

Spring 1995

Nova Quarterly: The University of Texas at El Paso

News and Publications Office, UTEP

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News and Publications Office, UTEP, "Nova Quarterly: The University of Texas at El Paso" (1995). *NOVA*. 78.
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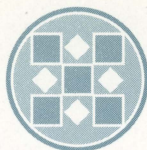
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NOVA

Q U A R T E R L Y
THE UNIVERSITY OF TEXAS AT EL PASO



SPRING • 1995



FROM THE EDITOR



As the Texas Legislature considers introducing an appropriations bill that proposes severe budget cuts for Texas higher education, a recent economic impact survey completed by the University of Texas at Austin's Bureau of Business Research confirms the important and positive impact of higher education on the state's economy.

The survey, *Economic Contributions of the University of Texas System*, looked at three primary areas of economic impact during the fiscal year 1994:

- **Investment in human and knowledge capital**

Universities, in their joint function of education and research, contribute to their communities and society by increasing the productivity and real incomes of their members.

The study showed that a bachelor's degree from a U.T. System school yields an annual inflation-adjusted return rate of more than 14 percent. The rate of return on higher education's investment in research and development is estimated at 12 percent. The combined rate of return on these two investments is estimated to be between 20 and 25 percent.

- **Business generated by U.T. System components**

The U.T. System spends approximately \$3.7 billion per year, and students spend an additional \$1.6 billion on school-related expenses, for a total of \$5.3 billion. This activity, using standard business rates of return, creates \$15.5 billion in business activity for Texas communities. In addition, the U.T. System attracts \$835 million per year in outside research dollars. This creates a major expansion in employment in the state.

- **Hidden financial impact of university activities and services**

As community members, universities take on the responsibility of providing social and medical services, continuing education, and cultural and athletic events to their communities. This category of the survey is certainly the hardest to quantify. How do you measure the benefits of graduating productive citizens, of creating new knowledge and enriching communities through service?

Of course, the most interesting segment of this study concerned the economic impact UTEP has on the El Paso region. According to the survey, the university "has nurtured a complex and successful relationship with El Paso that has enabled it to enhance the quality of life in its community."

The survey outlines UTEP's commitment to the economic growth of this region through its many programs, such as the Small Business Institute, the Institute for Manufacturing and Materials Management and the Center for Environmental Resource Management.

UTEP's operating budget of \$113.2 million plus student spending of \$166.2 million produced a total of \$279.4 million in direct economic activity for this region. In addition, our growing research agenda and development efforts have brought in over \$29.8 million in research and development funds, 76 percent of this funding from federal and other outside sources. This growth in funding enables UTEP faculty and students to develop and apply expertise to critical issues that face our border economy and environment even as state general revenue funding has decreased to less than 34 percent of the university's budget.

Our continuing education programs are a valuable resource to the area. According to the survey, approximately 14,000 people took classes to enhance their skills, learn about new technology or pursue new interests in the 650 classes that were offered by UTEP in 1994.

UTEP's role as a center of culture and art enhances the El Paso region and caters to the diverse tastes of this region. Miner athletics also provide a source of pride and revenue.

Certainly one of the greatest long-term benefits that UTEP provides to this region is the growing pool of graduates who go on to become the business and community leaders of our region. The university recently conducted a survey of alumni that offers exciting information about what our alumni are doing today and how they perceive their UTEP education. (See story on page 16.)

The continued growth of UTEP is extremely important to this region, but without the support of state funds, that growth will be difficult to accomplish. UTEP's ambitious research agenda and continuing work toward additional doctoral programs will have an enormous impact on the further development of this border region.

— Kathleen Rogers

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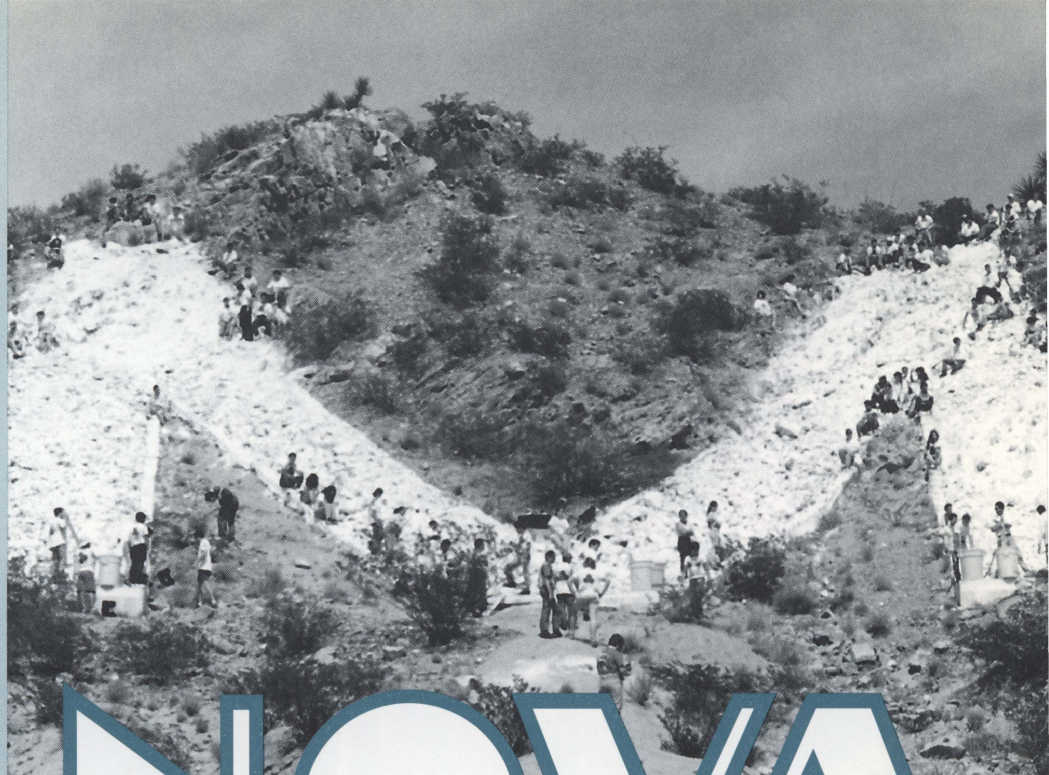
Franklin Muñoz Jr.

Contents © 1995 by the University of
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NOVA Quarterly (ISSN # 1041-6900)
is published quarterly by the News and
Publications Office, UTEP, El Paso, TX
79968-0522. Second-class postage
paid at El Paso, TX.

POSTMASTER: Send changes of
address to *NOVA Quarterly*, The
University of Texas at El Paso, El Paso,
TX 79968-0522. *NOVA* is sent without
obligation to alumni and friends of the
University.

NOVA Quarterly is printed by the
University Printing Division.



NOVA

Q U A R T E R L Y

ON THE COVER

*Photographer's conceptualization of
the fiber optic cable linking UTEP to
the information superhighway.*

*Photograph by David Flores. Design by
John Downey.*

Above right photo:

*Engineering students carried on the St.
Patrick's Day tradition of "painting the
M" on the hill opposite the Sun Bowl.*

FEATURES

Buildings for the Future

By Marilyn Haddrill

2

40 Years after African-Americans Enter Texas Colleges ...

Cultural Understanding Grows through Commitment and Networking

By Christian Clarke

14

Graduates Grade UTEP

University Fares Well in First-Ever Alumni Survey

By M. A. Maier

16

DEPARTMENTS

Highlights

6

Faculty Profile

8

Alumnews

9

Partners

13



BUILDINGS

FOR THE FUTURE

By Marilyn Haddrill

Earth is moving and dust is flying as heavy machinery roars into action this year on major construction projects that will add two new buildings while upgrading several older structures on the UTEP campus.

Construction begins this spring on the most significant project: UTEP's new \$15 million classroom building incorporating state-of-the-art architecture and technology. Instructional equipment installed in the building ultimately will depend on what has been developed—and its costs—when the project is completed next year. Planners are equipping classrooms to accommodate the most modern of developments. By the time the building is in use, students may be able to respond electronically to professors' questions from keyboards installed at each desk, or work through problems with the aid of talking computers.

"This facility will provide us the opportunity to introduce some highly innovative teaching and learning

technologies to the UTEP campus," said UTEP President Diana Natalicio. "The building itself will be an extraordinarily attractive new addition to the campus architecture."

The classroom building, to be located on the site of the old swimming pool and tennis courts near the Centennial Museum, is scheduled for completion in the fall of 1996. Students are expected to begin classes in the building during the 1997 spring semester.

The street between the museum and the existing swimming pool will be torn out and replaced with a large, open courtyard that will be part of an outdoor mall. As visitors approach the new building's main north entrance, they will stroll through a serene, tree-lined passage.

Top: Interior view of the rotunda in the new building.

Computer renderings courtesy of Alvidrez Associates Architects and Chad Little of Cybervisions.

Nineteen classrooms ranging in capacity from 25 to 600 occupants will be distributed among the building's three main levels. Smaller classrooms will be found on the second and third floors. The third floor also will house an instructional room where faculty will work—perhaps with students as their tutors—to bring multimedia concepts into their classrooms.

The structure's jutting, towerlike features at different heights offer a diverse skyline known as a "village concept." Planners remained faithful to the Bhutanese architectural style of

buildings of the exact same style so close together might have appeared ponderous, he said.

The building's designers studied reference materials about the architecture and culture of the country of Bhutan so that UTEP's newest structure would accurately reflect the traditional building style, adopted after the Himalayan kingdom was featured in an April 1914 edition of National Geographic.

Meanwhile, UTEP committee members participating in the building's design gave their sugges-

might be activated with a spoken word from the instructor. Graphics and simulations, such as the results of a scientific experiment, could flash across a video screen.

"We have an idea of how teachers will teach in the future," Kolitsky said. "We know that not all teachers will want to use a mouse, not all teachers will want to use a key pad. The technology is here right now to speak to a computer. We know that the thrust of computers and multimedia education today is to change the attitude away from the teacher being



Left: One of the laboratory classrooms in the new Classroom Building. Center: View of the main hall and atrium from the rotunda. Right: Main Hall of the new Classroom Building.

the campus, said architect David Alvidrez of Alvidrez Associates Architects in El Paso, the firm chosen to design the new building. He said architects have included varied external features to soften what otherwise might have been an overwhelming feel to the massive, 125,000-square-foot building.

"What we attempted to do was basically break down the mass of the building," Alvidrez said. "Our main concept was to break down the elements, the different pieces of the building, so that the building was more a composition of different elements."

Alvidrez said it also was important to avoid duplicating the look of the 10-year-old library, located just a block south of the planned new classroom building. Otherwise, having two large

tions about what instructional needs should be met by the structure.

One challenge involved developing viable methods to teach students effectively in larger classrooms, said UTEP Associate Vice President of Information and Technology Mike Kolitsky, who served on the advisory committee.

"You have to understand the practicality. UTEP is growing," Kolitsky said. "Recognizing that some classes and some sections demand large classrooms, how could we utilize technology to make that experience a little more personal?"

Kolitsky envisions a futuristic setting where students seated at electronic stations log in their opinions on important social issues that might be debated in the classroom. Video support for a classroom lecture

the sage on the stage to [being] guide on the side. I didn't coin that phrase, but it's the idea."

Kolitsky is soliciting support from private companies in efforts to raise about \$1.5 million to spend on support equipment, including digital technology for video displays, to be installed in classrooms.

Since so much is unknown about classrooms of the future, architect Alvidrez said designing the building to anticipate possible technological changes was a challenge. One step designers have taken to help meet that challenge is opening pathways within the walls to accommodate future needs, which might include the introduction of fiber optics.

"Not knowing what really is going to happen five years down the line, we have provided open raceways to



Looking over plans for the renovation of Old Main (left to right): Sam Gonzalez, project manager with Rudy G Construction, is also a civil engineering graduate student at UTEP; Bert Navar, assistant director, Facilities Services; and Jesse Guerrero, superintendent of the project with Rudy G Construction.

accommodate technology or even change our spaces," Alvidrez said. "It's not a closed system. It's a very open system."

Alvidrez has participated in other high tech building projects, but he said the UTEP venture offered an unusual and exciting set of circumstances for designers.

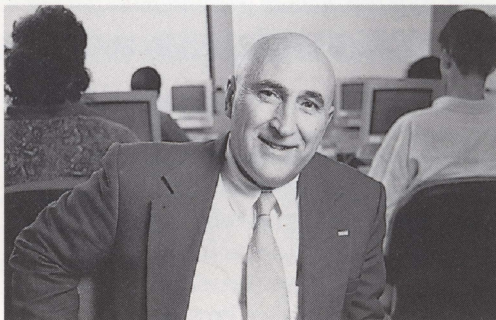
"What's unique about this particular project is the merging of technology as we know it today and trying to anticipate what future technology will be—then, merging all that with the Bhutanese architecture," Alvidrez said. "That has been a challenge. When you think of this new technology and multimedia and computers, you think of a very contemporary building. Yet, we have very consciously attempted to maintain the [ancient] Bhutanese concept. I can visualize people walking in here with robes on. We want the students and faculty and visitors to know this is a Bhutanese building."

The building's design also must accommodate as many as 5,000 people at a time hurrying through its various-sized spaces during classroom changes, Alvidrez said. At any given time, he said, the classrooms might be occupied by up to 2,400 students.

"So the circulation is very, very important—not only the vertical circulation, but the horizontal circulation. The building is designed to accommodate that," Alvidrez said.

Alvidrez said the new building also will be fully accessible to the disabled, with various types of seating available throughout lecture rooms.

"Positions will be available for people in wheelchairs," Alvidrez said. "Some of the seats have removable arms. Lecture spaces have assisted-listening devices for the hearing impaired. That's been one of our primary concerns with this building."



Michael Kolitsky, associate vice president for information technology.

The area around the new building is being planned as a probable new focal point for student gatherings, with the mall area serving as a site for outdoor dances or lectures. Alvidrez said Natalicio requested that an amphitheater be designed at the outdoor site as part of the building package. Funding will determine how formally developed the amphitheater will be.

"I think because of the location of the library and now the location of this

building, we'll see a lot more traffic around this area," Alvidrez said.

Richard Adatao, Natalicio's assistant, said the \$23 million needed for the classroom building construction and other renovation projects was provided through UTEP's share of tuition bond revenues authorized by the state Legislature through the South Texas/Border Initiative.

"The Legislature recognized there was a need to enlarge the capacity of its institutions in the border region, and so provided the appropriate funds for capital improvements," Adatao said.

Adatao said Natalicio devotes considerable time to discussing university needs with legislators, not only for capital improvements but for program development necessary to keep up with enrollment and research growth. UTEP's 1994 fall enrollment exceeded 17,000.

"Clearly, the most important piece of this \$23 million is the new classroom building—that really is the diamond in all this," Adatao said.

But renovations covered in the funding package—including improvements to the Liberal Arts, Physical Science and Old Main buildings—also are essential to the campus, said Wynn Anderson, vice president for finance and administration.

"Our purpose is not only to make them pretty, but to extend their useful life," Anderson said. "A building is an

investment, and periodically you have to go in and remodel it to standards.”

Old Main will be remodeled for \$2 million. Built in 1917, the structure is the oldest on campus and receives some of the heaviest use. Anderson said the building is listed as a historical landmark, making it worthy of preservation.

“It wasn’t difficult for us to say this was a priority for remodeling,” Anderson said.

Renovation already has begun on Old Main, which should be reopened for classes in the spring of 1996. The facelift calls for new classrooms and offices, along with the addition of new computer and anthropology laboratories.

“The Liberal Arts Building is our largest classroom facility, and the Physical Science Building is our largest laboratory facility,” Anderson said. “In the Liberal Arts Building, for example, we didn’t have the wiring to bring a computer monitor into a classroom to enable us to use some of the more modern technologies. When you look at these factors, plus age and condition, it’s pretty easy to determine how we will use our money. It does not mean we don’t have other needs in other buildings.”

Anderson said about \$800,000 will be left over for other, smaller projects to be determined at a future date.

In addition to projects funded through the South Texas/Border

enclosed within the same building and will be served by a common dressing facility and administrative offices.

While students, staff and visitors might experience occasional inconveniences or detours during extensive construction scheduled over the next few years, all they need do is visualize the outcome—a campus of the future, equipped for the most modern of developments.

The look of the UTEP campus will be altered dramatically when the new classroom building begins to rise prominently against the skyline. Already, said Kolitsky, the technological potential for supporting instruction within the new building is



Exterior views of the renovation of Old Main. The oldest building on UTEP's campus will retain its historic exterior, but the interior will be updated to meet changing needs.

Construction is scheduled to begin in May on renovations to both the Physical Science Building (\$2.7 million) and Liberal Arts Building (\$2.5 million). Both projects should be completed by the spring of 1996.

In the Physical Science Building, about two-thirds of the space will be upgraded in a project that involves replacing exhaust system hoods in laboratories, installing new safety systems and improving accessibility for the disabled. Outdated air conditioning and heating systems will be replaced with new units.

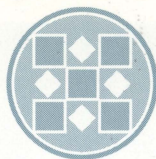
Classrooms and seating will be modernized in the Liberal Arts Building, where mechanical systems, windows and lighting will also be replaced.

Initiative, UTEP will also build a new swimming pool to replace the old pool being torn down to make way for the new classroom building. The \$5 million project is being funded through additional fees that students voted to impose in April 1992. The additional \$12 per semester fee will back bonds issued for financing the building to be located at Charlie Davis Park off Sun Bowl Drive near the university's physical plant facilities. The building's rock facing will conform to the Bhutanese architectural style of the campus.

The facility will enclose two 25-meter pools, one designated for recreational swimming and the other for competitions and lap swimming. The pools, though separate, will be

attracting inquiries from educators throughout the nation. UTEP officials will continue to invite private corporations to try out their newest computer laptops or graphic calculators within ultramodern classroom environments.

“Here you have this huge building that is aesthetically pleasing,” Kolitsky said. “I think it’s going to be a shaping vehicle. We’re saying to corporations that want to get involved that we’re going to be here. Everything you’ve been trained to see in Star Trek? We’re going to support those kinds of developments.” ■



HIGHLIGHTS

UTEP THEATRE ARTS PRODUCES WINNERS

Two UTEP theatre arts productions, *The Inspector General* and *Babel*, were selected to advance



Babel, a production of the UTEP Women's Theatre Ensemble Project.

to regional competition during the Texas State American College Theatre Festival competition hosted by UTEP last November. The plays went on to compete in the American College Theatre Festival in Fayetteville, Arkansas, Feb. 15 -19. *Babel* was selected for consideration to advance to national competition in Washington, D.C., in late April. The play, the first from the theatre arts department to reach this level of competition, was selected in the category of "one act student original script."

Babel, directed by graduate student Katie Simons, was written by a founding member of the Women's Theatre Ensemble Project (WTEP) and UTEP alumna Katherine McWilliams. WTEP, a first-time competitor at the American College Theatre Festival,

was established two years ago by female theatre arts students to address the need for more, and more diverse, female roles in theatre arts productions.

"In the past five or six seasons, UTEP theatre arts productions were predominantly male. Women theatre arts students were looking for an outlet for women's issues. I hope the recognition of competing in the American College Theatre Festival will help to give more support for future productions for contemporary

women's theatre," said Simons, artistic director of the group.

The Inspector General, directed by theatre arts assistant professor Raul Ramos, is a co-production of the Elenco Experimental and a student experimental theater group. The script, adapted from the Russian play by Nikolai Gogol for a more mainstream audience, addresses modern social issues.

MINER FANS LACE UP FOR ATHLETICS FUNDRAISER

More than 500 El Pasoans pulled out their best evening wear and laced up their tennis shoes for an evening of dinner, dancing, free throwing and fund raising at the first Black Tie and Tennies gala. The

event, which sold out in less than a week, was part of a community-wide campaign by the Miner Coalition to help retire UTEP's athletics department budget deficit.

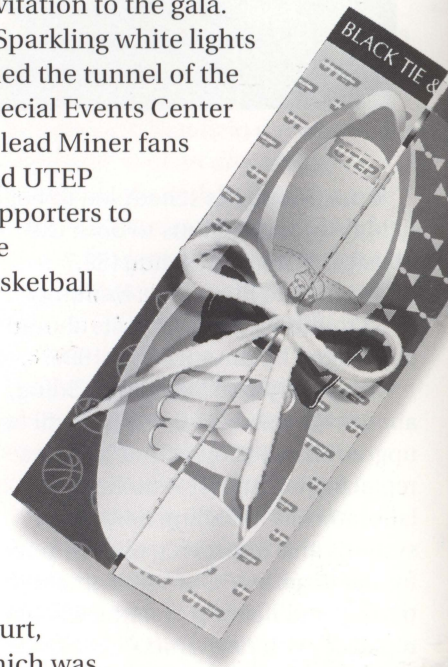
When the \$700,000 deficit became apparent at the end of the 1993-94 fiscal year (Aug. 31), the university chose to face the issue head-on by putting the problem before the community. While realizing that in the short run this move could cause negative publicity, in the long run it would give the community the opportunity to determine its level of commitment to UTEP athletics as a community resource. The community response has been overwhelmingly positive.

Members of the community were invited to the Jan. 21 gala by a unique invitation sporting a tennis shoe on the cover that was tied with actual shoe laces. The card opened to reveal a black tuxedo with an invitation to the gala.

Sparkling white lights lined the tunnel of the Special Events Center to lead Miner fans and UTEP supporters to the basketball

court, which was transformed into a chic dining experience for the evening.

The event, which featured a telethon, a silent auction, "super



sneaks" and free-throw competitions, and dancing to a live band, was underwritten by El Paso's Dickshire Distributing and Coors Light. It raised nearly \$70,000 for Miner athletics.

"The success of this event has shown me that the community will support UTEP in a profound way," President Diana Natalicio said.

"When we let the community know the needs we have, they rally together and come to our aid."

Black Tie and Tennies was the brain child of Richard Pearson, CEO and president of KTSM, who based the El Paso fund-raiser on a similar event held in Florida for the Orlando Magic basketball team.

"I love this school," Pearson said. "The entire city and the university are part of an important partnership, and the community is not willing to let it go down. Black Tie and Tennies is a fun way for us to put money into the bank for UTEP's [athletics] future use."

KTSM-Channel 9 broadcast the three-hour telethon in conjunction with the gala and the UTEP-University of New Mexico basketball game in Albuquerque. The telethon was hosted by KTSM's Erica Castillo, Nick Miller and Raymond Mesa and raised more than \$29,000.

A silent auction of items such as a Texas Western Press book collection and tennis or golf lessons brought in more than \$13,000. In addition, ticket sales for the 510 people attending the event totaled \$25,500.

Director of Development and Alumni Affairs Jan Cavin said the quick sellout of the gala exemplifies the community's commitment to UTEP athletics.

"The early sellout and the activity of the volunteers on the phones shows that the people want UTEP to maintain the athletics program," Cavin said. "The community is willing to help this cause because we have a good athletics program."

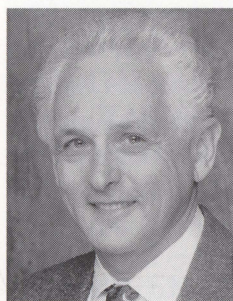
To eliminate the \$700,000 deficit in the athletics budget, community

members organizing the campaign made a concerted effort to make the people of El Paso an integral part of the fund-raising move, Cavin said.

"The power is in the numbers," Cavin said. "It is just as important for an individual to give \$20 as it is for a company to give \$1,000. The \$20 donations of everyday people add up."

Black Tie and Tennies was the crowning effort in successfully retiring the athletics department's deficit. Organizers plan to make the gala an annual event for future athletics fund raising.

PRESIDENT APPOINTS TWO TO ACADEMIC POSTS



Stephen Riter

President Diana Natalicio announced two academic appointments in January. Stephen Riter has been named interim vice president for academic affairs, and

Scott Starks has taken on the interim deanship of the College of Engineering.

Riter, who has been the dean of the College of Engineering since 1989, replaces John Bruhn, who resigned to pursue scholarly interests.

Stephen Riter received his bachelor's degree from Rice University and his master's and Ph.D. in electrical engineering from the University of Houston. He joined the engineering faculty at UTEP in 1980 and served as chairman of the department of electrical engineering and computer science from 1985 to 1989.

Riter's interest in strengthening the relationship between UTEP and the El Paso community has involved him in programs to help prepare pre-college students for the university experience and to address area environmental concerns. He served as director of the Comprehensive Regional Center for

Minorities in Math, Science and Engineering, a program that actively strives to encourage local pre-college students to pursue careers in scientific and technical fields.

"During the mid-80s, I got frustrated that our students weren't coming to us as prepared as possible," Riter said. "I felt I had to put my money where my mouth was and start working with the schools to get the quality up on student preparation."

Riter is also the director of the Center for Environmental Resource Management, which is involved in environmental research and policy issues facing the Southwest border region.

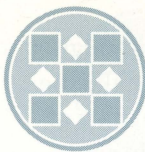
President Natalicio has appointed Scott Starks as interim dean of the College of Engineering to fill the vacancy left by Riter's appointment. Starks has been associate dean of the College of Engineering since 1994. He received his bachelor's degree in electrical engineering from the University of Houston and his Ph.D. in electrical engineering from Rice University.

Starks joined the UTEP engineering faculty in 1989 and since 1992 has been the associate project director of the U.T. System Alliance for Minority Participation program. Sponsored by the National Science Foundation, the program has as its goal to substantially increase the number of minority students enrolling in and graduating from the science, engineering and mathematics disciplines.



Scott Starks

Starks has also been active in organizing major student activities in the College of Engineering, including efforts to build ties with the College of Science and to create linkages between introductory courses in mathematics, science and engineering. Starks is currently developing a plan to upgrade the College of Engineering's computing complex.



FACULTY PROFILE

It's sometimes difficult for people to choose a career or lifestyle that they're excited about pursuing. This was never a problem for Melissa Colgin, UTEP assistant professor of music. She knew what she wanted by age 10 — and now she's living her childhood dream of becoming a professional flutist and teacher.

Colgin's introduction to the music world began at age six when her mother introduced her to the piano. She took lessons from a teacher who lived in her small Alabama community, and she would perform at Sunday recitals for friends and family.

Her true inspiration came in the fifth grade, at age 10, when she joined her elementary school band program. She said her choice to play the flute was an easy one, as most young flutists would agree.

"The flute was easy to carry," Colgin said in a laughing voice. "I loved the sound of the instrument and as I began to play, it became almost second nature to me. The more I practiced, the better I became."

Melissa continued to practice and to improve. When she entered junior high school, she began to take private music instruction from a college professor who became her mentor and inspired her to follow in his footsteps.

"When I saw my music professor in his teaching environment, I knew at that moment that teaching and playing the flute professionally was the career I wanted to pursue," Colgin said.

Melissa attended the University of Alabama, where she received her bachelor of music degree. She went on to receive a doctorate of musical arts from the University of Texas at Austin — but not before she traveled to Paris for a year of private study at the age of 23. The opportunity to study abroad had a significant impact on her life.



MELISSA COLGIN: A HIGH NOTE ON UTEP'S MUSICAL SCALE

by Tamara Churchman

"The private study in Paris changed my life forever," she said. "I had no idea the level of practice necessary to compete in the professional world of musicians who practiced six to eight hours a day. It was incredible to see musicians flourishing in such an intense environment."

Upon returning from Paris in 1981, Melissa performed as a member of the *Sinfonica Orquesta Autonoma de Guadalajara*, Mexico, symphonic orchestra from September 1981 through March 1982. Beginning in 1985, she toured during summer breaks with the American Wind Symphony Orchestra of Pittsburgh for three years. These summer tours provided Colgin numerous opportunities to perform as a soloist at concerts and on musical recordings.

Colgin joined the UTEP music faculty in 1987 where she continues to teach flute and music literature. She also conducts the UTEP flute choir, the *Flautistas*, and is the principal flutist with the El Paso

Symphony Orchestra and the Pro Musica Chamber Orchestra.

Though Colgin has performed as a soloist in various orchestras and in chamber music recitals in France, Norway, Canada and the U.S., performing as a principal flutist in a symphony orchestra has been her lifelong dream.

"I live through my music, and playing as a principal flutist has always been one of my goals," she said. "My identity is tied directly to my life as a musician and shows my students what a musician's life can be through hard work and dedication."

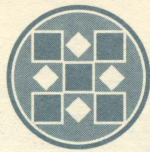
Colgin also conducts the annual UTEP Flute Fest each January, which she created in 1994. The festival provides flutists of all ages and skill levels an opportunity to interact with professional flutists, share new music literature and learn about advanced designs of the flute itself. In addition to her many musical and educational responsibilities, Colgin is the faculty adviser for the UTEP chapter of Alpha Chi Honor Society.

"Melissa is an exceptional role model for her students," Ron Hufstader, UTEP music department chairman, said. "Everything she does revolves around her students, and she is always there to go above and beyond the call of duty."

Julie Dasso, a UTEP sophomore, said she especially appreciates the fact that Colgin allows her students to express themselves.

"She encourages me to play to the best of my ability," Dasso said. "She encourages all of her students to obtain a full understanding of music and is dedicated to teaching her students to take pride in their work."

Colgin has always expected this same pride and devotion from herself, for she discovered early on the rich rewards of effort when combined with a real love of one's work in the field of music.



THE ALUMNI ASSOCIATION

UTEP's Alumni Association is an organization of former students and faculty members that promotes the interests and general welfare of the university. The association assists UTEP in its mission of achieving academic excellence by supporting and sponsoring valuable programs, projects, and activities. The Alumni Association also serves as a conduit for fellowship. In sponsoring several activities, the association provides opportunities for alumni to come together and participate as a group in the growth of their alma mater.

Joining the Alumni Association is one way UTEP graduates have demonstrated their commitment to the university and its past, present and future students. If you aren't a current Alumni Association member and wish to join, send a minimum annual contribution of \$25 per person to the academic program of your choice. Mail your donation to the UTEP Alumni Association, Office of Development and Alumni Affairs, University of Texas at El Paso, El Paso, Tex., 79968. Include your year of graduation or the years you attended UTEP on your check, and indicate the college, department, academic program or scholarship for which your donation is intended. A membership card will be mailed to you upon receipt of your contribution.

ALUMNI ASSOCIATION OFFICERS FOR 1995

The following officers have been elected to serve the Alumni Association for 1995:

Executive Committee

Martini DeGroat	President
John Shaw	President-Elect
Ron Rush	Vice President
Rafael Adame	Treasurer*
Linda East	Secretary*
Jody Mullings	Past President

Board of Directors

Tony Conde	Pamela Pippen *
Ken George	Larry Trejo *
Michelle McCown	Linda Rios Troncoso
Johnson	Donald L. Williams
Romelia Ramos Juárez *	David Womack *
Marcia McNamee *	Tony Woo
Thomas M. Meece	
Donna Neessen	

* Newly elected or appointed

CALIFORNIA RALLIES

In January, the Alumni Association joined President Diana Natalicio in California for three alumni receptions. Dr. Natalicio, Assistant Director of Development/Alumni Affairs Marcia Cohen, and former Alumni Association President Jody Mullings reached the West Coast on Jan. 4 and held the first reception in San Francisco. The Jan. 5 reception in Long Beach was a joint effort between the newly formed Los Angeles/Orange County Chapter and the Alumni Association.

Alums from Los Angeles joined the UTEP representatives in a Miner caravan to San Diego for the men's basketball game against San Diego State on Jan. 7. Prior to the game, the Alumni Association and Dr. Natalicio hosted the final California reception. Alumni had the opportunity to visit

with assistant basketball coaches and to join in a pregame pep rally with the UTEP cheerleaders.

For information on contact names to help organize a chapter in your area, call or write the UTEP alumni office.

ATTENTION!

Watch for details on the upcoming "FOLLOW THE MINERS TO PHOENIX" scheduled for September 9th!



1995 DISTINGUISHED ALUMNUS AWARD

The UTEP Alumni Association is currently accepting nominations for the 1995 Distinguished Alumnus Award. Please submit nominations by May 1, 1995. Each candidate must be:

- A person who has received a degree from UTEP.
- A person who demonstrates continuing interest, loyalty and pride in UTEP.
- An individual who, in deeds and actions, reflects and recognizes the importance of his or her education at UTEP.

• One who is distinguished in his or her business, profession, life work or other worthy endeavor.

• A person who has contributed to the community, state or nation.

• A person of such integrity, stature and demonstrated ability that the faculty, staff, students and alumni will take pride in and be spirited by his or

her recognition.

• One who is able to accept the award personally — unless the award is being conferred posthumously.

An individual shall be ruled ineligible if he or she is:

- A candidate for any public office.
- A member of the selection committee.
- A previous recipient of this award.

Last year's winner was Nolan Richardson, the distinguished coach of the national champions, the University of Arkansas basketball team. Gracious in his acceptance of this honor, he continues to show his pride in UTEP and in his El Paso roots.

Nomination forms are available from:

UTEP Alumni Association
Development/Alumni Office
El Paso, TX 79968-0524
(915) 747-5533

1995 CALENDAR OF EVENTS

Mark your calendar now to join your classmates and other alumni for these exciting events at UTEP:

April 21 - Top Ten Seniors Awards at the Student Association Awards Banquet

April 29 - Alumni Annual Fun Run

May 12 - Spring Commencement

Aug. 26 - Minerpalooza: Annual Picnic

Sept. 9 - "Follow the Miners to Phoenix," UTEP vs. Arizona State

Sept. 16 - Football Pregame Party, UTEP vs. Valdosta State

Sept. 30 - Football Pregame Party, UTEP vs. Utah

Homecoming Events (Oct. 9 - 14)

Oct. 13 - Distinguished Alumnus Award Reception

Oct. 14 - Annual Alumni Association Homecoming Pregame Party, UTEP vs. Tulsa

Oct. 21 - Football Pregame Party, UTEP vs. Wyoming

Oct. 28 - Football Pregame Party, UTEP vs. San Diego State

Nov. 18 - Football Pregame Party, UTEP vs. New Mexico

Nov. 28 - Season of Lights Ceremony

Dec. 15 - Fall Commencement

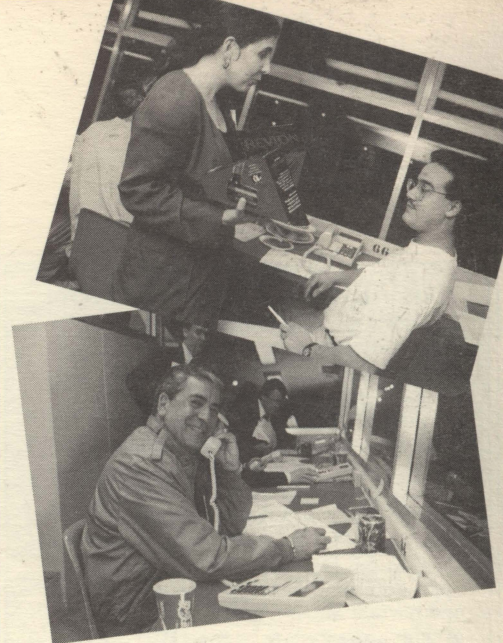
NOTE: Pregame parties are held at the Alumni Lodge before each home game and are open to all Alumni Association members and friends. Please call the Lodge at 747-5533 for more information or to RSVP.

ALUMNI FUND FOR EXCELLENCE

The 1995 Alumni Fund for Excellence (AFE) telephone campaign kicked off on February 11th. This year volunteers worked two shifts during the week in addition to the evening schedule. The campaign concluded on February 22nd.

AFE raises funds for UTEP's academic programs. Contributions can be designated to a specific college, department or program, or may be left "unrestricted" for use where it is most needed.

Top photo: Dia'n Learakos, chair of the Alumni Fund for Excellence, awards Miguel Montes, chemistry student, a prize for being the first person to get a substantial increase within the first



hour of that evening's shift.

Bottom photo: Chief Rodriguez of the UTEP Police does his stint at the phones during the AFE campaign.

THE UTEP ALUMNI DIRECTORY

The first UTEP Alumni Directory is scheduled for release this fall and promises to be a definitive reference of over 32,500 alums. UTEP alumni are being notified of our upcoming new directory and asked for their input. When you receive your questionnaire, please take a moment to fill it out and return it promptly. This will ensure

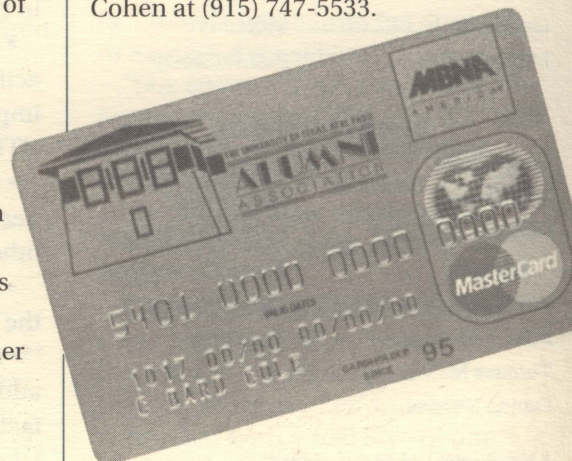
that your personal information will be accurately included. You will receive a call from the Bernard C. Harris Publishing Company, Inc., the official publisher of the Alumni Directory, to verify your listing. This will be your only opportunity to reserve your copy of the directory — so don't miss being a part of it!

UTEP ALUMNI ASSOCIATION MASTERCARD

The University of Texas at El Paso Alumni Association MasterCard is now available. Alumni can show their pride in UTEP and support the efforts of the association every time they use this new card. A few of the benefits of MBNA America MasterCard are:

- No annual fee.
- Customer satisfaction with personalized customer service 24 hours a day, seven days a week.
- Credit line increase decisions in 30 minutes.
- Additional or replacement cards delivered within 24 hours.
- Master Assist for medical or other emergency network assistance 24 hours a day.
- Gold Passage travel service.

The Alumni Association will receive a contribution with each purchase made. To receive an application, call MBNA's 24-hour, toll-free number: 1-800-847-7378, or contact Marcia Cohen at (915) 747-5533.



CLASS NOTES

30s ▼

Manuel Lopez Caballero (B.S. '37) has retired and recently moved from his home in Cd. Juarez to Cd. Delicias. He still enjoys UTEP Homecoming celebrations, which he regularly attends.

40s ▼

Lois Virginia Shaw Davenport (B.A. '43) retired ten years ago after a 26-year career as a school teacher. An avid gardener, she has a fondness for raising house plants. She has survived a myriad of serious illnesses but stays "young at heart" with her hobbies of cooking and quilting.

Raymond Odell (B.S. '48) has been elected 1995 Big SIR (president) of Chapter 5 (Palo Alto), a men's retirees group. Ray and his wife, Karma Dee, live in Redwood City, CA. They have three grown children and ten grandchildren.

50s ▼

Kenneth L. Chesak, Col. USAF (Ret.) (B.B. '51), retired in February 1994 from Teledyne Brown Engineering, where he was an assistant program manager for Strategic Defense Programs. He lives in Huntsville, Alabama, with his wife, Betty (Daley).

Arturo Lightbourn (B.A. '58) recently received the first-ever Hero for Children Award. This is an award initiated by the Texas State Board of Education and given to an individual who is an advocate of education for children. Arturo's leadership and vision in helping local inner-city youth and their families has gained him national recognition.

Olga "Cookie" Mapula (B.S. '58; M.A. '73), owner of The Communications Group, received the 1994 Hispanic Businesswoman of the Year Award from the U.S. Hispanic Chamber of Commerce. This award highlights and honors business leaders who are role models for youth. She previously received the Texas Association of the Mexican-American Chamber of Commerce's 1994 Businesswoman of the Year Award.

60s ▼

Jose-Pablo Garcia (B.A. '61; M.A. '65) is professor emeritus from New Mexico Highlands University in Las Vegas, New Mexico, where he taught Spanish and German for 22 years. Dr. Garcia was awarded the 1994 Citation of Merit on Oct. 15 from Southwestern University in Georgetown, TX. The award honors former students who perform outstanding civic and professional service.

Michael I. Bernstein (B.B. '64) has been elected vice president of the El Paso Estate Planning Council for the 1994-95 term.

Hugo Bustamante, Jr. (B.S. '64) is the new chairman of the Greater El Paso Chamber of Commerce. One of his goals as chairman is to unite different public and private factions behind economic development efforts. He is the owner of the El Paso ProntoLube shops.

Hugh Prestwood (B.A. '65) received his first Emmy Award for "The Song Remembers When," which was performed by country music singer Trisha Yearwood. Before being awarded the Emmy, his song hit No. 1 on Billboard's country chart, and was named "Song of the Year" by the Nashville Songwriters Association.

Juan Armendariz (B.S.Ed. '66; M.Ed. '68) has been

named vice president for institutional advancement at Palo Alto College. He received his doctoral degree in education/community college administration from the University of Texas at Austin.

Ted Kepple (M.Ed. '67) was recently elected to serve as chairman of the board for the American Cancer Society, Texas Division.

Ramy Martinez (B.S. '67; M.Ed. '73) was awarded the Hidalgo Award by Tichenor Media Systems through its affiliate KBNA Radio. He was recognized for his service to the Hispanic community. Ramy has worked at El Paso Community College for 20 years.

Raymond Ybarra (B.A. '68) was recently appointed director of the regional office of the International Civil Aviation Organization (ICAO) located in Mexico City. ICAO is responsible for ensuring the safe and orderly growth of international civil aviation. Prior to this appointment, Raymond had been the ICAO Deputy Director in Mexico City.

George L. Bailey (B.S. '69) has been named vice president of Phelps Dodge Refining Corporation. He joined the company in 1969 and in 1992 was named manager of Phelps Dodge Copper Products Co.

Miguel Ignacio Tinajero (B.A. '69) was recently named Texas Elementary Teacher of the Year and is now one of four finalists for National Teacher of the Year. Tinajero is a bilingual teacher for immigrant students at Ramona Elementary School in El Paso.

70s ▼

Raul Ramirez (B.A. '70; M.S. '76), former executive dean of the Transmountain Campus of El Paso Community College, has been appointed executive dean of institutional development at the college. He will oversee institutional planning, research and evaluation, resource development, public relations, marketing and publications. He is working on his doctorate in educational management at New Mexico State University.

Nan Permenter Creel (B.A. '71), daughter of an Iowa cowboy, has returned to her cowboy roots with her husband, Ed, and has established the Triple N Ranch to breed and raise Longhorn cattle at Trinidad in the Texas Hill Country.

Vernon L. Miller (B.A. '72) was named Life Underwriter of the Year by the El Paso Association of Life Underwriters at its 1994 awards luncheon. He served as president of the association for the 1992-93 term and has earned the industry's National Sales Achievement and National Quality Awards several times.

Shelby Fred O'Neal (B.A. '72; M.Ed. '76) is clinical director and supervisory psychologist at William Beaumont Army Medical Center, where he has been employed since 1981. Dr. O'Neal supervises all personnel in the outpatient clinic and serves on WBAMC's Impaired Healthcare Providers Ad Hoc Committee. He has been officially commended by the U.S. Army for an intervention that helped to save a soldier's life.

Peter Ashkenaz (B.A. '74) has recently been named chief spokesman for the American Association of Retired Persons. He is a former newspaper photographer and TV news producer, and has served as press secretary to Congressman Ronald Coleman.

Robert Ziobro (B.S. '74; M.S. '76), fishery biologist in the National Marine Fisheries Service, has been awarded the Commerce Department's National Oceanic and Atmospheric Administration's bronze medal. This is the NOAA's highest honorary award and was given for outstanding creativity and initiative in the development and improvement of methods and operating procedures to protect threatened and endangered species.

Thomas Doyle (B.S. '75; M.A. '87), president of Gripping Solutions, won the third annual New Business Challenge awarded by the Greater El Paso Chamber of Commerce. The challenge aims to develop small businesses by transforming business concepts into reality. The award is for \$50,000 worth of business services and advice. Gripping Solutions makes ergonomic mountain bicycle grips.

Jay Jackson (B.B.A. '75; M.B.A. '94) has been promoted to chief financial officer for Sierra Medical Center. He joined Sierra in 1976.

P. D. Reagan, Lt. Cmdr. USN (B.S. '75), recently reported for duty at the Naval Medical Information Management Center in Bethesda, Md.

Robert Hemphill (M.Ed. '76), principal at Alamo Elementary School, has been appointed to the state panel of Goals 2000. He is one of 19 individuals who will serve on the panel created by Texas Education Commissioner Skip Meno and Governor Ann Richards. The role of the panel is to develop the state improvement plan known as Academics 2000: First Things First.

Luis C. Mata (B.B.A. '78) was named by the UTEP Upward Bound program as its first outstanding alumnus for his contributions and involvement in the El Paso community. The program provides academic instruction to low-income youth who will be the first in their families to attend college. Luis is district director for Congressman Ron Coleman.

Sandra Bell Peters (B.S. '79) was inducted into the elite Apple Corps in the Mesquite (Texas) Independent School District, where she teaches first grade. Recipients of this honor are nominated by their peers for outstanding work in the classroom. **William Mackenzie Shannon** (B.S. '79; M.S. '86) received his Ph.D. from Texas Tech University in August 1994.

80s ▼

Roberto R. Lopez (B.S.E.E. '80) has been named plant manager for GE's electro-components plant in Juarez. He previously held the position of manager of manufacturing engineering for that plant.

Michael L. Blough (B.B.A. '81) has been promoted to controller and chief accounting officer for the El Paso Electric Company. Previously, he was vice president-financial planning.

Gerald A. McCaulley (B.B.A. '81; M.B.A. '85) was recently appointed to the position of corporate administrator for Wifp Chiropractic Clinics. His new responsibilities include administration of all five Wifp clinics and charting future growth of the corporation.

Richard A. Cordova (B.S.C.E. '82) has joined the Hanson Development Corp., where he will assist with project development and construction.

James G. Lohmann (B.S.Ed. '82) was recently promoted to southeastern regional manager for Tremco, Inc. (roofing division of B.F. Goodrich). The southeastern region includes Georgia, Alabama, Florida and Puerto Rico. Previously he had worked in London on a joint venture with the U.K. Division of Tremco, Ltd. While at UTEP, Jim was a starter for four years of football (1973-77). Jim and his wife, Stella (a former UTEP cheerleader), now live in Atlanta, Georgia, with their two sons, Chris and Kenny.

Rudolf C. Montiel (B.S.C.E. '83; M.S. '91), of GM's Packard Electric Mexico West operations, received Most Promising Engineer honors at the Hispanic Engineer National Achievement Awards Conference in October. Rudolf manages design, project engineering and construction of new and leased facilities for Packard and other GM divisions along the U.S.-Mexico border and in Mexico.

Charles Etheridge (B.A. '85; M.A. '87), associate professor of English at McMurry University in Abilene, has been nominated for the 1994-95 Minnie Stevens Piper Foundation's Piper Professorship.

Maria E. Alvarez (B.B.A. '86) is a vice president at Chase Manhattan Bank in New York City.

Alfred C. Ortiz (B.S.Ed. '87) was recently named to Who's Who in the Southwest-1994. He is director and chief of police services for the Corpus Christi Independent School District and currently serves on the Corpus Christi Police Department's Training Academy Advisory Committee. Previously he was with the El Paso Independent School District Office of Police Services and taught for eight years at El Paso Community College in the criminal justice program.

Lupe B. Garza (B.B.A. '88) has been promoted to director of marketing at Pizza Properties, Inc. She started as an intern at Peter Piper Pizza in 1985 while she was a student at UTEP.

Debra A. Ross (B.B.A. '89) has been promoted to senior accountant at Peter Piper Pizza. Prior to joining Peter Piper Pizza in 1991, she was an audit assistant at KPMG Peat Marwick.

90s ▼

Kevin Lovell (M.A. '90) has joined the staff of KVIA-TV Channel 7 as news director. He has more than 16 years of experience as a news reporter, weather and sports anchor and assignments editor.

Carlos L. Olivo, 1st Lt. USMC (B.A. '91), joined the Marine Corps in April 1992 and has been serving off the coast of Bosnia-Herzegovina with the 22nd Marine Expeditionary Unit, embarked with the USS Nassau Amphibious Ready Group.

Lisa Lem Medina (M.B.A. '92), public relations manager at Sierra Medical Center, served a six-month term on the editorial board at the *El Paso Times*. The editorial board is an entity that discusses, debates and helps decide the opinions expressed on the editorial page.

Barbara A. Salazar (B.B.A. '92) is a member of the newly-opened brokerage firm of Robert Thomas Securities. The firm is an affiliate of Raymond James & Associates.

Thomas M. Hunt, Ensign USN (B.S.I.E. '94), recently graduated from Officer Candidate School at Naval Aviation Schools Command in Pensacola, Fla., and was commissioned to his present rank.

OBITS ▼

Harvey Greenberg (B.S. '71) June 7, 1994. He was a registered nurse with the Life Management Center and one of its original employees. In his memory and for his dedication and superb service, Life Management has named the building in which he worked the Harvey H. Greenberg Building.

Herbert K. Heasley (attended UTEP) September 12, 1994. He was a management consultant and a longtime Dallas resident. Survivors include his wife, Laurie, his mother and a brother.

Robert Eugene Waller (B.B.A. '83) September 23, 1994. A U.S. Navy veteran of 20 years, he was an auditor with the Department of Defense and a purchasing agent for Lamar University. He is survived by his wife and five children.

Dorothy Lee Robinson Oden (attended TWC) October 29, 1994. A resident of the El Paso's Lower Valley during the 1950s and 60s, she was a member of the Ysleta Women's Club and the El Paso Writers' League. She is survived by her husband, William Arthur Oden (B.A. '53), four children and several grandchildren.

Jack Grimes (B.S.Ed. '72) November 1994. A veteran of the U. S. Army Band, he lived in El Paso for 13 years before moving to Abilene in 1981. He was human resources director at the *Abilene Reporter-News*. He

moved to Odessa in 1994 and became circulation director for the *Odessa American*. He is survived by his wife, Margaret, his father and a sister.

John Alton Phelan, Jr. (B.A. '48) November 11, 1994. Known by El Pasoans as "The Old Irishman," he retired as vice president and general manager of Tri-State Broadcasting (KTSM) in 1992 after 46 years of broadcasting. He did play-by-play sports announcing on both radio and television for many years and was past president of numerous organizations, including the Downtown Lions Club, Press Club of El Paso, Better Business Bureau, UTEP El Dorados and the El Paso Athletic Hall of Fame. He was named El Paso's Outstanding Young Man by the El Paso Jaycees, News Man of the Year by the El Paso Press Club, and was the recipient of the Melvin Jones Fellow Award from the Lions Club. Survivors include his wife, Eloise Lanham Phelan, and four children.

Catherine Crowell Belk (B.F.A. '78, M.F.A. '94) November 19, 1994. Long interested in art and education, she was actively involved in these interests throughout her lifetime. She had completed her graduate work at the time of her death and was awarded a posthumous master of arts degree from UTEP at the December 1994 Commencement. Catherine was a member of the Pan American Round Table, Kappa Alpha Theta Sorority, El Paso Museum of Art, The El Paso Junior League and the El Paso Symphony Guild. She is survived by her husband, Bates, four children and several grandchildren.

Charles Thomas (Tom) Grimshaw (M.S. '81) November 19, 1994. He served as the regional director of Environmental and Consumer Health Protection for the Texas Department of Health since 1977 and had lived in El Paso for 17 years. He is survived by his father, four children and three brothers.

George Burton Collette (B.A. '64) November 23, 1995. An Air Force veteran, he was a master control operator for KDBC-TV. Preceded in death by his wife, Aurora, he is survived by seven children and several grandchildren and great grandchildren.

Evangeline A. Veale-Craig (B.A. '60) December 6, 1994. A lifetime resident of El Paso, she was a retired teacher and former immigration officer assigned to the Board of Special Inquiry. She also worked for the U. S. Army at Fort Bliss and taught linguistics. Evangeline is survived by a son and daughter, seven grandchildren and nine great grandchildren.

Paul Edward Marcum (B.A. '84) December 12, 1994. A retired Vietnam veteran, he was a speech therapist with the El Paso Independent School District. Mr. Marcum is survived by his wife, Nicole, his mother, two sons and two grandchildren.

Fermin Rodriguez (assistant professor) December 17, 1994. Dr. Rodriguez taught Spanish at UTEP for over 20 years. He received his Ph.D. in Spanish Literature from the University of Arizona in 1973. Dr. Rodriguez, an admirer of nature and the ocean, traveled extensively to Hawaii and the Caribbean after he retired from UTEP in 1989.

Maggy Borders Ryan (B.A. '46) December 22, 1994. Longtime resident of El Paso, she was a member of the Junior League and on the board of the El Paso Museum of Art, where she initiated the Children's Art Program. She was a renowned artist and musician whose work in fiber arts and ornaments is shown and collected around the country. Survivors include her husband, John, and four children.

Leonard Lee Chapin (B.S.E.E. '60) December 23, 1994. Following graduation from UTEP, he worked in the Schellenger Research Lab until 1968 when he started CCW Electronics. He later joined Autotronic Controls Corporation as vice president of

engineering, responsible for research and development of electronic gasoline carburetion systems. He is survived by a brother, Lloyd.

Alphia Ray Florence (friend of UTEP) January 7, 1995. A member of UTEP Women's Auxiliary, she was a lifelong resident of El Paso. She was preceded in death by her husband, Sam, and is survived by two children, Martha Lou Broadus and Robert Ray Florence.

Albert L. Walker, Lt. Col. USAF (Ret.), (M.Ed. '78) January 7, 1995. He passed away after a brief illness. Survivors include his wife, Joyce, and son, Brian.

Doris Lorraine Crumley (B.A. '70) January 12, 1995. A resident of El Paso since 1947, she was a longtime member of the Women's Club, D.A.R., Desert Hills Garden Club, and a docent at the El Paso Museum of Art. She was also secretary-treasurer of both Copy Machines, Inc., and Business Forms, Inc. She is survived by her husband, Hal, a son and several grandchildren.

Edmundo M. Rede (M.A. '57) January 14, 1995. An educator of long standing, he served in both the El Paso Independent School District and the Socorro Independent School District as a teacher and school principal. His survivors include his wife, Josefina, and four children.

Dixie B. Kelley (B.A. '44) January 23, 1995. She taught for over 25 years in both the El Paso and Ysleta Independent School Districts before retiring in 1969. She was a lifetime member of Alpha Delta Kappa, Exemplar of Beta Sigma Phi, member of AAUW, and a founding officer of the Transmountain Chapter of Business and Professional Women. She was the widow of Col. Nicholas Kelley, USAF (Ret.), and is survived by her daughter, Katherine.

Ann M. Owen (B.S.N. '81) January 23, 1995. A lifelong resident of El Paso, she was a nurse at Sierra Medical Center. Ann is survived by her husband, Larry, her mother and two sons.

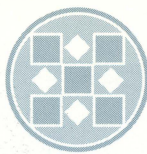
Roy E. Kohn, Jr., Major USAF (Ret.), (B.S.Ed. '74) January 24, 1995. Kohn was a veteran of WWII and had retired from Civil Service. He was a member of Tau Kappa Epsilon Fraternity, the Wallace Hughston Lodge #1393, York Rite Bodies and El Maida Shrine Temple. Survivors include his wife, Burnadine, and son, Roy.

William Augustin Kolliker (friend of UTEP) January 24, 1995. A prominent Southwest artist, he was well known for his watercolors and etchings. He was born in Switzerland and emigrated to the United States at age 15. He was commissioned by the federal government to create an artwork on the Amistad Dam near Del Rio. The painting of two tall eagles, representing the United States and Mexico, was unveiled in 1969 with President Nixon in attendance. He was a teacher to many other artists who considered him their mentor. He is survived by his wife, Marie, two daughters and several grandchildren and great grandchildren.

Ramon E. Arellano (B.A. '56) January 26, 1995. A teacher at Ysleta High School for 34 years, he dedicated his life to teaching. Survivors include his wife, Hannelore, and six children.

Lee Jackson (B.A. '74) February 3, 1995. A lifelong resident of El Paso and a retired teacher, she is survived by her husband, Clint, three daughters and a granddaughter.

Ruth Novick (B.A. '42) February 6, 1995. A resident of El Paso for 45 years, Mrs. Novick was a member of the McDowell Club of El Paso, Hadassah, National Council of Jewish Women, B'Nai Brith Women and Temple Mt. Sinai Sisterhood. Preceded in death by her husband, Jules, she is survived by four children.



PARTNERS

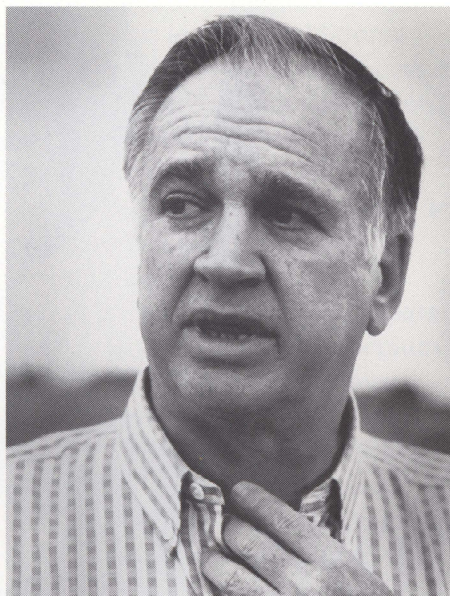
Federico de la Vega Matthews, a Juarez industrialist, has shown an uncommon friendship for the University of Texas at El Paso by establishing the Artemio de la Vega Memorial Scholarship Fund. Through this fund, scholarships are awarded to deserving disadvantaged students from Mexico, with preference being given to residents of Ciudad Juarez.

How is it that a captain of industry from a neighboring country has chosen to support higher education in El Paso? Señor de la Vega was inspired by his father, for whom the scholarship is named.

Artemio de la Vega emigrated to Mexico at the age of 14 with only a grammar school education and plenty of ambition. He took whatever jobs he could find until, as a traveling salesman, he worked his way from Mexico City to Tampico, then up the border until he reached a dusty little town called Cd. Juarez. Through hard work and integrity, he became one of Juarez's leading businessmen. He gave back to the community in large measure and at the time of his death was one of the most beloved citizen in Juarez's history.

Federico, an only child, was taught early the value of education. Artemio sent young Federico to the Culver Military Academy in Indiana to ensure his son a quality education. Recognized as a superior student, Federico went on to receive a degree in chemical engineering from Massachusetts Institute of Technology and completed his graduate study in Monterrey, Mexico. He then returned to Cd. Juarez to assist his father with his multiple business ventures.

In addition to assisting his father, Federico de la Vega wanted to be a part of making his city grow. He



FEDERICO DE LA VEGA

by Eileen Obermeyer

envisioned large-scale cooperative enterprises with U.S. companies, a concept that has grown into the *maquiladora* industry. He and a small group of like-minded entrepreneurs were instrumental in persuading RCA to set up the first such operation. De la Vega could see that to sustain such growth in this infant *maquiladora* industry, education was needed — for both children and adults.

Guided by this concern, de la Vega has devoted extensive time and resources to establishing the Technologico Institute, the Universidad Autonoma de Cd. Juarez and the Technologico de Monterrey during the past 26 years. In addition, he wanted to make available the important border resource of a UTEP education to young Juarenses. Longtime UTEP supporter Judson Williams showed him the way, and the Artemio de la Vega Scholarship became a reality.

De la Vega's family is strongly connected to UTEP. His wife,

Guadalupe de la Vega, studied psychology at UTEP and went on to organize the Cd. Juarez FEMAP (the Mexican Federation of Community Development Association), which is devoted to community development. She is a much-sought-after speaker on drug prevention and family planning and has addressed such international audiences as the United Nations and NATO. Her talks are particularly in demand because she speaks from the perspective of one who lives in a Third World country rather than as an outsider looking in.

The de la Vegas have two daughters (one daughter, Miriam, graduated from UTEP in 1981), one son and three grandchildren.

When asked about his interests outside of business and family, de la Vega replied with a question: "Do you like antique books?" He asked the right person. I love them — their leathery smell, crisp pages, beautiful bindings and gorgeous illustrations. From his library he produced *Don Quixote* in two volumes, more than 150 years old, with marvelous, full-color illustrations. As I tenderly turned the pages, being careful not to smudge the edges, he lay before me another, smaller volume, *Don Quixote de la Mancha*, published in 1671. I felt I was holding a treasure in my hands.

Federico de la Vega's obvious love of antique books shows a man who deeply values education. He still follows the adage his father instilled in him: "To whom much is given, much is expected in return."

When asked how he would like people to remember him, his reply was simple: "As a person who is interested in education."



40 YEARS AFTER
AFRICAN-AMERICANS
ENTER TEXAS
COLLEGES...
**CULTURAL
UNDERSTANDING
GROWS THROUGH
COMMITMENT
AND
NETWORKING**

by Christian Clarke



hen James A. Smash applied to UTEP in 1992, he did not have to worry about being turned away because of his skin color. That battle had already

been fought and won by an El Pasoan who refused to take no for an answer.

In 1955 Thelma White initiated the landmark legislation that would force Texas colleges to abandon any laws that kept African-American students from enrolling in courses. That year, UTEP led integration in U.T. System schools by becoming the first public college in Texas to admit black students.

White's struggle for equal opportunities in education for students of all ethnic backgrounds has been memorialized by UTEP's creation of the Thelma White Network for Community and Academic Development. This community-wide coalition was formed in 1993 to address the special needs of African-American students at UTEP and advise the

university on policies affecting these students.

Although African-American students are not faced with the same racial barriers that White faced as she applied to colleges 40 years ago, Smash said African-Americans comprise only three percent of UTEP's student population and may feel disconnected from the university. Smash, a senior psychology student and editor of the student newspaper *The Prospector*, and other Black Student Coalition members distributed surveys last year to African-American students at UTEP to determine if they felt isolated from daily university activities and programs.

"The students we surveyed said they did not feel that the university offered things for them [particular to their culture] such as food or music," Smash said. "They also said they wanted a place that they could gravitate around."

Smash and Terrence Thomas, a graduate student in sociology, wrote a proposal to UTEP's administration to encourage the active participation of African-American students at the university.

The student proposal outlined three major objectives. UTEP President Diana Natalicio has encouraged efforts to meet these objectives through the academic and student affairs divisions. Because of its strong ties to UTEP and the community, the Thelma White Network has been charged with offering the university advice on the students' suggestions.

These proposals include the establishment of an educational and social African-American center, the hiring of more African-American faculty to serve as positive role models for students, and the incorporation of African-American topics into the academic curriculum.

"The creation of an African-American center will not only benefit African-American students directly," Vice President for Student Affairs Richard Padilla said. "The center will offer the rest of the university a real

opportunity to learn more about and understand African-American history and culture."

If funding is secured, the proposed center could open during the 1995-96 school year, Padilla said.

In an effort to attract additional African-American faculty members to the university, the administration has added another minority-hiring line item to the budget. This will encourage academic departments to aggressively pursue qualified African-American faculty.

Work is also under way to evaluate changes in the academic curriculum of the university. Charles Ambler, associate professor of history, is chairman of the committee created to evaluate the African-American studies taught at the university today and to make recommendations for future curricula developments.

"Currently, there is only one course that focuses exclusively on African-American studies, and that is an English literature class," Ambler said. "Other classes have a fair amount of attention given to African-American studies, such as the survey courses in history and political science and some courses in literature, music and sociology."

Additional focus on African-American issues in the curriculum could include the creation of more classes that deal exclusively with African-American studies or the integration of topics related to the history, culture and experience of African-Americans into a variety of existing courses.

The university's quick response to the concerns of African-American students and the activity of the Thelma White Network are positive indications of the university's commitment to making African-American students feel more comfortable at the university, Sandra Boyd, Upward Bound Project Director and a member of the network, said.

"We could also do more in terms of recruiting more African-American students to the campus," Boyd said.

"Having more black students at UTEP will help other black students feel more connected to the university."

The Thelma White Network offers the students ways to become more connected to UTEP by advising the university on methods for recruiting, retaining and graduating more African-American students, Sue Pratt, a community member of the network since its inception, said.

"It is encouraging to see more students becoming active in the Thelma White Network," Pratt said. "The Civil Rights movement [of the 1960s] was church-based, but it also was based in educational institutions. The administration at UTEP has empowered the students to help meet their own needs instead of having [the network] meet their needs for them."

Smash hopes that more students will become active participants in organizations such as the Thelma White Network to effect change and promote cultural understanding.

"Thelma White represents conviction, courage and active involvement," Smash said. "This is not just for black people. If we all try to understand each other, then we can close the gap ... to make us a truly multicultural campus."



Chantre Camack, Thelma White's daughter, returned to UTEP this spring to finish her coursework in broadcast journalism. She will receive her degree this December. Another daughter, Kelly, is also enrolled at UTEP, and White's son, Lee, attended UTEP from 1991-93.

GRADUATES GRADE UTEP

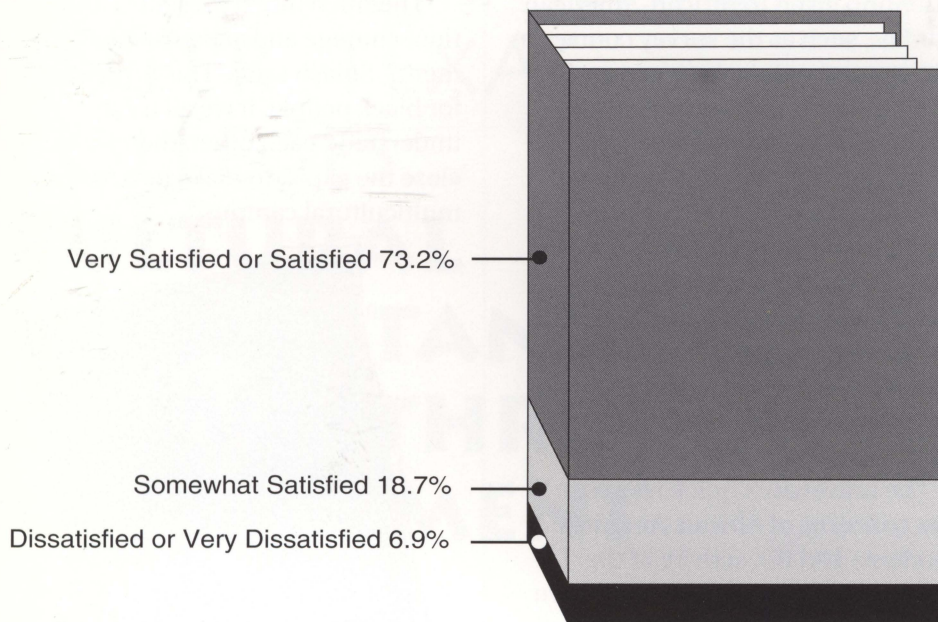
UNIVERSITY FARES WELL IN FIRST-EVER ALUMNI SURVEY

by M.A. Maier

When President Diana Natalicio welcomed new faculty and professional staff members to UTEP last fall, she took the time to share with them her vision of the university. The picture she painted was one of an institution different from the colleges and universities these new arrivals had probably attended, different as well from the university at which they may have envisioned teaching.

UTEP, she told them, is not that small midwestern campus we've all learned to equate with college, where undergraduates stroll lazily from dorms to classes, kicking autumn leaves all the way.

Quality of Instruction in Major Courses



What UTEP *is*, the president said, is the university of the future — an institution of higher education that faces the economic realities of this last decade of the twentieth century and beyond, and that embraces the diversity of its bright and challenging student body. It is a university that understands the special demands and important life

experiences of its primarily commuting student population and provides a high-quality education geared to these students' needs. And it is a university that recognizes the immense importance of its relationship with the community and region it serves, developing programs and services to enhance this relationship and improve life along the U.S.-Mexico border.

At the same time that Dr. Natalicio was sharing this vision with the newest members of the UTEP community, the university was in the process of tallying the results of the first large-scale survey of alumni in its history. Now we have those results, and it appears that large numbers of recent UTEP graduates agree with the vision of UTEP that Dr. Natalicio has presented and recognize the university's success in living up to its ambitious agenda. As one survey participant put it, "UTEP served as a good role model for students as it strove to improve and broaden its horizons."

Before moving into the survey's results, we should note that UTEP's Development and Alumni Affairs Office will be conducting its own alumni survey in the near future. The survey presented here was conducted by the university in the late spring and summer of 1994 as part of an ongoing self-study process to help UTEP identify institutional strengths and areas in which it can improve upon the education it provides. In light of increasing demands for accountability in higher education and UTEP's

continuing efforts to obtain significant national grants, the university felt it was time to undertake this first major survey of its recent graduates.

The survey was conducted by UTEP's Center for Institutional Evaluation, Research and Planning, with the Office of Institutional Studies analyzing the data.

It targeted a random sample of 2,000 alumni who had graduated as undergraduates between 1989 and 1993. Graduates in the areas of engineering, science and math were intentionally oversampled as part of current efforts by the university to obtain major grant funding in those areas; however, graduates from all degree areas were sampled.

Of the 2,000 alumni contacted, about 37 percent responded to the survey. The respondents closely matched UTEP's student population in terms of gender breakdown (51 percent female) and ethnicity (see below).

PERSONAL DATA

The survey began by gathering specific information about respondents related to their attendance at UTEP. Engineering majors were by far the largest group to complete the survey, with education, business and management, biological and life sciences, psychology, and computer and information sciences following in descending order.

Eighty-two percent identified themselves as primarily full-time students while attending UTEP, and well over half said they had worked more than 20 hours per week during their years at the university. Surprisingly high numbers managed to hold internships, participate in research with professors, work as community service volunteers and participate in extracurricular activities as well.

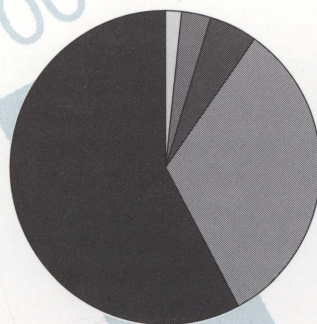
The numbers participating in extra-curricular activities are relatively high for a primarily commuter student population. However, a number of respondents said that the one thing they would like to change about their UTEP experience is the feeling of being "just" a commuter school. Several suggested more campus activities to bring students together outside of class. As one male engineering major put it, he wishes the university would "try to change the concept of a 'commuter' school to increase a sense of belonging."

Major area of study

Biological Sciences	9.5%
Business Administration	12.5%
Communications	0.3%
Computer and Information Sciences	4.8%
Education	13.9%
Engineering	30.6%
Fine and Applied Arts (includes Art, Dance, Drama, Music, etc.)	1.3%
Foreign Languages	0.3%
Health Professions	3.3%
Law	1.8%
Letters (includes Creative Writing, Literature, Philosophy, Speech, etc.)	1.4%
Mathematics	2.1%
Physical Sciences (includes Chemistry, Physics, Earth Sciences, etc.)	3.8%
Psychology	5.4%
Public Affairs and Social Services	0.1%
Social Sciences (includes Anthropology, Economics, History, Political Science, Sociology, etc.) ...	3.0%
Interdisciplinary Studies	0.6%
Other	2.5%

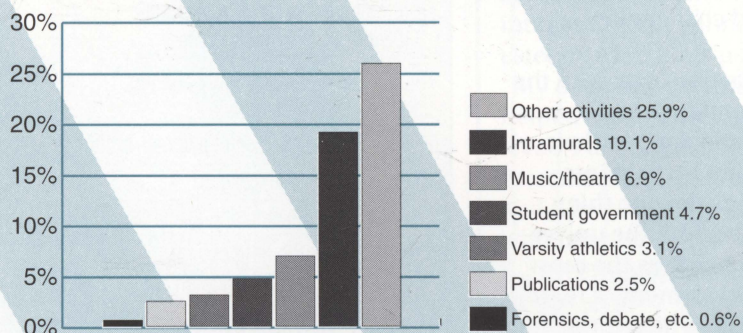
6.2% reported double majors that are not included here.

Ethnicity

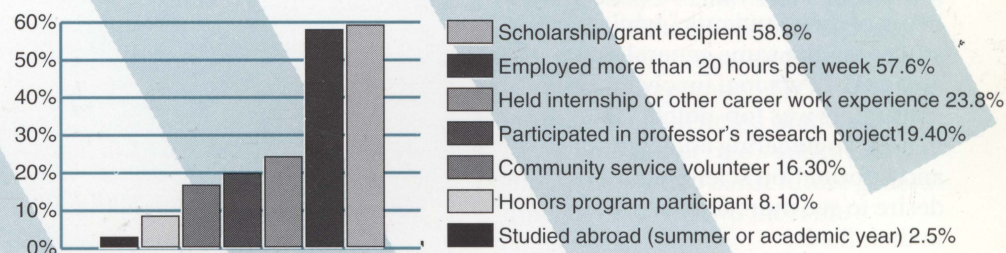


Hispanic	57.2
Caucasian (non-Hispanic)	32%
Other	5.1%
Asian-American/Pacific Islander	2.8%
African-American/Black (non-Hispanic)	1.8%
American Indian	0.1%

Extra-curricular activities in which you were active



Did any of the following apply to you as an undergraduate?



THE UNDERGRADUATE EXPERIENCE AT UTEP

Survey participants were asked to evaluate their levels of satisfaction with numerous aspects of their academic lives while at UTEP. In addition to their relationships with other students, which ranked highest, these alumni were most satisfied with their coursework and with the faculty who taught them, particularly in their majors, but they clearly wanted more help with freshman advising.

They were also asked to consider some of their own abilities, skills and attitudes that may have developed or matured as a result of their undergraduate education at UTEP. Logic and analytical thinking topped the bill in the area of intellectual development, while working as effective team members was the area most positively cited under personal development. Leadership skills were also mentioned frequently in written comments as being especially important in the respondents' careers.

Nearly all who addressed the issue of academic challenge said they would have preferred greater challenges themselves and would like to see UTEP institute what many referred to as "higher standards." One education major wrote, "Increase the challenge, make it more difficult and therefore more educational," while a business administration major wrote, "Raise quality of education by implementing more rigorous and challenging curricula."

While the satisfaction level with the quality of faculty and instruction was generally high, particularly in their majors, some survey participants pointed to faculty as the one thing they would change about the university. Others cited faculty as the most important or useful element of their experience at UTEP. A biological sciences major, for example, said, "I would train faculty and staff advisers to become more personable and genuinely concerned about the well-being of their students," while a student in the same general major area said, "Personal involvement of instructors was top-notch." Alumnae in both engineering and computer and information sciences noted a desire to see more female professors in their fields.

How satisfied were you with the following aspects of academic life at our college?

	Very Satisfied or Satisfied	Somewhat Satisfied	Dissatisfied or Very Dissatisfied	Does Not Apply
General Education Requirements	65.4%	22.7%	8.2%	0.7%
Course Work in Majors	72.7%	19.7%	6.0%	—
Freshman Advising	25.0%	25.1%	36.3%	10.9%
Advising in Majors	47.5%	26.3%	23.8%	1.4%
Quality of Faculty	60.8%	28.3%	9.4%	—
Career Counseling/Placement	30.3%	24.5%	29.8%	13.6%
Amount of Contact with Faculty	57.8%	23.5%	16.3%	1.4%
Commitment of Faculty to Teaching	62.7%	25.5%	10.2%	0.1%
Quality of Instruction in Non-Major Courses	51.0%	32.0%	14.7%	1.1%
Quality of Instruction in Major Courses	73.2%	18.7%	6.9%	—
Availability of Required Courses	45.3%	28.5%	24.9%	0.1%
Variety of Course Offerings	37.5%	34.1%	26.6%	0.1%
Access to Academic Support System	55.5%	27.3%	8.5%	6.9%
Relationships with Other Students	77.3%	16.4%	3.7%	1.4%
Integration of General Education and Major	53.5%	34.3%	9.3%	1.3%
Library Collection	63.3%	20.5%	14.6%	0.3%
Access to Computing Resources	50.3%	27.6%	19.1%	1.3%
Faculty/Staff with Whom to Share Concerns	61.1%	22.1%	11.8%	3.7%
Other Aspects of Academic Life	3.1%	0.7%	6.8%	1.3%

Figures may not total 100% because not all participants responded.

Personal Development and Enrichment (Enhancement attributed to attending UTEP)

	Least Enhanced					Most Enhanced				
	1	2	3	4	5	1	2	3	4	5
Continuing a search for a personal identity and meaning in life	11.8%	13.7%	28.6%	28.3%	14.4%					
Understanding myself—my abilities, interests, and limitations	6.8%	11.5%	26.5%	31.3%	21.0%					
Pursuing a socially useful and self-fulfilling career	6.1%	10.5%	23.5%	34.1%	22.8%					
Clarifying my value system	9.6%	14.3%	33.3%	26.1%	13.3%					
Developing and exercising leadership skills	7.6%	11.6%	24.9%	27.9%	24.6%					
Understanding the religious or spiritual dimensions of human life	24.1%	22.1%	27.2%	13.3%	10.1%					
Working effectively as a team member or in groups	6.5%	6.7%	20.3%	31.4%	32.0%					
Relating well to people of different races or religions	8.2%	7.9%	22.0%	29.5%	29.0%					
Developing an ongoing capacity for self-criticism	8.2%	10.6%	32.2%	29.3%	16.3%					
Functioning independently, without supervision	5.1%	7.5%	22.4%	31.9%	30.0%					
Being well-off financially	10.9%	12.3%	27.9%	25.6%	20.1%					
Understanding and engaging in a healthy lifestyle	11.5%	13.3%	33.6%	23.8%	14.3%					
Persisting at difficult tasks	6.4%	8.1%	22.5%	31.6%	27.9%					
Developing mature relationships	10.2%	10.8%	28.0%	27.2%	19.8%					

Figures may not total 100% because not all participants responded.

DEVELOPMENT OF INTELLECT

(Enhancement of ability attributed to attending UTEP)

	Least Enhanced		Most Enhanced		
	1	2	3	4	5
Thinking analytically and logically	2.7%	4.5%	25.1%	40.8%	26.5%
Communicating through artistic expression	19.3%	19.8%	38.0%	14.2%	8.1%
Writing effectively	3.5%	7.4%	25.5%	37.5%	25.4%
Developing intellectual curiosity	3.8%	6.7%	28.4%	34.8%	26.0%
Thinking creatively	3.8%	8.1%	33.3%	34.9%	19.0%
Demonstrating effectiveness in oral communication	5.7%	11.1%	28.1%	31.1%	23.4%
Using a computer	10.9%	11.8%	26.4%	25.0%	24.9%
Communicating in a language other than English	26.7%	18.4%	27.8%	13.6%	12.5%
Understanding different philosophies and cultures	11.1%	17.0%	31.5%	22.7%	17.3%
Evaluating and choosing among alternative courses of action	5.5%	11.3%	36.7%	31.5%	13.6%
Expanding awareness of economic, political and social issues	6.7%	16.5%	34.9%	27.0%	13.9%
Being able to solve quantitative problems	5.4%	7.8%	26.1%	36.0%	24.1%
Placing current problems in historical/cultural/philosophical perspective	7.8%	18.4%	40.1%	21.7%	11.5%
Knowing the specifics of an academic discipline (e.g., field of concentration)	4.3%	7.4%	28.9%	35.3%	23.3%
Effectively integrating knowledge from many sources	2.8%	8.7%	29.4%	35.6%	22.6%
Preparing for the pursuit of graduate study	7.7%	14.5%	29.2%	30.9%	17.2%
Developing a commitment to lifelong learning	5.4%	7.5%	27.9%	31.5%	26.5%
Understanding the methods of inquiry of the sciences	4.4%	8.7%	34.7%	29.7%	21.2%
Bridging theory and practice	5.4%	11.1%	33.3%	31.3%	18.2%
Appreciating the importance of art and music	19.9%	21.3%	30.6%	15.0%	11.9%

Figures may not total 100% because not all participants responded.

Alumni who had majored in vastly different subjects, from music to engineering, cited a need for more graduate-level programs in their fields. Respondents in the sciences and engineering were split in their assessment of how well-equipped their departments were in terms of labs and computer facilities. Biological sciences, nursing, and business administration majors most frequently cited the need for more library periodicals and journals related to their areas of study.

Student advising, particularly freshman advising, received among

the lowest satisfaction ratings, yet elicited few direct comments. When asked if she had it to do over again, would she attend UTEP, one education major said, "Yes. But I'd really want better advising!"

The vast majority of the respondents are employed in professional positions, and it is from this perspective that many, particularly in engineering and the sciences, cited a need for additional emphasis on writing during their undergraduate study. An engineering major summed up the comments of many when he suggested, "Add technical writing to

all Science, Math and Engineering degree plans."

Many respondents commented that their UTEP experience had made them more open-minded about the world in general and more aware and appreciative of other cultures. As one business administration major put it, "El Paso in general and UTEP specifically gives a student an opportunity to view different cultures, thereby increasing his/her sensitivity toward those cultures."

Others noted that their time at UTEP had enhanced their pride in their own culture. Many, however, expressed disappointment that they hadn't used their time at UTEP to become proficient in a second language.

"My education at this institution helped me to develop on a personal level. I acquired a higher level of self-esteem, a higher level of knowledge and a better ability to communicate with people."

Respondents from various fields commented that their years at UTEP had instilled in them a commitment to lifelong learning. Many commented specifically that their education had increased their confidence and self-esteem, as did this psychology major: "My education at this institution helped me to develop on a personal level. I acquired a higher level of self-esteem, a higher level of knowledge and a better ability to communicate with people."

Survey participants were also asked to look at their community participation and goals. Many took the time to comment on the sense of responsibility to their community that they developed at UTEP. As a biological sciences major said, "The education I received instilled a sense of service, that an undergraduate education is more than preparation for a high-paying job or sheltered academic career, but rather one's education should be used to assist future generations as they strive to meet life's challenges."

CAREER/EMPLOYMENT INFORMATION

Of these 1988-93 UTEP graduates, about 75 percent were employed full time at the time of the survey and 11 percent were employed part time. Less than four percent of those who had been employed after college were currently unemployed and looking for work. With more than 50 percent of respondents having undertaken additional formal study since graduation, it's reasonable to assume that some were in graduate school at the time of the survey.

The survey looked at first jobs and current jobs of survey participants in terms of occupations chosen, incomes and preparation, and also looked at additional formal education undertaken by these UTEP alumni.

Occupations most commonly held by respondents at the time of the survey were elementary or secondary education positions and engineering or architecture positions, with each category accounting for about 16 percent of careers chosen. Other commonly named occupations were executive, administrative or management positions and computer analyst or programmer positions.

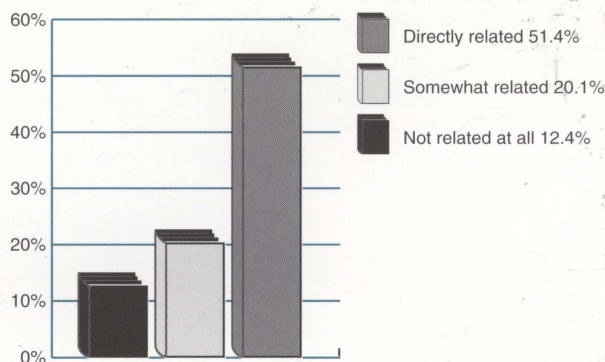
Which statement best describes how you regard your current job?

Job with little career potential	8.0%
Job with possible career potential	24.5%
Job with increasing career potential	37.7%
Job with career potential realized	15.4%
Other	3.0%

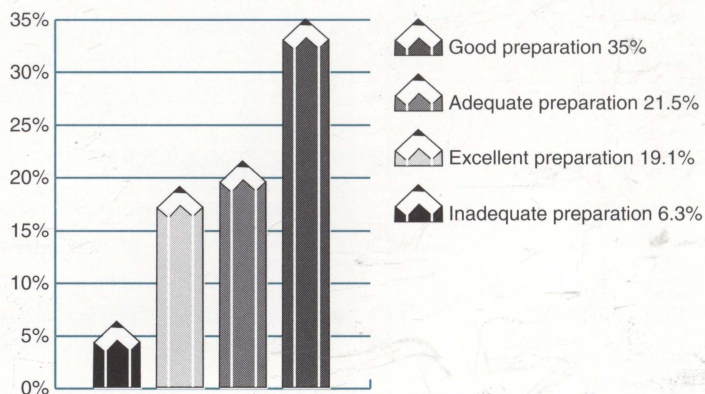
Numerous participants, particularly in the areas of engineering and biological sciences, commented on the importance of the opportunity they were given as undergraduates to work on research projects with their professors. An engineering major said: "As an undergraduate I had several opportunities to be involved in research programs. I was given responsibilities beyond that of simply carrying out lab procedures. Being technically involved in the research was rewarding."

Most who commented on the adequacy of their preparation spoke positively of competitiveness on a national level both in terms of jobs and graduate study. A biological

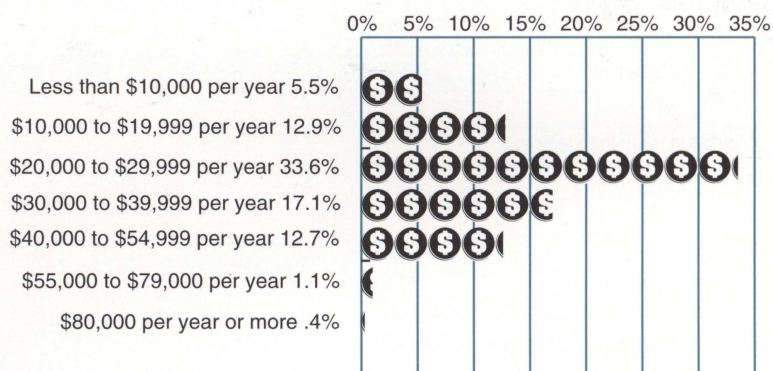
Is your current job related to your major field of study at our college?



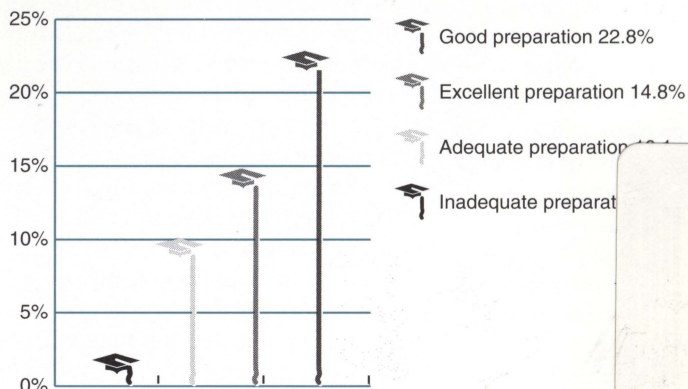
How well did our college prepare you for your current job?



Circle the number that best describes your current full-time salary or the approximate full-time equivalent of your part-time salary.



How well did our college prepare you for your additional formal education?*



sciences major wrote, "Now that I am attending medical school, I am just as competitive as students from Texas A&M, U.T. Austin, Baylor University and other major universities throughout the country."

Several respondents, especially among those who had moved away from the El Paso area, wrote that they felt UTEP should receive more positive national publicity for many of its excellent academic programs. Respondents from business administration and from metallurgical engineering stated that their UTEP programs already have excellent national reputations. One respondent complained that the only reason anyone outside of El Paso ever heard of UTEP was because of its basketball team.

A number of participants noted positively the interaction between UTEP faculty and local business and industry, which they believe adds relevance to topics covered in classes and helps students establish professional contacts. An engineering major said, "Interaction of staff/professors with local industry was beneficial. I feel like it provided a good introduction to possible career opportunities."

As recent graduates, survey participants commented on a variety of useful outcomes of their UTEP education. An education major may have been the most succinct in her response to the useful outcomes query when she wrote simply, "I make more money."

UTEP-SPECIFIC QUESTIONS

In addition to the general survey questions used by colleges across the country, UTEP had the opportunity to add questions designed for this university specifically. Responses to these questions tended to reinforce and enhance the responses collected in the other sections of the survey. Here are a few of the questions asked about UTEP specifically:

When asked to explain the one thing they would change about UTEP if they could, large numbers of participants talked about class times and availability, with nearly all who mentioned this issue suggesting more evening classes

	Strongly Agree	Agree	Undecided or Don't Know	Disagree	Strongly Disagree	Does Not Apply
My UTEP degree has been an advantage to me in seeking employment.	42.8%	35.4%	11.3%	4.9%	2.7%	3.0%
Studying in a bicultural setting enhances the professional opportunities of UTEP graduates.	28.2%	37.7%	14.9%	11.2%	6.6%	1.3%
Compared to graduates from other universities, I was as well-prepared for entry into my profession or field of employment as they were.	23.5%	37.6%	18.2%	12.7%	4.0%	4.0%
My UTEP degree prepared me to obtain opportunities outside the El Paso/Ciudad Juarez/Las Cruces area for employment or graduate study.	23.9%	39.2%	19.0%	7.3%	2.7%	8.0%
I would move from the El Paso/Ciudad Juarez/Las Cruces area for a chance to advance my career or to study for an advanced degree in my field.	42.1%	28.4%	9.2%	5.3%	3.7%	10.9%
UTEP is an important resource to El Paso and the border region.	70.8%	26.1%	1.6%	0.9%	0.6%	—

in general, more evening graduate classes and more required classes offered at more convenient times. Several also recalled difficulties with parking during their years at UTEP. And a number suggested more and better career counseling for students, such as a pre-law student who wrote, "Help students find jobs after they graduate from the university or inform them of the availability of employ-

ment in their related field."

When asked how often they had used UTEP resources in the past year, nearly 50 percent said they had used the UTEP Library at least once, while 32 percent had attended at least one professional presentation on campus and about 44 percent had attended one or more cultural events at the university.

Perhaps the most telling question on UTEP's first major alumni survey asked if these alumni had it to do over, would they again choose to attend this university. A few replies were emphatically negative, such as this one from a psychology major: "No. With 20-20 hindsight, I believe that commuter schools offer less than non-commuter schools in terms of a well-defined academic developmental phase of life."

An overwhelming majority, however, said that they would indeed attend UTEP again for three reasons: It is convenient or close to home, it is inexpensive and it provides a high-quality education. Many added that if UTEP had not been available to them, it would have been very difficult for them to attend college at all. As one alumnus put it, "Yes. As an engineering major UTEP can provide a big bang for the buck."

Again and again, these alumni remarked that their UTEP experience enhanced their lives at the same time that it helped them advance professionally. Some participants even used the survey as an opportunity to thank their alma mater with replies such as this: "My best times were at this institution. I learned not just [my field of study], but to become a human being, responsible, educated and friendly. Thanks UTEP."

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