

**The University of Texas at El Paso**  
**Compact with The University of Texas System**  
**2004-05**

## **I. Introduction: Institution Mission and Goals**

The University of Texas at El Paso (UTEP) is dedicated to teaching and to the creation, interpretation, application, and dissemination of knowledge. UTEP prepares its students to meet lifelong intellectual, ethical, and career challenges through quality educational programs, excellence in research and in scholarly and artistic production, and innovative student programs and services, which are created by responsive faculty, students, staff, and administrators.

As a component of The University of Texas System, UTEP accepts as its mandate the provision of higher education to the residents of El Paso and the surrounding region. Because of the international and multicultural characteristics of this region, the University provides its students and faculty with distinctive opportunities for learning, teaching, research, artistic endeavors, cultural experiences, and service.

Through its strategic planning process, UTEP has adopted the following institutional goals:

1. Learning and Teaching—Prepare UTEP students to meet lifelong intellectual, ethical and career challenges and to be the leaders of the 21<sup>st</sup> Century.
2. Research, scholarship, and artistic production—Create, interpret, evaluate, apply, and disseminate knowledge; encourage the addition of perspectives based on UTEP's geographic and social setting; and contribute to the formation of a broader intellectual and artistic foundation for the 21<sup>st</sup> Century.
3. Administration—Provide infrastructure support for the achievement of UTEP's mission in learning, teaching, research, scholarship, artistic production, and public service through responsive, effective, and efficient administrative and staff services.
4. Public Service—Work in partnership with public and private agencies, institutions and organizations, including business and industry, to improve the quality of life in our region and world by providing appropriate university expertise and leadership.

A Doctoral/Research Intensive university, UTEP extends the greatest possible access to a region that has been geographically isolated and whose people have had limited economic and educational opportunities. In Fall 2003, UTEP enrolled 18,542 students, an all-time record enrollment and an increase of 7.6 percent over Fall 2002. Approximately 80 percent of UTEP's students come from El Paso County, and the ethnic composition of the student population mirrors that of the community: more than 70 percent of UTEP's students are Hispanic. Mexican nationals, most commuting from homes across the Rio Grande in Cd. Juárez, comprise approximately 11 percent of UTEP's student population. In addition to being majority-Hispanic, UTEP is majority-female, with women comprising approximately 55 percent of the student population. Graduate students comprise 19 percent of the total student population, and UTEP currently enrolls 260 doctoral students, an increase of more than 11 percent since Fall 2002. Approximately 50 percent of UTEP's students are first-generation college students.

In Fall 2003, UTEP had 884 total faculty, 441 of whom were tenured or tenure-track. Of the total faculty, 298 (33%) taught on a part-time basis. In Fall 2002, the last year for which these data are available, 95 percent of the tenured/tenure-track faculty held the terminal degree (e.g., Ph.D., Ed.D., or MFA in the fine arts). UTEP is making a concerted effort to recruit more minority faculty. In Fall 2003, 26 percent of the total faculty and 19 percent of the tenured and tenure-track faculty were Hispanic; and 41 percent of the total faculty and 28 percent of the tenured and tenure-track faculty were women.

## II. Major Ongoing Priorities and Initiatives

### A. Short-Term

#### Priority 1. Resource Development to Build Capacity

Capital funding needs continue to be a major challenge for UTEP. A large, aging campus requires significant ongoing repair and renovation, as well as reconfiguration for conversion to new programs and activities. A growing student population requires additional infrastructure development, ranging from classrooms and laboratories, to student services, parking, and recreational facilities. Growth in externally funded research requires additional laboratory space and equipment. Demand for enhanced technology infrastructure comes from all sectors of the campus. Since the current annual allocation of PUF resources is not adequate to meet all of these capital-funding needs, UTEP will work to increase support from a variety of sources.

#### Objectives

1. Secure legislative approval of Tuition Revenue Bonds (TRB's) to provide funding for major infrastructure development and a new College of Health Sciences facility
2. Move toward an end to the disparity in annual capital funding between those institutions that receive funds through the PUF and those that receive funds from the HEAF
3. Continue to secure capital investments in UTEP by the UT System, the State, federal agencies, corporations, foundations, and individuals

#### Strategies

UTEP has prepared two TRB proposals for the 2005 legislative session: one for a broad range of infrastructure repair, renovation, technology and building completion projects, and the second for a new College of Health Sciences facility. At the same time, UTEP will continue to work with the UT System to seek strategies to unify the voices of the components most adversely affected by the PUF/HEAF capital funding disparity in preparation for the next legislative session. During that session, UTEP's President and senior administrators will monitor developments in the Legislature related to funding for universities and will work with the UT System to ensure that the infrastructure needs of UTEP and other Texas universities are addressed.

UTEP also seeks support from the UT System's excess medical liability fund to support collaborative health-related research with the UT Houston School of Public Health and Texas Tech, as well as an investment from the Governor's Enterprise Fund for the development of high-potential research in Engineering related to regional economic development. In addition, UTEP is closely monitoring the Texas LEARN initiative to ensure that this resource is extended to the El Paso area.

UTEP's Office of Institutional Advancement (OIA) is placing a high priority on increasing support for the University's operations from alumni, community leaders, other individuals, corporations, foundations, and civic organizations. As part of the long-range plans described below, UTEP will undertake a capital campaign leading up to its 100<sup>th</sup> anniversary celebration in 2014. To establish a solid foundation for this campaign, OIA must immediately start reaching out to non-donors and small donors with the strategy of identifying those who might make a major donation to the campaign. OIA plans to increase the donor base by raising membership levels in the Alumni Association and donor recognition societies. There are more than 86,000 former UTEP students worldwide, and OIA is committed to improving its contact information database on them, with the goal of cultivating the top prospective donors from among them. OIA is also committed to increasing the number of proposals submitted to corporations and foundations by expanding the prospect base and strengthening relationships with faculty. With the goal of ensuring that contributions from corporations and foundations represent 30-40 percent of the total raised in the

next capital campaign, OIA will enhance relationships with existing funding sources and identify and cultivate new potential grantmakers.

### Resources

Currently available human resources

### Progress Measures

1. TRB requests endorsed by UT System and submitted to Legislature
2. Approval of TRB requests
3. PUF/HEAF disparity mitigation strategy prepared before 2005 legislative session
4. Successful resolution of PUF/HEAF disparity during 2005 Legislature
5. Successful inclusion of El Paso in near-term LEARN implementation plan
6. 5% increase in the response rate to annual fund appeals
7. 5% annual increase in Alumni Association membership
8. Identification of UTEP alumni and other individuals who are likely to become Top 100 prospects
9. Establishment of the University's Centennial Commission

### Major Obstacles to Progress

Economic conditions in Texas may prevent the Legislature from funding fully the TRB requests and, in the longer term, addressing the PUF/HEAF disparity. The Office of Institutional Advancement faces constraints on staff size and travel that inhibit efforts to cultivate alumni, corporations, and foundations.

## **Priority 2. Research Development**

In the short term, UTEP will lay the groundwork for a major expansion in research productivity, an expansion that is in line with UT System and State priorities for increasing external research funding. Major initiatives include improving the University's capability to effectively apply for and succeed in securing external funding for research and sponsored projects, and re-shaping the institutional culture to better integrate research and academic programs, particularly at the doctoral level. UTEP will also continue to develop the external relationships and the institutional culture to enhance capacity in the area of technology transfer and commercialization.

### Objectives

1. Increase proposals submitted and awards received in areas of strategic importance to the University and aligned with new doctoral programs
2. Invest in new research emphases that are aligned with the University's mission and region, e.g., health-related research
3. Achieve a broader Coordinating Board definition of research that will optimize reporting of research expenditures at UTEP and other public universities in Texas
4. Increase UT System and State investment in research capacity-building at UTEP
5. Increase the efficiency and effectiveness of the Office of Research and Sponsored Projects (ORSP)
6. Improve ORSP customer service
7. Improve communication between ORSP and UTEP faculty and staff
8. Improve and extend training to faculty and staff in funding searches, proposal writing, and other areas related to research and sponsored projects
9. Increase the number of faculty who submit grant proposals
10. Recruit new faculty with strong research experience/potential.
11. Enhance UTEP's technology transfer portfolio
12. Enhance UTEP's role as a catalyst for regional economic development

## Strategies

To strengthen research activity in areas that most closely respond to opportunities and reflect the unique mission and character of the University and the region, UTEP has identified seven areas of emphasis—Biomedical and Health Sciences; Environment, Energy, and Geosciences; Materials and Advanced Manufacturing; Communication and Information Technology; Transportation Policy and Infrastructure; Education; and Business, Policy, and Social and Economic Development. As part of annual requests for federal funding for research support, UTEP has developed proposals for specific initiatives in line with these priorities. The Vice President for Research and Sponsored Projects, in close collaboration with the President, Provost, VPIA, and other senior administrators, will take leadership in developing and refining the University's strategies in line with these and any new priority areas of research.

Leveraging their recent grant from NIH to establish a Hispanic Health Disparities Research Center in El Paso, UTEP and UT Houston School of Public Health will seek UT System excess medical liability funds to support collaborative efforts to build health-related research capacity in El Paso. Leveraging a recent grant from the Kauffman Foundation, UTEP will seek support from the Governor's Enterprise Fund to foster entrepreneurship collaborations between UTEP faculty researchers and investors in this region.

UTEP will continue its efforts to promote a change in the Coordinating Board's excessively narrow "restricted research" expenditures definition as an appropriate measure of research productivity in Texas universities. As a consequence of this flawed definition and related audits, UTEP and other UT System institutions are now seriously underreporting their research and externally funded activities and stand to lose potential excellence funding.

To provide greater support to faculty and staff who are seeking external funding for their research, UTEP will achieve greater efficiency within ORSP by reorganizing office functions. ORSP will work with Information Technology to implement a new electronic Research Management System developed by UT Austin to streamline the process of developing, managing, and administering research proposals and grants. Following installation of the system, ORSP staff will be trained in its use.

To improve its service functions, ORSP is surveying UTEP faculty and staff who have used its services in the past two years. Results of this survey will inform the reorganization, training, and development activities of ORSP. A Faculty Research Advisory Council has been established to provide a forum for review and discussion of research and sponsored project policies and practices, gather and disseminate information to the faculty and staff, and provide a faculty and research staff voice to the University administration on matters related to research and sponsored projects. Finally, to increase the number of faculty who consistently prepare and submit grant proposals, ORSP plans to expand training opportunities in such areas as funding source searches, proposal writing, budget development, institutional compliance, contract negotiation, and electronic proposal processing.

ORSP's Office of Technology Transfer works with faculty to ensure that they understand technology transfer implications of their research and that they make the appropriate intellectual property disclosures and patent applications. The Office is also expanding efforts to link researchers with businesses that might be interested in their work, a task that will be facilitated with the opening of the new EDA-supported Paso del Norte Economic Development Complex, which will house a technology incubator and staff who will link UTEP researchers with emerging entrepreneurs.

## Resources

Indirect cost return, excellence funding, TRB and PUF funding for research infrastructure development, EDA funding for Economic Development Complex, research capacity-building grants from NIH and other federal agencies, private sector investment.

## Progress Measures

1. 4% increase in total number of proposals submitted and awards administered by ORSP
2. 4% increase in number of faculty who submit proposals for external research funding
3. 4% increase in the number of proposals submitted and awards received in areas of strategic research development and emerging doctoral programs
4. UT System investment of excess medical liability or PUF funds in collaborative UTEP/UT Houston School of Public Health research capacity-building initiative
5. Federal funding of targeted initiatives related to strategic research areas
6. Broadened State definition of research
7. Increased customer satisfaction with ORSP as measured by annual surveys
8. Implementation of electronic grants management system
9. Implementation of enhanced training for both ORSP staff and research faculty and staff
10. Second-phase funding from EDA for renovation of Kelly Hall
11. 15% increase in numbers of patents, patent applications, and intellectual property disclosures
12. 10% growth in income derived from license agreements
13. Enterprise Fund investment in UTEP business creation initiative, leveraging the recent Kauffman grant and capitalizing on UTEP research
14. Development of at least one new company with ties to UTEP's intellectual property holdings

## Major Obstacles to Progress

Major obstacles include: constraints on state funding, deficit-related cutbacks on federal funding for research, and insufficient faculty awareness of intellectual property issues

## **Priority 3. Improving Undergraduate Student Success**

UTEP is a national leader in the education of Hispanic students, consistently ranking near the top in the production of Hispanic baccalaureate degree recipients. In spite of our many successes and national recognition (e.g., by NSSE), UTEP is not satisfied with its overall graduation rate. UTEP's six-year graduation rate continues to average approximately 25 percent, comparable to those at other minority-serving and urban universities in the UT System and elsewhere, but not nearly as high as we believe it can be. Most studies of minority-student retention have focused on the freshman year, since data show that this is where most attrition occurs. UTEP has also targeted entering students, through the creation of the University College; the development of nationally recognized programs such as the Freshman Seminar and CirCLES programs; and an ongoing review of admissions policies and collaborations with El Paso Community College to deliver lower-division, especially developmental, programs.

If we are to increase graduation rates, however, we must also focus on the years after the freshman year. Far too many students drop out, stop out, or "stall out" along the way, i.e., they do not make consistent and timely progress toward their baccalaureate degrees. Much of the literature on student retention suggests that many students who drop or stall out do so because of financial pressures that lead them to work off campus, or family responsibilities such as caring for children or other family members. But an institution's policies and procedures, and its level of attentiveness to student needs and wants—both professional/academic and personal—may also have a significant impact on students' academic progress.

During the next two years, in preparation for SACS (Southern Association of Colleges and Schools) re-accreditation, UTEP has an opportunity to discover the factors that impede student success and to develop a plan that will address those barriers. As part of the SACS reaffirmation process, institutions are now required to develop a "Quality Enhancement Plan (QEP)" that is designed to focus strategic planning activities on one issue of major importance and to develop a plan to improve institutional performance in that area. UTEP has developed preliminary plans to focus the QEP on identifying and removing institutional barriers to successful completion of undergraduate degrees in a timely manner. Although

some of these barriers may be discipline-specific, they are expected to involve such issues as inadequate advising, excessively complex curricula, infrequency or irregularity of course offerings, and embedded prerequisites. In addition, student engagement will be examined as a factor in both student learning and degree completion.

### Objectives

1. Determine institutional issues affecting student throughput at the program and College level
2. Determine institutional capacity constraints—e.g., space and human/financial resources—on improving student success
3. Improve campus climate to encourage students to spend more non-class time on campus
4. Ensure that recent and projected tuition increases do not adversely affect student persistence
5. Develop Departmental/College strategies and plans of action for Quality Enhancement Plan
6. Integrate College plans into an institutional Quality Enhancement Plan that will meet SACS requirements

### Strategies

An oversight committee composed of the Dean and one faculty member from each College has been established. In turn, each College is charged with establishing its own committee, chaired by the College's faculty representative on the University committee. The committees will examine data—e.g., information on enrollment patterns such as numbers of hours taken, academic major changes, academic standing, etc.; engage the college in discussions of strategies; and develop a plan of action. UTEP has submitted a proposal to a foundation that, if funded, will enable the University's Center for Institutional Evaluation, Research and Planning (CIERP) to supplement College-level data analyses with surveys, interviews and focus groups targeting a range of students, including graduates, current students, students who have left the University, and students who are returning after having been away from the University for a period of time. Surveying our graduates will give us an idea of what leads to persistence. Surveying those who have dropped, stopped, or stalled out will give us an idea of what students perceive as factors that have interrupted their education. College plans will include benchmarks and time lines along with measures of success. College plans will be integrated into a University Quality Enhancement Plan that will be submitted to SACS in January 2006.

The Division of Student Affairs and academic colleges are seeking strategies to encourage UTEP's largely commuter student population to spend more non-scheduled time on the campus. Additional campus housing and recreational facilities are being planned, group study areas are being developed in colleges, and programs are being designed to foster greater student participation. To the extent possible, efforts are being made to create additional student employment on campus.

### Resources

Formula funding, grant support, efficiency measures

### Progress Measures

1. Development of College plans to improve student success
2. Integration of College plans into University QEP
3. Submission of QEP to SACS
4. Completion of plans for new student housing and additions to recreational facilities on campus

### Major Obstacles to Progress

No major obstacles to progress are anticipated. Progress will likely be more significant, however, with grant support to add dedicated staff to student progress data-collection and analysis. It will also be

important to ensure that the process is perceived as faculty-driven, with the support of key administrators. In the longer term, budgetary constraints could hamper implementation of policies and interventions that would address barriers to throughput.

#### **Priority 4. Graduate Program Development and Expansion**

UTEP has experienced robust graduate program growth, particularly at the doctoral level, during the past ten years. This rapid growth has created a need to assess academic program resource allocations, and build a campus culture/climate that fosters successful graduate program activity. Major priorities in graduate education include enhancement and expansion of doctoral degree offerings; the continued development of innovative, workforce-linked master's and certificate programs such as the Professional Science Master's degree; and the resolution of problems involving two cooperative graduate programs: the Master in Public Health program with the UT Houston School of Public Health and the UT Austin Cooperative Pharmacy program.

##### Objectives

1. Develop Ph.D. program proposals in areas that enhance UTEP's research capacity and contribute to Ph.D. diversity on a national level, particularly in science and engineering
2. Secure UT System and THECB approval for new programs
3. Ensure that recently approved programs attract high-quality and diverse students and provide excellent educational and research opportunities
4. Work with existing programs to recruit an appropriately diverse student population, focusing particularly on recruitment of Hispanics, women, and students from Mexico
5. Develop strategies to foster a campus culture that is supportive of graduate education
6. Substantially increase the proportion of graduate students supported on research grants
7. Recruit highly qualified faculty from large and diverse candidate pools
8. Develop a program of professional development opportunities for graduate students
9. Working with the newly constituted U.T. System Health Affairs task force on public health, develop a clearly articulated plan for aggressive development of a truly cooperative UTEP/UTHSC-SPH program in education and research, including joint research grant proposals, faculty and facilities sharing, and graduate program alignment
10. Resolve funding challenges related to cooperative Pharm.D. program with UT Austin

##### Strategies

UTEP currently has primary responsibility for 11 doctoral degrees. Three of these (International Business, Civil Engineering, and Composition and Rhetoric) have been approved in the past year and will require start-up support and close monitoring to ensure a successful launch. Approval is currently pending for the Ph.D. in Interdisciplinary Health Science at the Texas Higher Education Coordinating Board. Proposals for new Ph.D. programs in Computer Science, Computational Science, and Education will be forwarded to the UT System during 2004. Proposals for Ph.D. programs in Chemistry and Mechanical Engineering should be completed during 2004 and plans for a program in policy/social sciences finalized by 2005. UTEP also plans to redefine the Ph.D. program in Psychology to permit greater breadth and flexibility in its approach and focus.

The Graduate School will work with academic departments and University research centers to develop master's and certificate-level programs aligned with regional workforce needs.

UTEP administrators, including the President, will negotiate with both UTHSC-SPH and UT Austin to resolve problems—both structural and financial—arising from the two cooperative programs

## Resources

Formula funding, institutional capacity-building grants (e.g., Sloan, AGEP), research grants, support from other UT System institutions for cooperative programs.

## Progress Measures

1. Approval of additional doctoral programs in Interdisciplinary Health Science, Computer Science, Education, and Computational Science
2. More diverse demographic profiles of applicants and those admitted to doctoral programs
3. Increase from 33% to at least 50% in the percentage of doctoral students supported on extramurally funded grants in science and engineering
4. Implementation of a professional development program for doctoral students
5. Planning for additional professional master's programs and certificates in social science, science, and technology areas
6. Planning document developed by UTEP and UTHSC-SPH by August 31, 2004
7. Tuition Revenue Bond (TRB) request for a jointly occupied (UTEP/UTHSC-SPH) Health Sciences facility submitted through the UT System to the Legislature
8. Cooperative grant proposals submitted by UTEP and UTHSC-SPH faculty
9. Short-term investment (ca. \$250,000) from UT Austin to support current year's Pharm.D. program
10. Completed plan for long-term sustainability for the Pharm.D. program or, failing that, an exit strategy that protects currently enrolled students

## Major Obstacles to Progress

Funding constraints present the major obstacles to both doctoral program development and the resolution of issues related to the two cooperative programs. The cooperative programs will also require good will and resource commitments from other institutions in the UT System.

## **Priority 5. Increased Efficiency**

UTEP is experiencing robust enrollment growth at a time of significant State appropriations reductions. Although tuition increases may offer some relief, UTEP's student population is resource-constrained, and the University has to weigh carefully passing along any increased costs to students. In this context, it is critical that the University seek to increase the efficiency of all University operations. In the short-term, UTEP plans to improve services through greater use of technology, and to use enhanced data retrieval and analysis to achieve efficiencies in the use of the University's human, financial, and physical assets.

## Objectives

1. Improve efficiency of student/faculty/staff services through the implementation of technology-based self-service options
2. Improve financial data accessibility and enable more aggressive data analysis through implementation of user-friendly, web-based formats
3. Coordinate more effectively current information resources, and optimize future investments in technology infrastructure
4. Improve recruitment and hiring processes for faculty and staff positions and improve yield on highly competitive position searches
5. Increase efficiency in the scheduling, use, and maintenance of the University's physical plant

## Strategies

UTEP is proceeding to make greater use of web-based applications for such transactions as tuition/fees payments, parking decals, transcripts, and fines. The Division of Finance and Administration will implement a data warehouse that will provide campus account administrators financial data in a more user-friendly, web-based format; procurement activities will be web-based by the beginning of 2005. Capabilities for updating basic human resource and payroll-related information will also become web-based.

UTEP is also working to improve the quality of and access to information relating to academic program decision-making, including student demand for courses and programs, and progress toward degrees. Improved communication between the Center for Institutional Evaluation, Research and Planning (CIERP) and department chairs and deans, as well as more timely and relevant data availability, are key. The highest short-term priority is to recruit as new leadership for CIERP an individual with strong data analysis and assessment experience as well as good interpersonal skills to interact successfully with a broad range of customers.

A comprehensive strategic planning process is underway in Information Technology to ensure that future investments in UTEP's technology infrastructure are based on informed and thorough analyses, with a goal of maximizing efficiency and containing costs. This planning effort is also focused on coordination of IT functions across the campus, to reduce redundancy and enhance the security of all information resources.

The Office of Human Resource Services is developing a new intake model for certain campus positions, utilizing the services of a temporary services firm for the first six months of employment. To increase the effectiveness of the recruitment process, the Office will also develop and/or acquire quality recruitment materials that highlight the assets of both the region and the University.

An effort will also be made to improve the size, diversity, and quality of applicant pools, particularly for faculty and administrative positions, by providing technical assistance and training to those responsible for search processes. To achieve greater competitiveness and yield in search processes, strategies will be implemented to improve the efficiency of all hiring procedures, e.g., streamlining timelines and coordinating campus visits.

In Facilities Services, ongoing efforts are being made to achieve energy efficiencies by retrofitting older buildings across the campus with new lighting, windows and other modern energy-saving devices. A plan is being developed to convert the majority of the University's grounds to xeriscaping to address the region's growing water shortage and rapidly rising water costs, and to reduce grounds maintenance costs. The Division of Finance and Administration will form a cross-departmental team of representatives from the CIERP, Facilities Services, the Registrar's Office, and Academic Affairs to develop an ongoing monitoring and reporting system for facilities usage. This process will improve communication and coordination in an effort to maximize classroom utilization rates and to improve facilities use data reported to the Texas Higher Education Coordinating Board.

## Resources

Re-allocation of currently available resources, as efficiencies are identified

## Progress Measures

1. Implementation of web-based applications for payment of tuition and fees, parking decals, transcripts, and fines
2. Implementation of data warehouse and web-based capability for updating human resource and payroll information

3. Completion of Information Technology strategic plan
4. Implementation of new intake model for certain staff positions
5. Development and dissemination to departments of recruitment materials, especially web-based
6. Completion of lighting retrofit project in older facilities to achieve energy efficiency
7. Development of xeriscaping plan for entire campus
8. Development of a new process for assessing demand and monitoring facilities usage
9. Recruitment of CIERP director with appropriate leadership skills

#### Major Obstacles to Progress

None are anticipated in the short term.

### **B. Longer Term**

#### **Priority I. Resource Development, Re-allocation and Sustainability**

To achieve its goals of creating excellence within a context committed to access, UTEP must increase its sustainable revenue stream. Although tuition increases may offer short-term relief to offset state appropriation reductions, the demographics of UTEP's student population preclude tuition as a sustainable source of continued revenue growth. UTEP must therefore continue to augment its state- and tuition-based funding with increased grant support from public and private sector organizations and from individual donors, including alumni.

Capital funding continues to be the single largest constraint on growth of UTEP's graduate and research programs. Facilities and technology infrastructure are inadequate to support continued institutional development. Although Tuition Revenue Bonds provide some relief, they do not substitute for the annual capital-funding stream provided to HEAF institutions for ongoing infrastructure repair, renovation and upgrades.

UTEP is an institution in transition, as graduate and research programs grow in importance and require additional support. In this context, UTEP must carefully assess all internal resource allocations to ensure maximum effectiveness of institutional investments, and to support competitiveness of UTEP salaries with those at peer institutions.

#### Objectives

1. Increase funding from external (non-state, non-tuition) sources
2. Eliminate annual capital funding disparities among public universities in Texas
3. Optimize use of faculty resources
4. Improve competitiveness of faculty salaries

#### Strategies

Efforts will continue to be made to articulate clearly and convincingly the shortsightedness of starving UTEP and other emerging PUF institutions of the capital funding needed to systematically develop their infrastructure to support graduate programs and build research capacity. Support in making this case will be sought from the UT System. To build on current efforts to secure external funding for a variety of programs and capital projects, UTEP's offices of Institutional Advancement and Research/Sponsored Projects will provide technical assistance to faculty and staff to identify funding sources and develop competitive proposals. The Center for Institutional Evaluation, Research and Planning will work with the division of Finance and Administration to provide decision-makers with requisite tools to assess the effectiveness of current resource allocations and point toward re-allocations, where appropriate.

Analyses of faculty salary and workload comparisons with peer institutions will be undertaken to ensure both efficiencies and competitiveness.

#### Resources

Current and future human resources; increased support from UT System and/or State

#### Progress Measures

1. Steady annual increase in overall external funding from non-state, non-tuition sources
2. Passage of legislation to provide UTEP and other PUF universities with sustained capital support
3. Parity in UTEP faculty size and workload with peer institutions
4. Parity in UTEP faculty salaries with peer institutions

### **Priority 2. Stabilization, Competitiveness and Sustainability of Graduate Programs**

UTEP has successfully proposed and implemented more than ten new doctoral programs during the past fifteen years. Many of these programs have recently been implemented and require continued investment and monitoring to ensure their successful stabilization. Others are more mature, but continue to require investment, especially in terms of new faculty recruitment to enhance their competitiveness. All require more aggressive efforts to recruit highly talented students, especially women and minorities.

#### Objectives

1. Increase funding and related support for new graduate programs to foster their development and stabilization
2. Secure approval for newly proposed graduate programs
3. Recruit and retain high-quality faculty to ensure the competitiveness of graduate programs
4. Develop new and strengthen current strategies to recruit high-quality graduate students, particularly women (in science and engineering), Hispanic Americans and Mexican nationals.

#### Strategies

UTEP will work to strengthen the interactions between doctoral programs and interdisciplinary research centers to generate additional external resources to support doctoral students. Efforts will be made to make the recruitment of high-potential faculty more efficient and competitive through technical assistance from a variety of campus offices. The recruitment of minority and women faculty in several colleges will be greatly enhanced through a major grant from NSF's ADVANCE program. A new NSF grant (AGEP) will facilitate the recruitment of Hispanic doctoral students. Improvements will be made in graduate student recruitment tools, especially enhanced web-based access to all graduate programs.

#### Resources

Formula funding and support from foundations (e.g., Texas Instruments and Sloan), as well as support for graduate students from individual investigator research grants and other federal sources.

#### Progress Measures

1. 20% increase in total number of applicants/enrollees in master's and doctoral programs
2. 25% increase in the number of women applicants/enrollees in master's and doctoral programs, especially in science and engineering
3. 20% increase in number of Hispanic applicants/enrollees in master's programs
4. 35% increase in number of Hispanic applicants/enrollees in doctoral programs

5. 35% increase in number of Mexican national applicants/enrollees in doctoral programs
6. 50% or more graduate students in science and engineering supported on external funds
7. Stabilized enrollment in new doctoral programs
8. 80% of doctoral graduates are employed in research-related positions within one year of degree completion.
9. Each program will articulate specific goals for placement of graduates and expansion of research productivity.
10. 25% of doctoral program graduates will be under-represented minorities.
11. 80% of Ph.D. program graduates will have peer reviewed publications.
12. 80% of Ph.D. program graduates will secure research-related positions within one year.
13. Ph.D. programs/departments in STEM disciplines will expand externally funded research by 4% per year.

### **Priority 3. Enrollment Management and Recognition as National Model for the Education of Hispanics**

During the past 30 years, UTEP has been converted from a small, primarily Anglo, comprehensive institution into a large urban research university whose student population mirrors the Hispanic-majority demographics of the region it serves. As a result of this transformation, UTEP has earned national recognition for its success in educating a first-generation, Hispanic-majority, low-income student population, and for its systemic approach to preK-16 educational reform. The El Paso Collaborative for Academic Excellence continues to serve as a national model for a successful partnering between a university, a community college and school districts. Since more than 80 percent of UTEP's student population comes from school districts in El Paso County, and UTEP produces an estimated 60 percent of all area teachers, there is clear mutuality of interests in working collaboratively to meet the education needs of this region.

UTEP has also worked hard to develop a strong Entering Student Program to provide a safety net for students during their first year of enrollment at the university and is working more closely with the El Paso Community College to address the needs of under-prepared students. The challenge now is to focus attention on enhancing progress toward degree completion. We must understand better the internal and external impediments to degree completion, and adjust institutional policies and practices to increase the percentage of students who complete their degrees, as well as reduce the average time required for degree completion. This initiative should not only foster greater student success at UTEP, but also provide models for other universities whose demographics are becoming more like UTEP's.

#### Objectives

1. Increase UTEP's six-year graduation rate
2. Reduce the number of entering students to whom UTEP provides developmental education courses
3. Improve availability and quality of academic advising
4. Improve accessibility to student information resources
5. Streamline degree requirements and make them more transparent
6. Reduce the total number of credit hours required for undergraduate degrees at UTEP to no more than 132, unless additional hours are required by accrediting bodies
7. Create alternative pathways to baccalaureate degrees
8. Maintain an affordable tuition and fees cost structure for UTEP students

#### Strategies

UTEP will continue to participate actively in the El Paso Collaborative for Academic Excellence to improve the K-12 preparation of young people in this under-educated region and encourage their higher education participation. Increased attention will be paid to building closer ties with the El Paso

Community College to address the needs of under-prepared high school graduates in this region, with the expectation that a growing portion of developmental education will be shared with EPCC. UTEP will continue to work toward streamlining degree programs, designing alternative pathways to degrees, and improving academic advising to optimize students' progress toward degrees. Foundation funding is being sought to support this initiative, and it will be the focus of the Quality Enhancement Plan in the SACS re-accreditation process. UTEP will continue to participate in NSSE and related projects which help to develop new perspectives on student achievement, especially in "non-traditional" environments.

#### Resources

Grant funding (NSF, Title V, foundations), resource re-allocations

#### Progress Measures

1. 25% reduction in the number of students to whom UTEP provides developmental courses
2. 10% annual increase in the number of students who complete developmental education requirements within one year of enrollment
3. Increase in student enrollment from an average of 11.3 credit hours to 13 credit hours per semester within five years
4. 50% increase in number of academic advisors within five years
5. Acceptance by SACS of UTEP's Quality Enhancement Plan and execution of that plan
6. Increase in six-year graduation rate to 50% in ten years
7. Implementation of two inverted degrees and one on-line degree program within five years.

#### **Priority 4. Sustained Growth of Externally Funded Research Enterprise**

UTEP has made enormous progress in building its research capacity during the past 15 years, moving from approximately \$3 million in annual expenditures in 1988 to more than \$33 million in 2003. UTEP's traditional strengths in science and engineering have been at the forefront of this development, but other programs such as education and psychology have contributed significantly as well. Continued incremental growth in the externally funded research portfolio can be expected as a result of institutional efforts to recruit new faculty with research experience and potential, provide additional technical assistance in the identification of possible funding sources and the preparation of proposals, and foster a campus climate that is more conducive to research productivity. A new ADVANCE grant from NSF will foster the recruitment and retention of minority and women faculty. More aggressive growth in the research enterprise cannot be accomplished, however, without additional investment by the UT System and the State to build infrastructure and recruit and retain highly productive researchers and the graduate students who work with them.

#### Objectives

1. Increase annual capital funding from the Legislature or other sources
2. Increase State investment in emerging research institutions such as UTEP
3. Recruit and retain highly productive research faculty and staff, especially women and minorities
4. Develop institutional research infrastructure, including laboratory facilities, technology, and instrumentation
5. Re-locate the College of Health Sciences to a new facility with enhanced research infrastructure and potential for collaborations with faculty in other UTEP programs
6. Increase number of faculty who prepare and submit proposals to generate external funding for research
7. Increase the number of proposals submitted annually
8. Increase funding yield on proposals submitted
9. Increase annual research expenditures

10. Promote a re-direction of Advanced Research Program (ARP) funds administered by the Texas Higher Education Coordinating Board

### Strategies

UTEP will enhance its efforts to create regional, national, and international research partnerships in identified areas of strategic interest to our mission and overall goals. Such partnerships will be further enhanced by appropriate leveraging of state funding increases designed to achieve our research objectives. The Office of Research and Sponsored Projects, in close collaboration with the University's senior administrators, will also take leadership in refining and developing the institution's overall strategic research directions and priorities.

The offices of Research and Sponsored Projects and Institutional Advancement will provide added technical assistance to faculty and staff who have an interest in securing external funding, and stimulate interest among those who are not participating in these efforts. UTEP will seek the support of other institutions and the UT System to make the allocation of resources from the Coordinating Board's Advanced Research Program (ARP) an incentive for seeking external funding rather than a substitute for such funding. UTEP will continue to seek capital funding equity, which is critical to the development of research and information technology infrastructure across the campus. UTEP will seek additional investment from the UT System and the State to develop the physical and human resources infrastructure necessary for more aggressive growth in research activity.

### Resources

Indirect cost return, excellence funding, research capacity-building grants from federal agencies and foundations

### Progress Measures

1. 6% increase in the number of faculty who prepare and submit proposals for external funding
2. 6% increase in number of proposals submitted annually
3. 7% per year increase in annual research expenditures\*
4. Research infrastructure improvements supported by TRB funding
5. Construction of new College of Health Sciences building
6. Parity with HEAF institutions in annual capital funding from the Legislature or other System/State sources
7. Shift in the use of ARP funds to make them an incentive—rather than a substitute for—other competitive funding

\*This target, which achieves the goal of \$100 million in annual research expenditures within ten years, will depend in large measure on sustained and significant State funding increases to support research capacity-building at UTEP.

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

1. Implement Centennial Fund-Raising Campaign and Strategic Planning Process
2. Achieve designation as Carnegie "Research Extensive" Institution, or the equivalent
3. Serve as a major catalyst for Regional Economic Development
4. Define new metrics for measuring the effectiveness of UTEP and other universities that serve low-income, first-generation, minority-majority student populations

#### IV. Other Critical Issues Related to Institutional Priorities

**A. Impact of Initiatives** (Provide a brief summary of the impact your initiatives may have on the following areas, and your initial ideas for addressing them (if not discussed in sections II or III above)— Enrollment Management, Diversity of faculty and staff, Community and Institutional Relations, Finances, Facilities, Other infrastructure issues)

These areas are all at the core of the initiatives outlined above, and the impact of our initiatives on them has been discussed above.

**B. Unexpected Opportunities or Crises** (Briefly discuss any opportunities your institution is pursuing that fall outside the Compact framework, and any crises that have had an impact on the priorities and actions your institution is taking to address the high-priority initiatives.

All of the major opportunities that UTEP is pursuing have been incorporated in this Compact.

#### C. Use of Tuition Increase Revenue for New Faculty Positions

For the 2004-2005 academic year, authorization has been given to hire 55 new faculty at a total estimated cost of \$3,336,000. Of this 43 positions (\$2,733,000) are being funded through E&G. The remaining 12 positions are being funded through grants and other external sources. The Table below lists the departments and the positions.

College/Department	Position	Relationship to Institutional Priorities
<b>College of Business</b>		
Economics and Finance	Assistant Professor	II 2, II 4
CIS	Assistant Professor	II 2, II 4
	Assistant Professor CIS	II 2, II 4
Marketing and Management	Assistant Professor	II 2, II 4
Business (general)	Associate Professor	II 2, II 4
<b>College of Education</b>		
Ed Psyche	Assistant Professor Special Education	II 4
	Assistant Professor Counseling	II 4
Teacher Education	Associate/Full Professor	II 2, II 4
	Assistant Professor	II 2, II 4
	Assistant Professor	II 2, II 4
	Assistant Professor	II 2, II 4
	Assistant Professor – Grant Supported	II 2, II 4
Ed. Leadership	Chair/ Professor	II 2, II 4
	Associate Professor - Finance	II 2, II 4
<b>College of Engineering</b>		
Civil	Assistant Professor	II 2, II 4
Computer Science	Assistant Professor	II 2, II 4
	Assistant Professor	II 2, II 4
Electrical	Assistant Professor	II 2, II 4
	Assistant Professor	II 2, II 4
Mechanical and Industrial	Assistant Professor	II 2, II 4
	Assistant Professor	II 2, II 4

<b>College of Health Sciences</b>		
Kinesiology	Assistant Professor	II 2, II 4
Nursing	Associate Professor	II 2, II 4
	Assistant Professor	II 2, II 4
	Assistant Professor	II 2, II 4
Speech Language Pathology	Assistant Professor	II 2, II 4
PT/OT	Assistant Professor	II 2, II 4
Health Sciences	Associate Professor	II 2, II 4
	Assistant Professor – Tobacco supported	II 2, II 4
	Assistant Professor – Tobacco supported	II 2, II 4
<b>College of Liberal Arts</b>		
Art	Assistant Professor	II 4
	Assistant Professor	II 4
Communication	Associate Professor – Spanish Lang. Media	II 2, II 4
	Assistant Professor	II 4
English	Assistant Professor	II 2, II 4
English	Assistant Professor – grant funded	II 2, II 4
English/Lang and Ling	Assistant Professor	II 2, II 4
History	Assistant Professor	II 2, II 4
Lang and Ling	Professor/Chair	II 4
Music	Assistant Professor	II 4
	Assistant Professor	II 4
MPA Program	Assistant Professor	II 2, II 4
	Assistant Professor	II 2, II 4
Psychology	Assistant Professor-grant funded	II 2, II 4
	Assistant Professor –Health funded	II 2, II 4
	Assistant Professor –Health funded	II 2, II 4
<b>College of Science</b>		
Biology/CERM	Assistant Professor	II 2, II 4
Biology	Assistant Professor – grant funded	II 2, II 4
	Assistant Professor – grant funded	II 2, II 4
Chemistry	Professor/Endowed Chair	II 2, II 4
Geology/CERM	Assistant Professor	II 2, II 4
Mathematics	Assistant Professor	II 2, II 4
	Assistant professor- grant funded	II 4
Physics/Materials	Assistant Professor	II 2, II 4
Physics	Assistant Professor	II 2, II 4
Science Education	Assistant Professor – grant funded	II 4
	Assistant Professor – grant funded	II 4

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

The System and State priorities have been addressed above.

## **VI. Compact Development Process**

Departments and divisions on campus have an ongoing and interactive strategic planning process that leads to a vision and mission statement for each, as well as a set of departmental goals that support the University's overall strategic directions. Planning documents outline strategies for achievement of these goals, generally over a two-year period, and give timelines for completion and performance measures. For most divisions, the compact is a summary of its strategic planning efforts, with an emphasis on major initiatives that merit inclusion in the overall University Compact. A number of the Compact initiatives (e.g., research and graduate program development) were also informed by the preparation for the campus visit of the Washington Advisory Group in Fall 2003.

In Academic Affairs, Deans were asked to develop Compacts for their colleges based on annual reports prepared by all departments, with extensive faculty engagement. Each dean solicited both formal and informal comments from faculty in his/her college as the Compact was developed. Beginning in November 2003, extensive parts of three Deans' Council meetings were devoted to discussing priorities for Academic Affairs. These discussions led to the identification of two-year, five-year, and ten-year priorities, and a draft Compact was developed and distributed to the Deans with a request to secure as much additional faculty input as possible. Input was also received from the Executive Council of the Faculty Senate. The revised document was presented to the UTEP President.

This Compact document represents a compilation of the key cross-cutting institutional priorities contained in the Compacts presented by each of the five Vice Presidents. All sections of this Compact have been reviewed by and commented on by the Vice Presidents in an interactive process.

A series of individual meetings to review the compacts submitted to the President by each of the five Vice Presidents will be conducted to review each set of priorities within the broader institutional context and ensure cross-divisional alignment. Re-drafts of division compacts will then be prepared and re-submitted to the President.

## **VII. System Contributions**

- Make connection with Health Affairs to pursue Master in Public Health Issues (Academic Affairs; Health Affairs)
- Capital investment (PUF and HEAF) (Academic Affairs, Governmental Relations)
- Excess medical liability funds (Governmental Relations)
- Development -- Capital campaign (External Relations and Development)
- Revenue generation (Governmental Relations)

## VIII. Appendices

### Budget Overview

**The University of Texas at El Paso  
Operating Budget  
Fiscal Year Ending August 31, 2004**

	FY 2003 Adjusted Budget	FY 2004 Operating Budget	Budget Increases (Decreases) From 2003 to 2004	
			Amount	Percent
<b>Operating Revenues:</b>				
Tuition and Fees	\$ 50,586,698	57,124,221	6,537,523	12.9%
Federal Sponsored Programs	38,115,000	51,900,000	13,785,000	36.2%
State Sponsored Programs	6,314,331	6,491,129	176,798	2.8%
Local and Private Sponsored Programs	45,883	50,000	4,117	9.0%
Net Sales and Services of Educational Activities	2,953,821	2,911,718	(42,103)	-1.4%
Net Sales and Services of Hospital and Clinics	-	-	-	-
Net Professional Fees	-	-	-	-
Net Auxiliary Enterprises	23,403,999	23,488,763	84,764	0.4%
Other Operating Revenues	60,000	60,000	-	0.0%
<b>Total Operating Revenues</b>	<b>121,479,732</b>	<b>142,025,831</b>	<b>20,546,099</b>	<b>16.9%</b>
<b>Operating Expenses:</b>				
Instruction	60,994,284	62,050,420	1,056,136	1.7%
Academic Support	12,578,459	11,436,113	(1,142,346)	-9.1%
Research	17,276,513	26,350,566	9,074,053	52.5%
Public Service	6,767,114	9,801,169	3,034,055	44.8%
Hospitals and Clinics	-	-	-	-
Institutional Support	18,902,237	18,415,423	(486,814)	-2.6%
Student Services	8,947,445	10,006,988	1,059,543	11.8%
Operations and Maintenance of Plant	16,074,489	15,347,796	(726,693)	-4.5%
Scholarships and Fellowships	23,486,511	22,933,681	(552,830)	-2.4%
Auxiliary Enterprises	29,468,202	30,669,466	1,201,264	4.1%
<b>Total Operating Expenses</b>	<b>194,495,254</b>	<b>207,011,622</b>	<b>12,516,368</b>	<b>6.4%</b>
<b>Operating Surplus/Deficit</b>	<b>(73,015,522)</b>	<b>(64,985,791)</b>	<b>8,029,731</b>	<b>-11.0%</b>
<b>Nonoperating Revenues (Expenses):</b>				
State Appropriations & HEAF	79,406,982	70,880,395	(8,526,587)	-10.7%
Gifts in Support of Operations	4,121,687	4,270,398	148,711	3.6%
Net Investment Income	4,369,023	4,310,000	(59,023)	-1.4%
Other Non-Operating Revenue	-	-	-	-
Other Non-Operating (Expenses)	-	-	-	-
<b>Net Non-Operating Revenue/(Expenses)</b>	<b>87,897,692</b>	<b>79,460,793</b>	<b>(8,436,899)</b>	<b>-9.6%</b>
<b>Transfers and Other:</b>				
Transfers From Endowments	-	-	-	-
Transfers (To) Endowments	-	-	-	-
AUF Transfers Received	-	-	-	-
AUF Transfers (Made)	-	-	-	-
Transfers From (To) Unexpended Plant	-	-	-	-
Transfers for Debt Service	(11,425,028)	(10,712,327)	712,701	-6.2%
Other Additions and Transfers	8,136,287	10,743,411	2,607,124	32.0%
Other Deductions and Transfers	(10,256,736)	(13,461,386)	(3,204,650)	31.2%
<b>Total Transfers and Other</b>	<b>(13,545,477)</b>	<b>(13,430,302)</b>	<b>115,175</b>	<b>-0.9%</b>
<b>Surplus/(Deficit)</b>	<b>\$ 1,336,693</b>	<b>1,044,700</b>	<b>(291,993)</b>	<b>-21.8%</b>
Total Revenues	\$ 209,377,424	221,486,624	12,109,200	5.8%
Total Expenses and Debt Service Transfers	(205,920,282)	(217,723,949)	(11,803,667)	5.7%
<b>Surplus (Deficit)</b>	<b>\$ 3,457,142</b>	<b>3,762,675</b>	<b>305,533</b>	

## Statistical Profile

El Paso					
	1999	2000	2001	2002	2003
Undergraduate Headcount	12,533	12,955	13,642	14,384	
Graduate and Professional Headcount	2,162	2,269	2,578	2,848	
Total enrollment	14,695	15,224	16,220	17,232	18,542
	year of matriculation				
	1998	1999	2000		
1st year persistence	64.3%	64.3%	64.6%		
	year of matriculation				
	1995	1996	1997	1998	
4-year graduation rate	2.1%	2.9%	2.5%	3.6%	
5-year graduation rate	14.4%	14.8%	14.8%		
6-year graduation rate	25.1%	24.4%			
	1999	2000	2001	2002	
Baccalaureate degrees granted	1,740	1,695	1,651	1,692	
Master's degrees	442	419	449	466	
Doctorate degrees	18	17	28	27	
Faculty headcount	862	867	923	956	
Classified staff	1,005	994	990	1,036	1,053
Non-Classified staff	1,953	2,032	2,056	2,218	2,314
	99	00	01	02	03
FTE student/FTE faculty ratio	18 to 1	18 to 1	18 to 1	19 to 1	19 to 1
Federal research expenditures	1999	2000	2001	2002	2003
	\$23,871,117	\$22,972,030	\$22,872,682	\$19,796,441	\$17,022,000
Revenue/FTE student	\$10	\$11	\$11	\$9	\$9
Endowment total value	\$97,445,000				\$107,008,000