

UH System

PERSPECTIVES

Special Edition

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An Overview of the Six-Year Plan for the University of Houston System

A Statement by President Charles E. Bishop
to the UH Board of Regents

UH Downtown College
January 11, 1982

In order to fulfill its mission, an institution must know where it is going and how to get there. With a faculty and staff of more than 5,000, enrollments exceeding 41,000 students, and an operating budget in excess of \$220 million a year, the University of Houston System is a vast complex of many units, performing diverse educational functions for different groups. The necessity for systematic planning impelled the University administration to ask each campus to devise a comprehensive plan for the next six years. Campus administrators were asked to develop plans that would show how their campus will meet the needs of their constituents as well as the challenges of changing economic and social conditions.

The basic principles under which the plans were developed were the following:

1. The plans should focus upon current operations, but should position the University to participate fully in the dynamic future of Houston.
2. Planning principles should be used that would enable the University to develop from its strengths.
3. The University should continue to expand its knowledge base through research and through close liaison with other institutions of higher learning.
4. The quality of academic programs offered at the University of Houston should be second to none.
5. Flexibility must be maintained to shift University resources as the demand for educational services changes.

Specific missions for each of the campuses have been defined, with each campus working toward specialization in the areas of greatest competence and in the fields most

appropriate to the needs of its constituents. Each campus is encouraged to provide for experimentation and diversity in its programs. At the same time, the coordinated program of the University is one in which complementary strengths are emphasized among the campuses. In this way, the entire program of the University is fashioned to make the most efficient utilization of faculty, library, and other resources, making it possible to provide a comprehensive range of educational opportunities of far greater quality than would be possible if each campus were organized and operated independently.

This plan was prepared under the general direction of Dr. Robert C. Maxson, Senior Vice President for Academic Affairs, and Dr. George Huxel, Vice President for Administration and Finance. Each served as co-chairman of the University Planning Council, a group composed of representatives from the component campuses and their separate planning committees.

Introduction

Located in the midst of one of the nation's most robust regional economies, the University of Houston enjoys a host of comparative advantages over many other public universities. Remarkably young, this developing University is only now approaching maturity as a major, comprehensive institution of higher learning. If it can continue to capitalize on the region's diversified base of economic and intellectual resources, the University of Houston can look forward to exceptional quantitative and qualitative development of faculty, students, programs, and facilities over the next decade.

Two basic premises guided the long-range planning

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process: 1) that the University is and will be inextricably tied to Houston and the Gulf Coast Region, and 2) that while it will serve a largely career-oriented body of students and will parallel its programmatic emphases and research efforts with the city's emergence as a great international center for energy, finance, and health, the University will also continue to fulfill its obligations as a full-range, public institution of higher education.

The City: The Dynamic Context

Among all American cities, Houston has recently been projected as the number one "growth city" for this decade. Already the population of Harris County exceeds that of many states, and, according to the Texas Department of Health, it is projected to double between now and the year 2000. Houston will continue its leadership roles in energy research and development, petrochemical production, management and finance, health, space science, architecture, and high technology fields and the fine arts. In each of these particular areas, the University's contributions are inestimable. Indeed, the University aspires to become a vital, equal partner in an enduring alliance of business, industry, and education which will guide the future development of this metropolitan area.

In the coming years the region's knowledge base will become more important than its natural resource base in defining the nature of the city's development and the character of its contributions to the larger society. Given its capacity to develop human resources and knowledge, the University will assume a more important role in realizing the scientific and cultural potential of the area.

The Academy: The Traditional Context

In the venerable tradition of public education in America, the University of Houston will continue to emphasize accessibility, high quality, and public accountability. The University will continue to enhance delivery of diverse educational opportunities to its students, most of whom are "non-traditional" in that they are older, working, and commuting. Additionally, the University will perpetuate the time-honored tradition upon which it was founded by insuring equitable access to its students on every level, from the open admissions undergraduate programs at the Downtown College to the more competitive doctoral programs on the Central Campus. And, while the academic programs may differ in kind, degree, and level of distinction, the University's goal is to establish a foundation of superior quality and a high standard of student achievement in every program offered. In this way, the University can fulfill its ultimate obligation as a public institution: accountability for its graduates. For in the end, nothing advances the University's stature and keeps the public's trust as much as graduating competent, responsible, satisfied students. Moreover, nothing enriches the life of the city more than the University's gift of educated men and women—those who provide the engineering, scientific, and financial expertise that undergirds the economic development of the city; the architects and planners who capture the vision of what the city can become; the social and political scientists who can clarify the special problems of people living together and governing themselves effectively under high density conditions; and philosophers, artists, humanists who raise the persistent questions of human existence and who elevate the cultural ambience of the city.

As a comprehensive institution of higher learning, the University of Houston's primary purpose is to provide an environment on each campus that is conducive to intellectual development. Central to the planning of the University

is a faith in the capacity and desire of students and faculty to learn, question, and create. In a world in which answers to many of the problems that we face are not known, it is more important than ever that students develop the capacity of critical thinking and analysis, that they learn to reach informed, independent judgments. It is also increasingly important that they possess an understanding of the history of civilization and of the development of the diverse cultures among the earth's inhabitants. The focus of the University's curricula is not upon the acquisition of knowledge *per se* but upon the capacity for insight and perspective necessary to living and working in a dynamic, pluralistic world.

Academic Affairs

Our planning assumptions follow several crucial tenets: 1) the academic programs of the University of Houston System must be developed on the premise that the intrinsic worth of the institution is not judged by the number of doctoral or other degree programs which it offers or by the number of degrees granted, that growth in quality has a higher priority than mere growth in numbers of courses or graduates; 2) that while much duplication within a multi-campus university is necessary and desirable, the University will not duplicate those programs which are intensive in economic or academic costs; and 3) that in order to make the best use of available financial resources, as well as the wealth of talent within the system, the University will encourage cooperative efforts between and among campuses

Specific applications of these tenets include the following:

Doctoral Studies. The Central Campus will continue as the only unit granting doctoral degrees. The decision is based on these points: a) at present the national demand for doctoral graduates is not conducive to large expansion of doctoral programs; b) any new doctoral program benefits from the mutually supporting environment of other doctoral programs, graduate faculties, and graduate students; it also needs the support of a major research library; and c) while the Central Campus will continue to grant all doctoral degrees, there is potential for its graduate faculty and the advanced faculty from other campuses to design jointly and/or offer doctoral programs in selected areas where the existing strengths of each campus could be combined.

Engineering and Other Professional Programs. The Cullen College of Engineering will continue to be the single center for engineering within the University of Houston System. The University cannot afford duplication in such an equipment- and faculty-intensive area as engineering. High quality engineering programs do not exist in isolation, but need the supporting context of the traditional college of engineering, with its research-oriented faculty, comprehensive curriculum, and specialized facilities and equipment. As with doctoral studies, however, there is strong potential for cooperative arrangements between the Cullen College and faculty and students of other campuses within the System. The rationale for keeping doctoral and engineering programs within the scope of the Central Campus also applies to such professional areas as pharmacy, law, optometry, and architecture.

Technology Programs. The University is committed to maintaining the current complementary profile of tech-

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nology programs among the three urban campuses and is prepared to improve the quality in each. This profile is comprised of the Central Campus's broad range of undergraduate, career-oriented programs; the Downtown College's two highly specialized undergraduate majors in engineering technology, and the Clear Lake City campus's emphasis on sophisticated computer-based engineering technologies on the master's level. The System is also exploring two new possibilities: a) that the Victoria Campus could deliver certain engineering technology programs to a fifteen-county area, now under-served, and b) that a potential upper-level campus at The Woodlands could become a center of excellence for master's level programs in selected high technologies.

Remediation Programs. Until we can again be assured that the majority of high school graduates are proficient in basic mathematical and language skills, most universities, especially public ones, must assist students in overcoming their educational deficiencies. The University of Houston has a highly successful, laboratory-based "Foundations" program at the Downtown College which will be supported as the System's only center for remediation.

Telecommunications and Computerization. The University will improve and expand the role of telecommunications and computerization within the system in both the public service and instructional areas. Foremost among the plans is the development of a Telecommunications Complex, which would incorporate all current television and radio operations now separately housed in outmoded facilities. This single state-of-the-art-equipped facility will make possible a cooperative sharing of personnel and technical resources and will allow the University of Houston's stations to serve effectively the University and the larger Houston community. The University already is in the process of modernizing its academic computer equipment and facilities.

The Libraries. Two related needs concerning the University's four libraries became apparent in the planning process: 1) that the Central Campus' M. D. Anderson Library be designated and supported as the System's major research library, and 2) that the four libraries develop a shared bibliographic access system so that faculty and students would be able to share the resources and material of all the libraries. The System has made these commitments.

International Activities. The more Houston becomes a global city, the more certain programs and outreach efforts of the University will take on international dimensions. The University's international thrusts will involve: clarifying the social, political, economic, and historical contexts of relations with other nations, representing abroad through consultation and cooperative exchange the University's strengths in engineering, technology, management, health, law, and education; and advancing research efforts by pursuing contracts and grants for international programs. Toward these ends, the Office of Academic Affairs will oversee the development of a university-wide international activities effort, and will employ a Director of International Activities to coordinate the programs.

The Houston Area Research Center (HARC). Houston is rapidly gaining stature as one of the world's leading high technology centers. One of the most recent manifestations of this is the Houston Area Research Center, a contract research and development center at The Woodlands to be governed by a university consortium

University of Houston System

Location:	Houston United Bank Bldg. 4600 Gulf Freeway Houston, Texas 77023
History:	Created by state law in 1977 to administer multi-campus system
CEO:	Dr. Charles E. Bishop, President
Governing board:	Nine-member board of regents, appointed by the Governor to six-year terms. Mack H. Hannah, Jr., chairman, Houston; Charles B. Marino, vice chairman, Houston; Benjamin N. Woodson, secretary, Houston; J. Davis Armistead, Lubbock; Chester B. Bengé, Jr., Houston; Joel M. Cummings, Houston; William A. Kistler, Jr., Houston; John E. Kolb, Houston; Leonard Rauch, Houston
Budget:	\$7.7 million (1981-82)
Staff:	Dr. Robert Maxson, Senior Vice President, Academic Affairs Dr. George Huxel, Vice President, Administration and Finance John Leslie, Vice President, Development Pat Bailey, University Counsel
Scope:	Provides administrative, academic and support services for four campuses; operates KUHT-TV, Channel 8, and KUHF radio.

of the University of Houston, Texas A&M, and Rice University. This free-standing high technology facility, created through the vision and generosity of Mr. George Mitchell, will promote a growing alliance between area business, industry, and universities. Recognizing the tremendous opportunity HARC represents for the University, the Office of Academic Affairs will take an active role in facilitating faculty and student involvement in its development.

The Woodlands. As Houston grows, so too must the city's University. The University will seek State approval for an upper-level campus in The Woodlands. This decision is supported by an array of positive indicators: 1) the area is currently underserved and has a strong, university-oriented population base; 2) the campus would enjoy close association with area junior colleges, especially North Harris County College; 3) with its proposed programmatic emphases on technology and technology management, the campus would benefit greatly from the close proximity of HARC.

The President's Summary

In addition, the University expects to maintain a strong presence in the thriving West Houston area, and over the next several years, to expand its academic offerings. The commercial and population growth forecast for this area is among the highest in the greater Houston region. The mechanism for delivering educational services and programs will continue to be the West Houston Institute, an off-campus center administered and staffed by the Central Campus. Under the auspices of the Institute, course work has been offered in education, and arts and sciences, and it is anticipated that programmatic expansion will focus mainly on these academic areas.

Administration and Finance

The University of Houston's commitment to provide high quality academic programs would be in vain if an equally important commitment were not made to insure prudent and productive management of the University's fiscal resources. This commitment to sound management is most evident in the decision by the Board of Regents to reorganize the Office of the Vice President for Administration and Finance by centralizing certain financial services and operations in that office.

The centralization of the Controller's and Treasurer's functions has resulted in a standardized financial and accounting system which permits the University to account for its resources and to capitalize on its investments far more effectively. The new financial accounting system allows greater control over financial affairs and yields timely, uniform, and comparable management reports on all major financial activities. The University can also more readily demonstrate its accountability to Campus constituencies and to the public. The consequence of this improved accountability, and the confidence it generates both within and outside the University, is a more efficient financial institution and, therefore, a more viable academic institution.

Because System planning objectives are by nature inclusive and focus on issues of campus interdependence, they cannot capture the unique character and vision of each component's plan. Each campus will continuously review its current programs, culling where appropriate, and introducing new programs to keep its curricula attuned to the needs of its students. The distillations which follow, while necessarily brief, offer a general sense of each campus' present and future role within the University.

The University of Houston Central Campus

The decade of the 1980s will likely be the most important period of development in the history of the University of Houston Central Campus. The Campus expects to offer a more rigorous undergraduate curriculum. At the same time, the Campus looks forward to achieving increased national stature in certain graduate and professional areas.

Institutional Profile

The Central Campus has a predominately commuting student body. It is an older than average student body (26), with a large number taking courses on a part-time basis and/or in the evening.

The Campus' enrollment has hovered around 30,000 during the past five years. While the undergraduate student body continues to be the largest single group on campus, there has been a significant trend toward

increased enrollment at the graduate and professional levels.

University of Houston Central Campus

Location:	4800 Calhoun Blvd. Houston, Texas 77004
History:	Founded as Houston Junior College in 1927; became four-year institution in 1934; moved to present location in 1939; became a state university in 1963
CEO:	Dr. Barry Munitz, Chancellor
Enrollment:	28,500 (Fall 1981)
Budget:	\$111 million (1981-82)
Faculty:	1860
Staff:	1865
Library:	1.2 million volumes (second largest in Texas)
Buildings and land:	86 buildings on 400-acre campus; valued at \$200 million
Scope:	Provides comprehensive range of educational programs, conducts research for the private and public sectors and provides a number of public services for the community and state
Degrees:	17 undergraduate degrees in 78 fields of study; 21 master's degrees in 46 fields of study; and four doctoral degrees in 24 fields of study
Academics:	Fields of study in architecture, business administration, education, engineering, hotel and restaurant management, humanities and fine arts, law, natural sciences and mathematics, optometry, pharmacy, social sciences, social work and technology
Research volume:	\$15 million
Residency:	Dormitory and apartment space for 2,400 students
Accreditation:	Southern Association of Colleges and Schools
Athletic program:	Southwest Conference, participates in wide range of programs, including football, basketball, baseball, golf, tennis, track and field, volleyball, and swimming

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Planning Premises

The Central Campus is committed to creating a more competitive, higher-quality academic environment on both the undergraduate and graduate levels. The clearest manifestation of the Campus' renewed sense of purpose and direction at the undergraduate level is the development of a new core curriculum which combines three levels of learning—basic skills, knowledge base, and knowledge integration—into a cohesive whole. Scheduled for implementation in the fall of 1982, this curriculum will help the Campus achieve its goal of offering an undergraduate education second to none.

If it should become necessary to control enrollment, the Campus will consider tightening undergraduate admission standards at both the freshman and transfer levels. Additionally, in order to meet the requirements of the very best students, the Campus will devote special attention to the Honors Program, which now includes 300 students. During the next biennium, the Campus will allocate additional faculty resources, strengthen the scholarship fund, and extend honor sections beyond the lower divisions. The goal is to reach 500 exceptionally able students and to increase the honors faculty accordingly.

While breadth at the graduate and professional level characterizes the Central Campus' comprehensive role within the University of Houston System, the Campus will pursue those programs with greatest potential for excellence. This posture of selectivity in the interest of excellence demands a well-conceived guide for decision making.

Academic Programs

The Central Campus has been engaged in developing and refining an approach to resource allocation for existing programs that focuses on the interaction of two dimensions: academic *quality* and *centrality* to institutional mission. The Campus is also launching a systematic process of program review and evaluation for all academic units.

The assessment of current programs represents one of the two major thrusts of curricular development; the other is the planning and creation of new academic programs. There are several key new programs which the Campus intends to consider over the next several years. These include doctoral degrees in: 1) Business and Economics, 2) Pharmaceuticals, and 3) International Social Welfare; master's degrees in: 1) Hotel and Restaurant Management, 2) Applied Sciences, and 3) various aspects of law, including Taxation, Energy Law, Health Law, and International Trade Law; and concentrations in: 1) International Business (graduate only), 2) Petroleum Engineering (undergraduate and graduate), 3) Management and Accounting Information Systems (undergraduate and graduate), and 4) computer and energy technology (undergraduate only).

Research

The centrality of research on the Central Campus emerges from its commitment to graduate education. The dollar level for research awards has surpassed the \$14 million mark for the past several years. While much of the activity resides in the College of Engineering and the College of Natural Sciences and Mathematics, there are also significant interdisciplinary research thrusts under the aegis of the Center for Public Policy, the Energy Laboratory, the Applied Geophysical Laboratories, the Institute for Cardiovascular Studies, the Environmental Center, and the Center for Health Management.

Service

Representative of the sophisticated level of activity in the public service area is the proposal for combining various clinical services—optometry, learning disabilities, communication disorders, clinical psychology, social work, pharmacy, and counseling and testing—into a single Interdisciplinary Clinic that would enhance the relationships among disciplines and provide new opportunities for training, research and service. Perhaps in no area is the contribution of the University to the city greater than in the arts.

The University of Houston at Clear Lake City

Institutional Profile

Situated in the midst of the Bay Area's thriving aerospace and petrochemical industries, the University of Houston at Clear Lake City is a rapidly growing upper-level and graduate institution whose mission is to serve the needs of a highly-productive, upwardly-mobile community. As the campus has sought to fulfill its mission over the past eight years, its role within the University of Houston System has changed as the educational demands of its constituents changed. While it was originally conceived as a unique experiment in interdisciplinary education, and enjoys continued success in that role, the campus' present and future strengths lie in the discipline-based areas of Business, Public Administration, Professional Education, Science, and Technology.

The majority of the Clear Lake City Campus' 6,000 students are career-oriented and seek degrees in such growth areas as Management and Marketing, Accounting and Finance, and computer-based technologies. Growth patterns of both the campus and the area it serves indicate high student and employer demand for the terminal master's degree, especially in business, technology, and education.

The University of Houston at Clear Lake City is considered by many today as one of the two or three premier upper-level universities in the United States. Its enrollment is among the highest; its array of program opportunities among the richest; its faculty among the most productive, and its carefully articulated relations with area community colleges serve as a model across the nation.

Planning Premises

Several planning premises have guided the campus' long-range planning efforts. First, past enrollment patterns and analyses of future enrollment projections indicate that the Clear Lake City Campus will grow to approximately 8,000 students by the end of the six-year planning period.

A second major premise is the expectation that the institution will continue to pursue its close association with the adjacent NASA-Johnson Space Center as well as the petrochemical industrial complex that surrounds the campus. This relationship is particularly important to the School of Sciences and Technologies.

The programmatic profile of the Clear Lake City Campus will focus increasingly on a broad range of terminal master's degrees. The campus has traditionally offered strong master's programs in business and education, and it is anticipated that these will be joined by a newly developed emphasis on master's level technology programs, particularly in the area of computer-based technologies, where the Clear Lake City Campus is gaining national recognition for excellence and innovation.

The President's Summary

University of Houston Clear Lake City

Location:	2700 Bay Area Blvd. Houston, Texas 77058
History:	Created by state law in 1971 and opened in 1973 as an upper-level institution, located near the LBJ Space Center 20 miles south of Houston
CEO:	Dr. Alfred R. Neumann, Chancellor
Enrollment:	6,000 (Fall 1981)
Budget:	\$14.5 million
Faculty:	294
Staff:	242
Library:	538,000 volumes
Buildings and land:	4 buildings on 487-acre campus; valued at \$45 million
Scope:	Upper-level institution offering programs for junior, senior, and graduate students; non-traditional curricula dedicated to the concept of integrated studies
Degrees:	Four undergraduate degrees in 35 fields of study; three master's degrees in 30 fields of study
Academics:	Fields of study in human sciences and humanities, professional education, sciences and technologies, and business and public administration
Accreditation:	Southern Association of Colleges and Schools

Academic Programs

Programs that the Clear Lake City Campus intends to propose include: A. Master's degrees in: 1) Bilingual Education/English as a Second Language, 2) Industrial Hygiene and Safety, and 3) Computer Applications in Education; B. Bachelor's degrees in: 1) Professional Communication and 2) Computer Applications in Education; and C. Concentrations in: 1) Public Policy (within the M.B.A. degree), and 2) Post-Secondary Education, 3) Professional Education, 4) Special Education, 5) Geology, 6) Applied Statistics and 7) Space Science Applications.

Research and Service

Although instructional activities are clearly the primary focus of the Clear Lake City Campus, research and service also are important in the life of the institution. The campus operates a variety of centers, including the Center for Administrative Development, The Center for Economic Education, the Diagnostic Education Center, the Pre-Primary Lab, and the Developmental Arts Center.

The campus also serves as a leading cultural arts center for the Bay Area, particularly in the areas of music and theatre.

The University of Houston Downtown College

Institutional Profile

Located in the heart of Houston's central business district, the University of Houston Downtown College is an open admission, student-oriented institution emphasizing excellence in teaching and community service. The College is charged with offering a range of career-oriented and pre-professional programs designed to prepare students for immediate entry into Houston's industrial and business community. Also central to its mission, the College is committed to meeting the special needs of the under-prepared student. As part of its open admission policy, the College provides, in a supportive environment, the sound educational foundations necessary for academic, career, and personal success.

Enrollment at the Downtown College has increased steadily in recent years, particularly as the College has improved its faculty, facilities, and program opportunities. The Fall 1981 enrollment increased to 5,750. College studies project future enrollment growth and increased retention of juniors and seniors throughout the planning period. The Downtown College has been particularly successful in maintaining an ethnic profile reflective of the city's population.

Planning Premises

While the Downtown College envisions dramatic growth and development in the coming years, the role and scope of the institution will remain unchanged. The College will continue as an open admission institution and as the University of Houston's center of excellence for developmental and remedial education. The College will continue to develop high quality degree programs emphasizing the needs of public and private enterprise within the city of Houston. It will do so through a variety of programs in professional and technical areas and programs with an applied focus to arts and sciences.

Academic Programs

In response to the need for more comprehensive program development, the Downtown College has outlined a number of degree programs designed to serve a larger number of student and community needs. They include baccalaureate degrees in Humanities, Social Sciences, Behavioral Sciences, Applied Natural Science, Community Service and Public Management, and Professional Writing. Other proposals, which will be subject to established review procedures, include B.S. degrees in Allied Health Science, Quantitative Methods, Engineering Management, and Geotechnical Design and Exploration. The College also proposes new majors in Commerce, General Business and Human Resources, all to be options under the B.S. in Business and Commerce.

Service

As a vital part of its mission to serve the many constituencies within the city, the Downtown College will continue sponsorship of a number of successful service projects.

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University of Houston Downtown College

Location:	One Main Street Houston, Texas 77002
History:	Founded as South Texas Junior College in 1948; became a four-year institution when acquired by UH in 1974
CEO:	Dr. Alexander Schilt, Chancellor
Enrollment:	5,750 (Fall 1981)
Budget:	\$15.9 million
Faculty:	228
Staff:	312
Library:	130,000 volumes
Buildings and land:	Twin-tower, 10-story structure and nearby nine-story residential conference center; 768,000 square feet in downtown Houston
Scope:	An open admissions undergraduate institution, emphasizing career-oriented programs that serve the urban student
Degrees:	Seven undergraduate degrees in nine fields of study
Academics:	Fields of study in applied mathematical science, arts and humanities, behavioral sciences, criminal justice, science, social science, business and commerce, business services and engineering technology
Accreditation:	Southern Association of Colleges and Schools

These include the Summer Institute of Piping Design, the Annual Writing Festival, and the History Fair.

The University of Houston Victoria Campus

Institutional Profile

Before 1972, no baccalaureate degree-granting institution existed within commuting distance of Victoria, the only major city in a rapidly developing 15-county region on Texas' southern Gulf Coast. Since Spring 1973, the University of Houston Victoria Campus has offered, both on-campus and at off-campus locations throughout the area, a selected range of undergraduate and graduate programs in business, education, and the arts and sciences.

Like the other campuses, the University of Houston

Victoria Campus currently serves a majority of older, working, part-time and evening students, many of whom are pursuing graduate work in education and business.

Planning Premises

The Victoria Campus' goals for the 1980s are shaped both by certain constraining factors in the present as well as by promising indicators for future development. The most significant constraining factor is lack of space. Because it can own no buildings, the University of Houston Victoria Campus must lease office space and classrooms from the Victoria College. With continued high enrollment at the junior college, additional space for the University of Houston Victoria Campus is not available. The Campus will work with Victoria College, the University of Houston System, legislative representatives, and community leaders for solutions.

Among the most positive indicators of future development is the campus' presence in a region distinguished by rich natural resources and flourishing growth industries. The University of Texas Population Research Center predicts that the population of Victoria County will reach 130,000 by the year 2000, almost double the current figure. As the region expands economically, there will be increased demands for an educated work force, particularly in such areas as business, technology, science, and education. With proper planning now, the University of Houston Victoria Campus will be particularly well suited to serve the area's expanding population.

The potential for educational development of both the Campus and Victoria itself could be better realized if the close ties between Victoria College and the University of Houston Victoria Campus were strengthened through improved articulation to provide a wide range of program options. As a more comprehensive institution with a stable, diversified base of students, the Campus could better meet the needs of the area; it could develop new programs as well as expand and enrich existing ones. In order to facilitate this development, the two institutions should begin a study of the desirability and feasibility of merging into one institution.

Academic Programs

Recent program development and future program proposals reflect the Campus' responsiveness to the community's needs. The need for a computer science program is currently being assessed. The development and application of computer technology for business, education, research, and personal use suggests this is a field that would provide important educational opportunities for the area. Also in response to the area's educational needs, the Campus will begin to pursue program opportunities in business and engineering technology and will increase its emphases on math and science education. Other major academic goals for the planning period include: the development of a microcomputer laboratory, a small business institution, a learning resource center, and a writing laboratory.

Service

Among the Campus' current service priorities is the continued development of the new Petroleum Training Institute, particularly through the acquisition of a computerized rig floor simulator. Generously supported by area petroleum industries, the Institute provides important training for regional drilling contractors.

The President's Summary

University of Houston Victoria Campus

Location:	2302-C Red River Victoria, Texas 77901
History:	Established by Coordinating Board in 1971 and opened in 1973 as an upper-level center; located on the campus of Victoria College, a community college
CEO:	Dr. Martha K. Piper, Interim Chancellor
Enrollment:	750 (Fall 1981)
Budget:	\$2.6 million
Faculty:	53
Staff:	44
Library:	150,000 volumes; joint operation with Victoria College
Buildings:	Administrative building; utilizes facilities of Victoria College for academic programs
Scope:	Upper-level institution offering programs for junior, senior and graduate students; serves a 15-county area
Degrees:	Five undergraduate degrees in 17 fields of study; four master's degrees in six fields of study
Academics:	Fields of study in arts and sciences, business administration, and education
Accreditation:	Southern Association of Colleges and Schools

Facilities Planning and Construction

A university's physical environment—its buildings, facilities, and surroundings—supplies the places and means of learning. The University is committed to making the physical plant of each campus both a means of fulfilling that campus' academic mission and a worthy reflection of that campus' unique community and heritage.

Presently, the University recognizes a number of pressing needs. The Central Campus is in need of new buildings for the Colleges of Business Administration and Architecture, the M. D. Anderson Library, and the College of Hotel and Restaurant Management. On the newly acquired North Cullen Corridor property, the campus projects the construction of an Information Center, Interdisciplinary Clinic, Geophysics Building, and a Fraternity and Sorority Complex. New student and faculty housing is planned for the South Cullen Corridor property, as well as student housing for the Calhoun Triangle area.

The increasing number of students attending the Clear Lake City Campus emphasizes a need for more classroom space; a proposed library addition would free sufficient space now occupied in the main building. Enrollment trends at the Downtown College indicate need for

additional classroom and laboratory space before the end of the planning period. The University is currently exploring ways to alleviate the acute space needs at the Victoria Campus. Finally, the need for a System Administration Building is recognized.

Despite present constraints, the most significant of which is the absence of a mechanism at the State level for the funding of capital construction and renovation at most public universities in Texas, the University of Houston hopes to be able to meet these pressing needs through determined efforts to obtain public and private support. The institution recognizes the necessity for a revision of State capital construction policies and is committed to working toward that goal.

University Development

In closing, let me emphasize that many of this University's present strengths have been built on a foundation of philanthropy. The names Cullen and Anderson, among many others, evince a long and continuing tradition of private giving at the University of Houston, without which the University would never have attained its measure of excellence. Indeed, only by significantly augmenting state appropriations with private funding, can the University achieve stronger academic programs, attract and retain more prestigious faculty, offer more competitive scholarships, house first-class research equipment and facilities, and design more beautiful surroundings. Private contributions are essential in improving the University's ability to obtain and keep outstanding faculty in such highly competitive, crucial areas as engineering, computer science, and business.

Conclusion

In these comments I have outlined the distinct missions and thrusts of the four campuses of the University of Houston System. Each emerges with complementary strengths and promise. We see the Central Campus approaching national visibility in selected graduate and professional areas and considering more selective undergraduate standards. We see the Clear Lake City Campus moving toward more specialized degree emphases on the graduate level and attracting increased recognition of its computer-based technologies. We see the Downtown College expanding the depth and breadth of its career-oriented program offerings and combining its commitment to open admissions with a demand for rigorous performance standards. We see the Victoria Campus expanding its service to a rural and industrial area which anticipates rapid future growth. And, finally, we see a University System strengthened by its collective intellectual vigor, its common pursuit of quality, and its commitment to serve this metropolis as it moves through the 1980s. We look forward to this decade with a great sense of anticipation.

Perspectives

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The University of Houston seeks to provide equal educational opportunities without regard to race, color, religion, sex, age, national origin, handicap, or veteran status.

This policy extends to all programs and activities supported by the University.