

1985

The University of Texas at El Paso Strategic Plan 1985

University of Texas at El Paso

THE UNIVERSITY OF TEXAS AT EL PASO
STRATEGIC PLAN

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STRATEGIC PLAN

A. EXECUTIVE SUMMARY

Three major factors characterize the context within which The University of Texas at El Paso operates and serve in large measure to determine the institution's mission:

1. El Paso is situated on the U.S.-Mexico border. Together with its sister city, Ciudad Juarez, it constitutes a metropolitan area of approximately one and one-half million inhabitants. This border location creates many opportunities for programs with an international or inter-American focus, including support for the development of the increasingly important in-bond or twin-plant manufacturing industry (maquiladoras). It also creates, however, considerable instability, e.g., conditions in Mexico, such as the peso devaluation, impact El Paso in a variety of ways often not understood clearly in other parts of the State.
2. The U.T. El Paso student population is nearly 50% Hispanic, a demographic fact that should be viewed as enormously advantageous to The University of Texas System. Indeed, if present enrollment trends continue, this institution may be the only truly high quality comprehensive university in the continental United States with a majority Hispanic population. 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.
3. El Paso is remote from other major metropolitan areas within the state; in fact, it is nearer to Albuquerque than to Midland or Lubbock, and as close to San Diego, California as it is to Houston. Although this distance may be viewed as a liability when competing for state resources and programs, it has also served to draw together various sectors of the El Paso community. The University has, in recent years, recognized the importance of strengthening its ties with the City of El Paso. This close cooperation has resulted in academic program development responsive to the community's needs, (e.g., graduate programs in manufacturing engineering and special education).

The University considers El Paso County its primary service area; indeed, over 80% 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 the vast majority of greater El Paso's population. This population is growing at a more accelerated rate (2.5%) than that of the State as a whole, and this growth is predicted to continue through the end of the century. Another large constituency for both undergraduate and graduate professional programs is the population of Ciudad Juarez, Mexico,

approximately one million persons, which is within easy commuting distance of the University. During 1984-85, 11% of all Mexican nationals attending U.S. universities were enrolled at U.T. El Paso. Although tuition increases and peso devaluations have recently disrupted the steady growth in Mexican enrollments recorded in earlier years, it remains clear that the University represents the only educational opportunity, especially at the graduate level, for a large population of northern Mexicans.

The U.T. El Paso faculty presents outstanding professional credentials. 85% of the tenure-track faculty hold the terminal degree, a 15% increase in ten years, and because of aggressive faculty recruitment and rigorous faculty merit evaluations, the quality of the faculty has improved dramatically over the past few years. The percentage of tenured faculty has declined 10% (from 82% to 72%) since 1975. External grant funding generated by faculty members during 1984-85 totaled \$4.5 million, an increase of \$1 million over the previous year.

The University offers 73 baccalaureate and 48 master's degrees, and a doctorate in Geological Sciences. Recent curricular review has resulted in the phasing out of low-productivity programs and the introduction of new programs and program options designed to meet more effectively the needs of the student population. The most recent program additions include: Bachelor's degrees in Computer Science and Statistics, Master's degrees in Accountancy and Music, and Master's degree options in Professional Writing, Teaching Mathematics, and Computer Engineering.

The University has offered for the past three years a cooperative Master's of Science in Social Work program with U.T. Austin; response to this program continues to be positive. Two other cooperative programs with U.T. Austin are under consideration: a border studies option within the Ph.D. degree in Latin American Studies, which will be reviewed by graduate faculties of both institutions during Fall 1985; and a doctoral program in Education. The University also offers two cooperative baccalaureate degrees with Texas Tech in Occupational and Physical Therapy.

Future program planning at U.T. El Paso will focus on linking institutional strengths with the intellectual, economic, and social needs of the El Paso-Juarez region. As an active participant in the economic development of this area, the University plans to seek accreditation of the College of Business Administration and to develop the following programs:

- BBA option in International Business
- M.S. in Manufacturing Engineering
- Ph.D. in Applied Psychology (Bilingual/Bicultural Emphasis)
- Ph.D. in Engineering Systems
- Ph.D. in the Chemistry and Physics of Materials

In addition, the following planned programs in areas of existing University strengths, will respond to the educational and social service needs of the region:

- M.Ed. in Special Education
- M.A. in Art
- Graphic Design option in BFA degree in Art
- B.A. in Communication
- MFA in Creative Writing

The consolidation of all library holdings in the new University Library building in Fall 1984 provided a centralized facility that serves both student instruction and faculty research needs. Although overall holdings exceed the minimum established by the Clapp-Jordan formula, collection development will be pursued in several specific areas, e.g., special education and business, to provide support for present and anticipated new academic programs.

Although substantial university funds have recently been directed toward the acquisition of instructional equipment and computer resources, both present and future program needs require a continued funding commitment to these areas.

Physical facilities at the University range from splendid to inadequate, with many in the "very good" range. Priority has been assigned to several capital improvement projects over the next several years, including relocation of the Physical Plant, renovation of recently vacated library facilities, a research laboratory building, and renovation of several older structures whose square footage is adequate but not well suited to present program needs.

The Student Affairs program encourages the development of students both academically and personally through a variety of student-oriented programs: Counseling, Career Planning and Placement, Student Health Service, Financial Aid, Housing, and a variety of other services for special student populations, including veterans, handicapped, women, and international students.

The University's position within the El Paso community has been greatly enhanced in recent years by the aggressive efforts of faculty and staff and through enlightened academic (credit) and continuing education (non-credit) programming. These efforts have resulted in a marked increase in community support of the institution, including several recent endowed chair/professorships and a large number of newly endowed scholarships. Overall total contributions to the University rose to \$3.6 million in 1984-85, an increase of nearly \$1 million over the previous year's total.

B. INSTITUTIONAL DESCRIPTION

The University of Texas at El Paso, a component of The University of Texas System, is a comprehensive urban university. Originally established in 1913 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 conferred 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 reflect concomitant expansions in the institution's mission, role, scope, and goals.

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 multinational population well in excess of 1.4 million, and El Paso itself has a projected growth rate (2.5% annually) higher than that expected for any other Texas metropolis except Austin.

The University's enrollment remained reasonably stable, at approximately 15,000 students, from 1976 through the 1984-85 academic year. The recent tuition increase, combined with accelerated devaluation of the Mexican peso, appears to have been responsible for an 8% drop in enrollment in Fall 1985 (a 32% reduction in Mexican student enrollment alone). Graduate students account for approximately 15% of the total enrollment.

Most University students commute to the campus. Dormitories house less than 5% 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; 41% are part-time students, and 52% of the student body receives some form of need-based financial aid.

Over 80% of the students attending U.T. El Paso are residents of El Paso County. Over the past several years, nearly 10% were international students, originating primarily from Mexico (600 in 1984-85). Over 50% of the students are women, and nearly 50% are Hispanic. The mean age of students on this campus is 24.5 years, slightly higher than the national average.

C. MISSION, ROLE AND SCOPE

The University of Texas at El Paso, as a comprehensive institution of higher education and a component of The University of Texas System, is charged to be a first class public institution for the education of all qualified individuals who seek admission. The University strives to fulfill its obligations by providing opportunities for students to pursue programs of quality leading to bachelor's, master's, and one doctoral degree. The commitment is to quality in all undergraduate and graduate programs, recognizing that the development of excellence in prescribed areas depends upon excellence in other disciplines as well, especially the liberal arts and sciences.

Access to the University is available to a broad constituency, which includes both highly talented, well-prepared students and those whose

previous academic preparation is not strong. U.T. El Paso is committed to creating educational opportunities--rather than erecting educational barriers--for those students whose talents and motivations enable them to meet the rigorous academic standards characteristic of all degree programs. To this end, support programs of immediate impact, e.g., those offered by Study Skills and Tutorial Services, are supplemented by long-term retention efforts, involving close working relationships with area school districts and the El Paso Community College.

Through the functions of instruction, research, and public service, the University's primary mission is to meet the needs of one of the state's major metropolitan areas. At the undergraduate level, the curriculum offerings include a strong general education component. Through these studies, the University seeks to increase cultural understanding, to provide basic knowledge of the sciences and technology, and to educate for responsible citizenship. More focused education is provided by a broad range of disciplines in which students major. These teaching and research programs are designed to deepen the understanding of one field and to provide the beginnings of expertise in that discipline.

Quality programs at the master's level are offered in all colleges. The specific goals of these programs vary: those in the professional areas are designed to increase job-related skills; those in the liberal arts and sciences foster the ability for sustained critical inquiry; and the interdisciplinary degrees in Liberal Arts and Science provide a broad perspective for the understanding of issues encompassing more than one field. Whatever the specific orientation of the individual programs, the fundamental mission of all is to expand knowledge, thereby contributing to the educational needs of the students, the professional advancement of the faculty, and the enhancement of social, cultural, scientific, and technological progress.

At the doctoral level, the institution has been encouraged to develop programs unique to U.T. El Paso, but to avoid duplication with other state institutions of costly advanced studies. Consistent with this mandate, the University provides doctoral work in geological sciences, and it will seek additional degrees in applied psychology, engineering systems, and materials science.

The institution's mission also includes the provision of educational opportunities for a large proportion of the State's Hispanic citizenry and for residents of northern Mexico. This mission derives directly from U.T. El Paso's being the only major university on the State's 1,300 mile border with Mexico. In one sense, this geographical fact has little impact on what must remain the primary mission of the University; the educational needs and aspirations of U.S. Hispanic and Mexican students are for the most part similar to those of all other students. Nevertheless, the institution has become increasingly aware of its obligations to the special student constituencies it serves, and to the opportunities that its location and student body composition offer for the development of educational and research programs, service activities, and scholarly inquiry. These opportunities are being incorporated into the planning for educational offerings and degrees and have provided a focus for attempts to obtain extramural funding. It is hoped that this unique aspect of U.T. El Paso will also be recognized by the State as an asset in responding to the needs of its own citizens and fostering international ties.

U.T. El Paso's role and scope, as presented in the Role and Scope Table approved by the Board of Regents (cf. Figure 1), proceeds from its statement of mission. The program areas in which degrees are presently offered, and those to which the institution aspires, attempt to carry out the institution's mission to match its expertise to the educational needs of the region it serves (including northern Mexico), while at the same time achieving a level of excellence in both academic programs and research which should attract students from other parts of Texas, from other states, and from other countries, especially those in Latin America.

INSTITUTION: The University of Texas at El PasoDATE: July 1985

Figure 1
PUBLIC SENIOR COLLEGES AND UNIVERSITIES
TABLE OF PROGRAMS

| | Asso. Cert. | Bacc. | Mast. | Doct. | Special Prof. |
|------------------------------------|----------------|----------------|----------------|----------------|------------------|
| Agriculture (01, 02, & 03) | | | | | 1 |
| Arch & Environ Design (04) | | | | | 1 |
| Area & Ethnic Studies (05) | | 3 _A | 2 _A | | 1 |
| Business (06, 07, & 08) | | 1 | 1 | | 1 |
| Communications (09 & 10) | | 1 | | | |
| Computer and Information Scis (11) | | 1 | 1 | | |
| Education (13) | | 1 | 1 | * | |
| Engineering (14) | | 1 | 1 | * | |
| Engineering Related Techs (15) | | | | | |
| Foreign Languages (16) | | 3 _B | 3 _B | | |
| Allied Health (17) | | 3 _C | | | |
| Health Sciences (18) | | 3 _D | 3 _E | | |
| Home Economics (19 & 20) | | | | | |
| Law (22) | | | | | |
| Letters (23) | | 1 | 1 | | |
| Liberal/General Studies (24) | | 2 | 2 | | |
| Library & Archival Sciences (25) | | | | | |
| Life Sciences (26) | | 1 | 1 | | |
| Mathematics (27) | | 1 | 1 | | |
| Multi/Interdisc Studies (30) | | 2 _F | 3 _F | | |
| Parks & Recreation (31) | | | | | |
| Philosophy (38) | | 1 | 2 | | |
| Physical Sciences (40 & 41) | | 1 | 1 | 3 _G | |
| Psychology (42) | | 1 | 1 | * | |
| Protective Services (43) | | 1 | | | |
| Public Affairs (44) | | 3 _H | 3 _I | | |
| Social Sciences (45) | | 1 | 1 | | |
| Trade & Indust (46, 47, 48, & 49) | | | | | |
| Visual & Performing Arts (50) | | 1 | 1 | | |

THE UNIVERSITY OF TEXAS AT EL PASO

Table of Programs: Footnotes

- A. American (05.0102), Latin American (05.0107), and Hispanic-American (05.0203) Studies
 - B. French, German, and Spanish
 - C. Speech, Hearing, and Language Disorders, Medical Technology
 - D. Nursing, Health Care Administration
 - E. Speech Pathology and Audiology, Nursing
 - F. Combinations of previously approved programs
 - G. Geological Sciences
 - H. Social Work
 - I. Public Administration
- *: The institution's governing board has recognized that some degree programs in this discipline category are appropriate to consider in future planning at the institutional level. If a program proposal is submitted under this category, the Coordinating Board must approve both the proposal and a Role and Scope change.

D. EXTERNAL ANALYSIS

1. Demographics of the University's service area

El Paso County and the surrounding region, with an estimated population of 1.8 million, is viewed as this institution's primary service area. The surrounding region includes not only Far West Texas and southern New Mexico, but also northern Mexico. The population of the region is growing at a consistently rapid pace. The City of El Paso is projected to grow at an annual rate of 2.5% over the next ten years, and Ciudad Juarez, El Paso's sister city on the Mexican side of the Rio Grande, has an annual population growth rate of 5.1%. El Paso is the largest Hispanic majority city (60%) in the U.S., and it boasts the youngest median age (22.3). Consistent with these data, population density for the under 18 group is statistically higher than the national average (35.2% versus 28.2%), and fully 71.6% of this younger (potentially college-bound) population is Hispanic.

El Paso ranks 299th out of 305 metropolitan areas in average income: according to a 1981 U.S. Commerce Department report, the average per capita income was \$7,360, nearly 30% less than the national average (\$10,495). Over one-fifth of El Paso's population (21.7%) 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.

Nearly one-half of the University student population is Hispanic, the fastest growing minority population in the U.S. By the year 2000 it is estimated that Hispanics will account for 23% of the Texas population. Most of the Hispanic students (and indeed a majority of U.T. El Paso students) are the first in their families to attend a university. Therefore, this institution presents to them and their families the 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 80%) of residents of El Paso County. Over 65% of County 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 6,700 per year over the past five years, a figure that is expected to remain stable over the next six years. The demographic breakdown of University students in Fall 1985 (48.9% Hispanic, 40.2% Anglo, and 2.2% Black) increasingly reflects the distribution of these groups in the County population. Since 1975, the composition of the student population has shifted significantly: Hispanic students increased by 2,856 (+65%), and Anglo students declined by 3,528 (-36%). The geographic distribution of U.T. El Paso's student population has also changed over the past ten years, with relatively modest increases for El Paso County (5.3%), other Texas

counties (20.3%), and Mexico (13.3%), compared to those from elsewhere in the U.S. (147.5%) and beyond (124.9%). Thus, while U.T. El Paso continues to draw the overwhelming majority of its students from El Paso, its programs have unmistakably begun to attract students from a broader national and international clientele. It is not yet known what long-range effects the recent increases in non-resident tuition will have on this trend.

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 to 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, elementary and secondary school teachers (the newly established Career Ladder programs), nurses, and physicians. In many cases students merge graduate studies with professional continuing education curricula.

Another source of student enrollment are federal governmental installations located in 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. 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 are at the post-baccalaureate level, and their enrollments include courses in studio art, music, literature, economics, and finance.

Enrollments at the El Paso Community College have increased significantly over the past several years, but the number of students annually completing the A.A. degree is surprisingly small (188), as is the number of students who transfer from EPCC to the University, either prior to or upon completing the A.A. degree (297 in Fall 1985). Such statistics mirror national data which reveal that community colleges represent an educational dead-end for too many students, especially minorities. Numerous collaborative efforts between U.T. El Paso, area public schools, and the El Paso Community College are being designed to address this problem, as well as the more general higher educational attrition rate of Hispanics.

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, would appear to provide support for the Coordinating Board's enrollment projections for U.T. El Paso through 1995. Prior to the tuition increase, these predictions were regarded as reasonably good estimates; their revision without additional data (i.e., beyond Fall 1985) seems to be premature.

FALL HEADCOUNT ENROLLMENT PROJECTIONS 1986-1995

| | |
|-------------|------------------------------|
| Actual 1985 | 14,110 (Projected at 15,490) |
| 1990 | 15,231 |
| 1995 | 15,856 |
| 2000 | 17,265 |

3. 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 comprehensive 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. highly skilled 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 (e.g., the University regularly graduates more bachelor's-level Hispanic engineers than any four-year accredited institution in the U.S.), but also by the quality of previous recruits whose successes lead recruiters to return. These achievements are a source of pride to the institution, but they are also a source of frustration to local businesses and industries which rely, perhaps too heavily, on U.T. El Paso as the primary source of well-prepared employees. It is clear that for the foreseeable future there will be a continuing local demand for graduates in most engineering and business fields, especially accounting, computer information systems, computer science, and manufacturing engineering.

U.T. El Paso also continues to be the major source of teachers and health professionals in this community. Over 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, and 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 provide the programs they require. 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 early childhood and special education, both of which will address major community needs which are easily inferred from community demographic data presented earlier.

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 are U.T. El Paso undergraduates 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 addition, the majority of local professionals in nursing, medical technology and speech pathology and audiology are graduates of this institution. As the delivery of health care undergoes major changes over 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.

The City of El Paso is aggressively recruiting industries to the area. The potential of in-bond manufacturing in Ciudad Juarez (the maquiladoras) has only begun to be realized. There are presently over 170 maquiladoras in Juarez, with over 75,000 employees, and economic forecasters expect their number to increase significantly over the next

few years as the advantages to business and to the economies on both sides of the border become better known. The City'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 Engineering, Applied Psychology and Materials Science) which will provide essential educational and research support for the economic development now underway. They also regard AACSB accreditation of the University's College of Business Administration as an essential component of this development.

U.T. El Paso serves as a major source of cultural programming in El Paso. Music, Art, Drama 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 most 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. Unfortunately, the unimpressive record of the University's football team has begun to exhaust both community financial resources and its good will.

4. Mexico

The University's proximity to the U.S.-Mexico border and Ciudad Juarez, a city of over one 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 12,000 students since its founding in 1973, but it has an annual budget of only \$3 million. And, although fewer than 10% of all university faculty in Mexico hold Master's degrees (in business and engineering the figure drops to 5-7%), institutions such as UACJ offer no graduate programs. U.T. El Paso's academic programs have always represented educational opportunities for northern Mexicans; many of the early graduates of this institution's 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 this institution will continue to provide such opportunities to northern Mexicans remain great, as evidenced by the shock associated with Texas'

recently increased international student tuition rates. Residents of northern Mexico view themselves as neighbors, not foreigners, and they expressed dismay that such a significant tuition increase would apply to them, especially when economic conditions in Mexico are so bleak.

Proximity to Mexico also involves this institution in the economic development of the northern region of that nation, particularly through the twin-plant or 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 twin-plant management, manufacturing engineering, and applied 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.

Finally, Mexico's economic problems have a direct impact on the El Paso community and on the university that serves it. El Paso's economy relies heavily on Mexican commerce; as a result of the devaluation of the peso, for example, this community has experienced serious economic problems, including an elevated unemployment rate. Such conditions obviously affect the University in many ways, ranging from students' abilities to secure employment that will finance their education, to a decline in donations from businesses adversely affected by a decrease in Mexican customers.

5. Funding

The enrollment-driven formula system provides 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. If innovation is to occur, high priority must be and is being given to seeking alternative sources of funding from individual and corporate donors and from contracts and grants awarded by public and private sector entities.

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 dramatically over the past several years, and there is reason to believe that the rate may accelerate over the next few years. These are particularly noteworthy achievements within the context of El Paso's present economic conditions.

Faculty are also becoming increasingly aggressive in seeking extramural funding through contracts and grants. The volume of such funding in 1984 was \$4.5 million, an increase of \$1 million over the previous year. 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 exist for minority institutions, U.T. El Paso is in a highly competitive position to seek such funds because it is fast becoming the highest quality comprehensive university in the continental U.S. with a majority minority population. Also, 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 is uniquely well qualified to compete for funds to provide such programs, and it is expected that the availability of such funds will increase over the next several years as recommendations of the Kissinger Commission are implemented.

E. 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 Appendix A) which provide administrative support for the academic programs offered. Some administrative reorganization has recently been undertaken to increase the cost-effectiveness of program delivery in certain areas: departments in the College of Education were reduced from four to two; Speech, Hearing, and Language Disorders programs were moved to the College of Nursing and Allied Health; Speech and Mass Communication programs were combined as a Department of Communication; and several departments (Art and Drama, Psychology and Philosophy, and Electrical Engineering and Computer Science) were paired under one chairman.

A total of 73 baccalaureate and 48 master's degrees are presently offered (see Appendix B for a list of degrees). The most recent program additions have included: Bachelor's degrees in Computer Science and Statistics; Master's degrees in Music, Accountancy, and Computer Science, and Master's degree options in Professional Writing, Teaching Mathematics, and Computer Engineering. Program reviews have resulted in the deletion of several low-productivity academic programs, a trend which is likely to continue as attempts are made to respond to community needs to deliver programs more efficiently. The University's overall enrollment remained comparatively stable at approximately 15,400 students from 1976 through the 1984-85 academic year. The recent tuition increase, combined with a steady devaluation of the Mexican peso, appears to have been responsible for an 8% drop in enrollment in Fall 1985; but it is too early to determine the long-term significance of this enrollment decline. Enrollments are highest at the undergraduate level in the College of Liberal Arts with 4,619 FTE students (43.6% of the total) and in the College of Science with 2,409 FTE students, or, 22.8% of the total. In addition, both of 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 service courses (e.g., courses in English composition, U.S. History, Political Science, Mathematics, and Science) for majors in other colleges.

Students' selections of majors have shifted significantly over the past ten years, mirroring national trends. Engineering, augmented by the introduction of Computer Science to its baccalaureate and graduate

offerings, has experienced a 200% increase in undergraduate majors. Business, too, has shown significant, but more modest gains. The number of majors in most Liberal Arts and Science disciplines has, on the other hand, declined. When considering the number of degrees awarded, major gains were recorded over the past five years in the Colleges of Engineering and Nursing and Allied Health at both Bachelor's and Master's levels. The number of degrees awarded in all other colleges declined at the bachelor's level, and, with the exception of Science, at the master's level as well. (See Appendix C.)

Graduate enrollments have increased in recent years, with particular growth recorded in Engineering and Education. With increasing faculty strengths at the graduate level and increasing responsiveness to the graduate professional continuing education needs of this community (in such areas as accounting, real estate, and teacher Career Ladders), graduate enrollments 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 with Texas Tech (Bachelor's of Science in Physical and in Occupational Therapy) attempt to address the community's educational needs in a cost-effective manner. Additional cooperative programs (Border Studies option within the Ph.D. in Latin American Studies and a doctoral program in Education) are being explored with U.T. Austin.

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 students to enroll in University courses for credit, and the Young People's University program offers non-credit 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 the opportunity to enroll in special courses designed to challenge them and enrich their educational experience. Programs such as Upward Bound, 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 genuine concern. The mean SAT score for Fall 1984 entering freshmen was 794, well below the 1984 Texas mean of 866. The language backgrounds of some of U.T. El Paso's students may be partially responsible for this discrepancy, since the mean differences were greater on the verbal portion of the test than on the mathematics portion. Possible cultural biases in standardized tests such as the SAT may also contribute to the mean score of a student population nearly half of which is Hispanic.

Full-time faculty totaled 427 in 1984-85, 407 of whom were tenure-track, and 64 (16%) of whom were minorities. The number of tenure-track faculty has declined from a high of 421 in 1983-84, and the number of minority

tenure-track faculty has increased by 25 over the past ten years. (See Appendix D for a ten-year summary of these faculty data.) The recruitment of minority--especially Hispanic--faculty has been a high University priority; given the competition from major research institutions, e.g., U.T. Austin, for talented Hispanic scholar-teachers as well as the small pool of Hispanic Ph.D.'s in many fields, especially in Engineering and Science, the institution's record is viewed as successful but, ultimately, not totally satisfactory.

Over the past ten years, student/faculty ratios have ranged from 28.2:1 in 1975 to 21.8:1 in 1982. In 1984, the student-faculty ratio was 23.3:1, a figure which is regarded as a maximum if academic program quality is to be maintained. As greater emphasis is placed upon graduate education, at both master's and doctoral levels, it is likely that this ratio will decline slightly.

The U.T. El Paso faculty presents increasingly strong professional credentials. 85% of the tenure-track faculty hold the terminal degree, a 15% increase in 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% to 72%) since 1975. (See Appendix E for additional faculty statistics.) Research and other scholarly activity among faculty at U.T. El Paso has increased significantly in recent years. Extramural funding in 1984 totaled \$4.5 million, an increase of \$1 million over the previous year. 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.

Library resources at the University exceed minimum criteria established by the Clapp-Jordan formula in all categories. As of August 1984, the Library's collections contained 489,959 book volumes; 4,354 periodical titles; 774,044 microform pieces; 122,372 volumes of government documents; 79,727 maps; 3,263 audiovisual items; and more than 38,000 non-book items supporting teacher education. Nonetheless, particular efforts must be made to develop collections in subject areas related to certain present and anticipated new academic programs. To this end, library acquisition funds have been reallocated in support of current programs, e.g., in business and engineering. However, additional funds will be required to purchase critical library resources if the institution is to proceed with plans for proposed new graduate programs (e.g., the masters program in Special Education and doctoral programs in Psychology, Engineering, and Materials Science) and to achieve accreditation by AACSB of the College of Business Administration. The increasing importance of serials for faculty and student research will require that additional funds be committed to obtaining primary journals in a number of subject areas. Interlibrary loan will have to be relied upon to a greater degree to obtain important materials not held in the Library's collections.

Completion of the new six-level central library facility in 1984 has permitted the consolidation of all library holdings, except those in Nursing and Allied Health, the only college which is geographically separated from the central campus. 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 92 hours a week. Computer technology will soon provide fast, easy access to library resources through the use of the NOTIS integrated library system recently purchased by the University. Using an IBM 4361 computer and Telex terminals, and software developed by Northwestern University, NOTIS will provide, beginning in 1986, an online catalog, as well as circulation, acquisitions, and serials control subsystems.

U.T. El Paso has committed substantial institutional resources (some \$3 million in the last four years) to upgrading computing equipment. During the past year, the Computer Center acquired an IBM 4381, which provides considerably greater support to administrative functions, including the student information system data base, as well as to faculty and student research endeavors, both sponsored and unsponsored. The 4381 joins an IBM 4341, which is devoted primarily to instructional and some research applications. A commitment has also been made to upgrade the student information system software package which serves as a basis for registration, financial aid, and numerous other student-related functions. A new personnel-payroll system is also due to be implemented within the near future.

Instructional equipment, including microcomputing laboratories, has received considerable attention--and institutional funding--over the past few years. Minicomputers have been installed in the Colleges of Engineering, Science, and Business Administration (VAX 780 and HP 3000), and microcomputing laboratories are now available to students in all academic colleges. Equipment gifts to the institution from computer manufacturers have contributed to the visible progress in this area, but instructional and research laboratory equipment continues to require funding support; much laboratory equipment is quite outdated. Students in programs ranging from Computer Engineering to Broadcasting must be provided more adequate equipment if they 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 program areas, equipment shortcomings become a factor in accreditation reviews; in Engineering, for example, equipment represented the major criticism in an otherwise positive accreditation report.

The University's physical plant consists of 64 structures (gross area of 2.5 million square feet and net assignable area of over 1.5 million square feet) on 415 acres. Expansion of the campus is restricted on the west by a freeway and on the east by a major artery, but growth north and south remains possible. Except for the College of Nursing and Allied Health, which is located approximately one mile from campus, all buildings are located in a confined and comparatively convenient area. Campus structures are for the most part modern; over 50% of them have been built since 1970, and many of those built before that time have been renovated. The University's physical plant is quite attractive and often mentioned as an object of civic pride, and most teaching and research facilities are good. Although total square footage is probably adequate to accommodate the present student population, as Coordinating Board figures attest, the quality of some of the space and its distribution present problems. Priority has been assigned to several capital improvement projects over the next several years, including relocation of the Physical Plant, renovation

of recently vacated library facilities, construction of a research laboratory building (designed for research rather than instructional purposes), and renovation of several older structures whose square footage may be adequate, but which are not well suited to present program needs. It should be noted that, although Coordinating Board data reveal considerable unevenness in space utilization on the U.T. El Paso campus across the daily schedule, a commuter campus such as this one cannot hope to spread classroom and laboratory utilization uniformly throughout the day. The University's 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 labs offered between 1:00 P.M. and 5:30 P.M., and space utilization during these hours will necessarily remain minimal.

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 counseling and short-term personal counseling, as well as diagnostic and academic testing services. 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 recently added 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 Housing Office administers two residence halls that can accommodate 768 students, as well as married student housing. The Student Publications Office publishes editions of the campus newspaper, The Prospector and a yearbook, Dzong La, publication of which is being resumed after a lapse of thirteen years. A variety of other services are also available for special student populations, including veterans, handicapped, 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 Theater for Drama Department productions, and two galleries for exhibitions sponsored by the Art Department. 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 theater performances. The exhibits of the El Paso Centennial Museum and the Fox galleries supplement 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 publishes a series of research papers and reports and 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 stir occasional controversy as community groups request access for their projects.

Considerable community confusion--and ill will--have resulted from System policies governing the use of these facilities, however reasonable or legal these policies may be. Most local residents assume that these facilities should be available to them, and that they should be able to retain any profits derived from the events they wish to sponsor.

F. STRATEGIES

The University of Texas at El Paso will strive to provide educational opportunities to the broad constituency in its service area, as well as to attract students from other areas through the growing reputation of excellence of its programs. The University's Office of Undergraduate Recruitment and Scholarships has been reorganized, and it is expected to become increasingly effective in both disseminating information about the institution and challenging the "if it's local it can't be good" attitude that sometimes inhibits talented El Pasoans from enrolling at U.T. El Paso. The recent increase in academic scholarship funds has succeeded in attracting more talented students, including National Merit Scholars, valedictorians and salutatorians from this region, but a review of the SAT scores of entering freshmen suggests that too many of El Paso's best high school students do not remain here. Competition from other academic institutions, particularly for talented Hispanic students, is increasingly fierce, and the opportunities now available to such students are to be applauded. On the other hand, efforts must be made 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 allow promising high school students access to faculty research and career information, have proven successful, as have Advanced Placement courses and the Junior Scholar's program. Recruitment of the area's best qualified students will require the increased involvement of faculty.

Recognizing the importance of its strategic location on the U.S.-Mexico border, the University will continue its efforts to develop programs of special interest to individuals in northern Mexico to whom it offers a unique array of educational opportunities. 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 will be sought to enhance these programs.

The University's location on the border also affords it a role as one of the gateways to Latin America. As U.S. attention is increasingly directed toward Latin America, opportunities for educational exchange programs will likely increase, and the university will be alert to and compete for participation in them.

Students whose academic preparation prior to applying for admission to U.T. El Paso is not strong must also be provided opportunities for educational advancement. Support services, such as those provided by Study Skills and Tutorial Services, must be continued at their currently well recognized level of success, with increased efforts to reach all those students who need assistance. Improved diagnostic services should be made generally

available to ensure adequate preparation for enrollment in credit-granting courses; remedial instruction, perhaps through Study Skills or Continuing Education, should be explored as a means of reducing failure rates in introductory courses, especially in English and Mathematics.

Recruitment of non-traditional students will also receive major attention over the next several years. The University Women's Center and the Women's Studies Program have made commitments to facilitate the enrollment of returning women students. Several colleges and departments have recognized the importance of flexible course scheduling (e.g., 7:00 A.M., evenings, and weekends) to accommodate the continuing education needs of those individuals whose professional licensure or certification requires enrollment in accredited, credit granting courses; such flexible scheduling will likely increase over the next several years. The Colleges of Business Administration and Liberal Arts are working toward compatible evening scheduling of courses to permit orderly and timely completion of the BBA degree during evening hours. 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 Education will continue to work closely with area school districts to develop meaningful Career Ladder programs which will likely include the offering of some courses at off-campus sites.

The implementation of the upgraded Student Information System (ISIS III) by Spring 1987 will improve both student records management and registration processes. Adverse publicity about cumbersome registration procedures at U.T. El Paso, although now less warranted than in the past, has undoubtedly discouraged some potential enrollees. More efficient records management will also permit more timely replies to those who seek admission, and it will streamline financial aid, accounts receivable, and scholarship operations.

A major commitment will be made over the next several years to improve the quality of academic advising across the campus. At the present time, some students benefit from dedicated, competent advising, while others are less fortunate. An important component of improved advising is the availability of current and timely information; the implementation of ISIS III will provide this much-needed advising support. In addition, however, academic advisors must develop more extensive institutional knowledge, including an acquaintance with other services on the campus with which their advising should interface, e.g., Career Planning and Placement, and Counseling. Significant improvements in career advising for Liberal Arts majors, for example, have begun through the newly created PLAN (Placement/Liberal Arts Network) program. The development of a highly competent and student-oriented cadre of academic advisors is viewed as essential to improved student performance and retention.

Retention of students once they enroll at U.T. El Paso will be pursued through improved academic advising and other support services already in place. In addition, U.T. El Paso faculty and staff will become increasingly involved in long-term retention efforts involving area school districts and the El Paso Community College. Attrition in these schools, especially of

Hispanic students, is unacceptably high, and efforts to coordinate retention efforts have already begun with the enthusiastic participation of all area educational institutions. The economic development and social well being of this area depends on the development of a better educated population. U.T. El Paso will take the lead in working toward this goal.

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. It will also strive to provide strong programs in those areas in which students choose to specialize. Professional programs in Education, Engineering, and Nursing and Allied Health are presently accredited, and every effort will be made to ensure their continued success. In addition, accreditation by the AACSB of the College of Business Administration will be sought within the next three years.

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 renamed, and still others may be deleted from the program inventory. In general, there has 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.

Emphasis in the area of new program development will focus on the economic and technological development needs of this region and on the strengths of the institution's faculty and programs. Several programs have already been identified as meeting these two criteria. As an active participant in the economic development of this area, the University will seek authorization to offer the following programs:

- BBA option in International Business
- M.S. in Manufacturing Engineering
- Ph.D. in Applied Psychology (Bilingual/Bicultural Emphasis)
- Ph.D. in Engineering Systems
- Ph.D. in the Chemistry and Physics of Materials

In addition, authorization for the following new degree programs will be sought to meet educational and social service needs of the region and to capitalize on University strengths:

- M.Ed. in Special Education
- M.A. in Art Graphic Design option in BFA degree in Art
- B.A. in Communication
- MFA in Creative Writing

The University will also continue to explore with U.T. Austin the possibility of cooperative doctoral programs in Education and Latin American Studies (Border Option). The success already achieved with the cooperative MSSW program suggests the viability of such ventures, despite the distance between the two campuses.

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, e.g., Geological Sciences and Psychology. It will also 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, which will involve considerable commitment from the El Paso business and industrial community, is in the planning stages. As envisioned, this entity would serve as the major link between area industries and businesses and university research activities.

The University's commitment to improve the quality of faculty has proven highly successful over the past several years. This commitment remains firm. New faculty recruitment will be 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 will 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. 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.

Continuing support for the development of U.T. El Paso faculty will be provided through programs which include Faculty Development, Minigrants, 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 London Semester, will also be pursued.

The University will strive to improve its support services to students by encouraging those programs that contribute to the intellectual, cultural, social, physical, and emotional development of all students. A serious evaluation of student housing will be conducted over the next several years as dormitory rates and conditions become increasingly unattractive to the relatively small number of non-commuting students.

Continued efforts will be made over the next several years to improve and enhance instructional and research laboratory equipment. Although considerable progress has recently been made, major needs remain unmet, and academic program viability and faculty research productivity depend upon continued advancement. Equipment support has been requested through the Permanent University Fund, and proposals to both public agencies and corporations will be submitted in the search for funds to purchase equipment. Efforts will also be made to build relationships with manufacturers willing to donate or share their equipment as a means of meeting teaching and research needs.

Library collections in specific program areas must be expanded. Funds to support collection development in support of proposed doctoral programs and accreditation of the College of Business Administration were requested

through the Permanent University Fund. In addition, critical decisions concerning the division of the Library's acquisition budget across disciplines and between book and serials acquisitions must soon be made to ensure that the ongoing Library development program is consistent with University program emphases.

Several priorities have been established in the area of physical facilities. PUF funding for three projects (re-location of the Physical Plant, renovation of recently vacated library facilities, and construction of a research laboratory building) was recently requested. The research laboratory building is particularly critical to academic programs and research endeavors in the Colleges of Engineering and Science. It will also contribute positively to the institution's capability to participate in area economic development. In addition, the University seeks to renovate several older facilities whose space is not well suited to present program needs and not accessible to the handicapped.

U.T. El Paso faculty and staff will endeavor over the next several years to increase extramural funding to the institution. Supported by a reorganized Office of Contracts and Grants, faculty and professional staff will be better informed of and better able to respond to grant and contract funding opportunities. Although University faculty have demonstrated that they are competitive in seeking funding from major public and private sector entities and will continue to seek such funding, particular attention will be paid to special opportunities extended to minority institutions and the faculty and students on those campuses. 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 will also be 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 interest has already been expressed in involving this institution in them.

The University will continue to build its program of private funding. Computer management of alumni records, soon to be implemented, is expected to improve both the efficiency and the success of fund-raising from the institution's estimated 38,000 living graduates, over 60% of whom reside in the El Paso area. Increasingly close relationships between the University and the El Paso-Ciudad Juárez community are expected to generate additional--and substantial--contributions to the University's academic programs.

Finally, a major initiative over the next several years will involve the University's image in the community. Although U.T. El Paso enjoys increased respect and support, it is nonetheless clear that for many El Pasoans, it still is only "the college on the hill," an institution for which they have some fondness, but whose strengths they have yet to appreciate. Confusion reigns among too many of El Paso's first-generation college-bound students about the differences between a community college and university. Too often counselors at high schools with more affluent students regard U.T. El Paso as at best a second choice for their students, while advisors in schools with less economically advantaged student populations consider U.T. El Paso too ambitious an undertaking for their students, whom they often advise to

attend technical or vocational programs at the Community College. The Office of Undergraduate Recruitment and Scholarships and the Graduate School have already begun efforts to present the institution's message to potential students and the parents, teachers, and counselors who advise them. Also needed, however, is greater community outreach through special programs such as Junior Scholars and Young People's University, through cultural and arts programming, and through an aggressive media relations office.

G. 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 contingent on PUF funding or on other special funds, e.g., community contributions. If such funding were not to be forthcoming, these projects would obviously have to be re-evaluated. 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 may be implemented.

APPENDIX A
COLLEGE ORGANIZATION

College of Business Administration

Departments: Accounting
Economics & Finance
Management
Marketing

College of Education

Departments: Educational Leadership & Counseling
Teacher Education

College of Engineering

Departments: Civil Engineering
Computer Science
Electrical Engineering
Mechanical & Industrial Engineering
Metallurgical Engineering

College of Liberal Arts

| | | |
|-----------------------|---------------------------------|-----------------------------|
| Departments/Programs: | Aerospace Studies | Linguistics |
| | Art | Military Science |
| | Chicano Studies | Modern Languages |
| | Communication | Music |
| | Criminal Justice | Philosophy |
| | Drama | Political Science |
| | English | Psychology |
| | History | Religion |
| | Inter-American & Border Studies | Social Work |
| | | Sociology & Anthropology |

College of Nursing and Allied Health

Programs: Allied Health
Continuing Education
Medical Technology
Nursing
Speech, Hearing, & Language Disorders

College of Science

Departments: Biological Sciences
Chemistry
Geological Sciences
Mathematical Sciences
Physics

Graduate School

APPENDIX B

ACADEMIC PROGRAMS

Bachelor's Degrees:

accounting; administrative services; allied health (health science education, health care administration); anthropology, art (art education); biological sciences; botany; broadcasting; business administration; chemistry; chicano studies, civil engineering; criminal justice; commercial banking; computer science (business, computation, computer systems); drama; economics; electrical engineering (computer engineering); elementary education; English (creative writing, literature); finance; French; geography; geological sciences; geophysics; German; health and physical education (health education, physical education); history; industrial engineering; journalism; Latin American studies; linguistics; management; marketing; mathematics (statistics); mechanical engineering; medical technology; metallurgical engineering; microbiology; music education; music theory and composition; nursing; occupational therapy (cooperative program with Texas Tech University); performance (ballet, keyboard, orchestral/band instruments, vocal); philosophy; physical therapy (cooperative program with Texas Tech University); physics; political science; psychology; real estate; secondary education; social work; sociology; Spanish; speech; speech, hearing and language disorders; studio art (ceramics, metals, painting, sculpture, print making); zoology.

Master's Degrees:

accountancy; applied English linguistics; biological sciences; business administration; chemistry; civil engineering; classroom teaching; computer engineering; computer science (business; computation, computer systems); curriculum and instruction; curriculum development; drama; drama and speech; economics; education; educational administration; educational diagnostician; educational psychology and guidance; electrical engineering; elementary education; elementary supervision; engineering; English (English and American literature, creative writing, professional writing and rhetoric); geological sciences; geophysics; guidance and counseling; health and physical education (health education, physical education); history (border history); industrial engineering; interdisciplinary studies--liberal arts; interdisciplinary studies--science; mathematics; mechanical engineering; metallurgical engineering; music; music education; nursing; physics; political science; psychology (clinical psychology, general experimental psychology); public administration; reading education; secondary education; secondary supervision; sociology; Spanish; speech; speech pathology and audiology; statistics; teaching in mathematics.

Doctoral Degree:

geological sciences

APPENDIX C
Undergraduate and Graduate Degrees Awarded
1979-80 -- 1983-84

| <u>College</u> | <u>1979- 1980</u> | <u>1980- 1981</u> | <u>1981- 1982</u> | <u>1982- 1983</u> | <u>1983 1984</u> |
|---------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|
| <u>BACHELOR'S DEGREES</u> | | | | | |
| Business | 378 | 370 | 381 | 350 | 241 |
| Education | 321 | 287 | 270 | 283 | 251 |
| Engineering | 201 | 169 | 196 | 220 | 270 |
| Liberal Arts | 401 | 401 | 360 | 359 | 324 |
| Nursing/Allied Health | 112 | 105 | 117 | 95 | 119 |
| Science | 113 | 105 | 110 | 103 | 87 |
| TOTAL | 1,526 | 1,445 | 1,434 | 1,410 | 1,292 |

| | | | | | |
|-------------------------|-----|-----|-----|-----|-----|
| <u>MASTER'S DEGREES</u> | | | | | |
| Business | 30 | 35 | 43 | 45 | 32 |
| Education | 105 | 103 | 90 | 90 | 56 |
| Engineering | 23 | 30 | 32 | 23 | 33 |
| Liberal Arts | 63 | 56 | 52 | 50 | 58 |
| Nursing | 12 | 22 | 18 | 20 | 41 |
| Science | 28 | 36 | 45 | 46 | 45 |
| TOTAL | 261 | 282 | 280 | 274 | 265 |

| | | | | | |
|-------------------------|---|---|---|---|---|
| <u>DOCTORAL DEGREES</u> | | | | | |
| Science | 1 | 4 | 3 | 2 | 3 |

Source: Statistical Handbook, Office of Institutional Studies

APPENDIX D

Table 3

Full-Time (FT) Faculty, 1975-85

| <u>Year</u> | <u>FT Faculty</u> | <u>Tenure Track</u> | <u>Minority Tenure Track</u> |
|-------------------|-------------------|---------------------|----------------------------------|
| 1975-76 | 332 | 329 | 39 |
| 1976-77 | 385* | 353 | 41 |
| 1977-78 | 405 | 397 | 50 |
| 1978-79 | 436 | 405 | 51 |
| 1979-80 | 440 | 404 | 52 |
| 1980-81 | 428 | 397 | 53 |
| 1981-82 | 417 | 393 | 52 |
| 1982-83 | 437 | 416 | 57 |
| 1983-84 | 425 | 421 | 59 |
| 1984-85 | 427 | 407 | 64 |
| OVERALL GAIN/LOSS | +95 | +78 | +25 |

*Estimated

Source: Office of Institutional Studies, 12/12/84

APPENDIX E

Characteristics of Full-Time Tenure-Track Faculty

1975, 1979, and 1984

| <u>Characteristic</u> | <u>1975</u> | <u>1979</u> | <u>1984</u> | <u>Ten-Year Change (%)</u> |
|--------------------------|-------------|-------------|-------------|----------------------------|
| Number of Faculty | 361 | 418 | 428 | +18.6 |
| Percent Tenured | 82.8 | 75.1 | 72.4 | -10.4 |
| Percent Doctorates | 70.9 | 73.2 | 78.7 | + 7.8 |
| Percent Graduate Faculty | 57.6 | 62.4 | 67.3 | + 9.7 |
| Percent Female | 18.3 | 24.2 | 23.1 | + 4.8 |
| Percent Minority | 10.8 | 12.4 | 15.0 | + 4.2 |

Source: Statistical Handbook, Office of Institutional Studies