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## **U. T. El Paso 2001 A Diamond Jubilee Commission Report**

R. Milton Leech

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Edited by R. Milton Leech



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1990

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## FOREWORD

The 75th Anniversary of the founding of U.T. El Paso as the Texas State School of Mines and Metallurgy in 1914 created an occasion to commemorate the institution's distinguished history, to celebrate its many accomplishments, and to consider the challenges in its future. A special commission, U.T. El Paso, 2001, was established to coordinate thinking and discussion about the challenges that U.T. El Paso will face between now and the turn of the century. Because U.T. El Paso is a metropolitan university, one which relates very closely to the community in which it is located, it seemed particularly fitting that the majority of members of the U.T. El Paso 2001 Commission be representatives of that community, whose experience and interests could serve as a foundation upon which the Commission's recommendations to the University would be based.

The chair of the U.T. El Paso 2001 Commission, Robert Heasley, U.T. El Paso's Outstanding Ex-Student for 1988-89, is a long time supporter of this institution and a strong proponent of its aspirations. His tireless efforts on behalf of this initiative have provided the leadership to make U.T. El Paso 2001 one of the most exciting facets of the University's Diamond Jubilee celebration. We are grateful to Bob Heasley for the time, the energy, the expertise, and the good will that he has so generously dedicated to this task.

The U.T. El Paso 2001 Commission was subdivided into six committee perspectives: Educational Opportunities, Leadership, Economic

Development, Community Development, Image, and International Relations. The chairs and the membership of these committees are listed at the end of this volume. The time and talent contributed by these many individuals have greatly enriched the U.T. El Paso 2001 process, and all of the committee members deserve our most sincere appreciation. We are also indebted to Dr. Milton Leech, professor emeritus of drama, for the fine work he did in serving as editor of this report.

Throughout its seventy-five year history, U.T. El Paso has been committed to serve the educational aspirations of the El Paso-Juarez region. In 1989-90, 86 percent of the U.T. El Paso student population of 15,700 is from El Paso County, and another 700 students are from northern Mexico. Academic programs at both undergraduate and graduate levels are designed to address the needs of this regional, often placebound, student population. Over half (55 percent) of U.T. El Paso's students are Hispanic, mirroring the demographics of the region we serve, and an estimated 75 percent are the first in their families to attend college. The educational opportunities U.T. El Paso provides contribute significantly to the human development of this region and, ultimately, to its economic development as well. U.T. El Paso shares fully in the hopes and dreams for the future of this region and welcomes the U.T. El Paso 2001 Commission report as an expression of the role that this institution can play in helping make those hopes and dreams a reality.

By definition, this is a document which looks toward the future, not to the past, and it is therefore not a compilation of the University's very significant achievements during the first seventy-five years of its distinguished history. It is, instead, a document that suggests the work that still must be done, the challenges that are yet to be faced, and the enormous opportunities that lie ahead. Although the number of recommendations may seem large, such expectations represent the greatest compliment that we as an institution of higher education can be paid. We accept the Commission's challenge, and share with all El Paso-Juárez the highest aspirations for this University and the binational community that it looks forward to serving as we move together into the twenty-first century.

*Diana Natalicio*  
Diana Natalicio  
President



Executive Committee — U.T. El Paso 2001 Commission

Front row from left to right: R. Milton Leech, Editor; Jennifer Evans, Administrative Assistant; Mimi R. Gladstein, Executive Director; Olga M. Mapula, Educational Opportunities; Cheryl McCown, Leadership. Second row: Julian Bernat, Image; Joseph F. Friedkin, International Relations; Robert C. Heasley, Chairman, Robert Webking, Educational Opportunities; third row: Santiago Ibarreche, International Relations; Don Michie, Economic Development; Jim Phillips, Economic Development. Not pictured: Jon Amastae, Leadership; Charles Fensch, Community Development; Steve Stafford, Image; Nestor A. Valencia, Community Development.

Each committee chair was chosen from the community and a member of the University faculty was named as vice chair to provide data and expertise about University programs. Committee members were chosen by the committee chairs to represent relevant areas in which they were interested. Once the committee members were named, the commission was invited to campus for an orientation tour and information retreat.

Each committee set about researching the problems and opportunities anticipated in coming years and developing recommendations for the University. Much emphasis was placed on quality research in gathering information in the six areas. The commission felt it was essential to solicit input from all segments of the community. When the research process was completed, each committee reviewed its findings in order to develop recommendations. In wording these recommendations for the University, the commission members felt that their role was to point out what areas needed attention rather than to detail how the University might accomplish the recommendations.

An early benefit of the commission's effort has been the value of the process itself. As each committee met with the community and University representatives to discuss problems and opportunities of the region and how the University might be involved in them, positive feelings emerged. All of the committee members wanted dialogue between these two groups to continue on some basis. The willingness of the community and the University people to participate and their enthusiasm have been remarkable.

*U.T. EL PASO 2001* is a compilation of the reports of the six commission committees followed by a Summary of Recommendations. All committee reports were submitted to the commission and approved by it.

Our commission research revealed that the El Paso area will be making significant progress in many areas in the coming decade. U.T. El Paso, with its recent designation as a minority status institution and a new dynamic leadership in place, is certainly in a position to make its own significant progress in the next few years. The present time provides an unusual opportunity for cooperative efforts between our University and our community to maximize the efforts of both. This *U.T. EL PASO 2001* report can serve as a catalyst for moving this institution into the twenty-first century.

  
Robert C. Heasley  
Chair

# EDUCATIONAL OPPORTUNITIES

## CHARGE

The charge to the Educational Opportunities Committee was to develop recommendations on how U.T. El Paso might enhance educational opportunities in the region it serves in the years ahead. Although a variety of perspectives could have been explored, the committee chose to limit its focus in the light of the work likely to be done by the other committees. The committee chose, for example, not to examine needs for particular undergraduate or graduate programs which might be important to community development, international relations, or economic development in the region; rather, it examined initiatives that the University might undertake internally to encourage students and potential students to take advantage of educational opportunities that might be available because of the particular characteristics of the University and the region.

## PROCEDURE

In addition to three University representatives, the committee included representatives from various school districts in the area, El Paso Community College, and from business, industry, and the arts in the community. After reviewing information about the University, its programs, and its strategic plan, the committee was divided into



four groups to focus on educational opportunities from specific points of view. The first group examined ways the University might work effectively with the public schools to enhance educational opportunities for young people in the community. A second group considered ways the University might improve educational opportunities for individuals in the community who seek educational opportunities after having received a traditional university education. A third group examined questions relating to what the University might do to educate students to meet the needs of business and industry. The fourth group considered ways in which the University might develop internally to improve the educational opportunities it offers to students.

The University representatives provided information to the committee about the University's programs and plans. Representatives from public school districts and the Community College provided perspectives on the needs of other educational institutions in the region. Representatives from the arts, business, and industry brought their experience and expertise to bear on questions facing the committee. The committee members also interviewed others from inside and outside the University community and had available to them planning documents from the school districts, the Private Industry Council, and other local and federal agencies.

## FINDINGS

The committee concluded that its findings and recommendations should focus on three different constituencies: the pre-university student, the university student, and the population outside the formal educational structure.

### Pre-University Students

High school dropouts are a major problem both locally and nationally. Dropout rates are alarmingly high, especially for minority students. One important objective of educational institutions at all levels is to encourage young people to remain in school. Inasmuch as the University's primary mission is to improve education in the region, it is within its scope to work with public schools to encourage students not only to stay in school but also to prepare themselves for a university education by taking appropriate courses while in elementary and secondary school.

## University Students

The University has a major role to play in providing meaningful educational opportunities through the programs and services it offers to students on campus. The relative isolation of El Paso and its University from other major population centers and universities in the state makes it critically important to the community that the education offered at the University be of the highest possible quality, that program offerings be broad and well suited to the needs of the community, and that services be well established to help students accomplish their educational objectives. The strength of academic programs at the University is directly related to the community's economic well-being, to development of the community, and to the community's educational excellence.

Clear connections exist between the University and the needs of the business, health services, and educational sectors of El Paso, and it is critically important for the University to provide programs that will produce high caliber graduates for these various constituencies. It is equally important, however, that the University focus on the quality of all of its programs. A bachelor's degree indicates that a person is broadly educated, and a broad education is at least as important to the individual and to the community as are the particular skills and expertise which a graduate might acquire in the major field. Indeed, recent studies have shown that breadth of understanding and ability to communicate are more important in the long run to employees and managers than are specific professional skills. It is also important that the University develop special opportunities for excellence which relate to the nature and location of the El Paso/Juárez region. The University is in a position uniquely suited to the pursuit of an understanding of the U.S.-Mexico border, of Latin America, of majority/minority relations, and of Hispanic Americans. These topics may relate to virtually every discipline in the University, and their careful exploration benefits the community not only economically but also in its self-understanding. Such exploration further benefits the Southwest region and other parts of the United States and can contribute to a broad understanding of human beings, their societies, and their world.

In its continued development, the University should focus not only on its programs and its faculty, but also on how those programs and

faculty can be accessed most effectively by students, taking into account the economic constraints that affect some students in the region as well as the educational underpreparation that sometimes accompanies low socio-economic status. The University must maintain a commitment to assist its students through programs such as Study Skills and Tutorial Services and academic advising to make certain that its educational opportunities are accessible in a meaningful way to its constituents. Earning a bachelor's degree is difficult under the most favorable of circumstances. It is more difficult still for first-generation college students from economically disadvantaged backgrounds. The University's mission requires it to make every effort, short of compromising on quality, to facilitate the student's achievement of this goal.

First-generation college students, particularly those from groups traditionally underrepresented in higher education in the United States, are encouraged to develop lofty aspirations and are assisted immeasurably in the achievement of their academic goals when they work with people in positions of authority, people who have succeeded in their fields, who can serve as role models. Effective role models are people of similar backgrounds with similar experiences but who have come to understand and be a part of a setting which the student is encountering for the first time and thus may find confusing and intimidating. These role models are people who have accomplished goals that the student may be hesitant to attempt. If the University is to be more effective in attracting and retaining students from the region, it should attempt to recruit faculty members who share backgrounds and experiences with the students and the potential students in the region, a faculty which will reflect the diverse characteristics of the student body. U.T. El Paso is located in a city in which 62 percent of the population is Hispanic, a percentage which is expected to grow in the coming decade. The University itself has a student body that is 55 percent Hispanic, a percentage which grows yearly. At the present time, 16.7 percent of the tenure-track faculty at U.T. El Paso are members of minority groups, and 10.6 percent of the tenure-track faculty are Hispanic. As high as this percentage may be in comparison with other four-year institutions of higher education in the United States, it remains far below the percentage of Hispanic students at the University. The University's ratio of female faculty members, slightly

less than 25 percent, is also significantly below that of female students (52 percent). The gender differences are especially apparent in some colleges which employ almost no female faculty members. The University will perform its educational function more effectively as its faculty comes to increasingly reflect its student body in ethnicity and gender.

### **Educational Opportunities in the Larger Community**

Although the University's primary objective must be to offer traditional higher education programming to its students, universities can do much to provide alternative educational opportunities to members of the community. The University's resources and values make it an important contributor to the cultural life of the community.

The University also has facilities that could serve the community's need for cultural programming space. Community exhibit space for visual arts and community performing arts facilities in the 500- to 1500-seat range are not presently available, and community arts organizations have a pressing need for the use of University facilities with these characteristics.

## **RECOMMENDATIONS**

### **Pre-University Students**

- ◆ The University should, in partnership with public school districts, expand its outreach programs to motivate, to inform, and to prepare students for higher education. Students and parents should be informed of the requirements for a university education through programs which bring them to the U.T. El Paso campus for presentations, since on-campus experiences are more effective in stimulating interests. Parents need to be informed about how to be supportive of their college-bound students. Current programs like the Mother/Daughter Program, the Youth Opportunities Unlimited Program, and the Minority Research Center of Excellence with its Summer Engineering and Science Programs, are model activities which can be adapted for other targeted groups and disciplines. Bilingual sessions and sensitivity to first-generation college families are extremely important.
- ◆ Faculty members should be encouraged and supported to pursue research projects designed to understand better the factors which lead students to drop out of school.

- ◆ On-campus experiences for elementary and secondary school students should be expanded to include the fine arts, social sciences, humanities, nursing and allied health, and education.
- ◆ The success of the financial aid evening presentations in local high schools suggests a need to continue those presentations and to expand them into middle school and the early high school years. Presentations offered in English and Spanish are needed to assure families and students that funds for college are available.
- ◆ Sessions on financial planning for college should be held for families of elementary school students to help them understand that a university education is a realistic possibility for their children. Scholarship initiatives that assure financial support to the most qualified students can be promoted as early as the middle school years.
- ◆ The University should aggressively pursue external funding to support university outreach which would encourage elementary and secondary students in the El Paso region to aspire to enrollment in post-secondary education.
- ◆ External funding should be sought to support an outreach counselor who would be responsible for identifying and developing material to encourage college preparation, for coordinating campus visits for elementary and secondary school students, and for coordinating the use of existing campus resources to promote college awareness for such students.

In addition to taking initiatives to improve cooperation between the University and the school systems in order to encourage students to continue with their education, the University should also continue to work with El Paso Community College to encourage its students to consider the possibility of a university education. Major steps have been taken in the last few years by El Paso Community College and U.T. El Paso to insure good communication to facilitate the transfer of students between the two institutions. Two specific initiatives are recommended.

- ◆ U.T. El Paso should continue to work with El Paso Community College to develop appropriate and high quality programs involving cooperation between high schools, junior college, and the University to facilitate the transfer of students from EPCC to U.T. El Paso.

- ◆ Individual departments and colleges at U.T. El Paso should continue to work with their counterparts at El Paso Community College to encourage students to think about furthering their education at the University after completing their work at EPCC.

### University Students

In order to serve the needs of its students and the needs of the larger community, the University should work to establish and strengthen academic programs, both to address specific needs of various constituencies in the region, and to improve and broaden the education available to people in the region.

- ◆ The University should continue to work toward providing a greater diversity of educational opportunities at the Ph.D. level to the people of the region who seek to enhance their careers but who, because they are place-bound by employment or family responsibilities, cannot take advantage of such opportunities unless they are offered in El Paso. Programs such as a doctoral program in administration will contribute much to the development of both individuals and the community.
- ◆ The University should work to make available new educational programs that would have a positive impact on the region, such as in the area of public health.
- ◆ Where appropriate, the University should work to gain accreditation of those professional programs which are not now accredited.
- ◆ Where appropriate, institutes such as the Institute for Manufacturing and Materials Management should be established and supported by the University to encourage research into topics of importance to the community.
- ◆ Where appropriate, departments and professional programs should establish community advisory boards to maintain communication between the community and the University. These boards will help to insure that the University's professional programs are sensitive to the needs of the community.

The University should continue to pursue ongoing working relationships with the Regional Planning Cooperative, the El Paso Economic Development Department, the El Paso Industrial Development

Corporation, and the Upper Rio Grande Private Industry Council to stay abreast of developing needs in the community and to make the community aware of the development of programs and opportunities at the University.

In order to strengthen University programs and to vary the educational opportunities available to students, the University should pursue the development of a faculty exchange program between U.T. El Paso and other components within The University of Texas System. This exchange program would supplement the National Faculty Exchange Program already in place.

The University should continue the development of procedures which will facilitate the sharing of University resources, such as library resources, with other institutions of higher education in the region.

In addition to program additions, changes, and strengthening, the University should continue to focus its efforts on providing the best educational experience possible to students by supporting them outside the traditional classroom setting in their efforts to earn their degrees. U.T. El Paso should:

- ◆ expand cooperative and intern programs as a way of supporting the needs both of students and of the larger community;
- ◆ increase its efforts to reach out to business in order to enhance its knowledge of the academic programs needed in the community;
- ◆ develop mentoring programs and cooperative summer programs for students to encourage them to understand more about life in various sectors of the community and to prepare them to make educated choices about career alternatives;
- ◆ continue to strengthen educational support services such as academic advising, peer tutoring, career counseling, and remedial education as a way of enhancing access to higher education for students in the region;
- ◆ work aggressively to hire additional well-qualified Hispanic and female tenure-track faculty members and to retain them at the University.

U.T. El Paso should set challenging goals for hiring tenure-track minority and women faculty members.

- a. The need to hire well-qualified Hispanic faculty members should be reinforced as a University priority on a par with the hiring of qualified faculty members to fill programmatic needs. An advantage of hiring minority faculty in particular, is that it results in more meaningful educational opportunities for all students, minority or otherwise. University hiring practices should be guided by the thought that the goals of developing programs and hiring Hispanic faculty members are equally important.
- b. Faculty, staff members, and others involved in the hiring of new faculty members should be reminded of the University's commitment to hiring Hispanic faculty members as well as the importance of that commitment to the accomplishment its mission.
- c. To assist in enlarging the national pool of Hispanic Ph.D.'s, U.T. El Paso should seek authorization to offer additional doctoral degree programs.
- d. The University should consider seeking extramural funding for a program to offer loans to U.T. El Paso students to pursue Ph.D. work elsewhere on the condition that the loans would be forgiven should the student return to U.T. El Paso to join the faculty.
- e. Priority consideration should be given to exploring ways to adjust to the employment needs of spouses of prospective faculty members.
- f. The University should work with community leaders to attract grant monies which could be used in the recruitment of qualified Hispanic faculty members. Funds should also be raised to create endowments to be used to attract such faculty members to the University.

### **The Larger Community**

The University should take initiatives to encourage and support the cultural lives of people in the community outside the normal university structure.

The University should increase its communication with community arts organizations so that both the University and the organizations could exchange program information. U.T. El Paso should also find ways to facilitate greater use of University facilities by outside groups, and the University should make the community at large more aware of its extensive cultural program offerings.





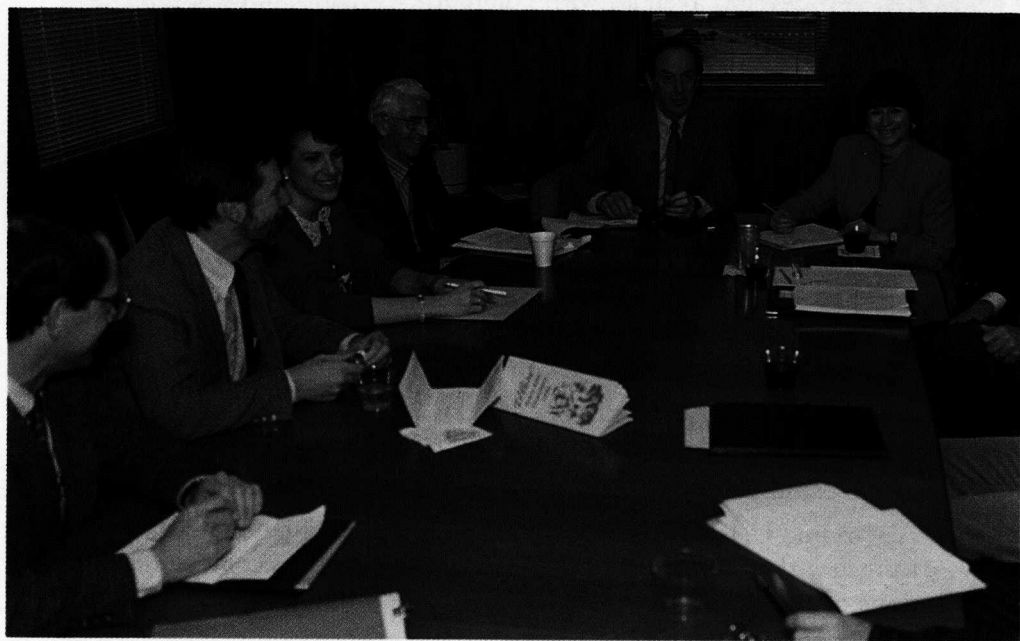
A graduation procession with the University banners.

- ◆ In order to establish an ongoing and working relationship of benefit to both the University and arts organizations in the community, the University should encourage active participation by members of the faculty, particularly those in the Music, Theatre Arts, and Art departments, on the boards of the El Paso Symphony, Southwest Repertory Organization, Ballet de las Americas, Pro-Musica, the El Paso Museum of Art, and other emerging cultural organizations.
- ◆ The University should explore ways to facilitate the use of campus facilities by community organizations. In addition, the University should sponsor workshops annually to inform representatives from community organizations of *Regents' Rules and Regulations* and of the constraints under which the University may offer use of its facilities as well as of the methods that might be employed to work through those constraints.
- ◆ The University should centralize the marketing of its cultural activities, and develop avenues with community organizations for the mutual promotion of each other's activities.
- ◆ Where possible, the University should encourage community art organizations to make use of University facilities for lectures, master classes, or workshops by outstanding guest artists. Publicity on visits by guest speakers, performers, and others can benefit both the community at large and University faculty and students.

### **General Recommendations**

Finally, in addition to its recommendations on improving educational opportunities for particular groups, the committee wishes to submit two general recommendations.

- ◆ Efforts such as the U.T. El Paso 2001 Commission which develop and enhance interaction between the University and all segments of the community should be encouraged and supported.
- ◆ A standing U.T. El Paso 2001 Commission should be established to review the University's progress in pursuing the recommendations of the present commission.



Executive Committee working sessions.

# LEADERSHIP

## CHARGE

The Leadership Committee was charged with surveying community needs and the University's role in meeting the needs of leadership development. Among the specific questions to be considered were:

Do El Paso and Juárez have a sufficient pool of leaders? What are the community resources and practices for developing leadership?

What are U.T. El Paso's policies and procedures for leadership development?

How can U.T. El Paso support the community in the development of leadership?

What opportunities exist, both in the community and at U.T. El Paso, for members of Hispanic and other minority groups to develop leadership skills and to move into leadership roles in various areas of economic, political, social, educational, and professional activity?

## PROCEDURE

The committee began meeting in December 1988, and early meetings were devoted to organizational matters. The first substantive discussions concerned the difficulty of defining leadership, isolating the qualities of an effective leader, and determining the circumstances in which leaders emerge including whether they were "born" or whether leadership can be taught.

The committee investigated programs and opportunities for leadership development, both on and off campus. This investigation initially took the form of meetings with persons involved with the training of future leaders. The committee also collected materials, such as documents and brochures, from various programs. Later, the committee invited a number of community and campus leaders to meet with it to discuss community leadership and ways in which the University might participate more effectively in the development of community and regional leaders. The committee drafted a questionnaire dealing with many of the specific questions that had emerged in discussion and sent it to a wider sample of the community.

### FINDINGS

The committee found both a healthy diversity of opinion on the issue of leadership as well as considerable consensus on some issues.

#### **The Perception of Leadership in El Paso**

There are ambivalent views of leadership in El Paso. A significant number of people believe that El Paso suffers from a dearth of good leaders. Others believe that the El Paso community generates enough potential leaders, but that the social circumstances of the city prevent them from developing their skills and reaching their potential. The reasons given range from a history of relatively closed institutions and networks to poor economic conditions and isolation. In either case, large numbers believe that El Paso does have a problem, which occurs across several areas of endeavor, including the economic, political, social, professional, and educational sectors. A relatively small number believe that there is little or no problem.

Opinion is divided concerning the efficacy of several community programs for leadership development. Such programs in local civic, religious, and political organizations, although effective in their own areas, do not have a communitywide impact on leadership training. Leadership El Paso, for example, is often described as an information-disseminating organization rather than a training organization. Committee research found that many in the community spoke of a variety of barriers, in a cycle of reality and perception, especially to members of groups historically underrepresented in the circles of economic and political power.

Committee research revealed little awareness of specific U.T. El Paso programs which are designed to develop leadership. Both the University's successes and its shortcomings are often mentioned in the local media. The successes are presented in terms of general educational achievements such as prestigious grants awarded, prizes, fellowships, and winning competitions. What is seldom mentioned is leadership itself or the fact that many individuals in visible leadership positions are either U.T. El Paso graduates or in some other way connected with the institution. A widespread opinion exists that University people are not as active in positions of leadership in the community as they might be.

Despite the disagreement about whether El Paso does or does not have a problem with its leadership pool, there is agreement that more can and should be done in the area of leadership training and that U.T. El Paso has a major role to play. Proposals cover a wide range. Some would like to see a central institute for leadership development. Others would like to see the development of more internship programs for students, and some would suggest programs which would bring more people to campus more frequently.

At the very least, one of the results of this committee's activities will have been to provoke the thinking of a range of people across the community about the issue of leadership and its possible solutions.

### **Leadership Development on Campus**

There are at present several programs on campus which are specifically designed to develop students' leadership skills. Students who are interested and capable are provided with a variety of experiences which enhance the development of their skills in accomplishing tasks within an organizational framework. Although these programs are reported to be valuable and successful, they seem to reach only a small number of students, and the students they serve are those who are able to spend a large amount of out-of-class time on campus, which many students cannot do because of work, family, or other obligations. These programs, which are coordinated through the dean of students, appear not to be involved with the academic programs of the University. They also appear to attract students who are already interested in leadership, such as those who have some interest and



Student Senate Leaders 1989-90, top row: Wendell Gaskin, Bea Navarette, Javier Ochoa, Jack Johnston, Victor Macias, Gabriel Macias, Suzie Auh. Bottom row: Rene Franco, Kevin Keich, Donelle Woolley.



Minority Biomedical Research Center of Excellence (MBRS), from left to right: Nancy Mattox, Lance Hallberg, Sandy Trevizo, Oscar Molina.

experience in student government, rather than the larger number of students who perhaps have leadership potential but who are either more focused on their particular major or who simply have never had the opportunity to think of themselves as playing leadership roles.

Academic areas organize and sponsor a number of discipline-specific student organizations and activities which also serve in some measure to develop leadership abilities. Examples of these organizations include the Mexican American Engineering Society (MAES), English Club, Bilingual Education Student Organization (BESO), and many academic honorary societies.

In addition, a number of other avenues within the academic areas exist for significant out-of-class experiences. These include such programs and organizations as Cardinal Key, Minority Biomedical Research Sciences (MBRS), Panhellenic Council, Minority Research Center of Excellence (MRCE), SPURS, and Undergraduate Involvement in Linguistic Research programs, all of which are designed to enhance the education of students by providing opportunities for them to participate in research, attend conferences, and interact extensively with faculty and other students. Although the number and extent of such programs is growing rapidly, they appear to reach relatively few students and seem to have little or no contact with the leadership programs sponsored by the Office of Student Affairs.

At least two campus units sponsor courses and seminars designed primarily for the community, some of which focus on leadership skills. These are the Center for Professional Development in the College of Business Administration and the Division of Adult and Continuing Education.

## RECOMMENDATIONS

- ◆ The University must consider its primary mission to be the education of students, which means that every graduate must be academically well prepared. Leadership training should be a part of every academic program at U.T. El Paso.

This academic preparation must include both breadth and depth, for too little depth leaves a student incapable of functioning in a professional area, and too little breadth is merely training, leaving a student unprepared to deal with the larger issues of life and society. A part



of this academic experience should include significant preparation for the assumption of leadership roles in some area. In making this recommendation, the committee leaves aside the debates concerning whether or not leaders are "born" or can be trained, and whether or not everyone can be a leader. It takes the view that every graduate should have some significant substantive experience which leads to the development of leadership qualities. The opportunities for such experiences should be varied, for not all students will come to view themselves as leaders at the same time or in the same ways. These experiences may be limited to the academic area, or they may be in student government or service programs. If leaders cannot be created, circumstances can be provided in which leaders can develop and emerge. The creation of these circumstances should be sought in every area of the student experience, from the academic majors to extracurricular activities. At U.T. El Paso, excellence in education should include an emphasis on leadership which is included in every campus activity, not just special leadership programs.

- ◆ Greater communication and cooperation between the Student Affairs leadership programs and the discipline-centered societies and honoraries would be a good beginning for establishing a campus-wide commitment to leadership development.

Talking about leadership is easily accomplished, but providing opportunities for leadership to develop is more difficult. The responsibility for programmatic innovations which will accomplish this objective will need to come from the highest levels of the University and will ultimately have to be borne by all areas of the institution equally. In addition to instituting programs that allow for leadership development, faculty and staff will need to accept the personal responsibility for mentoring students in leadership skills.

- ◆ The institution should work to expand opportunities for student internships off campus. It should also take an active role in establishing opportunities for mentoring students both on and off campus.

Many U.T. El Paso students are not provided by their family backgrounds with a variety of possibilities to meet and interact with community leaders in the economic, professional, political, social, and

educational spheres. U.T. El Paso must work with community institutions, public and private, to create the alliances and programs that will insure that all students of ability, regardless of family background, have access to individuals and institutions that can provide experiences that permit leadership skills to develop. Some of these internship and practicum programs may be salaried and may be essentially cooperative education programs, while others may be on a volunteer basis; an increased number of students should have access to them. Like University faculty, community leaders will also need to realize that growth in leadership skills does not come only from organized programs but requires personal involvement and mentoring as well.

With respect to leadership development in the community, a number of possibilities exist for U.T. El Paso to contribute. Since a large number of U.T. El Paso graduates remain in the area after graduation and many who leave do so with the intent of returning, it is obvious that the above recommendations will have an eventual effect on the development of El Paso.

### RECOMMENDATIONS

- ◆ The University should expand its activities in sponsoring seminars and colloquia which focus on topics of high community interest and in which community members participate freely.
- ◆ The institution should advocate and work toward the creation of an institute for leadership development which would serve as a clearinghouse for the coordination and sponsorship of activities for leadership development, both on campus and off.

Such an institute would also coordinate the internship and practicum programs for students and would serve as a liaison between the community and the University, helping to match university resources with community needs in a specific area. Finally, it would serve as a monitor for the ongoing maintenance of leadership development.

- ◆ U.T. El Paso should also seek funding for the institute with its unique location and demographic makeup as strong justification. Recently U.T. El Paso has used these factors very productively in attracting outside funding and attention.
- ◆ Since some funds for leadership training are available only to community groups, and not to institutions of higher education,

one function of a campus leadership institute would be to provide an affiliation for a community-based group to qualify for those funds, which in turn could be used for scholarships, funding seminars and training sessions for both students and nonstudents.

The committee reached no clear consensus with respect to the involvement of the University and its personnel as leaders in community activities. While all members agreed that faculty could and should participate to a greater degree in the affairs of the community, especially in their areas of expertise, they are also mindful of the many competing demands on faculty time, and recognize that the faculty's first responsibility is to students through the creation and dissemination of knowledge. A number of committee members note the dangers of misperception when the University acts, either as an institution or through its personnel, too forcefully in public affairs.

- ◆ Expand outreach programs which send University personnel, including students into the community to conduct programs.

These programs have been less visible than the on-campus programs. This sort of outreach should be emphasized to a greater degree. One of the advantages in involving students in such programs is the opportunity to develop in them the realization that leadership is a continuum, and that it often begins in simple good citizenship and social responsibility and develops into successively greater responsibilities. The creation of a student service program, focusing on tutoring and other activities, could be a beginning in this area.

- ◆ The institution should lead by example by developing and asserting its own academic leadership in selected areas.

It should be acknowledged nationally and internationally that if a person wants to study in certain fields, U.T. El Paso is *the place* where the academic program in that area is the best. U.T. El Paso should also be known as the model institution for the changing demographics of the late twentieth century, an institution which combines educational opportunity with academic excellence.

# ECONOMIC DEVELOPMENT

## CHARGE

The charge to the Economic Development Committee was to determine the major political, financial, and economic forces that would be most likely to have an impact on both the state and regional economy. The committee was asked to examine the maquila industry and determine its opportunity to develop products for a world market. In addition, the committee was charged with determining the need for research support in the form of new graduate programs and cooperative initiatives with the federal government.

## PROCEDURE

The Economic Development Committee used the Institute for Manufacturing and Materials Management as a resource for most of its findings. The institute had previously developed a model plan for the economic development of El Paso, and the data contained in that plan was reviewed and assimilated by the committee in preparing its report.

## FINDINGS

The Paso del Norte region will be one of the twenty-first century's major multicultural global trade centers. This region, which consists of El Paso and far West Texas, Ciudad Juárez and the State of Chihuahua, and five southern counties of New Mexico, has the resources, human and material, to strengthen and enrich its competitive position

in the domestic U.S. and Mexican markets and in the foreign markets of the global economy. The resource base of this unique border region is distinctive due to its climate, youthful and abundant labor force, geographic linkages to major markets in the U.S. and Mexico, entrepreneurial spirit characterized by frontier values, access to high technology developed and tested at White Sands Missile Range and Fort Bliss, and abundant raw materials including minerals, forest products, and agriculture. To achieve the goals of economic development, however, these regional resources must be organized and managed effectively and efficiently.

The continued expansion of U.S./Mexico bilateral trade, the socioeconomic growth of the U.S. Southwest and Mexico Frontier border regions, and the global competitiveness crisis facing U.S. and Mexican industries have further strengthened the region's competitive position in the global marketplace. These factors contribute to an attractive total cost-of-business environment conducive to economic development. An integration of the higher technology developed and tested at local government installations with the region's production sharing activities would further differentiate and strengthen the Paso del Norte's competitive position in the global marketplace. The effective planning and management of strategic materials and manufacturing trends define a new and challenging direction for the industrialization of the region.

The projected economic development of the Paso del Norte region is not without its problems. First, the region is hampered by political diversity. It is divided by an international border and three state political boundaries. Although a difficult problem to deal with locally, this political diversity could be an opportunity in disguise. The State of Chihuahua represents one of Mexico's most prosperous and politically influential states. New Mexico and Texas also have strong economies and considerable political influence in Washington, D.C. Together, these three states have the political influence to attract binational and federal funding to the region.

The lack of infrastructure is another problem hindering economic development. The State of Chihuahua lacks adequate housing, utilities, transportation, water and waste treatment facilities, telecommunication, and other necessary infrastructure to support industrial

development. New Mexico and Texas experience similar shortages in disadvantaged pockets of their communities. These problems not only affect the quality of life for the citizens of this region in a negative way, but also restrict the development of new business ventures. Because there is a shortage of private sector investment capital, the region must seek alternative sources of financing to address these issues.

Finally, the region suffers from a dearth of leadership responsive to the challenges of regionalism and globalization and the effects these concepts have on the economic development and quality of life of our citizenry. The University has the human capital to assume a direct leadership role in preparing the region for the twenty-first century, and it has a responsibility to exercise this role and participate with the private sector as an active partner in the preparation and education of this region's future leaders.

The mix of educational responsibilities, dynamic socioeconomic environment, unique competitive position, and lack of a regional concept challenge the University to be involved more directly in economic development. If the University is to accept this challenge, it must serve as an objective critic of the region's present systems and suggest proactive solutions to the socioeconomic complexities facing our community and citizenry. Above all, the University must educate its constituencies to effect and to manage change and to anticipate and adapt to the opportunities and challenges awaiting us in the twenty-first century. The committee recommendations are as follows:

### RECOMMENDATIONS

To insure a large and productive work force capable of participating in future economic development of this region the University should:

- ◆ continue to support the local school districts with the development and implementation of dropout prevention programs to reduce the alarming dropout rate in the region;
- ◆ work toward the development of a dropout recovery program to encourage the adult dropout to access the education and training required to become a more productive member of society;
- ◆ incorporate into its teacher education curriculum strategies to sensitize teachers to the special educational needs of high-risk students;

emphasis should be placed on early identification techniques and on the development of teaching methods and materials appropriate to the learning difficulties of high-risk students;

- ◆ expand its regional educational outreach programs as well as network curricula, faculty, staff, and students with other regional institutions of higher education in order to improve access and quality of education within the region;
- ◆ integrate telecommunications into its present delivery system; such integration will allow the University to extend televised instruction to private industries, remote rural locations, and educational institutions on both sides of the international boundary;
- ◆ continue to extend enrollment incentives to students from Mexico and establish cooperative education exchange programs with regional institutions of higher education.

Since a healthy populace is the support base for all economic development, the University should commit its human and material resources to improving access to and quality of health care and education in the Paso del Norte region. The University should:

- ◆ work toward the development of a Border Public Health Degree Program to prepare professionals in the delivery of health services in border environments;
- ◆ establish a Border Public Health Care Systems Exchange Project in cooperation with other border academic institutions for the purpose of educating and training health care professionals in the identification and treatment of public health problems unique to the U.S./Mexico border;
- ◆ develop a pilot master's program in waste materials management with other regional universities including those in the State of Chihuahua. This program should have as its focus applied research on the processing and management of toxic and non-toxic wastes and on environmental restoration.

Because the future economic development of the Paso del Norte region is dependent upon a regional perspective and cooperative approaches to regional problems, the University should expand its

regional linkages and integrate its faculty and resources into the region's socioeconomic base. The University should:

- ◆ enhance the recognition given to faculty and staff who actively participate in socioeconomic development outreach and community service projects which are integrally related to the faculty members' specific teaching and research roles; administrators, directors, staff, and faculty should be encouraged to participate in and be recognized for leadership roles in community service organizations;
- ◆ continue to work toward closer collaboration with regional institutions of higher education to address the educational requirements necessary to support socioeconomic development; partner institutions might include New Mexico State University, Texas Tech Regional Academic Health Center at El Paso, Sul Ross State University, El Paso Community College, Autonomous Universities in Juárez and Chihuahua City, Technological Institutes in Juárez, Cuauhtemoc and Chihuahua City, and Monterrey Tech in Juárez and Chihuahua;
- ◆ continue to develop mechanisms to analyze and address infrastructure problems impeding the socioeconomic development of the region. Research efforts should be focused on border environmental and industrial infrastructure issues, especially air and water quality control and waste management.

Since the future economic development of the Paso del Norte region is dependent upon a diversified economic base, the University should assist the community in clarifying regional resources, capabilities and strengths, and in defining the regional scope of economic development. The University should:

- ◆ focus funding priorities and resources on academic and research programs supporting five target industries which promise future economic development opportunities for this region: manufacturing, retirement, health care, service, and tourism;
- ◆ formalize and interface communication networks linking the region's academic, government/defense and private enterprise sectors into a coordinated economic development collaboration;
- ◆ serve as the repository of information and resources to facilitate the economic development initiatives of the private sector by establishing





Between classes in the courtyard of the College of Business Administration.

and maintaining a regional socioeconomic data bank and commit the human and financial resources required for extensive data collection and analysis;

- ◆ seek graduate degree programs, including Ph.D.s, in materials science and materials management; these interdisciplinary degrees should combine courses in business, engineering, industrial psychology, and science;
- ◆ conduct a regional labor needs assessment at regular intervals, project future occupational demands, and develop curricula responsive to the employment needs of area industries.

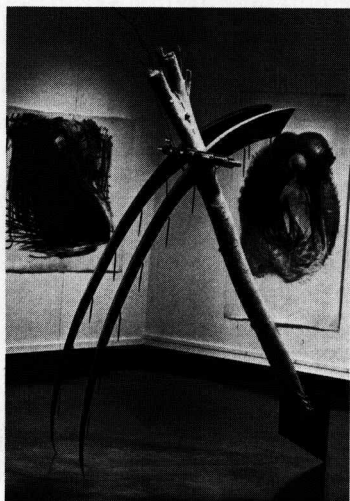
Since the future industrialization of the Paso del Norte region is tied to high technology defense industries and production sharing operations in Latin America, the University in conjunction with community business and civic leaders should develop and direct a long range strategy for economic development and industrial integration through technology transfer.

The University should:

- ◆ lead a task force to coordinate a long-range strategy for economic development and industrial integration through technology transfer. The task force should have representation from government, educational, and private sectors from the area and major industries;
- ◆ integrate its materials components, including those in business, engineering, and science into a comprehensive advanced-degree curriculum;
- ◆ find ways for each academic discipline and administrative unit within the University to be responsive to its industrial and international domain; administrators and faculty should integrate economic and human development issues into the curriculum and classroom; community experts should be invited to participate in classes, seminars, and special programs sponsored by the University;
- ◆ encourage its institutes and academic units to support the transfer of higher technology to the region's industrial sector by adopting an interdisciplinary curriculum designed to integrate academic instruction with industry implementation;
- ◆ educate students in the practical application of technology transfer. Experiential educational opportunities would encourage business internships and University/industry cooperative programs.

Since proactive economic development demands leadership characterized by vision, initiative, and commitment, the University should:

- ◆ establish active participation in economic development as a priority and dedicate its resources to the implementation of the recommendations by the year 2001;
- ◆ arrange for the active involvement of this committee in reviewing and assisting in the economic development efforts of the University.



Alumni Art Show, Main Gallery, Fox Fine Arts Center, March-April 1990.

# COMMUNITY DEVELOPMENT

## CHARGE

The Community Development Committee was charged with investigating and making recommendations on specific ways in which the University could support the communities of El Paso and Ciudad Juárez in the coming years. Areas of concern included projected growth and community development trends, such as the impact of population growth on both sides of the border, the need for additional social services, environmental stress, trends towards urbanization of the region, affordable housing, water, transportation, health, the growing elderly population, and youth populations. For the University to help meet these needs in the future, several questions had to be addressed: Where will the El Paso region be in 2001? What will its opportunities and its problems be? How can the University best plan to respond in order to help meet these regional needs?

## PROCEDURE

The committee held several meetings to review presentations from experts about the growth of the El Paso region, the growth and composition of the University, including a profile of its student enrollment, existing and planned degree programs, and major areas of research.

In order to gauge broader community opinion about the needs of the region, the committee utilized the charrette process of data gathering. The charrette process is a one-day intensive planning process where



Texas Historical Commission Marker Dedication, April 6, 1989. Left to right: W.H. Timmons, Professor Emeritus of History; Diana Natalicio, President; Hans Mark, Chancellor, U.T. System.

persons with diverse talents, interests, expertise, and resources join in addressing the challenges at hand. It brings together individuals who have a vital interest in the plan, program, or facility which is to be the end product. A diverse group of approximately seventy highly knowledgeable and concerned members of the community were invited to participate. These included members of the business, academic, political, and cultural sectors of the community. The El Paso Community College provided technical support in organizing the charrette and provided trained facilitators to lead discussion groups.

The participants were given a set of planning materials that provided support information and that were designed to stimulate ideas, concerns, and suggestions for securing a plan of action to guide the development of the University. They were asked to focus their attention on the goals and objectives as these related to the needs of the West Texas and Northern Mexico regions. The specific charge was for the committee to review, modify, delete, add, and expand the goals

and objectives presented in order to produce recommendations for the final document.

The charrette participants were divided into seven subcommittees: Arts, Culture and Leisure; Population Growth and Change of the Region; Environment; Standard of Living; Regional Needs Assessment of Job Market; Research for Industry and Government; and Health and Social Services. All the subcommittee members were assigned the same goals and objectives and each group had the opportunity to present its final recommendations before the entire committee. The process was continued until all the goals and objectives were reviewed and revised and final recommendations were reached. Each subcommittee also developed initiatives for action in its specific area of concern. Valuable information and ideas from diverse sectors of the community were then analyzed and revised by the Community Development Committee members.

The University of Texas at El Paso and the committee believe that community development is a process by which the people of the region plan, promote, and improve the social, political, economic, physical, and cultural conditions for the well being of the community and society.

The University of Texas at El Paso's mission as it pertains to community development in the El Paso region is to support this process by developing research projects, identifying study areas, and providing educational programs and services.

The committee was influenced by the dramatic changes which are predicted for the future population growth of the region:

Year	El Paso	Juárez	Region
1989	595,360	930,000	1,581,760
1990	605,000	993,924	1,657,124
1995	678,000	1,229,746	1,974,646
2001	750,000	1,521,520	2,349,120

Data were provided by the Department of Planning, Research and Development, City of El Paso.

The following areas of community development (listed alphabetically) were identified by the committee for priority action by the University in order to meet the current and projected needs of people in the El Paso/Ciudad Juárez region: Arts, Culture, and Leisure; Education;

Environment; Health and Social Services; and Social, Economic, and Political Development.

## ARTS, CULTURE, AND LEISURE

### Findings

The committee found that El Paso, with its location on the border of Mexico and the United States, has a wealth of culture and arts not to be found in other communities. However, despite great assets, the city is often perceived as lacking in these areas. Reasons for this perception are complex but due in part to insufficient pride in the city's Hispanic heritage, lack of coordination and collaborative efforts, and deficient communication and marketing. The committee believes that U.T. El Paso, with its excellent base of academic cultural and arts offerings, can have a significant impact on the quality of life in the communities.

### Recommendations

U.T. El Paso should:

- ◆ improve communication between the University and the public regarding the excellent base of academic arts and cultural offerings via the Departments of Art, Theatre Arts, and Music;
- ◆ coordinate efforts of the departments of Art, Chicano Studies, Anthropology, English, Languages and Linguistics, Theatre Arts, and Music, through sponsorship of educational forums that encompass multiple aspects of our border culture which could provide original assessments of our culture and encourage fresh, new ways of seeing ourselves;
- ◆ foster a fluid, working relationship with community cultural organizations and be prepared to collaborate more on arts and cultural events;
- ◆ emphasize the community's unique culture and arts in marketing itself beyond El Paso;
- ◆ coordinate a public relations effort which focuses on the fine arts to insure the consistent quality of printed materials, timely and effective press releases, and aggressive marketing of fine arts programs to the El Paso community;

- ◆ designate university liaisons to strategic local and regional arts organizations such as the Arts Administrators' Network;
- ◆ accentuate El Paso's culture and arts in the University's promotional video presentations.

## EDUCATION

### Findings

Educational programs in the U.T. El Paso service area are at the present time critically affected by at least three factors: rapid population growth projected to continue beyond the year 2000; economic depression, bringing with it continuous high unemployment; family income consistently below national means, along with endemic social problems; and persistent problems associated with the education of bicultural, binational populations. Educators in the U.T. El Paso service area must be prepared with special skills to improve the effectiveness of educational delivery and of the educational institutions that operate within these demographic and cultural constraints. Many people are unable to pursue more advanced degrees and associated professional development because of the enormous distances and high expense attendant upon enrolling in degree programs elsewhere in the State of Texas. In this community, which has a large place-bound constituency, the opportunity to attain the highest credentials within the field of education is required in order to permit people to participate in the development and administration of the educational system.

### Recommendations

U.T. El Paso should:

- ◆ implement a doctoral degree in administration, either as a cooperative degree with another institution or as an interdisciplinary degree which could include the Colleges of Liberal Arts, Business Administration, Nursing and Allied Health, and Education;
- ◆ place as much emphasis as possible on the quality of teaching at the freshman-sophomore level because the first two years are crucial in the educational process at the college level, especially in creating and maintaining interest and skills;
- ◆ develop a strong cultural component in the University's curricular; support the development of expertise in ethnic studies; be in the



forefront of the research and development in these areas with emphasis on the international aspects; and encourage and promote the study of the Spanish language;

- ◆ strengthen the University's ties to the community by increasing involvement of the faculty and administration in community organizations;
- ◆ continue the creation and implementation of outreach programs that serve at-risk youths, the retired community, and the community at large;
- ◆ increase the availability of evening and weekend programs;
- ◆ increase availability of financial aid by working to increase funding from the private sector.

## ENVIRONMENT

### Findings

The committee found that the population growth and economic development projected for the El Paso/Ciudad Juarez region in the year 2001 will create problems such as air pollution, water pollution, disposal of toxic waste, increased amount of solid waste to be handled, health risks, and increased communicable disease. The University is uniquely equipped to provide applied research and education opportunities to those individuals and institutions responsible for solving these problems.

### Recommendations

U.T. El Paso should:

- ◆ expand its basic research, training, and educational programs to improve environmental conditions in the El Paso/Juarez region;
- ◆ expand academic programs in the Engineering, Business Administration, Education, and Nursing and Allied Health colleges that address the following: water, hazardous waste, waste management and recycling, air pollution, international business and growth management, and public health;
- ◆ explore the establishment of an undergraduate Urban and Environmental Planning degree program;

- ◆ offer seminars, mass media, and other educational programs designed to give visibility to the tri-state, binational interdependent character of the environment;
- ◆ seek the placement of undergraduate and graduate students in businesses and governmental institutions with international operations that deal with hazardous waste, air pollution, and international growth management;
- ◆ establish a regional interdisciplinary environmental research initiative involving the Colleges of Engineering and Business Administration, and the Institute for Manufacturing and Materials Management, and such off-campus entities as the Chamber of Commerce, the Foreign Trade Association, the city's Economic Development Department, and actively seek funding through grants and private industry;
- ◆ develop a short-, middle- and long-range University facilities plan coordinated with local governmental agencies and private developments on the campus periphery. This plan should address new areas of campus growth, anticipated real estate needs, future buildings, parking areas, recreational and sports facilities;
- ◆ establish a closer liaison between the University and the City of El Paso regarding campus development.

## HEALTH AND SOCIAL SERVICES

### Findings

Since U.T. El Paso is located in a region which has many health problems found in developing countries, the research, teaching, and support for community development provided by the University need to emphasize information relevant to the region. Many of the nursing and allied health professionals who are educated at U. T. El Paso will pursue their careers in the greater El Paso region. They should be well prepared to recognize, understand, and solve health and related social problems in a bilingual, bicultural setting.

### Recommendations

U.T. El Paso should:

- ◆ establish a graduate program in Public Health, with an emphasis on border and international health issues;

- ◆ establish a degree program in physical and occupational therapy;
- ◆ expand the University's program offerings within the College of Nursing and Allied Health;
- ◆ promote and encourage the development of a consortium to address health and social issues of the region;
- ◆ develop a centralized system for the reporting of health-related data for the region;
- ◆ enhance the University's association with Texas Tech Medical Center in El Paso, the Universidad Autonoma de Ciudad Juarez, and other community health agencies.

### SOCIAL, ECONOMIC, AND POLITICAL DEVELOPMENT

#### Findings

A strong diversified economic base is necessary to provide more and better-paying jobs in the future. The University is the primary Texas institution of higher education serving the region, and, as such, it has a special role to provide educational programs for many kinds of professional and managerial specialties. Because of El Paso's international location, there are opportunities for the University to take the lead in preparing graduates to serve in international business, administration, science, health, and international education. The University has many fine degree and research programs which will serve to enhance social, economic and political development; however, the coordination within the University and the communication between the University and the larger community can be strengthened.

To support and encourage the planning and establishment of community and economic development programs in the El Paso region, and to actively promote awareness in the community about the role of the faculty, campus research institutes, students, and staff in the community development process and coordinate the University's response to community development needs, the following recommendations were generated:

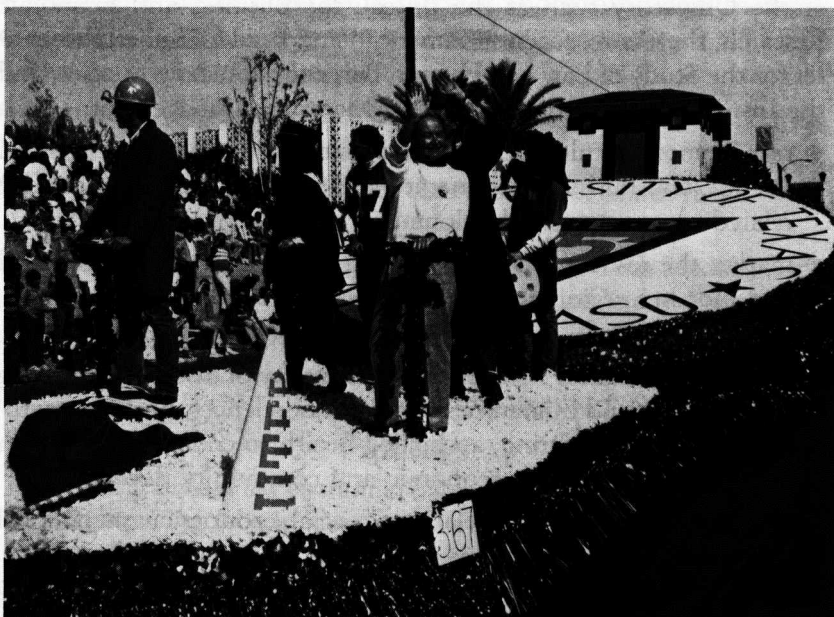
#### Recommendations

U.T. El Paso should:

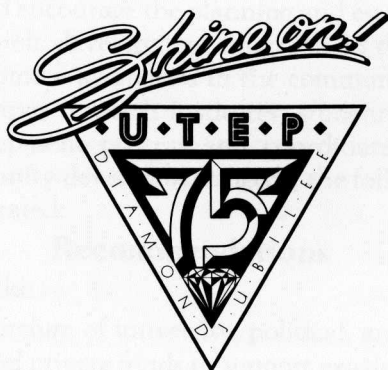
- ◆ establish a consortium of university, political, and business leaders to raise public and private funds to support existing research centers

at the University such as the Bureau for Business and Economic Research, the Center for Inter-American and Border Studies, the Center for the Study of Law and Human Behavior, Chicano Studies, and the Institute for Manufacturing and Materials Management;

- ◆ recruit more faculty from related fields of engineering, political science, and business to generate and staff those projects directly related to community development;
- ◆ market the resources of the University and El Paso to businesses and industry regionally and nationally;
- ◆ enhance communication between colleges and departments and promote the utilization of faculty from a variety of disciplines ranging from the arts and humanities to the social sciences, business, natural sciences, engineering, and allied health to coordinate research projects which support economic and community development;
- ◆ develop research projects relating to social, economic, and political problems of the border.
- ◆ take a proactive role in community development projects such as efforts to organize an Industrial Development Alliance.



U.T. El Paso Diamond Jubilee featured in the 1989 Thanksgiving Day Sun Carnival Parade. The float, designed by member Pat Rand, was sponsored by the Downtown Lion's Club.



# IMAGE

## CHARGE

The charge to the Image Committee of the U.T. El Paso 2001 Commission was to determine what perceptions El Paso has of the University and to reinforce constructive images, propose strategies to change negative misperceptions, and to create positive impressions where no perceptions exist. Since U.T. El Paso is inextricably tied to the El Paso community, the committee examined the existing perceptions of El Paso itself so that the relationship between the community and the University could be more mutually supportive.

## PROCEDURE

The committee utilized two methods to gather information. The first was to establish focus groups throughout El Paso to obtain views of the University's image and its interrelatedness with El Paso's image. Twelve different focus groups were organized from representatives of the El Paso Community College, the El Paso Independent School District, the Ysleta Independent School District, the Socorro Independent School District, Fort Bliss, U.T. El Paso, and the business, political, and industrial communities. Participants from the Community College and the school districts included administrators, teachers, curriculum coordinators, parents, and students. The majority of these individuals were selected by the Community College and the school districts. The composition of the other groups was formulated by the



The Golddiggers and the cheerleaders in front of a U.T. El Paso backdrop in the Diamond Jubilee Room at the El Paso Street Festival, June 30 - July 3, 1990.

committee members. Although the groups were quite diverse, they did represent a cross section of El Paso. Approximately 175 people participated in the groups, and each group met once for approximately three hours. Each group responded to the same set of questions, and their responses were coordinated by a moderator. Sessions were videotaped so that all committee members could review community response.

The second method involved surveys sent to the University faculty and staff and to area high school counselors. From a mailing of 1,100 surveys, a representative sample of over 380 people responded, which brought the total input from focus groups and surveys to over 500.

## FINDINGS

### Images in the Community

Several themes run through the images people have of U.T. El Paso. There is substantial agreement that the University is one of the most important institutions in El Paso and in the region; that the

University must be involved in the educational, economic, cultural, and political activities of El Paso and the region; and that the future of the entire region and especially El Paso will be greatly influenced by the University. There is also substantial agreement that El Paso, like any other large urban area, confronts a multitude of significant challenges. Although the city is blessed with a friendly and positive multiethnic populace and a pleasant climate, it is also isolated from other urban centers, without significant economic and cultural opportunities to keep all of its talented young people in the area. Among other factors, low-wage mentality prevalent throughout El Paso and the entire region inhibits the city's growth and development.

El Paso citizens live with a mixture of promise and frustration not always seen in other American cities. The promise is the hope for a harmonious community of multiethnic people enjoying the economic and cultural benefits and the political and social diversity of an international city. The frustration is the specter of a discordant community of multiethnic people struggling for economic and cultural survival and fighting for political and social representation in a border city. The people of El Paso have a variety of images of the city itself, many of them favorable, based on the great promise the city has, but many of them unfavorable, based on the great challenges the city faces. This two-sided coin of promise and frustration has an impact on U.T. El Paso. Thus the expectations placed on the University by people in El Paso and the region to eliminate the frustrations and fulfill the promise are very high and often quite unrealistic. These myriad expectations both result from and stimulate the creation of a variety of images of the University.

The following examples of these images were mentioned consistently by the focus groups:

U.T. El Paso:

- has a competent faculty which relates well to the University's student body;
- is a University without sufficient standards because of an "open admissions" policy;
- offers the best opportunity in the region for higher education for children of low income parents;



should offer a broader and more challenging curriculum although several programs, such as engineering, psychology, and geology are considered superior;

should be authorized to offer more doctoral programs;

should become one of the main centers of cultural and intellectual development in El Paso;

fails to listen enough in dealing with other important institutions in El Paso, like Fort Bliss, the El Paso Community College, and the local school districts;

sports programs, especially basketball, are a source of pride and spirit to El Paso and the region;

should open itself to the community by encouraging visits to and the use of the campus facilities;

should devote additional resources to recruiting and retaining the top students in the region.

### **Image Confusion and U.T. El Paso's Central Role**

El Paso and its surrounding region perpetually struggle for economic and cultural improvement. Although the border is used as an excuse for El Paso's condition, the city clearly aspires to a greater "place in the sun." In spite of many obstacles, people still seem to realize that the area is unique and that it must deal with the issues that will confront all of the Southwest and the nation in the future.

Since El Paso is often impatient with its own image, one can understand how the city might be impatient with U.T. El Paso. Since El Paso is often in disagreement about its own image, one can again understand how El Pasoans might be in disagreement about U.T. El Paso's image.

Amid this division, disagreement, and confusion lies a great opportunity for the University. Recognizing this image ambivalence, U.T. El Paso must explore ways to communicate more effectively its role and mission to El Paso and to the region.

U.T. El Paso's primary mission is to meet the educational needs of El Paso and the region. Although most El Pasoans acknowledge that the institution does meet the basic needs, many also believe that much remains to be done. If U.T. El Paso fulfills its mission, the region will realize its promise; if it fails, the region will continue to be frustrated.

Since a majority of the region's population is Hispanic, U.T. El Paso's role as the primary institution of higher education for the region takes on added significance. U.T. El Paso is the largest university in the continental United States with a majority Hispanic student population. Most of these students come from families who have had limited opportunities for higher education. On the other hand, U.T. El Paso's population also includes students whose families have a long tradition of involvement in postsecondary education. Thus, the University is challenged with providing quality education for a substantial number of both traditional and nontraditional students. These challenges which U.T. El Paso faces with its students, the programs which it implements to meet those challenges, and the results it achieves can provide a model for other universities.

An institution of higher education does not always have the opportunity to be on the cutting edge of a great demographic change, but U.T. El Paso has that opportunity. The manner in which it performs will make a difference in the future of the region and the nation. It must stay on course and fulfill its central role.

### RECOMMENDATIONS

- ◆ U.T. El Paso should provide additional funding for its public relations department to transmit a clear and consistent message to the outside world.

One of U.T. El Paso's first tasks should be to enhance its communication with off-campus constituencies. Increased support for its public relations department is essential. The University should increase the coordination of its public relations efforts so that its message is clearly and broadly disseminated. At the same time, all University faculty and staff must recognize that they play an important role in building the image of U.T. El Paso. Freedom of expression must, of course, be nurtured and protected within the University, but that is different from clearly explaining the role of U.T. El Paso. If the role of the University is stated clearly and consistently, not only will confusion be lessened, but respect and support will be enhanced.

The institution should consider establishing an Information Exchange Center as an adjunct to its public relations department. One such center with one telephone number could serve to provide a full

range of information relating to the University's activities, registration, admissions, and other areas of interest.

- ◆ The University should clarify its admissions policy, in a coordinated communications effort, to counter the perception that it has an "open admissions" policy.

In fact, while all citizens who graduated from an accredited U.S. high school within the past five years are eligible for admission, those who do not meet the appropriate requirements are admitted on a trial basis under the Provisional Admission Program. This, then, is not an "open admissions" policy, but a policy which affords opportunity for all to receive an excellent education. Too many people assume that U.T. El Paso's admissions policies mean "no standards." While U.T. El Paso talks about its unique role in educating a first-generation, non-traditional or minority student body, it should dispel the impression that this means the lowering of academic standards. One unifying voice throughout the focus groups and surveys was the call for higher standards in both admissions and academic programs.

- ◆ U.T. El Paso should continue to work with other community educational institutions in a cooperative effort to address the educational needs of the region.

The University should continue to work with all other educational institutions in the region to develop a comprehensive approach to special educational needs of the region, and it should also work to address the frustrations sometimes expressed by these other institutions. Registration, parking problems, transfer credit evaluations, lack of program offerings, and academic counseling were mentioned as problem areas. The service capacity of the support staff was questioned. Those who answer telephones in some academic services offices appear to be uninformed and disinterested. U.T. El Paso should sponsor more University Interscholastic League and other competitions, provide more workshops for mathematics and science teachers, and further develop summer enrichment programs in engineering, science, and the fine arts. Earlier and better communication with the school systems should occur to properly advertise such programs and opportunities.

- ◆ U.T. El Paso should give greater visibility to its programs and its people who have achieved national prominence.

The achievements of U.T. El Paso, its activities and personnel, are not sufficiently known locally. The University needs to continue to work to gain greater visibility for its programs and people that are outstanding by national standards, since the institution has not done as effective a job as it should in establishing a national identity. Programs relating to materials science and engineering, robotics, Alzheimer's disease research, student support services, and other areas of excellence should be highlighted.

- ◆ U.T. El Paso should take advantage of its strengths, including its border location, to develop programs and to advertise the special opportunities it provides for students.

Programs should continue to be developed that will capitalize on the living laboratory that is available in this border community. Graduate programs and internships should be created as this program emphasis evolves. U.T. El Paso students are afforded unique opportunities that are not well known. Leadership and practical experience are available through on-campus programs and preprofessional employment. U.T. El Paso continues to offer students individualized educational experiences with staff, faculty and laboratory facilities; undergraduate — even freshman — instruction by regular, full-time faculty holding doctoral degrees; the philosophy that students are individuals and not numbers; and meaningful training in student government and professional and honorary organizations. Present and prospective students must be made aware of these special opportunities through appropriate advising and publicity. Although the University is recognized for its unique majority-minority status, it must also be known as an institution that provides personal and professional growth opportunities comparable to those available in more traditional university settings.

- ◆ U.T. El Paso should devote more resources to the recruitment and retention of the region's top high school students.

Although 60 percent of all El Paso high school graduates who attend college or a university enroll at U.T. El Paso, many of the top high school students interviewed felt that they were more heavily recruited by other universities. The literature and recruiting materials from the University were described as less attractive than those from other institutions. Some students said they were seldom aware of U.T.

El Paso representatives' presence at their schools, and there was a strong feeling on the part of these students that the University needs to strengthen its recruiting effort. Additional resources should be committed to this task, and coordinated volunteer efforts by U.T. El Paso graduates should be expanded.

As U.T. El Paso works to be involved with the region's high school students, it must be aware that many of those same students think they must leave the area in order to receive a quality education.

- ◆ U.T. El Paso should enlarge its program to encourage the region's precollege students to continue their education.

U.T. El Paso offers numerous programs designed to create an understanding among elementary and secondary students of the importance of going to college and of potential career opportunities. The Presidential Scholarship Program, the Summer Engineering Institute, The World of Engineering, the math/science contests, the Mother-Daughter Program, and Junior Scholars have all contributed to precollege enrichment and career awareness. Additional programs are needed to reach more of the region's precollege students. The University should develop strategies to reach those students who may not consider a college education critical to their immediate goals. Many respondents felt that U.T. El Paso should increase its participation in a community-wide effort to keep area students in school.

- ◆ U.T. El Paso should strive to expand its postgraduate, especially doctoral, program offerings.

The regional El Paso community needs and deserves additional doctoral programs. The lack of such programs limits the human and economic development of this region and detracts from the image of U.T. El Paso. Future programs should capitalize on faculty strengths in such areas as science, engineering, and psychology as well as on our border location as it relates to international business affairs, the maquila industry, and U.S. relations. Expanded doctoral programs will serve the needs of the community and at the same time attract people and industries to this region. Graduate program areas recommended for further development include education, public health, nursing, psychology, physical therapy, international business, and materials science.



National Veterans Day Memorial Day Triangle Rededication Ceremony, November 7, 1989. Left to right: LTC Frederick Jones, U.T. El Paso Army ROTC; Diana Natalicio, President; LTC John Lockney, U.T. El Paso Air Force ROTC.

- ◆ U.T. El Paso should find ways to seek regular input from community members, groups, and institutions so that it can be better aware of and more responsive to community needs.

U.T. El Paso should continue to work to address perceptions that it is sometimes insular and aloof. Although these perceptions may be unfair, they exist, and creating structured methods for soliciting community input would be helpful in diminishing them. The focus group approach of the Image Committee had several unexpected side effects: people were encouraged to express their opinions; they were very eager to share their thoughts and concerns; and they appreciated the opportunity that was created for them to present their views. The participants in the focus groups left each meeting with a more positive image of the University, apparently because they felt more closely involved with the institution. This effort should be replicated on a regular basis to improve university-community communication.



Factory workers in a maquiladora in Cd. Juárez, Mexico.



# INTERNATIONAL RELATIONS

## CHARGE

The charge to the International Relations Committee of the U.T. El Paso 2001 Commission was to explore the opportunities for positive international relations and development. The committee was also charged with determining the anticipated needs in the Paso del Norte region in the next decade. It was charged with determining what U.T. El Paso should do to promote these relations and assist in meeting the needs in the next decade.

The committee's function was an essential part of the commission because U.T. El Paso is located in the international setting of the border cities of El Paso, Texas, and Ciudad Juárez, Chihuahua. The two cities have served as trade and supply posts in the Pass of the North since the early nineteenth century. Today, they have a combined population of over one and a half million, with about one half million in the El Paso area and over one million in Juárez. An average of 110,000 people daily cross the international border between the two cities. The people of two nations and cultures form an international community.

The two cities have become a growing major international industry, trade, and supply center with joint U.S./Mexican industrial operations known as the maquila industry leading the developments. They have also become an important international business and retail sales center and an attraction for tourists. Recommendations on what U.T. El Paso should do to promote these and other international develop-



ments in the community and to assist in the resolution of its international problems, must therefore be a part of the U.T. El Paso 2001 Commission's report.

## PROCEDURE

The committee reviewed available international data and information relating to the region. Presentations were received from members of the faculty of U.T. El Paso on their current activities in the field of international relations and developments. Valuable information and advice was received from a number of persons in El Paso and Juárez who were knowledgeable in international affairs.

The committee studied those subject areas which it considered important within the scope of international relations and developments in the region: international industry, social relations between the peoples, relations between the University and the international community, health and environment, international crossings, culture and the arts, tourism, and reciprocal recognition of university degrees. For each area the committee identified the important current positive trends and needs. The probable opportunities for positive developments and the probable needs in the next decade were identified and examined; findings were drawn and recommendations derived on what U.T. El Paso should do to promote the positive developments and assist in meeting the needs.

## INTERNATIONAL INDUSTRY AND PROGRAM DEVELOPMENT

### FINDINGS

#### A. International Industry

The committee found that the most important positive international development in the region was the maquila industry flourishing in the City of Juárez, the associated supply and support industries in the City of El Paso, and the trade and commerce between the two cities. The maquiladoras receive from U.S. industries and suppliers, materials and component parts of a wide range of products, including electrical equipment, apparel, and furniture, and they perform the labor intensive assembly operations. Assembled products are transported back into the United States for sale with import duty only on the value

added. These associated industries in the City of El Paso and in Ciudad Juárez constitute the highest single source of income to the region.

Supporting data:

- ◆ In Ciudad Juárez during the past ten years the number of plants has increased from 80 to 270. The number of employees has increased from approximately 30,000 to over 130,000.
- ◆ The maquila industry-related annual income to the region has increased from about \$150 million in 1978 to nearly \$600 million (U.S.) in 1988. In comparison, the income from Fort Bliss is about \$550 million, from tourism \$489 million, from agricultural products \$200 million, and from the apparel industry in El Paso \$150 million.
- ◆ In the past five years the number of maquiladora trucks transporting merchandise from Juárez to El Paso increased from about 300 per day to an average of about 500 per day.
- ◆ In El Paso, support and supply industries are rapidly developing in conjunction with the maquiladoras. The 1987 annual payroll for this development amounted to \$187 million. A study at U.T. El Paso reported that about three out of every five new jobs created in El Paso between 1978 and 1985 were directly or indirectly related to the maquila industry.

The basic reasons for the unusual rapid growth of this international industry are its location on the U.S./Mexican border, the availability of a low-wage semiskilled labor force in Mexico, and U.S. industry's need for the maquiladoras to remain competitive in the U.S. as well as in the global economy.

The future of the maquila industry requires consideration. There is currently a moderate slowing of the rate of growth, in part due to lack of infrastructure in the City of Juárez. However, leaders in the industry expect it to continue to grow well into the next century. The basic reasons cited for its rapid development in recent years will continue to exist. Earlier established similar industries in the Pacific Rim and in the Caribbean Basin are reported to be growing. To serve the U.S. market, the Mexican border holds the proximity advantage for companies from the U.S. and abroad.

The Mexican government is expected to continue its strong support of the maquila industry inasmuch as it provided employment in

1988 to nearly 400,000 people nationwide, and in that year it generated net income to Mexico of \$2.3 billion in U.S. currency. The net income is second only to that from Mexico's export of oil. The Mexican government continues to issue new regulations to further facilitate foreign investment in the maquiladoras, and the United States government is expected to continue to support the maquiladoras. Studies by U.T. El Paso indicate that the industry is directly tied to more than 1,750 major business suppliers throughout the United States, with more than a million American jobs.

The committee found that this international industrial development in the region offers the promise of more jobs, higher wages, a higher standard of living, and many attendant benefits for a better quality of life.

There are other important positive international trade activities in the region which add to its economic strength. A significant part of the \$2.8 billion retail trade in El Paso in 1988 is attributed to purchases by people from Mexico. In 1988 some 140,000 head of cattle, valued at some \$49 million, crossed from Mexico into the U.S. in the region. In that year 156,000 bales of cotton and 69,000 tons of fruits and vegetables crossed from Mexico into the United States, and these activities are expected to grow in the next decade. The American Smelting and Refining Company in El Paso expects to receive additional ore from Mexico in the coming years.

## **B. Program Development**

The growth of U.T. El Paso has developed in part in response to the educational needs of the region's international industry. Since its establishment in 1914 to meet the regional need for mining engineers, the University has a proud history of meeting the educational needs of the region. At that time, the City of El Paso had a population of about 40,000, and that of Ciudad Juárez was even smaller. Since then, the University has expanded with the growing population of the region to include Colleges of Liberal Arts, Education, Engineering, Business Administration, Science, and Nursing and Allied Health, each in order to meet the increasing needs of the region. To study international issues, the Inter-American Institute was established in 1961 and later became the Center for Inter-American and Border Studies. Today, with a

population of well over one and a half million, and with international industries, trade, and tourism, having become during the past ten years, leading sources of income to the region and expected to continue to develop, it is essential that U.T. El Paso expand and enhance the CIABS to meet the need to support the current positive international trends and assist in addressing the region's major challenges.

The program should be so enhanced and so identified as to bring to U.T. El Paso its rightful international image. It would bring not only national but worldwide recognition of the University as the source of research and knowledge of how the people of two nations work together along their common border in the pursuit of their respective interests. Indeed, the international setting of the El Paso/Ciudad Juárez metropolitan area where the people of two nations and of two cultures meet and together have the opportunity to grow in their respective arts and sciences, provides an unusual environment for the advancement of international border affairs.

To expand and enhance the status of the University's international program, the committee finds that U.T. El Paso should increase its support and promotion of the existing center to broaden its studies and reach out to the community to the extent it can. However, as reflected by its history, the center's capability is restricted by its limited status on the campus, limited budget and faculty, and lack of recognition as an international school. The committee therefore finds that U.T. El Paso should work toward expansion and enhancement of the program of the center to the extent that the program can form a basis for establishment in the next decade of a School for International Border Affairs dedicated to preparing students for careers in the international arena, especially the U.S. Mexico border region, and to support and promote the international industry, supply, and trade developments in the region.

The school should have a status equivalent to that of a college and should provide for the academic preparations of the general managers, managers in finance and in marketing, engineers, accountants, and other professionals, and should perform research and outreach needed for the international economic developments. The program should include courses in the liberal arts, U.S. and Mexican histories, languages, culture and the arts, and health and environment.

Each of the courses should be oriented in ways of doing business, social conduct, and enhancing good working relations with peoples of both nations.

### RECOMMENDATION

- ◆ U.T. El Paso should expand and enhance the status of the program of the Center for Inter-American and Border Studies to the extent that the program can form a basis for promotion of the establishment on the campus in the next decade of a School for International Border Affairs.

The governor of Texas has given support to trade with Mexico, the maquila industry, and the associated industries and suppliers on the U.S. side of the border. Other authorities would no doubt recognize the assistance that such an expanded and-enhanced international program could offer in human resources, specializing in border affairs for the economic and social development of the towns and cities along the Texas side of the border with Mexico.

### SOCIAL RELATIONS

#### Findings

The committee and its advisors found that current social relations between people of El Paso and people of Juárez are both positive and negative. A significant number of people in El Paso and in Juárez avoid visiting the other city because of delays and unpleasant incidents in crossing the border, a fear of accidents, and unfair treatment in a foreign country. At times actions that adversely affected people of one country crossing the border have been taken by the government of the other country without prior notice. The committee found that there is a need among many citizens for improvement in social relationships to insure continued advancement in the international developments in the region, to promote retail trade in both cities, and to promote increased cooperation between the authorities of the two cities.

#### Recommendation

- ◆ U.T. El Paso should assist the international community to improve social relationships between the peoples and the authorities of the two cities.

To achieve this objective, the University as a part of its enhanced international effort should, along with the other institutions of higher learning in the region, adopt a broad outreach program to promote positive relations between the peoples of the two cities and between the responsible local, state, and federal authorities. The program should include special efforts to cultivate an understanding and appreciation of the history and culture of the U.S. and of Mexico, in the classroom, in continuing education classes, by lectures, and in presentations in all forms of the media. U.T. El Paso should also increase its promotion of exchange students with institutions of higher education in Mexico. Further, it is recommended that U.T. El Paso cosponsor international sports events with the institutions in Mexico.

## RELATIONS — U.T. EL PASO AND THE INTERNATIONAL COMMUNITY

### Findings

Although there have been notable efforts in certain areas, there is need for U.T. El Paso to increase its outreach efforts in certain areas, strengthen its partnerships with the international industrial, supply, and trade developments, and in advancement of the arts in the region.

### Recommendation

- ◆ U.T. El Paso should strengthen its partnerships with the international community by sponsoring research and promoting the creation of ideas and methods for advancement of international developments, and for resolution of international issues adversely affecting the region, and by communicating its findings to the community.

As a part of the partnerships, U.T. El Paso should develop an aggressive program to promote work-study and scholarship programs along with placement programs with the maquiladoras and other industries in the community and increase its efforts to inform the community about its extensive information resources and their availability to the community.

## HEALTH AND ENVIRONMENT

### Findings

Research has shown that the health care delivery systems in both cities are facing a series of serious challenges, including escalating costs

and the lack of trained personnel in public health and sanitary engineering. The increasing demand for health services in both cities has caused serious disruptions in medical care. Significant water and soil pollution problems affect residents in certain areas in both cities, and abuse of drugs is the most serious killer in the region in terms of life years lost.

Some 300,000 people in Juárez lack indoor water and sanitary facilities. Research is needed to provide the factual basis for local, state, and federal authorities to seek needed funding.

### **Recommendation**

- ◆ U.T. El Paso, as a part of its enhanced international program, should sponsor through the College of Nursing and Allied Health, and in cooperation with other health institutions in the region, basic research and evaluation of the region's health issues to include projections of the needs for personnel and services by the health-related institutions.

## **INTERNATIONAL CROSSINGS**

### **Findings**

One of the most pressing needs in the region is to facilitate the traffic of vehicles, trucks, and pedestrians across the border. There are often serious delays because of inadequate crossing structures and an inadequate number of inspectors at the U.S. ports of entry, discouraging commerce and tourism between the two cities. The need for adequate crossing facilities and inspectors is evidenced by the fact that in 1988, daily northbound traffic amounted to an average of 40,000 vehicles and over 110,000 crossings by people. Traffic is expected to increase in the next decade, and the new bridge under construction at Ysleta-Zaragoza should relieve only a fraction of the problem.

Current training of inspectors for the U.S. Customs and Immigration Services in schools at Glynnco, Georgia, and Artesia, New Mexico, cannot adequately prepare graduates for work on the U.S./Mexico border, and many drop out or seek transfer soon after they arrive here.

### **Recommendations**

- ◆ The University, in cooperation with the schools of higher education in Juárez, the U.S. and Mexican customs and immigration

services, and local authorities, should seek funding to sponsor research to compile and analyze data relating to the need for additional inspectors and additional crossing facilities.

This research should provide not only data on projected traffic but the costs of the delays in terms of lost work hours and dollars. Such research would be an important part of U.T. El Paso's partnership role with local civic leaders and authorities, federal agencies, and members of congressional delegations. This research would provide the supporting evidence that is needed to seek approval and funding for additional crossing facilities and inspectors.

- ◆ U.T. El Paso should seek an agreement with the U.S. Customs and Immigration Services to participate in training recruits for port of entry inspection services in El Paso.

U.T. El Paso should also sponsor research to provide the necessary data to justify locating the training program in El Paso.

## INTERNATIONAL CULTURE AND ARTS

### Findings

There are in the region increasing bilateral activities and interests in the arts and culture of Latin America and the United States, and U.T. El Paso's arts programs play an active role in these activities. Bilateral activities are important in promoting mutual interests and understanding between the people of the two communities, thereby promoting good social relations. Although U.T. El Paso has already initiated cooperative agreements in the arts with the educational institutions in Ciudad Juárez and Ciudad Chihuahua, there is a need to find ways to enhance that cooperation.

### Recommendations

- ◆ U.T. El Paso should increase its activities in culture and arts by expanding its curricula in the arts, modern languages, and continuing education courses.
- ◆ Exchanges between U.T. El Paso faculty members and students in the arts and those from the Mexican institutions should be expanded.
- ◆ Faculty members in the arts should be encouraged to reach out to the international community.



## **TOURISM**

### **Findings**

The El Paso Convention and Visitors Bureau reported that there were about 2,800,000 visitors in 1988, and that 202 conventions and meetings were booked in that year with about 40 percent of the visitors indicating they came to visit the City of Juárez. The total tourist and business visitor-related income to El Paso in 1988 is reported to have amounted to \$489 million, making it one of the highest sources of income to the city.

The Juárez tourist office reported that its tourist industry was increasing to the extent that in 1987 it provided three times more jobs than in 1983. The El Paso Bureau is working with the Juárez tourist office to provide a new attractive tourist area in downtown Juárez to include better transportation links between the two cities. However, these efforts are being hampered by long lines and attendant delays in crossing the border.

### **Recommendation**

- ◆ U.T. El Paso, in concert with other institutions in the region, can assist in the promotion of the tourist industry by increasing advertising and promotion of its own international setting and programs and sponsoring with support of the tourist bureaus, seminars for the industry, national and international conferences, and international sports events.

## **RECIPROCAL RECOGNITION OF UNIVERSITY DEGREES**

### **Findings**

Degrees granted in one country are not readily recognized by universities in the other; graduates from one country often have difficulty in getting legal permission to practice their profession in another country. There is a need to facilitate the process by which a university in one country recognizes degrees granted by a university in another country.

### **Recommendation**

- ◆ U.T. El Paso should work in cooperation with the institutions of higher education in Juárez, to determine the difficulties and evaluate



Committee members celebrate presentation of reports at Hoover House reception. Left to right: Jesse Acosta, Roberto Villarreal, Homero Galicia, Robert Navarro.

the need for facilitating recognition in one country of degrees from the other.

### CONCLUSION

While the committee recognizes that expansion and enhancement of the program of the Center for Inter-American and Border Studies to the extent that the program can form a basis for promotion of the establishment of the recommended School for International Border Affairs will require time for promotion, and for approvals and funding by the appropriate authorities, development of the program, and obtaining the necessary faculty; the committee reaffirms its recommendation that U.T. El Paso in the next decade work to establish on its campus a School for International Border Affairs.

## **SUMMARY OF RECOMMENDATIONS**

The commission made over one hundred recommendations in response to its charge to determine ways in which the University could be strengthened and lend support to the community during the next decade, and although these recommendations are concerned with many areas of the institution's endeavors, at least ten major themes recur in the report. They are: emphasis on quality, public school dropout problems, recruitment of students, health, outreach, public relations, undergraduate and graduate degree programs, faculty activity, and continuing involvement of the community in the future of the University.

### **Emphasis on Quality**

The members of the U.T. El Paso 2001 Commission were united in their insistence that the report of the commission reflect many evidences of quality and excellence at U.T. El Paso. It was their opinion, however, that although these aspects of the University deserve high praise, there could be enhancements and additions to many areas which could help the institution achieve even greater stature in the next decade.

### **Public School Dropout Problems**

The Image and the Educational Opportunities committees urged that the University continue to research this critical issue and find ways to encourage the region's precollege population to continue its

education, while the Economic Development group called for both the prevention of dropouts and their recovery into the system. This committee also recommended that teacher education programs address the problem.

### **Recruiting of Students**

More resources should be channeled into the recruitment and retention of the region's top-ranked high school students, according to the Image Committee. The Educational Opportunities Committee believed that students should be recruited in their early and middle high school years and that the University should facilitate El Paso Community College transfers and involve academic departments in these transfers. The Economic Development Committee advocated extended incentives to Mexican national students.

### **Health**

Four of the six groups made recommendations which were concerned with regional health issues. Educational Opportunity Committee members called for a public health degree program, and the Economic Development Committee recommended a Public Health Care System Program and a program to deal with substance abuse. The Community Development Committee prescribed a graduate program in public health, a degree in physical and occupational therapy, an expansion of the College of Nursing and Allied Health, a consortium to study health and social issues of the region, a data reporting system for health-related information, and enrichment of the University's association with community health organizations. The International Relations Committee added its support to the health issue by recommending that U.T. El Paso address regional health issues through research to include projections of the needs for personnel and services by health-related institutions.

### **Outreach**

Although the entire report of the commission was concerned with the extension of the University into the community, five committees gave particular attention to outreach in their recommendations. The Image Committee asked the University to find more ways to seek input and feedback from community groups. Educational Opportunity

Committee members suggested expanded outreach programs and recommended that external funding be sought to support them. The Economic Development Committee wanted outreach programs expanded in order to promote access to quality education, and the Leadership group emphasized the involvement of faculty, students, and administrators in outreach activities. The Community Development Committee recommended that the University coordinate through several departments the sponsorship of forums that encompass multiple aspects of border culture that would encourage fresh, new ways of seeing ourselves. The members advocated the designation of University liaisons to strategic local and regional arts organizations.

### **Public Relations**

Five recommendations by the Image Committee were concerned with enlarging, enhancing, and funding the public relations department to present a consistent message to the public; clarifying the perceived "open admissions" policy; continuing to cooperate with other community institutions to address the educational needs of the region; enhancing the visibility of people and programs at the University that have national prominence; and taking advantage of University strengths to develop programs and promote awareness of U.T. El Paso's benefit as an educational institution. Educational Opportunities Committee members believed that a centralized marketing effort to promote cultural activities should be made. In that same vein, the Community Development Committee recommended that the University improve communication between the institution and the public regarding the excellent base of academic arts and cultural offerings through the Departments of Art, Theatre Arts, and Music. The University should also establish a working relationship with community cultural organizations and be prepared to collaborate more on arts and cultural events. U.T. El Paso should emphasize the community's culture and arts in marketing itself beyond El Paso. This group also recommended the coordination of a public relations effort that would focus on the fine arts and suggested that El Paso's arts and culture be accentuated in the University's promotional video presentations.

### **Undergraduate Degree Programs**

The Community Development Committee called for a strong cultural component in the curriculum and recommended the expansion

of degree programs in the Engineering, Business Administration, Education, and Nursing and Allied Health colleges that address the following: water, hazardous waste, waste management and recycling, air pollution, international business, growth management, and public health. This committee also suggested exploring the feasibility of an undergraduate Urban and Environmental Planning degree program specializing in international development. The International Relations Committee recommended that U.T. El Paso should increase its activities in culture and arts by expanding its curricula in the arts, modern languages, and continuing education courses.

### **Graduate Degree Programs**

The Image Committee indicated in its report that U.T. El Paso needed and deserved authorization to offer additional doctoral and postgraduate programs. Program areas recommended for graduate-level development included education, public health, nursing, psychology, physical therapy, international business, and materials science. The Educational Opportunities Committee recommended that the institution continue to work for a greater diversity of educational opportunities at the doctoral level and specifically pointed out the importance of seeking a doctoral degree in administration. In addition to the aforementioned graduate programs in the health area, the Economic Development Committee encouraged the University to develop a pilot master's program in waste materials with other universities in the region, and to seek graduate degree programs in materials science and materials management. The Community Development Committee also recommended the implementation of a doctoral degree in administration as well as the previously mentioned graduate program in public health which would address border health issues.

### **Faculty Activity**

The Educational Opportunities Committee recommended that the University set challenging goals for hiring well-qualified tenure track minority and women faculty members. The committee submitted four guidelines for implementing this major recommendation, and recommended that there be more faculty participation on community fine arts boards. The Community Development Committee members believed that the University's ties to the community could be

strengthened by increasing the involvement of the faculty and administration in community organizations. The committee on Economic Development encouraged the University to recognize those faculty members who take part in community leadership roles. The International Relations Committee urged that faculty members in the arts be encouraged to reach out to the international community and that they be recognized for such activities. The Leadership Committee encouraged faculty to accept responsibility for mentoring students in leadership skills.

### **Continuing Involvement**

The members of all six study groups expressed sincere appreciation and gratification for having been asked to participate in this particular endeavor. The process which provided a way for citizens to be involved in important decision making affecting the future of the University and the community was applauded. There was general agreement — as well as several specific recommendations — that the U.T. El Paso 2001 Commission process be continued in order to permit the ongoing involvement of members of the community. The group expressed a belief that enhanced interaction between the University and all segments of the community should be encouraged and supported.

# U.T. EL PASO 2001

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