service through the use of telefacsimile equipment and the purchase of reprints, and is increasing its efforts at resource sharing in general. The latter includes establishing additional cooperative agreements with other libraries such as New Mexico State University and the other U.T. System components. Reciprocal borrowing and priority interlibrary loan service are two such programs. In the past year, the Library has taken the leadership in establishing interlibrary loan service between academic institutions in Mexico and the United States.

U.T. El Paso has committed substantial institutional resources to upgrading computing and communications resources. In addition to the upgrades at U.T. El Paso, the Cray SE/14, and the Cray XMP/24 at UTCHPC have greatly benefited the computer-based research programs by providing more than 400 hours of supercomputing capacity in 1987-88 and in 1988-89. The University replaced the multiple processor computing network in the Computer Center with a single major mainframe computer (IBM 3081), which represents an overall two-fold increase in computing capacity. This benefits all administrative, instructional, and research computing. The student information system has been completed, and has had added to it a telephone touchtone pre-registration system. This system has been very successful, with 67% of the expected final enrollment pre-registering in the second semester of operation. The University has responded to the need for improved skills diagnosis and developmental education, and attempted to support the Texas Academic Skills Program (TASP) by joining forces with the IBM Corporation to establish an Academic Development Center, which uses personal computers as a central part of the diagnosis and instruction programs. Upgrading of the personnel, payroll, and accounting systems is being undertaken in conjunction with the development of the State-wide human resources (HRIS), uniform payroll (USPS), and uniform accounting system (USAS).

The primary emphasis in instructional computing in the past two years has been in microcomputer laboratories. Notable among the developments are the mathematics teaching laboratory developed as part of a joint MISIP grant with the El Paso Community College, an expansion of the writing laboratory in the College of Liberal Arts, an expansion of the computing literacy laboratories in the College of

Education, and an additional teaching laboratory in the Computer Science and Electrical Engineering departments. In addition to these major improvements, there have been numerous smaller additions to the instructional computing base at the University.

Research computing facilities have grown along with the tremendous growth in extramural funding support. Much of the development has been in the area of high powered desktop workstations. The Institute for Manufacturing and Materials Management (IM<sup>3</sup>) is developing an economic development database and plans to develop a research computing facility to support manufacturing and materials management.

All of the computing facilities at the University will be interconnected by a campus-wide data communications network. This network will be an ethernet using fiber optics to connect the buildings. It will provide connectivity from any data terminal device to any other on the campus, and provide access to numerous services at other campuses.

Advancement in computing equipment has been largely through gifts from vendors, grants, and the Permanent University Fund. These areas of support are primarily directed at research, though instructional programs often take advantage of research equipment. Development of instructional computing support continues to be difficult since departmental instructional equipment budgets have been reduced as State appropriations failed to keep pace. The continuing need for both instructional and research equipment remains a major challenge if U.T. El Paso students are to be competitive in the job market, and if U.T. El Paso's degrees are to continue to be held in high regard. In some areas (Engineering and Business Administration, for example), equipment shortages could affect future accreditation reviews.

The University's physical plant consists of 71 structures (gross area of 2.83 million square feet and net assignable area of 1.62 million square feet) on 415 acres. Except for the College of Nursing and Allied Health facility, which is located approximately one mile from the campus, all buildings are located in a compact and comparatively convenient area. When considered from the point of view of future expansion necessitated by anticipated increases in student enrollment and extramural research and development funding, however, the University campus is dangerously landlocked. Expansion to the west is restricted by an interstate highway and the Mexican border; on the south by a designated historical district; on the north by a rugged desert area euphemistically called Charlie Davis Park, whose land development costs are quite high (\$90,000 per acre foot); and to the east by a commercial district and a major north-south artery. The University's recent purchase of a

4.67 acre tract of land on the eastern perimeter of the campus containing a 30,000 square foot structure reflects a growing concern about future campus expansion needs. Although the need for major expansion is not acute at this time, property that becomes available adjacent to the campus will be evaluated carefully to ensure that the long-range development of U.T. El Paso will not be jeopardized by space constraints.

Although the University's physical plant is quite attractive and its "Border Bhutanese" architecture the object of civic pride and national visibility, campus buildings are aging, and an aggressive plan to address major maintenance needs, both those identified through internal analysis and those called for in the Page Southerland Page survey, is well underway. A major impediment has been the Texas Higher Education Coordinating Board's enforcement of square footage-per-student formulas which ignore the need for surge space for major new extramurally funded research initiatives or for temporary dislocations of faculty, staff, and students during building maintenance or renovation projects.

Considerable recent progress has been made toward upgrading campus facilities. The Physical Plant was relocated to a new facility in the Charlie Davis Park area of the campus, at a total project cost of \$7,885,000. The facilities vacated by the Physical Plant were renovated to accommodate both the Texas Western Press and the News and Information Services, whose operations will be made more efficient by their proximity to the Printing Division which is located in the same building. Work has begun on a \$6.8 million remodeling project to convert the former main library building into a much-needed facility for teaching and research in geological sciences. Two computer laboratories, which form the core of the Academic Development Center established in partnership with the IBM Corporation, have been accommodated through renovation of classrooms in the Education Building, and additional computer laboratory facilities have been set up on the fourth floor of the Liberal Arts Building. Numerous research facilities have been upgraded and expanded to house extramurally funded projects in Science and Engineering.

Capital improvement priorities for the next several years include providing facilities for the Institute for Manufacturing and Materials Management, renovating facilities vacated by Geological Sciences, installing a data communications network, renovating other campus buildings (Liberal Arts and Physical Science), creating recreational facilities near the new Physical Plant complex, and continuing work on improving drainage and traffic safety on campus. Parking congestion continues to be a campus issue, and alternatives, including a possible shuttle bus service, are being explored.

There is, to be sure, considerable unevenness in space utilization on the U.T. El Paso campus across the daily schedule, and efforts have been and will continue to be made to make such utilization more uniform across hours of the day. The fact is, however, that U.T. El Paso mirrors other commuter campuses whose students generally fall into two groups: those who enroll in morning classes and those who attend in evening hours. Practically speaking, there is an extremely limited market for classes and laboratories offered between 1:00 p.m. and 5:30 p.m., and space utilization during these hours will necessarily remain low unless major new student constituencies can be identified.

Another sector of the University's physical plant that has been the object of recent interest is the residence halls, whose total resident student population represents only 44% of capacity. A thorough review of the residence halls and related recreational and food service facilities will be conducted to determine how best to proceed, with options ranging from discontinuing residence hall operations altogether to developing and promoting programs, e.g., in Spanish language or U.S.-Mexico studies, to attract more out-of-state students to U.T. El Paso.

A number of student services are housed in the Academic Services Building, including the Academic Advising Center, staffed by faculty members from different colleges and departments, whose principal role is to serve students with comprehensive, informed academic advising. The Center also serves as a valuable complement to departmental advisors, by offering students direction and information about majors and minors, by assisting students with course selection and academic problems, and by referring students to appropriate support services. Since most of these services are located in or within a short distance from the Academic Services Building, student queries are being handled much more expeditiously.

The Student Affairs program encourages the development of students both academically and personally through a variety of student-oriented programs. The Counseling Center provides educational and career counseling, as well as related diagnostic and academic testing services. Extensive personal counseling programs have been de-emphasized, as the University has deemed it a more efficient use of resources to refer students, most of whom are community residents, to local medical and personal counseling facilities. Both vocational counseling and job placement are performed by the Career Planning and Placement Office. Out-patient medical care is supplied by the Student Health Service, which includes a pharmacy. Policies relating to student conduct, organizations, and the use of University facilities for student programs, are administered by the Office of the Dean

of Student Affairs, which also coordinates intramural activities and recreational programs and serves as liaison with the Student Association. The Financial Aid Office is responsible for financial aid services to both undergraduate and graduate students. The Student Publications Office publishes editions of the campus newspaper, The Prospector; publication of a yearbook unfortunately has been suspended due to lack of interest from the student body. A variety of other services are also available for special student populations, including veterans, disabled, women, and international students.

U.T. El Paso plays a major role in enhancing the quality of cultural and intellectual life of this region. Dramatic, musical, dance, and artistic groups on the campus contribute actively to enriching the area culturally. The Fox Fine Arts complex is a splendid facility which includes the Recital Hall for Music performances, the University Playhouse and the Studio Theatre for Theatre Arts Department productions, and two galleries for exhibitions sponsored by the Art Department. Reaching its 20th birthday, this facility will soon need some refurbishing. Magoffin Auditorium, an older structure with a seating capacity of 1,200, hosts major lecture series such as the Lyceum, and large-scale musical, dance, and/or theatre performances. The exhibits of the El Paso Centennial Museum and the Fox galleries augment those of the community museums, and lecture series sponsored by both Academic and Student Affairs bring a variety of speakers to the city. The Center for Inter-American and Border Studies sponsors lectures, workshops, seminars, and exhibitions. The Texas Western Press has a well-regarded publications program which emphasizes Southwestern themes. In addition, the University sponsors a National Public Radio affiliate, KTEP-FM, and provides by contract facilities for El Paso's community public television station, KCOS-TV. The Special Events Center and Sun Bowl facilities are outstanding, and efforts have recently been made to utilize them more fully for a greater number and variety of University-sponsored events of interest to the community.

## F. STRATEGIES

### STUDENT BODY

#### Recruitment

The University of Texas at El Paso will strive to provide a broad range of educational opportunities to the varied constituency in its primary service area, as well as to attract students from other areas through the growing reputation for excellence of its programs. The University's Office of Undergraduate Recruitment and Scholarships has

become increasingly effective in both disseminating information about the institution and challenging an "if it's local it can't be good" attitude that sometimes inhibits talented El Pasoans from enrolling at U.T. El Paso. A recent increase in academic scholarship funds has succeeded in attracting more talented students, including seven National Merit Scholars and eight valedictorians in the 1989 freshman class. However, competition from other academic institutions, particularly for talented Hispanic students, is increasingly keen, and there are many opportunities now available to such students. Therefore, efforts have been undertaken to ensure that those who do attend other universities do so for reasons other than any negative attitude regarding U.T. El Paso. Special summer programs in Engineering and Science, which give promising high school students access to faculty research and career information, have proven successful and will be expanded through the Minority Research Center of Excellence and Comprehensive Regional Center for Minorities programs funded by the National Science Foundation. The Division of Adult and Continuing Education, in conjunction with the Centennial Museum, will continue to offer non-credit short courses for students in grades 4-9 during the summer and on Saturdays during the academic year. One goal of these courses is to expose students to U.T. El Paso resources and develop their talents at an early stage of their education, thus enhancing their view of the university and the likelihood of their pursuing post-secondary education opportunities. Such efforts to recruit the area's best qualified students will require the increased involvement of faculty.

Drop-out Intervention. The University has also made a strong commitment to join with regional school districts and other community groups, including the newly formed El Paso Education Alliance, in attempting to address the serious attrition problem among area youngsters, particularly Hispanics. It is estimated that as many as 45% of El Paso's Hispanic students drop out prior to completing high school. This drop-out rate represents an enormous squandering of human potential and will likely represent a serious drain on society's future resources. Faculty and staff have engaged in many programs designed to encourage perseverance in school, and it is recognized that such interventions must begin at the junior-high level, or earlier, to be successful. Conferences and workshops with students and parents, special campus visits, and special extramurally funded programs such as Upward Bound, the Hispanic Mother-Daughter Program, Youth Opportunities Unlimited, and Project ACCION, are some of the University's initiatives designed to help keep potential U.T. El Paso students in school.



Geographical Diversification of Student Body. While recognizing its primary responsibility to a regional constituency, the University also seeks increased diversity in the geographical origins of its student body. Based on strengths of the institution deriving from both location and programmatic excellence, U.T. El Paso will seek to increase the recruitment of well-qualified students from out-of-state as well as from other parts of Texas. Special emphasis will be given at the undergraduate level to three programs serving populations with special educational goals: (1) Spanish Intensive Language program--to include both summer institutes and revitalization of the undergraduate major, and stressing for prospective participants the opportunity for an international (Mexican) cultural and linguistic experience without leaving the United States; (2) Bilingual Education--to capitalize both on the institution's reputation as a center of excellence in this field as well as the opportunities for second-language immersion experiences; and (3) International (Inter-American) component within the B.B.A. and M.B.A. degrees--to focus on El Paso's strategic position as a gateway for trade and manufacturing between the U.S. and Latin America. For the first two years of strengthening of these target programs, high tuition for out-of-state students may make it more cost-effective to concentrate recruitment efforts in other regions of Texas. However, as the quality and visibility of these programs increase and as other states' in-state tuition levels again rise, it is expected that these programs will begin to develop a national constituency. By attracting national recognition, the target programs will also enhance the institution's reputation in its primary service area.

Residence Halls. Supporting the objective of increasing the geographical diversity of the student body has been a major effort to improve the quality of residence hall life on the campus. Competition with apartment complexes near the campus and changing student lifestyles have resulted in a serious decline in the student housing population. At present, only one of the three residence halls is occupied; by contrast, married student housing facilities are filled to capacity.

Those responsible for the residence halls have explored ways to increase the physical, social, and economic appeal of the dormitories and related facilities such as the University Commons dining hall. Some renovation and cosmetic improvements have been made in the facilities themselves; educational, cultural, and social programs have been developed for residents; and

residence hall scholarships have been established to encourage academically strong students to consider dormitory living. Although these efforts have resulted in a modest increase in on-campus residents, the future of the residence halls is uncertain. On the one hand, it is clear that the University can ill afford to continue to reserve space in dormitory buildings that is or will be needed for academic or research purposes, when students have revealed little interest in residing in that space. On the other hand, with serious commitments to developing academic programs that capitalize on U.T. El Paso's U.S.-Mexico border location, residence hall space may be a critical factor in promoting the programs to out-of-state students. Related is the fact that the availability of rental property near the campus has shrunk significantly, with most apartment complexes reporting 98% occupancy and no new units under construction.

A thorough review of the residence hall question will be conducted during the next two years to determine how best to proceed. A decision has already been reached to convert one of the vacant dormitories, Burges Hall, into an office/laboratory facility for the Institute for Manufacturing and Materials Management. Other options under consideration include continuing present dormitory management and operations; contracting dormitory operations to private management; converting facilities into academic program, academic support, research, or continuing education space. No major physical improvements will be undertaken until these questions are resolved and a clear course of action determined.

Mexican Students. An essential feature of U.T. El Paso's mission, as well as a major source of the institution's uniqueness, is its strategic location in the heart of the U.S.-Mexico borderlands. The University will continue its efforts to develop programs of special interest to individuals in northern Mexico whose opportunities for higher education, especially at the graduate level, are otherwise very limited. Such programs will likely include graduate studies in the fields of Business, Science, and Engineering as well as specialized undergraduate programs in various fields of study. The support of both public sector entities in Mexico and the U.S. (e.g., Agency for International Development) and private sector foundations and firms in both nations will continue to be sought to enhance these programs.

Latin American Students. The University's location on the border also affords it a role as one of the gateways to Latin America. This location will be a

major drawing-card in most of the target programs mentioned above. In addition, as U.S. attention is increasingly directed toward Latin America, opportunities for educational exchange programs for our neighbors to the South will likely increase. Based on its success with CAMPUS I and II, the University will be alert to the development of such programs and will be ready to compete for participation in them.

Non-traditional Students. Recruitment of non-traditional students will also receive attention over the next several years, particularly through the efforts of the University's Recruitment and Retention Councils. The University Women's Center and the Women's Studies Program will continue their commitments to facilitate the enrollment of returning women students. The anticipated opening of a child-care facility on campus should also provide encouragement and support to students with small children. A highly-successful program of back-to school seminars for returning adult students, conducted jointly by the Office of Admission and Evaluation, the Recruitment Office, the Graduate School, and the Academic Advising Center, will be continued. Several colleges and departments will continue to increase efforts at flexible course scheduling (e.g., 7:30 a.m., evenings, and weekends), particularly to accommodate the educational needs of individuals whose professional licensure or certification requires enrollment in accredited, credit-granting courses. The College of Business Administration recently implemented a weekend MBA program which has been enthusiastically received by professionals in the El Paso community and at Ft. Bliss. The College of Nursing and Allied Health offers a career ladder opportunity for registered nurses who are graduates of other types of nursing programs to earn the Baccalaureate Degree. The courses are scheduled in a flexible manner during evening and weekend hours to accommodate the adult learner. The College of Nursing and Allied Health offers as well a program that permits graduate students to earn a Master's of Science degree with attendance in summer only. The College of Education continues to work closely with area school districts to develop meaningful Career Ladder programs which include the offering of some courses at off-campus sites. In the College of Liberal Arts, the U.T. El Paso-U.T. Austin M.S. in Social Work program permits working students to complete a professional degree. In addition, the Division of Adult and Continuing Education offers a full range of college preparatory courses aimed at the adult non-traditional population. These classes--including test preparation in English and Math--are designed not only to provide knowledge and

skills, but also to encourage these potential students to attempt college work. A newly established Center for Lifetime Learning is expected to draw El Paso area retirees to the campus and, perhaps, to enrollment in credit courses.

Student Support Services. Also contributing to increased success in recruiting students is the upgraded Student Information System (ISIS III), a touchtone telephone registration system, and the consolidation of student services in the new Academic Services Building. Congested arena registration procedures at U.T. El Paso had undoubtedly discouraged some potential enrollees in the past. As the new records management system and the accompanying support facilities come into full use, prospective students will receive more efficient service. For example, those seeking admission receive more timely replies, and those admitted benefit from the streamlining of financial aid, accounts receivable, and scholarship operations. With the implementation of the telephone pre-registration system, class scheduling will become increasingly more efficient as course offerings are adjusted to meet demand for particular classes. Further, efforts are being made to upgrade the accuracy and the timeliness of transcript evaluations for transfer students, especially those transferring from El Paso Community College. In addition, the University plans to implement a more flexible admissions policy for non-traditional students and to make procedures less onerous for this growing constituency.

### Retention

A major institutional priority at U.T. El Paso for the next several years is the development of improved strategies for student retention. The first step has been a careful analysis and interpretation of attrition data at U.T. El Paso; yardsticks used to measure similar phenomena at other institutions are often inappropriate. Thus, although at the present time 35-40% of U.T. El Paso students leave college between their first and second years (usually for non-academic reasons), their departure often represents a temporary stop-out rather than a more permanent drop-out, and many of these students return to complete their degrees five or more years later. For example, 27 of the 1986-87 and 24 of the 1987-88 graduates had entered as freshmen in 1978, nine and ten years earlier, respectively. The measurement of student retention or success using a traditional four-year completion cycle for the bachelor's degree is obviously misleading in the U.T. El Paso context. The average U.T. El Paso student completes an undergraduate degree in a little more than six years, not because of academic inadequacy, but more often because of family and

financial obligations which lead to reduced course loads or temporary stop-outs.

U.T. El Paso's record of student retention compares favorably with that of other institutions in the State--a significant achievement with a majority first-generation, majority minority student population--but there is strong motivation to make that record even better. Evidence from Fall 1989 suggests that real progress is being made; although new freshman enrollment declined slightly, improved retention contributed to an overall University enrollment increase of 5%. U.T. El Paso faculty and staff are becoming increasingly sensitive to the fact that retention problems may only be a manifestation of the incompatibility between institutions and the students they serve. By any measure, U.T. El Paso's students are in the main non-traditional, and programs and strategies with which faculty and staff may have had prior experience in more traditional settings may simply be inappropriate or even dysfunctional in this setting. Strategies such as flexible class scheduling play a role not only in recruiting non-traditional students, but also in retaining them. Increased emphasis has been placed on attempting to determine U.T. El Paso students' special needs as programs are developed or revised. Faculty and staff spend more time in the community, from which 85% of U.T. El Paso's students come, and they are becoming increasingly aware of the often heavy extracurricular burdens borne by a majority of U.T. El Paso students. To help new faculty adapt quickly to this setting, both the interview and orientation processes emphasize the special nature of U.T. El Paso's mission, and new faculty and professional staff are provided a bus tour of El Paso County to accelerate their understanding of the student body they will serve. Efforts to increase faculty sensitivity to U.T. El Paso's special context will be pursued further through the establishment of a Teaching Excellence Center.

Academic Advising. One of the most important dimensions of the University's commitment to improved student retention is the Academic Advising Center. Located in the Academic Services Building, this center has as its goal to improve the quality of academic advising across the campus. In the past, some students benefited from dedicated, competent advising, while others have been less fortunate; the Advising Center assures greater consistency. Currently, six faculty members, representing the Colleges of Liberal Arts, Science, Business Administration, Engineering, and Nursing and Allied Health, each spend ten hours a week in the Center advising students; the Director devotes at least twenty hours per week to advising. Implementation of ISIS III also provides a key component for improved advising through the availability of current and timely information. The

staff of the Academic Advising Center augment this advising support by working closely with other campus services, e.g. Career Planning and Placement, and Counseling. Greater emphasis has been placed on career advising and counseling in Student Affairs' Counseling and Placement Centers during the past two years. The enhancement of these efforts is expected to result in improved student performance, retention, and career success.

Academic Development Center. Determined to convert the Texas Academic Skills Program test, which was mandated by the Legislature in 1987 for implementation in 1989, into a benefit rather than an additional liability for underprepared students, U.T. El Paso entered into a partnership with the IBM Corporation to develop an Academic Development Center. The Center's purpose is to provide academic diagnostic services, to increase the precision of placement procedures in remedial programs, and to provide more adequate preparation for students to succeed in credit-granting courses, particularly during the freshman year. Dedicated during the Fall 1989 semester, the Academic Development Center is housed in an attractive facility in the Education Building, and includes two state-of-the-art computer laboratories. The Center is staffed by faculty and professional staff who, in collaboration with software specialists at IBM, are developing academic strengthening programs to build students' preparation in reading, writing, and mathematics and to prepare them for enrollment in credit courses. The activities of the Center are expected to reduce the attrition of first-year students by reducing failure rates in introductory courses, especially in English and Mathematics, and by building students' confidence in their academic abilities. In addition, a Master's degree in Developmental Education will soon be proposed to enhance programs in the Academic Development Center and to prepare professionals to address the remedial and adult education needs of residents of this region, whatever their age or level of education.

Although the TASP test continues to arouse controversy, and minority students' test results have been predictably less successful, the requirement is in place and U.T. El Paso and other public institutions of higher education in the State must implement it and the remediation associated with it. Such remediation is costly, and State funding fell far short of initial recommendations. The partnership with IBM enabled U.T. El Paso to develop a student support service which, whatever the future of the TASP test, will help to prepare students for success and increase the

likelihood of their persevering beyond the freshman year.

Other Support Services. Retention of students once they enroll at U.T. El Paso depends not only on improved academic advising and effective diagnostic and remediation programs, but also on other support services--some already in place, others needing development. Academic skills strengthening is provided by the Study Skills and Tutorial Services program in conjunction with the credit courses in which students are enrolled. Innovative delivery systems to meet the special needs of a commuter student population are continually being explored. Instruction is provided in various formats, including individual tutoring by student peers, small group sessions in a wide variety of academic disciplines, and special classes in such areas as study skills techniques and standardized test preparation. U.T. El Paso's Study Skills and Tutorial Services Program enjoys a national reputation for the quality and success of its academic support.

Plans are being formulated to establish a Teaching Excellence Center which will offer faculty members advice and innovative ideas to improve and enhance their teaching. The Center, which will be located in the University Library, will also be charged with conducting research on and making all faculty members better aware of the special characteristics of U.T. El Paso's student body and of the special strategies that can be employed to increase the probability of these students' success. Increasing faculty sensitivity to the nature of this university and its students is viewed as perhaps the most critical remaining factor in increasing student retention.

The Division of Student Affairs is committed to creating a Student Development Center whose programs would provide students with increased opportunities for personal/professional development. Inasmuch as so many U.T. El Paso students are the first in their families to attend college, such developmental activities are viewed as critical to their success, not only at U.T. El Paso but also in the workplace after graduation.

Finally, the University is working toward the establishment of an on-campus child care facility which will provide students who are also parents with a reasonably priced and convenient place to leave their children while they attend to their academic business.

Cooperation with Other Educational Institutions. Retention of students also necessitates increasing involvement of U.T. El Paso faculty and staff in

long-term retention efforts with area school districts and the El Paso Community College. Improved communication with regional school district personnel, especially teachers and counselors, is expected to improve the pre-college preparation of students who enter U.T. El Paso. The University has for the past several years shared with area school districts reports on the performance of their graduates in courses they take at U.T. El Paso; these reports together with those required in conjunction with the TASP test should serve as a basis for strengthening the pre-college preparation offered in these school districts from which a majority of U.T. El Paso's students come. Such pre-college preparation is regarded as perhaps the single most important factor in students' success at U.T. El Paso. Students with strong preparation in such areas as mathematics, science, and English are more likely to achieve their educational objectives, and U.T. El Paso faculty and staff will continue to expend considerable time and energy attempting to spread the word among students, parents, teachers and counselors. As in the past, many of these outreach activities will occur in the schools and others will be held on campus. U.T. El Paso will also continue to work closely with the El Paso Community College to ensure that those community college students who aspire to a four-year degree will be appropriately advised prior to transfer so that frustrations will be minimized and preparation enhanced. A Transfer Guide, jointly authored and published by the two institutions, has helped to make the transition from junior to senior institution a smooth one. Even those students who are unsuccessful at U.T. El Paso are addressed through a cooperative reverse transfer program with the El Paso Community College. Transfer Tips (a guide for transfers from U.T. El Paso to EPCC) and jointly sponsored workshops provide academically suspended students at U.T. El Paso with suggested educational options. The economic and social development of this region relies on an increasingly better educated population. U.T. El Paso will continue to lead in working towards this goal.

#### FACULTY

Ultimately, of course, the most effective retention tool is a knowledgeable faculty committed to teaching. In U.T. El Paso's case, this commitment must include a delicate balance: insofar as possible, each faculty member will be encouraged to develop a long-term program of research and publication, as well as to explore alternative teaching strategies to accommodate the preferred learning styles of a rich variety of students. The planned Teaching Excellence Center will provide faculty members support for the



improvement and enhancement of their teaching much as the Office of Sponsored Projects supports faculty research initiatives.

The University's commitment to improve the quality of faculty has proven highly successful over the past several years, and this commitment remains firm. New faculty recruitment is being conducted with utmost care to ensure that those individuals offered tenure-track positions will contribute not only their professional expertise to the programs which they join, but also other human qualities that will enhance the overall intellectual and cultural environment of the institution. Strong efforts have been and will continue to be made to attract to U.T. El Paso additional minority faculty members, especially women and Hispanics; a student body which is one-half female and one-half Hispanic should have opportunities to interact with more faculty role models of similar gender and ethnic background. The University is particularly proud of its success in this effort during the previous two years, during which several women and Hispanics were recruited to tenure-track positions, particularly in areas of traditional underrepresentation. Faculty evaluation will also continue to be conducted with rigorous care, with annual reviews of teaching, scholarship and service activities to determine salary increases which are based solely on merit. Promotion and tenure decisions will be arrived at after careful review, and, especially in the case of tenure, program needs and institutional priorities will be a major consideration.

Support for the development of U.T. El Paso faculty through programs which include Faculty Development, University Research Institute, and Distinguished Achievement Awards will continue. Additional programs which provide faculty with opportunities for professional growth, e.g., Associated Western Universities, National Faculty Exchange, and the newly established Border Fulbright Program, represent efforts to compensate at least in part for the sabbatical leaves available to faculty at most major universities.

#### STAFF

Special attention must be directed toward strengthening the capabilities of and improving professional development opportunities for U.T. El Paso staff. As the University has grown and become more successful in attracting extramural funding, especially for research, infrastructure development is essential, not only in the teaching and research environments themselves, but also in such areas as Purchasing, Personnel, Accounting, Receiving, and Laboratory Safety and Waste Management. Training opportunities will be planned and implemented by the Personnel Department, and other innovative (e.g., mentoring) programs will be

explored. Major emphasis will also be given to a University wellness program whose impact is expected to be greatest for staff members.

#### ACADEMIC PROGRAMS

The University will continue to provide through its Colleges of Liberal Arts and Science a broad educational foundation in humanities, sciences, mathematics, and social and behavioral sciences. Building on this foundation, a priority for the next several years will be the development of a core curriculum for each undergraduate College, which will specify those key concepts and basic ideas with which its undergraduates should be familiar. In addition to an expected general University core of such concepts across Colleges, which will continue to be taught primarily in courses offered by the Colleges of Liberal Arts and Science, each College is expected to identify and provide the divergent foundations appropriate to its student body.

The University will also strive to provide strong programs in those areas in which students choose to specialize. Professional programs in Business Administration, Education, Engineering, and Nursing and Allied Health are presently accredited, and every effort will be made to ensure their continued success. Re-accreditation of the College of Education may prove to be somewhat more complex because of challenges by NCATE, the accrediting body, to academic program governance changes mandated by Senate Bill 994 for all teacher education programs at public higher education institutions in Texas.

As part of the budget process, all academic programs presently offered will be reviewed on a routine basis to determine their continued quality and productivity. Some programs may be significantly revised, others combined, and still others may be deleted from the program inventory. In general, there has also been a tendency to over-differentiate degree programs at U.T. El Paso, i.e., rather than establishing a single generic program within which students are offered some flexibility in curricular choices, too many programs have been narrowly titled and defined. A review of all such programs will be conducted, particularly in light of the need for increasing productivity and efficiency.

Careful consideration has been given to new academic program directions at U.T. El Paso, and each program for which authorization will be sought will, by the time it is formally proposed, have been subjected to thorough review and analysis. Newly proposed programs are expected to relate to one of three areas of regional need: economic and technological; health; and education and social service.

Authorization for two new doctoral degrees will be sought to support the economic and technological development of the El Paso-Juarez region and capitalize on the strengths of the University's faculty and programs. One, a Ph.D. in Psychology (Bilingual/Bicultural emphasis) has already been endorsed by the University of Texas System and transmitted to the Coordinating Board where it awaits consideration. Its emphasis on preparing psychologists capable of conducting research and providing services to the rapidly-growing Hispanic populations in the United States attempts to address regional, State, and national needs for psychologists with such skills. As demographic patterns shift, the need for professionals trained in this area will increase dramatically in a variety of settings: business and industry, schools, mental health, and corrections. The University's faculty is well prepared to offer the program, and the University's location provides ample opportunity for practical training. All graduates of the program will be expected to demonstrate proficiency in Spanish as well as English.

A second doctoral degree, a Ph.D. in Materials Science, will be proposed within the next year, as faculty and research strengths develop under the auspices of the Minority Research Center of Excellence, the Institute for Manufacturing and Materials Management, and other extramurally-funded projects. Faculty strength in Metallurgical Engineering, Chemistry, and Physics has grown with the recruitment of individuals with expertise and experience in various areas of Materials Science. Additional faculty recruitment is expected to increase institutional capabilities in this area even further, and efforts are now underway to build the interdisciplinary team and organizational structure necessary to implement the proposed program.

In an attempt to assist in addressing the serious health care issues facing the El Paso-Juarez community, the University will soon propose three new programs. First, and perhaps most critical to resolving the pressing problems facing this rapidly growing and extremely poor region, is a Master's degree in Public Health in cooperation with the U.T. Health Science Center, Houston. This program, which would capitalize on several areas of U.T. El Paso faculty strength, would have as its goal the training of professionals to work in the Texas-Mexico border region. It is anticipated that such a program would not only provide state and local health departments with better-prepared staff, but it would also create a cadre of experts to address the special border-related public health challenges.

A second health-related program that will soon be proposed is a Nurse-Midwifery option within the M.S. degree in

Nursing. This program, which will admit only students who are certified nurse midwives and graduates of an ACNM-approved program, will grant 18 hours of Master's credit for their advanced work and enable them to earn the Master of Science in Nursing degree after completing 18-21 additional hours. A significant amount of the prenatal and birthing care in the El Paso area is delivered by midwives. The high poverty rate and the high birth rate lead to an unacceptably high infant mortality rate. This program would help to address a critical need for trained practitioners to improve maternal and child care in this region.

The third health-related degree program under active consideration at the present time is a cooperative degree in Physical Therapy with the U.T. System Medical Branch in Galveston. Preliminary discussions have been held with representatives of UTMB, and a needs assessment has been conducted. The shortage of trained professionals in this area was already critical prior to the construction of a new 80-bed rehabilitation hospital two years ago, and local hospitals have offered financial and internship support for the proposed program. This is not the first attempt to establish a Physical Therapy program in El Paso. A cooperative program was initiated several years ago in cooperation with the Texas Tech Medical School in Lubbock, but, after students had completed their preparatory coursework, Texas Tech was unable to commit the resources necessary to follow through with the agreement to offer the program in El Paso. Despite this setback, student interest in Physical Therapy remains high, and demand for this cooperative program is expected to be as great or greater than that which greeted the Texas Tech cooperative program.

The third area of new program development relates to the educational and social service needs of this region, and several new program proposals are in various stages of preparation. The first, an M.Ed. degree in Developmental Education, builds upon the University's leadership in creating effective remedial education programming and attempts to strengthen the educational infrastructure in El Paso-Juarez. As a result of high drop-out rates and recent immigration, many El Pasoans are undereducated and unable to contribute productively to the economic development of the region. Professionals capable of providing basic, remedial and adult education in a variety of community settings to populations with widely diverse ages, education and language backgrounds are sorely needed, and U.T. El Paso is prepared to train these professionals. There is only one other Master's degree in Developmental Education offered in Texas (at Southwest Texas State University), and the special problems and perspectives of a bilingual setting will make the program proposed here unique.

A second educational program that will soon be proposed is an option in Hispanic Linguistics within the M.A. in Linguistics degree. Given U.T. El Paso's location, the growing Hispanic population in this region and across the State, faculty strengths in the Languages and Linguistics Department, and the development of applied Spanish language/culture options in undergraduate professional degree programs, the present Applied English Linguistics focus of the M.A. in Linguistics appears to be too narrow. There is a well-defined need for professionals who are trained in Spanish and Hispanic linguistics at an advanced level, and U.T. El Paso has the faculty expertise to provide such training. The program's quality and the natural laboratory setting provided by the El Paso-Juarez region should also prove to be attractive to graduate students from outside of the immediate area.

A third program area relating to the educational development of this region is a B.S. degree in Child Development. This 2 + 2 program, developed in cooperation with the El Paso Community College, is designed to create professional development opportunities for providers of child-care and pre-school services. Students admitted to the program will have completed an A.A.S. degree in child development at the Community College, and they will pursue coursework in both general academic areas and the theoretical underpinnings of their practical knowledge in the area of child development. This program will consist entirely of existing courses.

A fourth program area that has been under consideration for some time is a Master of Fine Arts degree in Creative Writing. U.T. El Paso currently offers undergraduate and graduate options in creative writing, and both programs have been well received. The proposed 48-hour program would capitalize on faculty and program strengths already in place, and it will differ from all other creative writing programs in the U.S. in that it will have a bilingual component which permits students to specialize in English or Spanish, or both. U.T. El Paso is uniquely positioned to offer this innovative program, and the demand is expected to be quite high.

Consideration is being given to the development of a generic doctoral program in Administration. At the present time, there are three Master's-level administration programs, in Business Administration, in Educational Administration, and in Public Administration. Although none of these programs is sufficiently large to justify moving toward a Ph.D. program in any one of the three areas, it does appear that faculty strength and student demand would support offering an interdisciplinary doctoral program. Students presently seeking doctoral-level work in administration must either travel nearly 400 miles to Texas Tech University or pay out-of-state tuition rates at New Mexico State University in Las

Cruces, 50 miles away; neither option is attractive to place-bound professionals, and for some, both are unfeasible. This program will be designed to meet the needs of these professionals by making available to them U.T. El Paso faculty expertise in various administration specializations.

Finally, the University is also exploring with faculty and administrators at U.T. Austin the possibility of a cooperative Master's degree in Library and Information Sciences and a doctoral degree in Biological Sciences. The demand for the M.L.S. degree is high in El Paso, and the success of the cooperative M.S.S.W. program that U.T. Austin has conducted in El Paso serves as a good model upon which to base a program that creates professional development opportunities for place-bound librarians. The Biological Sciences program would be modeled after the Border Studies doctoral program offered cooperatively by U.T. Austin and U.T. El Paso.

The University will continue to encourage and support those programs which have achieved or are well on their way to achieving national or international recognition. It will also continue to foster the development of programs which build on the strengths of the region, e.g., manufacturing engineering and materials science. In the case of the latter, a major initiative, the Institute for Manufacturing and Materials Management, has received over \$7 million in federal appropriations and \$1.6 million in State funds to foster technology transfer from defense laboratories to the private sector and, together with Laredo State University and U.T. Pan-American, to foster the economic development of the Texas-Mexico border region.

#### EQUIPMENT

Continued efforts must be made to improve and enhance instructional and research laboratory equipment. The University has made considerable progress during the previous two years in acquiring important research equipment, both through allocations from the Permanent University Fund (a total of \$1.2 million) and from grants. In addition, planning for major grants has stimulated faculty and advanced student involvement in collaborative work at major national laboratories. These developments are crucial to continued faculty research productivity as well as to academic program viability, particularly as additional doctoral programs are pursued. Nevertheless, identifying additional funding, particularly for instructional laboratory equipment, remains a challenge. Program credibility and accreditation may be jeopardized if major improvements do not occur within the next two years. Requests for PUF allocations will focus on instructional

equipment needs in all colleges, and new extramural funding sources will be sought.

## LIBRARY

Expansion of library collections in specific program areas remains a priority. Permanent University Fund allocations have enhanced collection development in support of proposed doctoral programs and accreditation of the College of Business Administration. At the same time, budgetary constraints and the escalating cost of periodicals have meant that the entire state-appropriated acquisitions budget is committed to serials subscriptions. Planning is now underway to ensure that the Library's acquisition allocations across disciplines and between book and serials acquisitions are consistent with University program emphases.

## PHYSICAL FACILITIES

Several priorities have been established in the area of physical facilities. Work has begun on renovation of the former Main Library Building to house the Geological Sciences program, which is presently occupying all or part of seven different campus buildings. With a PUF allocation of \$6.8 million, this doctoral-granting department will soon be located in a first-class laboratory/classroom facility. In addition, the University will seek to renovate several older facilities whose space is not well suited to present program needs and/or not accessible to the handicapped. Among the projects for which proposals will be prepared are:

- renovation of the old Texas Western Press/News and Information Services Building to create a day care facility for the children of University students, staff, and faculty.
- renovation of Burges Hall and of science/engineering laboratories in the Physical Science and Education buildings to accommodate the Institute for Manufacturing and Materials Management;
- completion of major maintenance and repair projects identified through internal analysis and called for in the Page Southerland Page Survey;
- development of recreational facilities, including a soccer field, in Charlie Davis Park;
- installation of an elevator in Benedict Hall to make that building accessible to the disabled and the

improvement of elevator service in the Education Building for similar access;

- replacement of the roofs on various buildings;
- remodeling of the Liberal Arts Building to provide adequate heating and air-conditioning, to improve classroom and office conditions for College personnel, and to optimize classroom utilization through the addition of several large classrooms;
- renovation of the former geology facilities (those to be made available through the renovation of the old library building mentioned above) to provide laboratory and office space for the Departments of Psychology and Physics; and
- renovation of the Physics Wing of the Physical Science Building to provide additional research facilities for the Chemistry Department;

In addition to these renovation projects, funds will be sought to complete the installation of a data communications system on campus; to improve drainage and stabilize soil slopes; to acquire property for parking and for future campus expansion; and to improve traffic safety.

#### EXTRAMURAL FUNDING

U.T. El Paso faculty and staff will endeavor over the next several years to increase extramural funding to the institution. Supported by a reinforced Office of Sponsored Projects, faculty and professional staff are better informed of and better able to respond to grant and contract funding opportunities. University faculty have demonstrated that they are highly competitive in seeking funding from major public and private sector entities to support their research initiatives, and they will continue to seek such funding. Particular attention is now also being paid to special opportunities set aside for minority institutions and the faculty and students on those campuses. For example, once a Ph.D. program in Psychology is in place, U.T. El Paso will qualify for possible NIH funding through its Research Centers in Minority Institutions program to support programs in the Life Sciences. U.T. El Paso has an obligation to the large number of minority students on this campus to identify and compete aggressively for all such funds; recent experience suggests that the University's programs and faculty are viewed as being in a class by themselves when compared with those at other institutions that qualify for minority funding. Efforts are also being made to monitor funding opportunities for Inter-American programs--student exchanges, faculty exchanges, program development, and



research. U.T. El Paso presents a unique institutional profile for such programs, and considerable success has already been achieved in involving this institution in them.

The University will continue to build its program of private funding. Computer management of alumni records, now partially implemented, has improved both the efficiency and the success of fund-raising from the institution's estimated 43,000 living graduates, over 60% of whom reside in the El Paso area. Trips to other communities where U.T. El Paso alumni are concentrated (Dallas-Ft. Worth, Houston, San Antonio, Midland-Odessa, San Diego, Albuquerque, Phoenix, and Mexico City) have helped draw those graduates into closer contact with the University. Increasingly close relationships between the University and the El Paso community are generating additional--and substantial--contributions to the University's academic programs. Similar ties to the Ciudad Juarez community are at the moment largely symbolic because of the uncertainties in the Mexican economy; nevertheless, they are being pursued to build good will towards the institution, particularly from potential corporate contributors.

Major new efforts must also be undertaken to seek contributions from non-alumni sources outside of the El Paso area. Corporations and foundations appear to have a growing interest in changing U.S. demographics, and in institutions like U.T. El Paso that are in the forefront of such changes. The Development Office must become more aggressive in seeking such funding, and the individual to be selected to fill the vacant Director's position will be charged with diversifying the institution's development base. The outstanding record of the Office of Sponsored Projects in working with faculty and staff to increase contract and grant funding must be paralleled by a similar effort in Development.

#### IMAGE

Considerable effort has been directed during the past two years toward improving U.T. El Paso's image. Locally, two initiatives appear to have been particularly successful in increasing knowledge about the University and changing attitudes and perceptions about it. First, media coverage of University activities and achievements has greatly increased, and the Media Relations staff has played an active and effective role in communicating the University's message to the community. At the same time, major achievements, such as accreditation of programs in the College of Business Administration and \$19.7 million in new extramural funding awards during 1988-89, provide that staff with newsworthy material which stimulates media coverage. Second, the University is celebrating in 1989-90 the Diamond

Jubilee of its founding in 1914 as the Texas State School of Mines and Metallurgy, and this milestone has served as the basis for a major community relations campaign. The resulting visibility of the institution, its faculty and staff, and its programs should create a "credibility base" upon which future communication can be built.

Two aspects of the Diamond Jubilee celebration have been especially effective in increasing U.T. El Paso's regional visibility. First, a series of PSA's, videos, and newspaper advertisements, some coordinated by a coalition of advertising agencies and many sponsored by local businesses and industries, have acquainted El Pasoans with the University's 75-year history, with some of its most outstanding graduates, and with the excellence of academic programs and research initiatives underway at the present time. Second, the U.T. El Paso 2001 Commission was organized. This community-based project involves over 75 individuals organized into six committees (Educational Opportunities, Leadership, Economic Development, Community Development, International Relations, and Image) whose charge it has been to project this region's human and economic development through the end of the twentieth century and to recommend ways in which U.T. El Paso can contribute to that development. The involvement of so many community representatives in this project, many of whom had had little previous contact with the University (and others whose mental snapshots of the University were seriously out of date) has been enormously beneficial to university-community understanding. The product of the 2001 Commission's work, a report which will be issued in May 1990, is eagerly awaited, but it is clear that the process itself has been enormously beneficial as well.

Continuing efforts by the offices of Undergraduate Recruitment and Scholarships, Admission and Evaluation, Financial Aid, and other support services to conduct outreach activities in area schools have greatly improved attitudes of area school teachers and counselors, and their previous hesitancy to recommend U.T. El Paso to students in their schools appears to have abated; in fact, many of them are now among the University's strongest supporters.

Some progress has also been made in enhancing (or actually establishing) the University's image in other parts of Texas. El Paso's isolation from other parts of the State, sometimes a source of humor, is too often a liability; many people in other parts of the State are unaware of the city's size and its accomplishments, nor are they sensitive to its challenges. To a certain extent, the University has suffered from a similar invisibility. Even UTEP's athletic teams compete outside of Texas in the Western Athletic Conference, and many Texans' knowledge of their achievements is limited to the NCAA basketball championship won in 1966

by then Texas Western College. To address the invisibility problem, University faculty and staff members have been encouraged to serve on statewide committees, both to become better acquainted with statewide issues and with other universities and to increase their own and the university's visibility by their participation. There is some evidence that U.T. El Paso has become somewhat better known throughout the State through this and similar efforts.

As a regional university, U.T. El Paso does not aspire to the national name recognition that some institutions enjoy, but it is nevertheless quite important that the special characteristics of this university (the largest of only four Hispanic-majority universities in the continental U.S. and the only major university located on the U.S.-Mexico border) be understood, especially by those who are in a position to provide support. It is clear that much work remains to be done to spread the word about U.T. El Paso and that continued contacts with agency heads and corporate and foundation executives in major centers such as Washington, New York, and Los Angeles is essential. Equally important are efforts to bring these individuals to the U.T. El Paso campus to see first-hand the challenges that are faced and the institutional strengths that are committed to the task. Campus visits have proven to be a particularly effective means of ensuring that those who are in major decision-making positions will have a context within which to judge U.T. El Paso's requests for support.

#### ELEMENTS OF UNCERTAINTY THAT MAY IMPACT IMPLEMENTATION

Implementation of the strategies presented above has been considered within the context of projected costs and available resources. These analyses, which will be presented in Volume II of this document (Implementation Plan), reveal that the Strategic Plan is economically feasible. Still, several activities included in this plan are dependent upon PUF funding or funding from other special sources, e.g., community contributions, in addition to projected State appropriations. If such funding were not to be forthcoming, these projects would obviously have to be re-evaluated. Slightly better economic conditions in the State as well as in the local community permit cautious optimism concerning prospects for funding.

At the federal level, threatened reductions in student financial aid programs could impact severely on U.T. El Paso, where half of the students receive some form of financial aid. More immediately, the impact of S.B. 994, eliminating undergraduate programs in the College of Education, has created uncertainties--including questions about funding for that College as well as reallocation of resources as future teachers shift to other undergraduate

majors. Similarly, the long-term effects of legislation requiring students to pass the TASP test before enrolling in upper division courses are yet to be assessed. Finally, of course, proposed new programs included in this Strategic Plan will require approval by both the U.T. System Board of Regents and the Coordinating Board before they can be implemented.