

**The University of Texas of the Permian Basin**  
**Compact with The University of Texas System**  
**FY 2006 through FY 2007**

## **I. Mission and Activities**

### **Mission**

#### **Our Vision:**

Transform the University in size and scope from a commuter school to a University that values high quality learning and research that serves traditional students, while continuing excellence in service to commuter students.

#### **In concert with The University of Texas System:**

**The mission of The University of Texas of the Permian Basin is to provide quality education to all qualified students in a supportive educational environment; to promote excellence in teaching, research, and service; and to serve as a source for the intellectual, social, economic, and technological advancement of our diverse constituency in West Texas.**

#### **To Our Students:**

The University is committed to promoting the widest level of **participation** within our region by focusing on the potential of each student. As a regional institution, the University offers, to both traditional and nontraditional students, an environment of support and collegiality with a personal concern for each student's **successful** completion of his or her educational goals. Undergraduate programs balance a curriculum in the liberal arts and sciences with preparation for professional specializations. Graduate programs provide regionally appropriate professional and academic studies. All academic programs ensure our graduates may compete globally. Continuing Education programs ensure community wide participation from the non-traditional lifelong learning students.

#### **To Our Faculty and Staff:**

The University seeks to foster an atmosphere conducive to professional growth. We are dedicated to maintaining an environment that allows each of our faculty and staff to reach his or her professional goals. Through the success of our faculty and staff, and by their integrative efforts, centers of **excellence** will be created and enhanced.

#### **To Our Community:**

The University recognizes its responsibility to help advance the economic base of the Permian Basin and West Texas. By serving as a resource for intellectual, social, economic, and technological advancement, the University serves as a valuable research asset for the region's economic development. Continuing and professional education programs assist employers with maintaining the professional development for non-credit students. Our greatest contributions are providing well-prepared graduates to West Texas employers and instilling in our graduates a love of life-long learning.

### **Activities**

The University of Texas of the Permian Basin provides baccalaureate and graduate level instruction, continuing and professional education, applied research and service that extends community outreach to West Texas, and conducts research in the disciplines of its degrees. Currently, undergraduate degrees are offered in 30 major fields and graduate degrees are offered in 18 fields. Outreach and institutional research focuses on the needs of West Texas. Additionally, the John Ben Shepperd Public Leadership Institute of UT Permian Basin has a statewide mandate to promote leadership development for young Texans targeted on increasing their participation in public service.

While its programs focus on the needs of West Texas, the University's student body comes from across the state. In the fall of 2003, the student body included individuals from 132 of Texas' 254 counties. Since the University gained four-year status in 1991, it has continuously increased its recruitment of students from a local focus to a regional and now a statewide focus. Expansion of its recruitment focus is important to the University and the state. It is important to the University since growth is needed for the University to reach the size to be fully supported by formula without supplemental funding. It is important to the state both because the growth increases the efficiency of program delivery and to help close the gaps in participation.

UT Permian Basin has been designated a Hispanic Serving Institution (HSI). Its entering freshman class is 42 percent Hispanic, reflecting the graduating high school classes of West Texas. West Texas is increasingly growing Hispanic and UT Permian Basin's outreach to the Hispanic community is important for its growth and "closing the gaps" in West Texas. The undergraduate student body has recently changed so that a majority of undergraduate students are considered "traditional students" with approximately 45 percent being non-traditional commuter students. Approximately two-thirds of UT Permian Basins can be classified as first generation students.

The University of Texas of the Permian Basin is the only baccalaureate and master's institution in a ninety-mile radius of the Odessa-Midland metropolitan area. The closest public universities to UTPB are Angelo State University, 120 miles from campus; Sul Ross State University, 150 miles away; and Texas Tech University, 140 miles from UTPB. Private universities and colleges are located in Abilene, 175 miles from campus and Hobbs, New Mexico, 90 miles from campus. Four community colleges serve the region—Howard College (HC) in Big Spring, Midland College (MC), Odessa College (OC), and Western Texas College in Snyder.

In addition to its instructional and research activities, UT Permian Basin reaches out to the entire region and the state in non-credit instruction, applied research, and other outreach activities to fulfill its mission of being a resource for the intellectual, social, economic, and technological growth of West Texas. Many of these outreach programs are conducted by the Schools of Business and Education and the College of Arts and Sciences. Outreach and applied research programs are conducted by the Office of Continuing and Professional Education, the Center for Energy and Economic Diversification (CEED), and the Small Business Development Center (SBDC).

Distance Education is one of the four centers of excellence for the University. UT Permian Basin, with 66 course sections, is second only to UT Arlington in the number of courses it offers through the UT TeleCampus (UTTC). Courses and programs are offered via interactive television to Midland, Big Spring, San Angelo, Alpine, and Snyder. In addition, faculty travel to the MC campus to deliver courses. The Master of Kinesiology Online program that UT Permian Basin leads in the UT TeleCampus has gained national recognition for quality.

In the fall of 2004, UT Permian Basin began to offer six undergraduate degrees, its master's degree in Criminal Justice Administration, and EC-4 Certification on the campus of Midland College. The Texas Higher Education Coordinating Board has granted the University formal designation for the UTPB Midland College Teaching Site. A visiting team from the Southern Association of Colleges and School reviewed the Midland College Teaching Site in February, and the University is now completing the process for obtaining SACS review of its Midland off-campus programs.

Leadership Studies has become a center of excellence through the John Ben Shepperd Public Leadership Institute, a statutorily-created public service center within the University. It has a statewide mission to educate young Texans in leadership skills and to promote public service.

Energy Studies is the University's third center of excellence. Research and service activities are related to the oil and gas industry, the long-time economic engine for the region.

The fourth center of excellence for the University is Educator Preparation. Education is the single largest employer in West Texas. Education in the information age is essential to the economic growth of the region. It is thus essential that UT Permian Basin develop its program for educator preparation as a center of excellence.

UT Permian Basin is going through a transformation in recent years. It is moving from a “commuter school” to a University *with* a student body drawn from across the state and beyond. It is moving from a locally oriented school to a University delivering programs throughout the region and state. It is moving from a school that disseminates knowledge to one that is increasingly creating *and* disseminating knowledge. The continuation of that transformation is essential for UT Permian Basin to reach its potential for service to Texas and the nation.

## **II. Major Short-Term Initiatives**

### **Initiative One: Growth**

#### **Priority: 1**

**Objectives:** Growth is essential for the success of UT Permian Basin. The University’s full-time student equivalent is approximately 2,130. The Texas Higher Education Coordinating Board pathway guidelines estimate that it requires approximately 3,500 FTSE to reach the point where the formula funding will cover the fixed costs of operating the University. Other estimates have produced a lower estimate to break even on the formula, but all are considerably higher than UT Permian Basin’s current enrollment.

Its low FTSE means UT Permian Basin must rely on special item funding to operate with quality. In the past, the Legislature has been willing to provide that special item funding to provide access to West Texans, but special item funding is always subject to political winds. To reduce its need for special item funding, UT Permian Basin has undertaken an ambitious program of growth.

Quality education requires breadth and depth in academic programs, research, and student activities. A core number of faculty are necessary in each discipline for quality instruction and research. Collaborative research is supported by colleagues who can only exist in programs that are supported by students. Graduate student participation in research can exist with larger programs. Diverse curricula can be maintained in a university of larger enrollment than UT Permian Basin. A growing university enhances quality education and quality research.

The University of Texas System placed the University on “Financial Watch” in February 2005. The financial management system must be able to keep up with its transformation if it is to be fiscally sound and be able to provide for the needs of its students. A basic objective for the university is to regain the financial stability to allow it to regain the “satisfactory” financial management rating from the UT System.

**Strategies:** To obtain growth, UT Permian Basin is initiating new academic degree programs, expanding and enhancing student services, and expanding enrollment management efforts. The University gained Regents’ and Coordinating Board approvals and implemented a Master of Arts in Spanish, Master of Public Administration, and Bachelor of Science in Industrial Technology (fall 2005 start date). It is working to develop degree proposals for a Master of Arts in Communication, Master of Science in Computer Sciences, an Honors Program, and a Bachelor of Science in Athletic Training. The Master of Arts in Education, with an Early Childhood Education major, is also planned to be offered completely online.

New student housing is being added, increasing the number of beds in student housing from 224 in fall 2003 to 536 in fall 2005. New athletic programs were opened to attract students from across the state and region. Scholarship programs have been expanded and targeted at enrollment growth, a new enrollment management database is being installed, and new student recruiting expanded. Additional scholarships are needed for students from all over Texas and Eastern New Mexico.

Continued development of programs to increase student success and retention is a key element in the University's growth strategies. It is exploring the creation of a Reading or Literacy Center to strengthen students' reading skills in the same manner as the Writing and Math Centers strengthen skills in their areas. The Math Center was expanded to be the Math and Science Center in fall 2004.

Many elements make up the detailed tactics and strategies of the University's enrollment plans. They are detailed in the UTPB Recruitment and Retention Plan filed each fall with the UT System Administration and the Texas Higher Education Coordinating Board.

Besides added resources, growth calls for new ways of doing business. The University must develop new policies, guidelines, and processes that allow the University enrollments to grow while maintaining quality, enhancing research productivity, and building more and stronger community partnerships. New processes are needed to sustain the growth, quality, and service level of the institution. The University will research the processes used by institutions that have successfully made similar transformations.

The University has implemented new budgeting and financial controls to enhance its financial management. These include re-building cash reserves by carefully monitoring and minimizing unbudgeted expenditures, controlling position additions, and managing departmental budgets to insure that budgets are not exceeded. Additional monthly financial reports have been developed to assess the current financial position and identify trends earlier.

**Resources:** New resources of every type are needed if growth is to continue. New faculty are needed for course sections to provide students with necessary schedule options. New faculty are also needed for new degree programs. New staff members are needed to ensure continued high levels of student support throughout the University community. The University is currently in a space deficit, according to THECB calculations, which makes growing the schedule difficult with the small number of classrooms available on campus. New student housing is a must as the University continues its growth pattern, bringing in students from extended geographic areas. New student athletic, recreation, and activity facilities and staff are needed.

New staff will be needed to meet the growing enrollments. A plan for staff growth along with faculty growth will need to be developed in the coming 18 to 24 months. Fulfilling the plan will take longer as the University believes significant budgetary resources will be needed.

The University will also need to analyze peer and benchmark institutions for how they handle some of the challenges that face the University as it grows. Processes for recruiting, retaining, evaluating, and training quality adjunct faculty are of growing importance as the University's part-time faculty grows. Processes for program assessment and improvement need to be analyzed. These processes for continued improvement and for maintaining quality in times of rapid student growth will be important to the institution.

Academic advising needs to be studied for ways to better serve students and reduce confusion on degree plans. A consultant will be asked to evaluate the University's advising process and recommend ways for improving advising. These recommendations, along with the assessment that goes with preparing for a consultant review, will help the campus develop plans for improving academic advising.

**Progress in Last Year:** Student enrollment increased 8.4 percent in fall 2004 as compared to enrollments in fall 2003.

Freshman to sophomore retention increased from 63.7 percent for the fall 2003 cohort to 68.1 percent in the fall 2004 cohort.

**Progress Measures:** Student credit hour enrollment will grow by 5.5 percent per year.

Freshman to sophomore retention will increase toward the 75 percent mark by 2010.

The University's financial ratios used by the UT System to determine its financial rating will improve, leading to removal from "Watch" status.

A staffing plan will be completed by January 2007.

A framework for the recruitment, development, and retention of part-time faculty will be developed by August 2006.

**Major obstacles:** Space for instruction and faculty offices is a growing constraint. The University now has a space deficit of approximately 25,000 square feet. The lack of space makes it difficult to schedule classes when needed. The University has developed the basic designs for a Science and Technology Complex that will help meet its instructional space needs. This is currently being considered by the legislature for tuition revenue bond funding. Until it can be built, the University will have to rely on temporary buildings and off-campus teaching locations to meet space needs.

A second obstacle is the hiring of well-qualified faculty fast enough to meet the demand for enrollment growth. Funding from formula always has a one to two year lag from when growth occurs. It often will take a full year to hire terminally qualified faculty. University salaries are 6.4 percent below those of nationally comparable institutions. All of these combine to make it difficult to maintain terminally degreed faculty coverage in courses. The recent tuition increases are designed to allow the University to recruit and retain faculty members. It may also provide for a modest salary increase to move toward market salaries depending on the University's appropriation for the next biennium. Maintaining professional staff is needed, and that requires keeping salaries and benefits at market comparable levels.

### **Initiative Two: Quality**

**Priority:** 2.5

**Objectives:** The Coordinating Board's *Closing the Gaps* and UT System *Long Range Plan* call for enhancing excellence at all universities. UT Permian Basin currently provides a high quality education to its students, but often that quality is not recognized. The University seeks some of that recognition through obtaining national specialized professional accreditations. The University is working to earn accreditation in Art, Business, Computer Science, Education, Industrial Technology, and Social Work.

**Strategy:** UT Permian Basin has chosen to seek national specialized accreditation as a primary driver for quality improvement and recognition. Specialized accreditation sets important standards in faculty research as well as program support. Another reason to seek specialized accreditation is that it allows for broader recognition. For example, the *U.S. News and World Report* rankings of professional business schools only consider schools that are accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB-International). Seeking specialized accreditation is also important because of the process and issues the institution must face in order to meet the accreditation standards. The

accreditation process requires the entire institution to address issues of curriculum development and assessment, faculty development, and student recruitment and support.

The School of Business is currently conducting a self-study. The report will be submitted this summer. An AACSB-International visiting team is schedule to visit the campus in September 2005. If all continues on schedule, UT Permian Basin would receive the AACSB-International Accreditation in spring 2006.

Once the school has obtained its initial accreditation, it will begin work on reaffirmation, which will be more than simply maintaining the status quo. AACSB-International has adopted new accreditation standards with a heavy emphasis on program outcome assessment and improvement. UTPB is being reviewed for initial accreditation under the "old" standards, but will then have to conform to the "new" standards at the five-year reaffirmation.

The Art program faculty is currently conducting its self-study. The report should be submitted this summer followed by a visiting team in the fall. If all continues on schedule, the NASAD accreditation should be secured in spring 2006.

The School of Education and College of Arts and Sciences faculty in collaboration are seeking NCATE (National Council for the Accreditation of Teacher Education) accreditation. In February, 2004 UT Permian Basin was accepted in the PETE (Professional Excellence in Teacher Education) program of the American Association of Schools of Teacher Education, NCATE's parent organization. A PETE consultant visited the UTPB campus in fall 2004 and made recommendations to the University for gaining NCATE accreditation. It was that consultant's opinion that UTPB would be ready for its NCATE self-study in two-and-a-half years, which is a very favorable assessment of the University's capabilities.

In addition to pursuing specialized professional accreditation, UT Permian Basin will work to create a comprehensive Institutional Effectiveness Plan. The Effectiveness Plan will include learning outcomes and assessments for every degree program in addition to the traditional accountability measures. Continuous improvement of degree programs, student support programs, and business processes should be the result of the Institutional Effectiveness Plan. Such a plan is also essential in meeting the SACS accreditation reaffirmation requirements in 2010.

**Resources:** Generally, the specialized accreditation requires faculty development, assessment activities, facilities, and student services. The progress in the accreditation efforts to date show that the University is making good investments in developing quality faculty, facilities, staff, and services. This effort must continue.

**Progress in Last Year**

The AACSB-International "mock accreditation visit team" encouraged UTPB to conduct its self-study a year ahead of its original candidacy schedule, and that recommendation was endorsed by the AACSB-International Candidacy Committee. The self-study is being conducted now.

The Art program faculty is conducting its self-study on schedule.

The University was accepted into the PETE program (see above) and received recommendations leading to a scheduled self-study in the 2007-2008 academic year.

**Progress Measures:**

NASAD accreditation should be received by spring 2006.

AACSB accreditation should be received by spring 2006.

SACS will review the University's Institutional Effectiveness Plan as part of its evaluation of UTPB's substantive change proposal for offering degree programs in Midland. The University received only one recommendation as a result of the SACS team visit and is currently working to resolve that one area of concern.

Consultant recommendations on how to improve academic advising should be received by August 2006.

**Obstacles:** There are no major obstacles foreseen for either of the two specialized accreditations coming up for review in the next three years

### **Initiative Three: Research**

**Priority:** 2.5

**Objectives:** UT Permian Basin seeks to build its research productivity. This is a long-range direction of the institution, UT System, and the *Closing the Gaps* plan. Strengthened research will help the quality of University instruction, aid in the economic growth of West Texas, and help the University in developing the faculty needed to start doctoral programs in the future.

**Strategies:** The University will develop, gain approval for, and implement new promotion and tenure policies, research release policies, and annual review criteria, placing specific emphasis on faculty research productivity. The new policies will insist on research productivity and accountability for research support for a faculty member to receive satisfactory evaluations or to receive future research support.

The University will continue to develop its four centers of excellence – Energy Studies, Leadership Studies, Distance Education, and Educator Preparation. Research in these four areas will be integrated with the instructional and public service activities in these fields. New external funding will be sought in Bilingual Education, Energy Security, and other fields within the four centers of excellence.

UT Permian Basin will also seek to take advantage of its recent recognition as a Hispanic Serving Institution to attract external funding. Many funding agencies target research funding to HSI institutions.

When hiring new faculty, a strong preference will be given to candidates with proven research records or potential. Increased starting salaries may call for a study of faculty salary equity.

The University will be reviewing its sponsored projects support functions in the coming years. The goal is to enhance the support given to the development and execution of externally funded grant programs.

As resources allow, the University will seek to grow its graduate assistant program, which started in the 2004-2005 academic year. The graduate assistant program helps foster research through recruitment of full-time graduate assistants, each of whom has some research functions as part of their assistantship duties.

**Resources:** To recruit and retain faculty with strong research records may require salaries to be increased to be competitive. Graduate assistantships and enhancements in sponsored projects research support may require additional budget resources over time.

**Progress in Last Year:** New promotion and tenure policies are currently being reviewed by the Office of General Counsel.

A process for gathering and classifying information about faculty research was developed in August 2004. At that time, 82.7 percent of the tenured and tenure-track faculty produced some refereed work in the past five years. Approximately 37 percent of the tenured and tenure-track faculty had three or more journal articles, book, or book chapters in the last five years. This review process will be repeated every summer.

As of July 14, 2005, the University had approximately \$2.9 million dollars in external grant awards. This compares to \$1,123,690 for the entire 2004 fiscal year.

**Progress Measures:**

New promotion and tenure policies and criteria will be implemented.

The University's externally funded research will increase by 5 percent per year.

The percentage of tenured or tenure-track faculty submitting grant proposals for externally funded grants will increase by 10 percent per year.

The percentage of tenured or tenure-track faculty with refereed journal publications or juried artistic works will increase.

The percent of tenured or tenure-track faculty receiving externally funded grants will increase.

**Obstacles:** Increasingly, UT Permian Basin research calls for structures and processes that support a climate for research. The University will continue its evolution into an institution that values research. This will require a commitment to re-examining University incentives, support structures, and operating processes for the encouragement of research. As the institution grows, it will be able to grow in research capabilities as well as in enrollments.

**Initiative Four: Partnerships**

**Priority:** 4.0

**Objectives:** UT Permian Basin needs to build partnerships to maximize the efficient use of resources, improve services to its students, and build community support. A significant opportunity for such partnerships is with the community colleges in West Texas.

**Strategies:** The general strategy for building partnerships with the area's community colleges is to find ways for UT Permian Basin to work jointly with each college in ways that are mutually beneficial. Such initiatives vary with each college. In addition to partnerships with area community colleges, there are other essential partnerships with UT System institutions, other universities, PK-12 education, local and state governments, and private industry for instruction, research, and outreach.

Midland College seeks to build its "University Center" concept whereby upper division courses and full bachelor's degrees are offered on the MC campus. This need was identified by the Midland 2000 community planning effort. This group recommended increased access to higher education for Midland-area residents. UT Permian began offering upper division courses on the MC campus during the 2003-2004 academic year. In fall 2004, the University offered its first full degree programs on the MC campus.

Six undergraduates, one graduate program, and EC-Grade 4 teacher certification is offered on the MC campus.

The University is also partnering with Odessa College and the City of Andrews to open a Business and Technology Center in Andrews. With assistance from the Economic Diversification Programs of the CEED, the City of Andrews was successful in obtaining a grant from the U.S. Economic Development Administration to build a Higher Education Center. That center is now under construction. UTPB and Odessa College plan to offer courses at the Andrews Higher Education Center, primarily through interactive television, in spring 2006. UT Permian Basin will offer upper division and graduate classes through interactive TV and help students from the Andrews area find online courses and programs that meet their educational objectives.

UTPB is also starting to offer teacher certification courses on the Howard College campus in Big Spring and the Western Texas College campus in Snyder through interactive television. Two courses were offered in Big Spring last fall. Three classes are currently scheduled for the fall 2005 on the Howard College campus and the Western Texas College campus.

Being literally a few blocks apart, the partnership efforts between UTPB and Odessa College have taken a different emphasis than those with MC and HC. The OC/UTPB efforts have looked at sharing resources – faculty, facilities, and staff.

Distance learning is a center of excellence for UT Permian Basin that has already earned the institution regional and national recognition for quality. Much of the University's work in distance learning is conducted in collaboration with the UT TeleCampus and UT System institutions. Interactive television courses from UT Permian Basin to other sites or from other institutions such as Sul Ross State University and UT Medical Branch at Galveston (UTMB) are important to the institution's efforts to offer quality programs or to offer programs in West Texas that would otherwise not be possible. One example of such a program is the new bachelor's of science degree in clinical laboratory sciences that has been fully implemented on the UTPB campus in partnership with UTMB.

The CEED, EDA University Center, Small Business Development Center, Center for Professional Development in Teaching, and Continuing and Professional Education Office work with local and regional governments and business firms ranging from assisting the Permian Basin Petroleum Association in holding a regional conference on CO<sub>2</sub> well technology to having a small community host an applied study on its economic development. As the work of these programs expands, new partnerships will be needed.

UT Permian Basin has a partnership with the Autonomous University of Chihuahua (UACH). This partnership includes student exchanges, faculty exchanges and development programs, and collaborative research. In addition, the School of Business partners with Monterrey Technological Institute in Juarez, Mexico, for collaborative education and research.

**Resources:** Partnership efforts require new ways of doing business. This may mean sharing business functions or sharing faculty. At HC and MC, the community college partner provides facilities and educational support while UTPB provides faculty-teaching resources to deliver courses on the two campuses.

**Progress in Last Year:** Seven degree programs successfully started on the Midland College Campus.

Direct Connect agreement signed with Howard College in Big Spring.

Andrews Higher Education Center grant proposal was developed with CEED assistance and is currently being constructed. UTPB will begin to offer classes via interactive television in Andrews in spring 2006.

Social Work clinical sites have been successfully established.

UTPB and UACH had a second successful summer intensive language exchange program and also exchanged art exhibits in the fall 2004.

The Office of Continuing Education has been established.

The School of Business had a successful exchange of summer school classes with Monterrey Tech—Juarez.

**Progress Measures:**

Delivery of at least three courses per term on the Howard College campus and Western Texas College in Snyder.

Delivery of ITV classes and services to the Andrews Business and Technology Center.

Signing of the "Direct Connect" seamless transfer agreement with Odessa College.

Growth in partnering with local school districts in expanding educational opportunities for their teachers, staff, and students.

Exploration of other health related collaborations with UT components and other higher education institutions.

Expansion of industry and government partners in CEED, SBDC, EDP, and Continuing and Professional Education activities.

Continued development of the partnership with UACH and Monterrey Tech—Juarez.

**Obstacles:** There are no specific obstacles to building partnerships other than time. It takes time, resources, and continual effort to find areas of mutual interests essential to a strong partnership.

**III. Future Initiatives of High Strategic Importance**

Future initiatives of high strategic importance are focused on the same four issues as the current initiatives—Growth, Quality, Research, and Partnerships. They will develop over the next five years or so. The exact nature of any new staffing requirements will be determined as the long-term initiatives are transformed into short-term program plans.

**Initiative One: Growth**

**Priority:** 1

**Objectives:** To grow in headcount and/or credit hours at a rate of 5.5 percent per year.

**Strategies:** Numerous strategies will be used to promote enrollment growth. These include:

1. Having an aggressive scholarship program to ensure student access is not blocked because of financial circumstances.
2. Expanding recruiting efforts statewide.
3. Creating new degree programs from the centers of excellence and areas of need identified in West Texas. Secure foundation funding to help facilitate the process.
4. Expanding student academic success services to increase retention and graduation rates.
5. Expanding housing and other student services to make UT Permian Basin more attractive to traditional students.
6. Expanding course and program offerings to Midland and other communities.
7. Expanding facilities with new instructional buildings.
8. Developing new opportunities for students to be involved in research as part of their degree programs.
9. Increasing opportunities for students to do internships.

**Resources:** Growth will be funded from many sources. External funding will be sought for scholarships and special programs. Tuition and state appropriations will be used to fund scheduling expansion and the hiring of new faculty and staff. Funding for new instructional buildings will be sought through tuition revenue bonds. Grant funding will be proposed to increase student services.

**Progress Measures:** Annual enrollment growth of 5.5 percent.

Increased retention and graduation rates to comparable levels of institutional peers.

### **Initiative Two: Research**

**Priority:** 2.5

**Objective:** In the next decade, UT Permian Basin seeks to reach the top quarter of master's comprehensive universities with similar programs in terms of externally funded research and faculty research. As a benchmark, UTPB will work to achieve \$4 million in research funding by the year 2010, the target recommended by the Washington Advisory Group.

**Strategies:** Strategies for increasing externally funded research include:

1. Continue the transformation of the institution's internal culture to an institution where research is highly valued.
2. Develop metrics and data sources for comparing UT Permian Basin research to that of other universities in terms such as:
  - Percentage of tenured or tenure-track faculty submitting grant proposals and receiving awards.
  - Percentage of tenured or tenure-track faculty with refereed journal articles.
  - Amount of externally funded research per tenured or tenure-track faculty member.
3. Create new degree programs in disciplines where externally funded research is common.
4. Put more emphasis on research capabilities and output in faculty hiring, annual evaluations, and promotion and tenure.
5. Provide additional support for faculty who are new at grant writing.

**Resources:** Institutional resources for research expansion are being set aside. Over \$200,000 has been identified for FY 05. Addition funding will be identified in future budget years. New program creation will come from enrollment growth as will the funding for new faculty positions. The library's collection of material and reference databases to support research will have to be expanded.

**Progress Measures:**

- Percentage of tenured or tenure-track faculty submitting grant proposals and receiving external funding.
- Percentage of tenured or tenure-track faculty with refereed journal articles.
- Amount of externally funded research per tenured or tenure-track faculty member.
- The number of grants faculty receive.
- The total external funding for the University will grow at a rate of 5 percent per year.

**Obstacles:** The long-term obstacles to enhancing UT Permian Basin's research productivity are the same as its short-term obstacle, the need for growth.

### **Initiative Three: Quality**

**Priority:** 2.5

**Objectives:** Increased regional and national recognition of UT Permian Basin programs as high quality programs.

**Strategies:** Strategies for increasing the quality of UT Permian Basin programs include:

1. Moving UT Permian Basin faculty salaries and support to levels comparable to those at institutions of recognized quality.
2. Gaining specialized accreditations.
3. Continuing to use the program review process to identify ways to increase the quality of individual programs.
4. Enhancing University communications to regional and national audiences that will help build its reputation for quality among its peers.
5. The University will continue to improve its fiscal management system.

One issue the University will be exploring as it looks at its long range plan is, "What comes after professional accreditation?" There are several answers to this question. One answer is, "More professional accreditations." The University is currently pursuing two broad professional accreditations in business and education. When these are complete, 50 percent of the University's students will be in a program with professional accreditation. Both areas, however, have more specific accreditations such as accounting accreditation and counseling accreditation.

The University is already pursuing single major or program accreditations in addition to the broad areas of business and education. The National Association of Schools of Art and Design accreditation should be earned in the next two years. Social Work is a candidate for accreditation by the Council on Social Work Accreditation. Industrial technology and computer sciences are developing plans for accreditation by the National Association for Industrial Technology and Accrediting Board for Engineering and Technology respectively. The proposed Athletic Training program will seek accreditation from the National Athletic Trainer Association.

Another answer to, "What comes after accreditation?" is the development of ways to gained added recognition for UT Permian Basin program excellence. Professional accreditation is the first step to regional and national recognition. *U.S. News and World Report*, for example, only includes AACSB-

International accredited schools in its annual survey for ranking business school. After accreditation, the University will work to find ways to communicate its quality to those outside the Permian Basin.

A third answer to the post-accreditation question is, "Simply do better." The University will work to improve its quality continuously through assessment. The programs gaining professional accreditation have had to develop processes and structures to assess quality, ensure quality, and identify possible improvements. They will be able to use those processes and structures to exceed the minimum needed for accreditation.

Just doing better does not come by accident. It comes through development of a high quality institutional effectiveness system. UT Permian Basin needs to develop an institutional effectiveness system with multiple years of assessments and use that assessment for improvement for its 2010 SACS reaffirmation review. UT Permian Basin seeks to build an institutional effectiveness system that is a model for other universities in terms of demonstrated use for quality improvement in all areas— instruction, research, public service, and stewardship of public funds. Such an IE system will greatly enhance the University's ability to build quality and build its reputation as a high quality university.

**Resources:** The improvement in program quality will come from growth in enrollments and increased tuitions.

**Progress Measures:**

- NCATE accreditation will be earned by 2008.
- Other specialized accreditations will be earned.
- UT Permian Basin will have more programs gain national recognition.
- UT Permian Basin will gain and continuously maintain a "satisfactory" financial status rating from the UT System.

#### **Initiative Four: Partnerships**

**Priority:** 4

**Objectives:** UT Permian Basin will increase its service to Texas and the region at lower costs by building partnerships with other institutions of higher education, state and local government, and private industry.

**Strategies:** UT Permian Basin will seek partners to work on a number of program initiatives. These include:

1. Collaborating with UT Health Science Centers on the development of allied health programs for West Texas.
2. Working with UT System institutions and other state and national universities and agencies to develop research programs.
3. Working with engineering programs within the UT System for the delivery of engineering education in the Permian Basin.
4. Working with one or more UT System institutions on the collaborative delivery of a doctoral program in Educational Leadership to the Permian Basin.
5. Working with Midland College in the delivery of degree programs in Midland.
6. Working with Western Texas College and Howard College to improve transfer and meet unique distance education needs in their service areas.
7. Working with the community arts groups to build academic programs in Music, Drama, and the Fine Arts.

8. Working with area industry and local governments to build research and academic programs addressing the needs of West Texas.

**Resources:** The resources that are needed with each partnership will vary by the nature of the partnership.

**Progress Measures:** Increased program and course offerings on community college campuses.

Increased degree programs in allied health, engineering, and doctoral education.

Increased externally funded research.

#### **IV. Other Critical Issues**

The University of Texas of the Permian Basin, like most universities, must address numerous issues in shaping its future. Three stand out as particularly critical for UT Permian Basin – the institution’s small size, the need to enhance united community support, and the need for new campus facilities.

**A. Size.** The institution’s small size is the greatest issue facing the institution. Small enrollments mean there is a small faculty. Many disciplines with only one or two faculty members have no senior faculty to mentor new faculty in their professional activities. Small enrollments limit the ability of the University to take advantage of economies of scale or to shift loads between faculty teaching, research, and service activities in order to take advantage of the unique strengths of individual faculty. Size matters.

The paramount critical issue for UT Permian Basin as a result of its small size is the vulnerability of funding. The Texas Higher Education Coordinating Board estimates that it takes 3,500 student FTEs for the funding formula to cover the fixed cost of a university. UT Permian Basin has a student FTE of approximately 2,331. Until growth in either enrollments or external funding increases, the University will be dependent on general special item appropriations. Such line items are very vulnerable during times of state budget reductions. To be free from this vulnerability, UT Permian Basin must grow.

**B. Community Support.** A second issue that must be addressed is the continued effort to build support from all communities of the Permian Basin, especially Midland and Odessa. The Permian Basin has a long history of competition within the community in the Basin. In recent years that competition has decreased as Midland, Odessa, and surrounding communities have realized that they are more interdependent on each other than many had thought in the past. The communities now realize that working together in partnership leads to the entire region growing. This is exemplified in the new dual-branding of Midland-Odessa as “Two Cities: No Limits.”

It is important that The University of Texas of the Permian Basin be a part of this movement. It must build partnerships throughout the region. It must work to serve the entire region. UT Permian Basin must be viewed as the Basin’s, not just Odessa’s, University, if it is to thrive. To be viewed that way, UT Permian Basin must continuously seek to serve the entire Basin.

**C. Facilities.** A major constraint facing the University is the lack of facilities for growth in enrollments, research, or public service. The University is seeking funding for a new Science and Technology Complex from the legislature this session to help address a critical need for science instructional labs and research space.

#### **V. System and State Priorities**

The Texas Higher Education Coordinating Board's *Closing the Gaps* plan and *The University of Texas System Long-range Plan* is built around four strategic directions—Participation, Success, Excellence, and Research. The short-range and long-range goals of UT Permian Basin are focused on those four strategic directions. Increased growth in programs, services, and enrollment management will lead to increased participation and success. Efforts to enhance the quality of its programs will lead to increased excellence and increased recognition of the University's excellence. The movement to build partnerships will allow the University to leverage its resources to more effectively and efficiently meet its goals.

Collaborations with other UT System components are a key area of partnerships for the campus. UT Permian Basin already benefits from many System collaborations including the UT TeleCampus, the Digital Library, shared accounting systems (DEFINE), and shared information technology resources. In the spring of 2004, the University will deliver the UT Medical Branch at Galveston Bachelor of Science in Clinical Laboratory Sciences degree on the UT Permian Basin campus.

In the future, increased collaborations with UT System components will be important strategic elements for the campus. UT Permian Basin will be seeking to begin degree programs in fields such as allied health, engineering, and doctoral-level educational leadership where there is no or limited on-campus expertise. The University will need assistance from other collaborations among UT System institutions, particularly from academic-health institution collaborations.

The University's goal to increase externally funded research is perfectly aligned with the UT System goals for research expansion. So, too, is UT Permian Basin goal for quality enhancement aligned with the System goal to obtain recognition of program excellence.

The improvement of alumni relations is not directly identified in the critical strategies of the University. Improved alumni relations are continually being sought. Many of UT Permian Basin's alumni live and work in West Texas and thus good alumni relations are important to building community partnerships. The Institutional Advancement office is continuing to increase and refine the database of alumni addresses. Good alumni relations are also critical for the recruitment of scholarly funding and other gifts essential for building program quality.

## **VI. Compact Development Process**

This compact is a revision of the compact developed and adopted in the 2003-2004 academic year. The University used that first compact as the focus for the development of unit compacts during this academic year. In reviewing the unit compacts the Budget and Planning Committee worked to identify issues and concerns the units had in aligning their compacts with the institutional compact. Revisions will be made when needed.

This compact is a revision of the current compact, not a completely new compact. This reflects the Budget and Planning Committee's focus this year on developing alignment between the existing compact and unit compacts. The committee would have been surprised if year-to-year changes in the compacts were to be greatly different, as it would reflect a lack of continuity in focus from one year to the next. The Committee does believe significant changes may occur, however, in future compact revisions as the Group of Thirty, the listening tours, and other long-range planning activities conclude.

- The revised draft was posted on the University's web site. Faculty and staff were sent an e-mail directing their attention to the draft and inviting comment. Individuals, departments, or any other group could send comments.
- The draft was presented at the University's Administrative Council which includes representation from all administrative areas of the University, the Faculty Senate, the Student Government, and the Staff Advisory Council.

- The following groups were asked to make formal recommendations for revisions to the draft:
  - The Faculty Senate
  - The Staff Advisory Council
  - The Student Government
  - The Academic Council
  - The Business Affairs Directors
  - The Student Services Directors
  - Administrative Council
  
- The proposed revisions were reviewed by the executive staff and incorporated where appropriate. The revised draft has been sent to each representative body and is now posted on the institution's website for further comment while it is under review by the UT System Administration.

## **VII. System Contributions**

- Encourage collaboration by other UT System institutions on UT Permian Basin degree program initiatives. Degree program partnerships might be through the distance delivery of a program from a UT component to meet a need of the West Texas region or through collaborative delivery of such programs. Areas where the academic degree programs are envisioned include:
  - Doctoral-level programs in Educational Leadership or Administration.
  - Engineering programs.
  - Rehabilitative services, nursing, occupational therapy, and other allied health fields.
  
- Encourage collaboration by other UT System faculty members with UT Permian Basin faculty. This is especially important in mentoring new UT Permian Basin faculty in disciplines where there may not be any senior faculty members.
  
- Support in developing research infrastructure.
  
- Support in academic program development in areas where UT Permian Basin does not currently have on-campus expertise.
  
- Support in obtaining legislative approval for tuition revenue bonds for new academic buildings and continued line and special item support.
  
- Facilities planning assistance for new instructional and research space.

**VIII. Appendices**  
**A. Budget Summary**

**The University of Texas of the Permian Basin**  
**Operating Budget**  
**Fiscal Year Ending August 31, 2005**

	FY 2004 Adjusted Budget	FY 2005 Operating Budget	Budget Increases (Decreases) From 2004 to 2005	
			Amount	Percent
<b>Operating Revenues:</b>				
Tuition and Fees	\$ 8,184,355	10,114,914	1,930,559	23.6%
Federal Sponsored Programs	4,673,173	4,668,673	(4,500)	-0.1%
State Sponsored Programs	671,722	668,108	(3,614)	-0.5%
Local and Private Sponsored Programs	125,000	75,000	(50,000)	-40.0%
Net Sales and Services of Educational Activities	80,000	167,882	87,882	109.9%
Net Sales and Services of Hospital and Clinics	-	-	-	-
Net Professional Fees	-	-	-	-
Net Auxiliary Enterprises	689,913	1,336,787	646,874	93.8%
Other Operating Revenues	14,782	2,000	(12,782)	-86.5%
Total Operating Revenues	<u>14,438,945</u>	<u>17,033,364</u>	<u>2,594,419</u>	<u>18.0%</u>
<b>Operating Expenses:</b>				
Instruction	9,902,499	9,392,123	(510,376)	-5.2%
Academic Support	2,053,764	3,075,210	1,021,446	49.7%
Research	886,145	1,282,989	396,844	44.8%
Public Service	1,152,241	1,451,665	299,424	26.0%
Hospitals and Clinics	-	-	-	-
Institutional Support	4,385,818	4,182,082	(203,736)	-4.6%
Student Services	1,011,883	1,088,705	76,822	7.6%
Operations and Maintenance of Plant	3,143,953	3,101,408	(42,545)	-1.4%
Scholarships and Fellowships	4,755,245	6,376,646	1,621,401	34.1%
Auxiliary Enterprises	1,973,885	2,244,436	270,551	13.7%
Total Operating Expenses	<u>29,265,433</u>	<u>32,195,264</u>	<u>2,929,831</u>	<u>10.0%</u>
<b>Operating Surplus/Deficit</b>	<u>(14,826,488)</u>	<u>(15,161,900)</u>	<u>(335,412)</u>	<u>2.3%</u>
<b>Nonoperating Revenues (Expenses):</b>				
State Appropriations & HEAF	15,614,616	15,666,564	51,948	0.3%
Gifts in Support of Operations	515,153	362,260	(152,893)	-29.7%
Net Investment Income	608,922	712,772	103,850	17.1%
Other Non-Operating Revenue	-	-	-	-
Other Non-Operating (Expenses)	-	-	-	-
Net Non-Operating Revenue/(Expenses)	<u>16,738,691</u>	<u>16,741,596</u>	<u>2,905</u>	<u>0.0%</u>
<b>Transfers and Other:</b>				
AUF Transfers Received	-	-	-	-
AUF Transfers (Made)	-	-	-	-
Transfers From (To) Unexpended Plant	-	-	-	-
Transfers for Debt Service	(2,052,898)	(2,254,678)	(201,780)	9.8%
Other Additions and Transfers	111,486	300,000	188,514	169.1%
Other Deductions and Transfers	(111,486)	(300,000)	(188,514)	169.1%
Total Transfers and Other	<u>(2,052,898)</u>	<u>(2,254,678)</u>	<u>(201,780)</u>	<u>9.8%</u>
<b>Surplus/(Deficit)</b>	<u>\$ (140,695)</u>	<u>(674,982)</u>	<u>(534,287)</u>	<u>379.7%</u>
Total Revenues	\$ 31,177,636	33,774,960	2,597,324	8.3%
Total Expenses and Debt Service Transfers	(31,318,331)	(34,449,942)	(3,131,611)	10.0%
Surplus (Deficit)	<u>\$ (140,695)</u>	<u>(674,982)</u>	<u>(534,287)</u>	

Note: Operating Budget Highlights with a glossary of terms are included on Page 1.

## B. Statistical Profile

### UT Permian Basin

<i>fall</i>	2000	2001	2002	2003	2004
Undergraduate headcount	1,979	2,077	2,292	2,638	2,923
Graduate and professional headcount	293	332	380	390	368
Total enrollment	2,272	2,409	2,672	3,028	3,291

<i>yr of matriculation</i>	1998	1999	2000	2001	2002
1st year persistence	58.9%	64.9%	55.6%	61.2%	65.6%

<i>yr of matriculation</i>	1995	1996	1997	1998	1999
4-year graduation rate	10.0%	9.3%	15.2%	17.0%	15.5%
5-year graduation rate	20.0%	19.5%	25.9%	26.8%	
6-year graduation rate	24.0%	23.2%	29.5%		

<i>academic year</i>	99-00	00-01	01-02	02-03	03-04
Baccalaureate degrees granted	334	329	417	345	443
Master's degrees	92	87	68	101	109

<i>fall</i>	2000	2001	2002	2003	2004
All instructional staff	146	139	158	192	212
Classified employees	130	146	160	167	179
Administrative/professional employees	70	79	89	84	93
Student employees	115	123	149	163	203

<i>academic year</i>	99-00	00-01	01-02	02-03	03-04
FTE student / FTE faculty ratio	17 to 1	17 to 1	17 to 1	17 to 1	18 to 1

<i>fiscal year</i>	2000	2001	2002	2003	2004
Federal research expenditures	\$233,075	\$147,629	\$138,194	\$166,777	\$1,215,420

<i>fiscal year</i>	2000	2001	2002	2003	2004
Revenue/FTE student (nearest thousand)	\$14,000	\$14,000	\$13,000	\$11,000	\$10,000

<i>as of</i>	8/31/99				8/31/04
Endowment total value	\$10,170,000				\$13,147,000