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The University of Texas at El Paso Strategic Plan, Volume 1, 1987

University of Texas at El Paso

UNIVERSITY OF TEXAS AT EL PASO



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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 interface with 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 not understood clearly in other parts of the state.
2. The U.T. El Paso student population is over 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 region it serves. 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 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 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 disrupted during 1985 and 1986 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. Enrollments of Mexican students have rebounded in 1987, largely due to legislation permitting Mexicans who demonstrate financial need to enroll at U.T. El Paso and three other border universities at Texas resident rates.

The U.T. El Paso faculty presents outstanding professional credentials, approximately 85% of the tenure-track faculty hold the terminal degree, a substantial increase over the past 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 69%) since 1975. External grant funding generated by faculty members during the last biennium totaled \$8.8 million, an increase of 24% over the previous biennium.

The University offers 68 baccalaureate and 46 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 have included the B.A. in Communication, the Graphic Design option in the B.F.A. in Art, and the M.A. in Art.

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
- BBA option in Production and Materials Management
- M.S. in Manufacturing Engineering
- Ph.D. in Psychology (Bilingual/Bicultural Emphasis)
- Ph.D. in Engineering
- 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
- MFA in Creative Writing

The University will also continue to explore with U.T. Austin the possibility of a cooperative doctoral program in Education.

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, grant and PUF 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 renovation of recently vacated library facilities for the Geological Sciences program, 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 over \$5.5 million in 1986-87, an increase of \$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 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 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 in excess of 1.5 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 Fall 1987 enrollment of 14,055 reflects a modest rebound from recent downward trends (to a low of 13,753 in Fall 1986) caused by tuition increases and the accelerated devaluation of the Mexican peso. A gradual increase is expected over the next several years to the pre-1984 level of approximately 15,000 students. Graduate students have consistently accounted for approximately 15% of the total enrollment.

Most University students commute to the campus. Dormitories house less than 3% 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 54% of the student body receives some form of need-based financial aid.

Over 85% of the students attending U.T. El Paso are residents of El Paso County. For the past several years, the percentage of international students has declined from 10% to 6.3%, with a particularly sharp drop in students from Mexico

(from a high of 694 in 1981 to a low of 286 in 1986). In 1987, however, Mexican enrollment has again increased, to 458 students, as a direct result of legislation which permits 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. The percentage of out-of-state U.S. students has also fallen, from 5.7% in 1983 to 4.4% in 1987, largely, it is thought, because of substantial increases in non-resident tuition. Over 50% of the students are women, and nearly 53% are Hispanic. The mean age of students on this campus is 23 years, slightly higher than the national average.

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 and master's degrees, as well as to one doctoral degree. 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 doctoral programs 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 often 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 been a primary provider of 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 1.5 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 3.3%. El Paso is the third largest Hispanic majority city (62.5%) in the U.S., and the median age (25) is lower than the national figure. 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 very low in average income: according to a 1984 U.S. Commerce Department report, the average per capita income was \$8,745, some 31.5% less than the national average (\$12,772) and 30.5% less than the Texas average (\$12,575). 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.

Just over 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 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 6,500 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 1977, the composition of the student population has shifted significantly: Hispanic students increased from 29.3% of the student population in Fall 1977 to 52.7% in

Fall 1987, while Anglo students declined from 64.4% in 1977 to 36.9% in 1987. The geographic distribution of U.T. El Paso's student population has changed only slightly over the past ten years, with a small decline for El Paso County (from 90% of the student body in 1977 to just over 85% in 1987). There have been modest increases in the numbers of students from other Texas counties (from 1.4% of the student population in 1977 to 2.5% in 1987) and from elsewhere in the U.S. (from 1.4% to 4.4%). Students from Mexico made up 3.3% of the student population in both 1977 and 1987 (a somewhat misleading statistic, since it masks an increase to 4.5% in 1981 and then a decline to 2.1% in 1986). The percentage of other international students increased from 2.2% in 1977 to 4.3% in 1987. During the immediate future, U.T. El Paso will likely continue to draw the overwhelming majority of its students from El Paso. Since 1983, 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 likely represent an exception to this trend because of the new legislation which permits those who can demonstrate financial need to enroll at Texas resident rates at U.T. El Paso and three other border 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 1990 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. It is anticipated that the recently-announced Strategic Defense Initiative ground-based free electron laser program near Orogrande, New Mexico, some 30 miles north of El Paso, will result in some increase in this place-bound professional student pool. 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 (108 in 1986-87), as is the number of students who transfer from EPCC to the University, either prior to or upon completing the A.A. degree (approximately 300 in each Fall semester). Such statistics mirror national data which reveal that community colleges represent an educational dead-end for too many students, especially minorities. Faculty and staff at U.T. El Paso, area public schools, and the El Paso Community College are designing and implementing numerous collaborative programs to address this problem, as well as the high 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, tends to support the Coordinating Board's recent enrollment projections for U.T. El Paso through 1995. It also appears that the impact of the 1985 tuition increase, which resulted in a substantial (10%) enrollment decline, has been fully felt, i.e., enrollments have once again begun to rise. On the other hand, recent 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 threatened cuts in federal student aid programs.

FALL HEADCOUNT ENROLLMENT PROJECTIONS 1987-1995

Actual 1987	14,055
1990	15,231
1995	15,856

3. Texas/Local Economic Projections

Recent indicators suggest the beginning of a turnaround in Texas' overall economic climate. The price of oil has been slowly recovering, a trend that is expected to continue. While no analyst is yet predicting a return to boom times in the oil industry, it is noteworthy that at least some companies are again beginning to consider exploration. In those industries and sales areas affected only indirectly by the crisis in the oil industry, it may be said that the worst has already happened. Statewide, manufacturing and general sales appear to be experiencing a slight recovery, evidencing deferred demands and reductions in inventory.

Any improvement in the Texas economy, no matter how slight or gradual, is good news to State agencies, most of which suffered the traumas of budget freezes and cutbacks during the past two years. Further potential budgetary stability is likely as a result of the tax bill passed during the last legislative session, raising the sales tax rate, broadening the tax base, and making permanent certain temporary tax measures.

To some extent, the El Paso economy was sheltered from the full impact of the statewide economic downturn during the past two years. El Paso itself is not in an oil-producing region, and its manufacturing and business sectors are not heavily tied to the oil industry. The economic problems of Mexico, including the precipitous devaluation of the peso, had a greater impact on the local economy--particularly retail sales--than did statewide trends. Although Mexico still faces serious inflation, most of the direct effects on the El Paso economy have already occurred. Recent indicators--particularly upturns in retail sales and manufacturing employment--suggest a modest but broad-based recovery.

The local economic climate impacts on the University in several important ways. Economic recovery in El Paso will enable students to pay the increasing costs of tuition, fees, and books (a major consideration in a low-income region). The growth in available white-collar jobs will attract students to higher education, both to prepare for such employment and to continue their professional development once they are employed. Finally, a healthy local economy makes it easier to solicit 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 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. 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, and 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, administrative supervision, 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, 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 that are easily inferred from the demographic data presented earlier.

At the same time, the College of Education faces a difficult challenge in meeting growing community needs for teachers. Partly as a result of the P-PST requirement, enrollments in teacher education--and therefore projected production of new teachers--have declined. 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, may further depress enrollments in teacher education. Unless teachers' salaries increase markedly, the investment in a teacher education degree may become less attractive to students, particularly women, whose opportunities are greater in fields such as business.

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 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.

The region's economy has been greatly stimulated by the development of maquiladora or in-bond manufacturing in Ciudad Juarez. There are presently over 200 maquiladoras in Juarez, employing approximately 90,000 workers, and economic forecasters expect their number to increase significantly over the next few years. In addition to the many research and consultation opportunities which derive from the growth of the maquiladoras in Ciudad Juarez, U.T. El Paso benefits from the growing presence of maquiladora supervisory personnel who reside in the El Paso community and commute daily to the in-bond 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 Engineering, 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 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 awarding of a key Strategic Defense Initiative project to the Orogrande facility of the Missile Range. In addition, faculty are pursuing collaborative research endeavors at national laboratories 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 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. In the past two years, the football team has improved significantly: after over a decade of single-victory seasons, the Miners are winners. Community reaction has been immediate and enthusiastic, including two near-sellouts of the Sun Bowl, brisk sales of Miner football memorabilia, UTEP billboards, contests and rallies, and an upswing in student applications for admission.

5. 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 9,145 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 educational institutions in Mexico.

U.T. El Paso's academic programs have represented educational opportunities for northern Mexicans since its establishment as the State School of Mines and Metallurgy; 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. Until the mid-1980s, the University enrolled the highest number of Mexican nationals of any university in the United States, with 11% of all Mexican nationals enrolled in U.S. universities in 1984-85 attending this institution.

More recently, a steep increase in tuition rates for out-of-state and international students and a sharp decline in the value of the peso combined to lower Mexican national enrollment at U.T. El Paso, from 694 in the fall of 1981 to 286 in the fall of 1986. During a Special Session in the summer of 1987, however, the Texas Legislature voted to permit Mexican nationals who demonstrate financial need to enroll at Texas resident tuition rates in four border universities, including U.T. El Paso. In the fall of 1987, 204 students qualified for this non-resident tuition waiver, and U.T. El Paso's Mexican student enrollment climbed to 458.

The University is involved in several programs that seek to address the educational needs of our neighbors to the south. Recruitment efforts are ongoing, 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 many 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.

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 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 Advanced Manufacturing 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 a newly appointed director, the Institute should become a much more visible participant in 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 devaluation of the peso is by this time more a retardant of recovery than a cause of recession; nevertheless, a return to prosperity in Mexico would obviously be to El Paso's advantage. By the same token, the benefits of the maquiladora program for U.S.-side industry suggest the wisdom of continued institutional service to northern Mexico.

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. If innovation is to occur, 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 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, particularly in the light of the improving local economy.

Faculty are also becoming increasingly aggressive in seeking extramural funding through contracts and grants. The volume of such funding in the past biennium (1985-86 and 1986-87) was \$8.8 million, an increase of 24% 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 exist for minority institutions, U.T. El Paso has sought to capitalize on its highly competitive position, as the highest quality comprehensive university in the continental U.S. with a majority Hispanic 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 has competed successfully for funding for such programs.

Despite the general optimism in the above paragraphs, the impact of the State fiscal crisis of the past two years must be mentioned. Whatever funding the University now generates--whether from formula appropriations, from special expenditures, from grants and contracts, or from donations--will be applied to budgets that have been adversely affected by mandated reductions. Some talented faculty members have left U.T. El Paso, and remaining faculty and staff are still recovering from the anxieties of negative publicity, doomsday prognostications, and low morale. Key academic support services such as the Library lost ground, and budgets for equipment are as low as 12% of previous funding levels. 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 gradually improving, new funds will be applied to a greatly weakened base.

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 Volume III) which provide administrative support for the academic programs offered. In an attempt to increase the cost-effectiveness of program delivery, additional administrative reorganization has occurred: the Criminal Justice Department is now administered by the Department of Sociology and Anthropology; Modern Languages and Linguistics have been merged; and Drama, renamed Theatre Arts, is under the administrative jurisdiction of the Department of Art. It is anticipated that other programs, particularly small ones, will be considered for similar reorganization.

A total of 68 baccalaureate and 46 master's degrees are presently offered (see Volume III for a list of degrees). The most recent program additions have included the B.A. in Communication, the Graphic Design option in the B.F.A. in Art, and the M.A. in Art. The Air Force Reserve Officer Training Corps program, formerly a branch of the New Mexico State University AFROTC unit, is now a fully autonomous unit housed on the campus. Program reviews have resulted in the deletion of several low-productivity academic programs (e.g., Geography, B.A. degrees in Business) and consolidation of others (e.g., graduate options in Education), trends which are likely to continue as attempts are made to respond to

community needs and, at the same time, 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. In 1985-1987, a tuition increase, combined with a steady devaluation of the Mexican peso, appears to have been responsible for a significant drop in enrollment (to a low of 13,753 Fall 1986). Enrollment has rebounded to 14,055 in Fall 1987, and a gradual increase is expected for the next several years. Several factors are involved: the generally improving economy, the cushioning with time of the psychological impact of the tuition increases, and legislation passed in the recent session 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 71,102 (46.9% of the total) and in the College of Science with 31,876 (21% 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 service 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 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 41% increase in undergraduate majors. However, with the decline in international enrollment, the College of Engineering expects stable--perhaps slightly decreasing--enrollments in the near future. Business, too, has shown significant, but more modest gains (23%). Liberal Arts has experienced major declines, with enrollment down 32% from 1977 levels. Education, also, is down--24% from ten years ago--although some recovery at the lower-division level has been noted recently. The latter figure reflects national trends, as does the sharp drop in majors in the College of Science, down 47.8% from 1977. When considering the number of degrees awarded, major gains were recorded over the past five years for which figures are available in the Colleges of Engineering and Education at the Bachelor's level. Nursing and Allied Health as well as Engineering recorded significant gains at the Master's level, and Education showed a modest increase. The number of degrees awarded in all other colleges declined at both the bachelor's and the master's level.

Graduate enrollments have continued to be strong, with particular growth recorded in Engineering and Education (the former likely to continue, the latter to stabilize). With increasing faculty strength at the graduate level and increasing responsiveness to the graduate professional continuing 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, Border Studies option within the Ph.D. in Latin American Studies) attempt to address the community's educational needs in a cost-effective manner. Additional cooperative programs (in particular, a doctoral program in Education) are being explored with U.T. Austin. 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, and the College of Nursing and Allied Health is exploring programs to serve needs for health care education opportunities in the large West Texas area.

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 to enroll in special courses designed to challenge them and enrich their educational experience. Programs such as Project ACCION (in conjunction with the American College Testing Program), 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 1986 was 370; the mean quantitative score was 422. These figures compare with statewide means of 419 on the verbal portion and 458 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 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 had SAT scores been the sole criterion for admission. 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 (8 in 1987-88) to students whose success may well depend upon extensive remedial preparation and academic support services. Implementation of the mandated statewide Basic Skills Test will undoubtedly have a major impact on U.T. El Paso. Experience with the P-PST in Education suggests that minority group students will perform less well on this newly mandated Basic Skills Test and that additional remedial courses will probably be needed at U.T. El Paso.

In 1987 full-time tenure-track faculty totaled 411, 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 17% of the total full-time tenure-track faculty in 1987, 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 22.1% in 1987. 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.

Over the past ten years, student/faculty ratios have ranged from 24.7:1 in 1975 to 21.1:1 in 1987. The current figure 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. Approximately 85% 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 69.1% in 1987). 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 \$8.8 million, an increase of 24% 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. The substantial merit pay increases awarded at the beginning of the 1987-88 academic year, particularly for the most productive faculty, will be instrumental in restoring faculty confidence. 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. Virtually ignored in legislative discussions which focused on the need to retain quality faculty, staff members received small (average 4%) raises for 1987-88 after two years without salary increases. Salaries for valuable support personnel--particularly professional staff whose degree of expertise rivals that of many faculty members--are in danger of becoming 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 minimum criteria established by the Clapp-Jordan formula in all categories. As of August 1987, the Library's collections contained 633,685 book volumes; 3,883 subscription titles; 866,227 microform pieces; 146,183 volumes of government documents; 89,271 maps; 2,106 audiovisual items; 125 non-book items; and 1,519 curriculum guides. In the past two years, the Library's efforts to upgrade collections have been furthered significantly by a substantial supplement from the Permanent University Fund (\$144,000). The PUF allocation provided a means of enhancing the Library's collections in psychology and engineering in anticipation of proposed new Ph.D. programs, in business to assist in the achieving of AACSB accreditation, 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 was strengthened significantly in 1986-87 in two ways. First, 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. Second, the Library 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.

Completion of the new six-level central library facility in 1984 has permitted the consolidation of all library holdings, now including those in Nursing and Allied Health. 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 will soon provide fast, easy access to library resources through the use of the NOTIS integrated library system recently purchased by the University and scheduled, after delays caused by problems with software, to go on-line this Winter. Using an IBM 4361 computer and Telex terminals, and software developed by Northwestern University, NOTIS will provide an online catalog, as well as circulation, acquisitions, and serials control subsystems.

The Library's budget was not immune to the vicissitudes of the recent State fiscal crisis. At the same time, inflation and the falling dollar have combined to drive subscription prices upwards. During the summer of 1987, faculty in the various departments were asked to review title holdings in their subject areas, and procedures are underway to reduce the budget for serials and standing orders by \$45,000 or over 300 titles. With the reduction in funds available for subscriptions, the Library has purchased telefacsimile equipment to speed the receipt of Interlibrary Loan photocopy requests and is examining other alternatives for meeting periodicals needs. These include cooperative efforts with other libraries, such as the formalizing of a reciprocal borrowing agreement between U.T. El Paso and New Mexico State University for faculty and graduate students.

U.T. El Paso has committed substantial institutional resources (some \$ 500,000 in PUF funds in the past two years, plus about \$ 100,000 in donations) to upgrading computing equipment. In addition, computer-aided research on this campus has been greatly enhanced by access to the U.T. System's UTCHPC CRAY XMP/24; U.T. El Paso used some 300 hours of the supercomputer's time in 1986-87. Facilitating both administrative and research functions, the University in 1986-87 installed a data network linking offices and laboratories to various computer facilities. Upgrading of the student information system software package which serves as a basis for registration, financial aid, and numerous other student-related functions will soon be accomplished; conversion to this system is scheduled for November 1987. Implementation of a new degree audit system is expected to

communications network, and improving drainage and traffic safety on campus. 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 low.

The new Academic Services Building has already resulted in considerably greater efficiency in the delivery of key student services. Housed in this facility are the Cashier's Office, Admissions, Registration, Undergraduate Recruiting and Scholarships, and a newly-formed Academic Advising Center, staffed by faculty members from different colleges and departments, whose principal role is to serve students otherwise unserved 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. Personal counseling programs are being 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 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. Recent trends--including wide availability of apartments with low rents in the area surrounding the campus--have resulted in a low occupancy for these facilities, and planning in this area has become a high

priority. 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, 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 Theatre for Theatre Arts 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 theatre 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 events. 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

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, since its reorganization in 1983, 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 National Merit Scholars (up to 8, an increase of 50% since 1984) and valedictorians (up to 12 in the freshman class, representing 9 of the valedictorians from the 22 high schools in El Paso County, and including one valedictorian from each of the states of Iowa, New Mexico, and Tennessee). 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 are underway 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 improved. Similarly, Advanced Placement courses and the Junior Scholar's program will be augmented. The Division of Adult and Continuing Education will continue to offer non-credit short courses for students in grades 4-9 during the summer and, on a limited basis, 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. 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 in attempting to address the serious attrition problem among area youngsters, particularly Hispanics. It is estimated that as many as 45% of El Paso area students drop out prior to completing high school. This drop-out rate represents an enormous waste 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 the Hispanic Mother-Daughter Program 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) Business Option--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. It is anticipated that by attracting national recognition, the target programs will also enhance the institution's reputation in its primary service area.

Dormitories. Supporting the objective of increasing the geographical diversity of the student body will be a major effort to improve the quality of dormitory life on campus. For the past several years, there has been a serious decline in the student housing population, with only one out of three dormitory facilities occupied at the present time. Among many likely causes of the problems in student housing is the increasing competitiveness of private-sector apartment facilities near the campus. Personnel in academic administration and student services are exploring ways to increase the physical, social, and economic appeal of the dormitories and related facilities such as the University Commons dining hall. Other areas of concern include improving security and maintenance, fostering after-hours and weekend on-campus activities at what has become essentially a commuter institution, and offering attractive alternatives to off-campus apartment living. Initially, efforts will focus on attracting more El Paso-area students to live on-campus; in addition, dormitory facilities will be utilized as short-term (usually summer) housing for participants in special programs such as intensive summer language institutes. In the long term, upgrading of the on-campus lifestyle will be essential to attracting students from outside the immediate service area and thus increasing the diversity of the student body.

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 be sought to enhance these programs. A recent action of the Texas legislature, permitting Mexican citizens who demonstrate financial need to enroll at U.T. El Paso at in-state tuition rates, will greatly enhance these efforts.

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. 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. 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., 7:00 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 Colleges of Business Administration and Liberal Arts are continuing to coordinate a compatible schedule of evening 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 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 will continue 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.

Student Support Services. Also contributing to increased success in recruiting students will be the recent implementation of the upgraded Student Information System (ISIS III) and the accompanying consolidation of student services in the new Academic Services Building. Adverse publicity about occasionally slow registration procedures at U.T. El Paso has undoubtedly discouraged some potential enrollees. As the new records management system and the accompanying support facilities come into use, prospective students will receive more efficient service. For example, those seeking admission will receive more timely replies, and those admitted will benefit from streamlining of financial aid, accounts receivable, and scholarship operations. In addition, once ISIS III and a planned telephone pre-registration system are fully implemented, class scheduling will become 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, including 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 bureaucratic 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. Although 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--there is strong motivation to make that record even better. U.T. El Paso faculty and staff are becoming increasingly sensitive to the fact that retention problems may only be a manifestation of the growing 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. Such efforts to increase faculty sensitivity to U.T. El Paso's special context will be pursued.

Academic Advising. One of the most important dimensions of the University's commitment to improved student retention is the newly created Academic Advising Center. Located in the new Academic Services Building, this center has as its goal to improve the quality of academic advising across the campus. In the past, some students have benefited from dedicated, competent advising, while others have been less fortunate; the Advising Center will ensure greater consistency. Implementation of ISIS III also provides a key component for improved advising through the availability of current and timely information. The staff of the newly created Academic Advising Center augment this advising support by working closely with other campus services, e.g. Career Planning and Placement, and Counseling. Greater emphasis on career advising and counseling in Student Affairs' Counseling Center will be implemented within the next two years. The end result should be improved student performance, retention, and career success.

Other Support Services. Retention of students once they enroll at U.T. El Paso depends not only on improved academic advising, but also on other support services--some already in place, others needing development. Many area students whose academic preparation prior to applying for admission to the University is not strong must be provided meaningful opportunities for academic advancement. The services provided by Study Skills and Tutorial Services, for example, will be continued with increased efforts to reach all those students who need assistance. Innovative delivery systems to meet the needs of a commuter student population will also be explored. With the opening of the Academic Services Building, existing diagnostic tools will be used more effectively. Implementation of the State-mandated Basic Skills Test for college students, now scheduled for Fall 1989, will be an incentive for developing improved diagnostic services, to ensure adequate preparation for enrollment in credit-granting courses and to refine placement in remedial programs. Similarly in anticipation of the Basic Skills Test, upgrading of remedial instruction efforts is planned--both to reduce current failure rates in introductory courses, especially in English and Mathematics, and to have viable,

piloted remediation models in place after initial administration of the test.

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. 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, also helps 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. A Reverse Transfer Guide and workshops are jointly sponsored to 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 development of a Teaching Effectiveness Center, designed to assist faculty in self-appraisal and innovative teaching techniques, has been postponed because of budgetary constraints. Its importance to U.T. El Paso faculty is clear, however, and efforts will be made to ensure its establishment within the next two years.

The University's commitment to improve the quality of faculty has proven highly successful over the past several years,

despite the setbacks encountered during the recent State fiscal crisis. 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, 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, are regarded as successful efforts to substitute for the sabbatical experiences available to faculty at most major universities.

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 Education, Engineering, and Nursing

and Allied Health are presently accredited, and every effort will be made to ensure their continued success. In addition, AACSB accreditation of the College of Business Administration is being sought; the site visit by an accreditation team is scheduled for 1988-89.

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. A subcommittee of the University's Strategic Planning Committee will participate in these reviews, focusing particularly on productivity data. 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 increasing productivity and efficiency.

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
- BBA option in Production and Materials Management
- M.S. in Manufacturing Engineering
- Ph.D. in Psychology (Bilingual/Bicultural Emphasis)
- Ph.D. in Engineering
- 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
- MFA in Creative Writing

The University will also continue to explore with U.T. Austin the possibility of a cooperative doctoral program in Education. The success already achieved with the cooperative MSSW program and the doctoral program in Latin American Studies (Border Option) 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, the Institute for Advanced Manufacturing in El Paso, is under way and will be a priority for the University's diamond jubilee year of 1988-89. This facility, involving a major commitment of funding and cooperation from the El Paso business and industrial community, will serve as the major link between area industries and businesses and university research activities.

EQUIPMENT

Continued efforts will be made over the next several years 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 (most notably RIMI--Research Improvement in Minority Institutions). In addition, planning for major grants has provided an opportunity to involve both faculty and advanced students in using the facilities of 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 for instructional laboratory equipment remains a challenge.

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, budget cutbacks during the recent fiscal crisis necessitated untimely freezes in certain areas, particularly serials acquisition. Planning is now ongoing to ensure that the Library's acquisition budget across disciplines and between book and serials acquisitions is consistent with University program emphases.

PHYSICAL FACILITIES

Several priorities have been established in the area of physical facilities. PUF funding has supported re-location of the Physical Plant and renovation of a former library annex into the new Academic Services Building. A high priority remains 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. As the research profile of this doctoral-granting department is enhanced, the need for a first-class laboratory/classroom facility has become critical. Architectural plans for the renovation project have been submitted to the U.T. System, and authorization to begin the project, supported by PUF, has been sought. In addition, the University will seek to renovate several older facilities whose space is not well suited to present program needs and not accessible to the handicapped.

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 reorganized Office of Contracts and Grants, faculty and professional staff are 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 is now being 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 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 42,000 living graduates, over 60% of whom reside in the El Paso area. 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 deterioration of the Mexican economy; nevertheless, they are being pursued to build good will towards the institution, particularly from potential corporate contributors.

IMAGE

Finally, a major ongoing initiative is under way to improve 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. It should be noted, nevertheless, that the recent success of the football team has uncovered a huge reservoir of support for the University. Confusion still 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 made substantial efforts in the past two years to present the institution's message to potential students and the parents, teachers, and counselors who advise them. These efforts have borne some fruit, as evidenced by Fall 1987 figures which show an increase in enrollment, particularly from local high schools in more affluent sections of the city (up 22.5% since 1985). Supporting these recruitment efforts will be greater community outreach through special programs such as Junior Scholars and Young People's University and through cultural and arts programming. Hopes for an aggressive and coordinated institutional advancement effort have been postponed because of the fiscal constraints, but the concept, which is viewed as essential to the institution's future growth and development, will be pursued as soon as resources permit.

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 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. Improving 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 more than 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, creates uncertainties--including questions about funding for that College as well as reallocation of resources as future teachers shift to other undergraduate majors. Similarly, the effect of legislation requiring students, beginning in 1989, to pass a Basic Skills Test before enrolling in upper division courses, is 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 may be implemented.