

The University of Texas of the Permian Basin
Compact with The University of Texas System
FY 2007 through FY 2008

I. Mission and Activities

Mission

Our Vision:

...continued and sustained growth in academic programs, student services, and the student body while encouraging continuous improvement in our academic quality.

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 resource 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, while focused regionally, ensure our graduates may compete globally.

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 of intellectual, social, economic, and technological advancement, the University serves as a valuable research asset for the region's economic development. Our greatest contributions are providing well-prepared graduates to West Texas employers and instilling a love of life-long learning.

January 29, 2004

Approved by U. T. System Board of Regents and authorized by Texas Higher Education Coordinating Board

Activities

The University of Texas of the Permian Basin provides baccalaureate and graduate level instruction, continuing and professional education, applied research, and public service that extends community outreach to West Texas and conducts research and scholarship in the disciplines of its degrees. Currently, undergraduate degrees are offered in 32 major fields and graduate degrees are offered in 19

fields. Outreach and applied research focus 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 toward 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 2005-2006, the student body included individuals from 161 of Texas's 254 counties. Since the University gained four-year status in 1991, it has continually increased its recruitment of students, moving from a regional focus to a statewide focus. Expansion of recruitment is important to the University and the state. It is important to the University since growth is needed for the University to reach its targeted size and to be fully supported by formula funding without the need for supplemental funding. It is important to the state because growth increases the efficiency of program delivery and helps close the gaps in participation.

UT Permian Basin has been designated a Hispanic Serving Institution (HSI). Its entering freshman class is 44 percent Hispanic, reflecting the graduating high school classes of West Texas. West Texas is increasingly Hispanic, and UT Permian Basin's outreach to the Hispanic community is important for its growth and "closing the gaps" initiatives 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 72% of UTPB's fall 2005 undergraduate students were full-time students with course loads of twelve credit hours or more. Approximately two-thirds of UT Permian Basin students 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, located 175 miles from campus, and Hobbs, New Mexico, which is 90 miles from campus. Five community colleges serve the region—Howard College in Big Spring, Midland College, Odessa College, Western Texas College in Snyder, and New Mexico Junior College in Hobbs.

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 public service programs are conducted by the Schools of Business and Education and the College of Arts and Sciences, as well as by the Office of Continuing and Professional Education, the Center for Energy and Economic Diversification, and the Small Business Development Center.

Distance Education is one of the strengths of the University. UT Permian Basin currently offers over 150 sections of fully web-based courses per year, about one-half of them supported locally and the other half supported by the UT TeleCampus. UT Permian Basin is second only to UT Arlington in the number of courses it offers through the UT TeleCampus. Courses and programs are offered via interactive television (ITV) to Midland, Big Spring, Andrews, Alpine, and Snyder. In addition, faculty travel to the Midland College 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. Degrees in clinical laboratory sciences (UTMB) and nursing education (UTEPA) are made available on the UT Permian Basin campus via ITV over the UT System network.

In fall 2004, UT Permian Basin began to offer degree programs on the campus of Midland College, including six undergraduate degrees, the master's degree in criminal justice administration, and EC-4 Certification. The THECB has granted the University formal designation for the UTPB Midland College Teaching Site.

Leadership Studies, another area of strength, is linked to the John Ben Shepperd Public Leadership Institute, a statutorily-created public service center within the University. The institute has a statewide mission to educate young Texans in leadership skills and to promote public service.

Energy studies is a distinctive area of excellence for the University. Research, professional education, and service activities are related to the oil and gas industry, the long-time economic engine for the region, and to alternate energy sources. An exciting new prospect for enhancing UTPB's energy studies has developed over the last year, the High Temperature Test and Teaching Reactor (HT3R) project. Starting from an idea of a small group at the beginning of the year, UT Permian Basin's HT3R project has grown into a partnership of UTPB, West Texas communities, the University of Texas System, and private industry. The project is in its conceptual design phase and has many challenges to meet before the HT3R becomes reality. It has already united West Texas businesses, municipalities, and academic institutions by building a team working for regional economic development. It offers the prospect for significantly changing the economy of Texas and the West Texas region and, most importantly, greatly accelerating the transformation of the University.

In terms of academic excellence, the University has had considerable success in preparing students for professions in areas such as teaching, medicine, social services, and business. In recent years, UT Permian Basin has enhanced the quality of its teacher education programs, reflected in the increase in its TExES exam pass rate from the mid-80 percent rate five years ago to 98 percent today. UT Permian Basin is preparing for a campus visit in 2007 for the NCATE accreditation, which is currently held by only eleven Texas universities. The School of Business has recently gained accreditation from AACSB International. UTPB graduates to medical schools had a 78% acceptance rate last year which compares exceptionally with the state average of 44%. UTPB looks to build on its current success to become recognized as a leader in preparing students for professions.

UT Permian Basin has been 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, and from a regionally oriented school to a University delivering programs throughout the region and state. It is also 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.

To guide the University in its transformation, the University is in the midst of a long-range strategic planning process. The process started in January 2005 when President Watts undertook a series of "listening tours." Nineteen West Texas communities were visited by President Watts and other members of the University's administration. In each community, leaders in the public schools, city government, and economic development groups were asked what issues they faced and how UTPB could best help their communities and the region. Information from the tours was documented and shared with the Group of Thirty, an advisory group consisting of ten community leaders from Midland, ten from Odessa, and ten from other West Texas communities. The Group of Thirty heard from experts in economic development and education, reviewed the information gathered from the listening tours, and recommended a series of priorities to guide the University's planning for the next thirty years. The recommendations are now being used as guides in the Strategic Planning and Budget Committee as it begins developing the University's long-range plan.

II. Major Short-Term Initiatives

Initiative One: Growth

Priority: Highest

Objectives: Growth is essential for the success of UT Permian Basin. The University's full-time student equivalent (FTSE) is approximately 2,440. The Texas Higher Education Coordinating Board (THECB) supply/demand pathway model estimates 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 FTSE count to break even on the formula funding, but all are higher than UT Permian Basin's current enrollment.

Its low FTSE means UT Permian Basin must rely on special item funding appropriated by the legislature outside of the formula to operate with quality. In the past, the legislature has been willing to provide that special item funding to provide access to higher education 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 faculty colleagues who are employed in programs that are supported by a critical mass of students, in a circular effect of size and quality. Graduate student participation in research can exist with larger programs, as can undergraduate participation in research. More diverse curricula can be offered and maintained in a university of larger enrollment than UT Permian Basin. A growing university enhances quality education and quality research.

Strategies: To obtain its growth goals, UT Permian Basin is initiating new academic degree programs, expanding and enhancing student services, and expanding enrollment management efforts. An Honors Program and the new ENTRADA Engineering Transfer Program have been approved and are being implemented in fall 2006. Proposals for a new Master of Science in Computer Science and a Bachelor of Science in Athletic Training have been submitted for Board of Regents and THECB approvals. In response to input received on many of the community listening tours, the University is working with the UT System Administration on how it might provide a doctoral program in educational leadership.

With Regents approval, the university accepted an invitation from the Heartland Conference of NCAA Division II to join the conference. It is now in the process of applying for NCAA membership. When completed, this will provide a significant increase in the number of home athletic events, thus enhancing student life on campus.

Many elements make up the detailed tactics and strategies of the University's enrollment management plan. They are listed in the UTPB Recruitment and Retention Plan as filed with the UT System Administration and the THECB.

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

Resources: New resources of every type are needed if growth is to continue. New faculty are needed for more 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 class 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.

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 significant budgetary resources will be needed.

It is also necessary to analyze peer and benchmark institutions for how they handle some of the challenges that will 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 Measure	Report
Headcount (HC) and semester credit hour (SCH) growth, Goal: 5.5%	fall 2005 growth was 3.5% HC, 4.0% SCH; Spring 2006 was 7.2% HC, 7.4% SCH. Total growth: 5.3% HC and 5.6% SCH
Staffing plan will be completed by January 2007	Plan is in development
A framework for the recruitment, development and retention of part-time faculty will be developed by August 2006	Project has been refined to include two sections, one for lecturers and a second for part-time faculty. The lecturer plan has recommendations from the Faculty Senate now being reviewed by the Provost's Office. The part-time plan is now targeted for August 2007

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 proposal 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 timely hiring of well-qualified faculty to meet the demands of 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 factors 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 legislative appropriation for the next biennium. In order to maintain professional staff, UTPB must keep salaries and benefits at market comparable levels.

Initiative Two: Quality

Priority: Highest

Objectives: The THECB's *Closing the Gaps* and UT System's *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 recognition of quality through obtaining national specialized professional accreditations. The University is working to earn accreditation

in art, computer science, education, industrial technology, and social work, and has received accreditation in business from AACSB International.

Strategies: UT Permian Basin will work to create a comprehensive Institutional Effectiveness (IE) Plan. The IE 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 IE Plan. Such a plan is also essential in meeting the SACS accreditation reaffirmation requirements in 2010. The University is currently searching for an experienced Director of Institutional Effectiveness to lead these efforts, which have been divided among several offices in past years.

The University will also look at how comparable institutions address strengthening quality. This may include curriculum redesign, departmentalized standardization of course material in multiple section courses, departmental exams in key courses, or other methods academic departments employ to ensure uniform high quality course delivery.

The University will work to improve training for part-time instructors and integrate part-time instructors into the life of the University. Annual evaluation and retention assessments will be developed for part-time faculty.

UT Permian Basin will work to increase the percentage of student credit hours taught by full-time faculty and taught by tenure track faculty. Particular emphasis will be given to lower division credit hours. The University seeks to have a higher proportion of freshmen semester credit hours (SCH) taught by tenure-track and full-time faculty as measured against peer institutions. The comparison peers will be schools with a reputation for high quality instruction.

UT Permian Basin will continue its efforts to attain national specialized accreditation as an affirmation of program quality to all constituents. 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 received accreditation from AACSB International, the Association to Advance Collegiate Schools of Business, in December 2005. This was UTPB's first professional accreditation.

The art program faculty is currently conducting its self-study for accreditation from National Association of Schools of Art and Design (NASAD). The report should be submitted this summer, followed by a visiting team coming to campus scheduled on September 18, 2005. If all continues on schedule, the NASAD accreditation should be secured in 2007.

The School of Education and College of Arts and Sciences faculty, in collaboration, are seeking National Council for the Accreditation of Teacher Education (NCATE) accreditation. In March 2006, UT Permian Basin was admitted into formal candidacy by NCATE. The campus visit by the NCATE team has been scheduled for April 2007.

The Council on Social Work Education (CSWE) has made three commissioner visits to the campus. Each visit has resulted in positive reports and advancement towards accreditation. The University continues to be on track for completing the CSWE initial accreditation on the fastest timetable the CSWE process allows.

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

Progress Measure	Report
AACSB International accreditation in business in 2005	UTPB received AACSB International Accreditation in December 2005
NASAD accreditation in art	Campus visit by the NASAD team is schedule for September 18-20, 2006
NCATE accreditation in education	Campus visit by the NCATE team is now scheduled for April 2007
CSWE accreditation in social work	The BSW program has been accepted into CSWE candidacy and is on track for initial accreditation by January 2008
New Measure: Increase percentage of student credit hours taught by tenured/tenure track faculty	Fall 2006: 41%.
SBEC exam pass rates	Initial SBEC pass rate is 98%
UTPB student acceptance rate into medical programs	78% of UTPB who applied to medical school last year were accepted compared to a state average of 44%
UTPB ranking on THECB survey of graduates' placement in jobs or graduate school	UTPB was third highest in the state in the last survey

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

Initiative Three: Graduation Rate Improvement

Priority: Highest

Objectives: The culmination of an undergraduate education is when the student earns a baccalaureate degree. This is the educational objective of most UTPB undergraduate students.

Increasing the number and percentage of students earning degrees has long been a goal for the University in the *Closing the Gaps* process. Past compacts have contained many strategies for increasing student success within the University's growth initiative, its highest priority. Increasing retention rates, graduation rates, and other measures of student success are essential elements of growth.

The University of Texas System Board of Regents at its February 2006 meeting passed a resolution making improvement of graduation rates one of the highest priorities for the UT System.

With this year's compact, UTPB is moving the graduation and retention rates issue out of the Growth Initiative and creating a fifth initiative for graduation and retention rates, the first new university initiative since the compact process began. The creation of the new initiative reflects the importance the UT System is giving to graduation rates. In the annual unit compact and budget hearings, each unit

compact and budget request must state how the unit will contribute to the initiatives of the University Compact. Thus creating the Graduation Rate Initiative will have the procedural impact of imbedding graduation rate improvements in the compact and budget process of all units in the University.

The objective of the initiative is to bring UT Permian Basin graduation rates to a level at or exceeding the national average for schools with missions similar to UTPB.

Strategies: Over the last academic year, the university has been developing a graduation rate improvement plan as part of its new Strategic Enrollment Management. A team from UT Permian Basin attended the Graduation Rate Improvement Conference in October 2005, and another team attended two training programs sponsored by USA Funds. Another team attended the UT El Paso/National Science Foundation sponsored MIE Pathways to Success in STEM Education in March 2006. Armed with the tools and strategies presented at these conferences and in the literature, the University community, at various levels of the institution, worked to develop the Strategic Enrollment (SEM) Plan to expand the Recruitment and Retention Plan required by the THECB to include more emphasis on graduation rate improvement.

The SEM Plan contains a large number of strategies. These include continued development of programs to increase student success and retention. The Literacy Center, designed to strengthen students' reading and study skills, has recently been opened with HSI funding. It will work with all students in the same manner as the writing and math and science centers, strengthening students' skills in these academic success areas. Freshman Interest Groups, based on studies of the effectiveness of learning communities, are scheduled to begin operation in the fall. A team composed of science and industrial technology faculty members are working to develop grant applications for STEM student success programs.

Along with programs to assist student success with their academic course work, the SEM Plan includes strategies to improve how students navigate the complexity of the University and find their sense of place in the University culture. The freshman orientation is being reviewed so that we begin a student's academic career with an atmosphere of success, start the student with career/educational planning, and build a sense of identity with the University from the first point of matriculation. The Freshman Seminar is similarly to be reviewed to ensure it builds student academic skills, career planning, and knowledge of engagement opportunities. A degree audit software program will be installed by August 2006, and steps will be taken for the continuous improvement of academic advising.

The results of the National Survey on Student Engagement (NSSE) will be used to guide efforts to help students become more connected and engaged with the campus community. These efforts include researching the comparability of student activities at UT Permian Basin with those on peer campuses to ensure UTPB has the student activities necessary to engage students. The BEAMS project successfully increased opportunities for and visibility of student engagement in community service activities. Further efforts involve expanding the visibility and participation in study abroad and similar academic enrichment programs.

Progress Measure	Report
Six-year graduation rate Goal: 40% by 2010 Goal: 57% by 2015	UTPB's six-year graduation rate has been increasing over the last five years: 1997 cohort rate was 29%, the 1998 rate was 31%, and the 1999 rate was 35%
Increase fall to fall freshman retention rate	After rising for three consecutive years, the freshman retention rate fell from 68% to 58% with the most recent cohort.

Resources: Graduation rate improvement will require resources for staffing and student support. Scholarships and on-campus work study opportunities are important tools for retention as the typical UTPB student reports working 25 or more hours a week, reducing time for academic studies. There will be demand for new scholarship and student wage funds to reduce the demands of off-campus employment on students' time. Staffing is needed for the student assistance services and student activities expansion. As noted previously, a plan for staff growth along with faculty growth is scheduled to be developed in the coming 18 to 24 months, though fulfilling it will depend on availability of financial resources.

External funding will be one source of funding for graduation rate improvement. The new Literacy Center is being funded with HSI grant funds, as are several other current services. Gifts and external grants are critical for scholarships. Tuition funding will be needed for expanded scholarships and staffing when external funding is unavailable.

Obstacles: The University foresees no major obstacle to making graduation rate improvement one of the University's highest priorities. With its inclusion in this Compact as a separate initiative, graduation rate improvement will be an explicit element in the unit compacts and annual budget requests.

Achieving graduation rates at the national average by 2015 will be a stretch goal for the University. The freshman class for the 2010 graduation rate cohort enrolled in fall 2004. The cohort group for 2015 will enroll in three years. The University must react rapidly to impact the success of these two cohorts. UT Permian Basin believes it can make this rapid change.

Initiative Four: Research

Priority: High

Objectives: UT Permian Basin seeks to build its faculty research and scholarship 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 pursue excellence by building on its distinctive strengths in energy and leadership studies, while continuing its quality efforts in distance education and professional preparation. Research in these areas will be integrated into 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 target areas.

UT Permian Basin will also seek to take advantage of its status as a minority serving institution and HSI to attract external funding. Many funding agencies target research funding to institutions so designated.

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 was organized 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.

The University is working to further the development of the HT3R project. If this project is completed, it will significantly alter the University's level of funded research.

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 Measure	Report
Increase externally funded grants awards	From May 2005 through April 2006, UTPB received \$6,701,907 in external grant awards compared to \$2.9 million the year before.
Increase the percentage of tenure/tenure track faculty receiving funding	37 faculty who authored or co-authored grants that were funded represented 46% of the tenure/tenure track faculty. This will be the baseline for the next year.
Increase percentage of tenure/tenure track submitting proposals for external grants	51 faculty submitted 60 proposals in the last year. This will be the baseline for the next year.
Percentage of tenure/tenure track faculty with 3 or more journal publications or juried shows in the last five years	The percentage stayed at 37% for last year

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 and supports 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 Five: Partnerships

Priority: High

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 undergraduate and one graduate program and EC-Grade 4 teacher certification are 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 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 an area 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 of science degree in clinical laboratory sciences that has been fully implemented on the UTPB campus in partnership with UTMB.

The CEED, Small Business Development Center, John Ben Sheppard Public Leadership Institute and Office of Continuing Education work with local and regional governments and business firms on programs ranging from the youth leadership development program and CO₂ well technology to small business start-up workshops and the Science and Engineering Fair and Spanish Fair for regional public school students. 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.

The University also has partnerships in research and technology development. The High Temperature Teaching and Test Reactor project is major new partnership between UT Permian Basin, private industry, local governments, and units of The University of Texas System. The project currently is in the design stage. If successful it will result in a major research facility in West Texas. Another research partnership is that between UT Permian Basin and private industry looking to commercialize technology coming from faculty research in chemistry.

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 and instructional resources to deliver courses on the two campuses.

Progress Report:

- Andrews Center opened in November 2005. UTPB offered ten classes via interactive television to the center in spring 2006.
- SACS reaffirmed UT Permian Basin's accreditation without further report in December 2005, following its review of UTPB's substantive change in which it offers seven degree programs on the campus of Midland College
- Direct connect agreements were signed with New Mexico Junior College and with Odessa College
- Three UTPB classes were offered on the campus of Western Texas College in Snyder and Howard College in Big Spring
- UTPB and Howard College received and are now implementing a HSI collaborative grant to promote student transfer and educator preparation

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

III. Future Initiatives of High Strategic Importance

Future initiatives of high strategic importance are focused on the same five issues as the current initiatives—Growth, Quality, Graduation Rate Improvement, 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: Highest

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 in areas of need identified in West Texas. Secure foundation funding to help facilitate the process.
4. Expanding housing and other student services to make UT Permian Basin more attractive to traditional students.
5. Expanding course and program offerings to Midland and other communities.
6. Expanding facilities with new instructional buildings.
7. Developing new opportunities for students to be involved in research as part of their degree programs.

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.

Initiative Two: Quality

Priority: Highest

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 CSWE. Industrial technology and computer sciences are developing plans for accreditation by the National Association for Industrial Technology (NAIT) and Accrediting Board for Engineering and Technology (ABET) respectively. The chemistry program is exploring how it might seek accreditation from the American Chemical Society. The proposed athletic training program will seek accreditation from the National Athletic Trainer Association (NATA).

Another answer to, "What comes after accreditation?" is the development of ways to gain added recognition for UT Permian Basin program excellence. Professional accreditation is the first step to regional and national recognition. After accreditation, the University will work to find ways to communicate its quality to those outside the immediate region.

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 and 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 IE system throughout the University. UT Permian Basin needs to develop its IE Plans with multiple years of assessments and use that assessment for improvement for its 2010 SACS reaffirmation review. UT Permian Basin seeks to build an IE process 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 tuition and also from assessment of continuous improvement efforts.

Progress Measures: NCATE, NASAD, and CSWE accreditations will be earned by 2008.

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.

Increased percentage of student credit hours taught by tenure-track and full-time faculty.

Initial pass rates on the SBEC teacher certification exams.

Acceptance rates: medical schools/allied health programs and graduate schools.

Job placement rate of graduates.

Initiative Three: Graduation Rate Improvement

Priority: Highest

Objectives: Exceed the national graduation rates for comparable institutions

Strategies: Numerous strategies will be used to attain high retention and graduation rates, to include:

1. Having an aggressive scholarship program to ensure student persistence is not blocked because of financial circumstances.
2. Expanding student academic success services to increase retention and graduation rates.
3. Developing new opportunities for students to be involved in research as part of their degree programs.
4. Improving orientation, advising services, the freshman seminar, freshman interest groups, and other program for entering students.
5. Improving students' engagement with the campus and the community.

Resources: Improvement in student success rates will be funded from many sources, as all functions of the University contribute to successful outcomes for students. 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: Increased retention and graduation rates to comparable levels of institutional peers.

Initiative Four: Research

Priority: High

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 productivity. 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. The University external grant awards exceeded the \$4 million level for the first time in the last year. Several of these awards are multi-year awards, so the University has not, to date, reached the goal of \$4 million in research expenditures per year. The recent grant awards will result, however, in a significant increase in expenditures over the next three years.

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. Improve 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.
6. Work to make the HT3R project a reality.

Resources: Institutional resources for research expansion are being set aside.

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 Five: Partnerships

Priority: High

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 West Texas.
4. Working with one or more UT System institutions on the collaborative delivery of a doctoral program in educational leadership to West Texas.
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 or enhance 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.
- Increased cultural opportunities in the region.

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 THECB estimates that it takes 3,500 student FTEs for the funding formula to cover the fixed costs of a university. UT Permian Basin has a student FTE of approximately 2,440. Until growth in either enrollments or external funding increases, the University will be dependent on 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 among the communities in the region. 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 recent 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 a West Texas university rather than a city-based university if it is to thrive. To be viewed that way, UT Permian Basin must continuously seek to serve the larger West Texas region and beyond.

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 current legislature to help address a critical need for science instructional labs and research space.

V. System and State Priorities

The THECB's *Closing the Gaps* plan and *The University of Texas System Long-range Plan* are 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. The University delivers the UT Medical Branch at Galveston Bachelor of Science in Clinical Laboratory Sciences degree on the UT Permian Basin campus combining UTMB distance learning courses with locally taught labs. This program should have its first graduates in the August 2006 commencement.

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 scholarship 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 2005-2007 academic year. The University used that earlier 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. Other issues have been identified from the Board of Regents resolution on graduation rates, the Group of Thirty recommendations, President's listening tours, and the development of the HT3R project. Committee members also brought issues from the units they represent to the committee's attention.

The committee wrote the revised draft of the Compact and took the following steps to ensure institutional input in the compact process.

- 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 Senate, 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 Senate
 - 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 institution 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.
- Continued support of the HT3R Teaming Agreement and the HT3R project
- 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, 2006

	FY 2005 Adjusted Budget	FY 2006 Operating Budget	Budget Increases (Decreases) From 2005 to 2006	
			Amount	Percent
Operating Revenues:				
Tuition and Fees	\$ 10,114,014	12,070,464	1,956,540	19.3%
Federal Sponsored Programs	4,668,673	4,828,931	160,258	3.4%
State Sponsored Programs	668,108	663,520	(4,588)	-0.7%
Local and Private Sponsored Programs	75,000	75,000	-	0.0%
Net Sales and Services of Educational Activities	167,882	233,927	66,045	39.3%
Net Sales and Services of Hospital and Clinics	-	-	-	-
Net Professional Fees	-	-	-	-
Net Auxiliary Enterprises	1,336,787	1,755,225	418,438	31.3%
Other Operating Revenues	2,000	2,000	-	0.0%
Total Operating Revenues	17,033,364	19,829,057	2,595,693	15.2%
Operating Expenses:				
Instruction	9,392,123	10,959,559	1,567,436	16.7%
Academic Support	3,075,210	4,468,290	1,393,080	45.3%
Research	1,282,989	1,228,492	(54,497)	-4.2%
Public Service	1,451,665	1,432,372	(19,293)	-1.3%
Hospitals and Clinics	-	-	-	-
Institutional Support	4,182,082	3,267,761	(914,321)	-21.9%
Student Services	1,088,705	1,497,313	408,608	37.5%
Operations and Maintenance of Plant	3,101,408	3,213,414	112,006	3.6%
Scholarships and Fellowships	6,376,646	6,539,092	162,446	2.5%
Auxiliary Enterprises	2,244,436	2,327,569	83,153	3.7%
Total Operating Expenses	32,195,264	34,933,882	2,738,618	8.5%
Operating Surplus/Deficit	(15,161,900)	(15,304,825)	(142,925)	0.9%
Nonoperating Revenues (Expenses):				
State Appropriations & HEAF	15,666,564	17,142,423	1,475,859	9.4%
Gifts in Support of Operations	362,260	421,735	59,475	16.4%
Net Investment Income	712,772	800,545	87,773	12.3%
Other Non-Operating Revenue	-	-	-	-
Other Non-Operating (Expenses)	-	-	-	-
Net Non-Operating Revenue/(Expenses)	16,741,596	18,364,703	1,623,107	9.7%
Transfers and Other:				
AUF Transfers Received	-	-	-	-
AUF Transfers (Made)	-	-	-	-
Transfers From (To) Unexpended Plant	-	-	-	-
Transfers for Debt Service	(2,254,678)	(2,984,803)	(730,125)	32.4%
Other Additions and Transfers	300,000	-	(300,000)	-100.0%
Other Deductions and Transfers	(300,000)	(25,000)	275,000	-91.7%
Total Transfers and Other	(2,254,678)	(3,009,803)	(755,125)	33.5%
Surplus/(Deficit)	\$ (674,982)	50,075	725,057	-107.4%
Total Revenues	\$ 33,774,960	37,993,760	4,218,800	12.5%
Total Expenses and Debt Service Transfers	(34,449,042)	(37,918,885)	(3,468,743)	10.1%
Excess (Deficiency) of Revenue over Expenses	\$ (674,982)	75,075	750,057	

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	2005
Undergraduate headcount	1,979	2,077	2,292	2,638	2,923	2,933
Graduate/professional headcount	293	332	380	390	368	473
Total enrollment	2,272	2,409	2,672	3,028	3,291	3,406

<i>yr of matriculation</i>	1998	1999	2000	2001	2002	2003
1st year persistence	58.9%	64.9%	55.6%	61.2%	65.6%	67.8%

<i>yr of matriculation</i>	1995	1996	1997	1998	1999	2000
4-year graduation rate	10.0%	9.3%	15.2%	17.0%	15.5%	16.0%
5-year graduation rate	20.0%	19.5%	25.9%	26.8%	32.0%	
6-year graduation rate	24.0%	23.2%	29.5%	31.3%		

<i>academic year</i>	99-00	00-01	01-02	02-03	03-04	04-05
Baccalaureate degrees granted	334	329	417	345	443	437
Master's degrees	92	87	68	101	109	127

<i>academic year</i>	00-01	01-02	02-03	03-04	04-05	05-06
All instructional staff	146	139	158	192	212	
Administrative		37	37	37	36	42
Other, Non-Faculty		146	160	167	179	189
Student employees		165	201	210	260	229

<i>fall</i>	1999	2000	2001	2002	2003	2004
FTE student / FTE faculty ratio	17 to 1	17 to 1	17 to 1	17 to 1	18 to 1	18 to 1

<i>fiscal year</i>	2000	2001	2002	2003	2004	2005
Federal research expenditures	\$233,075	\$147,629	\$138,194	\$166,777	\$1,215,420	\$360,016

<i>fiscal year</i>	2000	2001	2002	2003	2004	2005
Revenue / FTE student	\$14,000	\$14,000	\$13,000	\$11,000	\$10,000	\$10,000

(nearest thousand)

<i>as of</i>	8/31/2000	8/31/2001	8/31/2002	8/31/2003	8/31/2004	8/31/2005
Endowment total value	\$12,043,000	\$10,818,000	\$9,653,000	\$10,582,000	\$13,147,000	\$15,250,000