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A Five Year Plan for the Strengthening and Enhancement of Prairie View A&M University - December 1982

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PRAIRIE VIEW A&M UNIVERSITY

(A Part of the Texas A&M University System)

Prairie View, Texas

**A FIVE-YEAR PLAN
FOR THE
STRENGTHENING AND ENHANCEMENT
OF
PRAIRIE VIEW A&M UNIVERSITY**



**in compliance with
The Texas Educational Opportunity Plan
for
Higher Education**

Submitted to

**THE CHANCELLOR
THE TEXAS A&M UNIVERSITY SYSTEM
COLLEGE STATION, TEXAS**

December 1982

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 Prairie View, Texas

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EXECUTIVE SUMMARY

Although authorities disagree on the priority and severity of issues confronting higher education in the future, there is some agreement on the likely trends and problems with which colleges and universities must deal. There are those who support the concept that major innovative changes in the system are long overdue. For others, the question of relevance is central to the evolvement of higher education. The responses to these issues are frequently based as much on predilection as on insight.

Any institution of higher education which remains alive today is one which has learned how to stay ahead of the game. Such an institution has had to work long and hard, master the rules, learn to cope with the system, and set itself toward negotiating all the steep places. These attributes are essential to survival and contribute to an ambitious and dynamic enterprise.

Prairie View A&M University stands on the threshold of a new decade which is characterized by changing priorities and numerous "knowns" and "unknowns". The extent to which the University focuses its efforts on the ultimate objective of quality education will depend largely upon the extent to which the priorities, "knowns", and unknowns" can be successfully manipulated.

The Five-Year Plan for Strengthening and Enhancement of Prairie View A&M University addresses critical concerns within the total University framework -- academic programs, research programs, public service programs, student affairs programs, support service

rewrite goals

programs, inter-institutional cooperation, physical plant and physical facilities, financial resources, and organization and administration. The form and substance of these components are essential to maintaining viability and also essential to the visibility of the University among its peers in higher education.

In view of these considerations, the following goals have been set for 1982-83 through 1986-87:

1. To eliminate programs that are not productive, not in demand and not critical to the University's realization of its mission, role and scope and to strengthen those that are of low quality or low productivity.
2. To implement new degree programs that are appropriate to the University's purpose, role and scope and that attract students on the basis of quality.
3. To raise adequate numbers of solid, qualified faculty with a minimum of 50% doctorate holders and with exemplary teaching and research performance evident in each faculty member, especially in areas where the institution seeks to achieve eminence.
4. To allocate faculty to program areas in a manner that reflects the distribution of enrollment and degree production of specific program areas.
5. To establish salary equity and compensate faculty and staff on the basis of qualifications and achievements as measured on the criteria listed in the performance review.
6. To strengthen the general education curriculum in order to facilitate students' development of verbal and mathematical skills, historical perspective, economic and basic social science capability, and reasoning and reflective thinking ability and other capabilities that articulate, well-educated college graduate from other college graduates.
7. To form a more scholastic student body as measured by national norms.
8. To eliminate the second class or lower status of the University's campus as measured by attractiveness of landscape and buildings, adequacy of space to support specific academic and non-academic functions and quality of appointments per building.

Strengthen high quality low prod low quality - high

Strengthens overall program

Contradictory or low quality

Need graduate programs not offer baccalaureate programs

All new Faculty members should have Ph.D's

Acedown

NO

?

9. To acquire new technologies including computer technology to support academic programs especially in business, engineering, agriculture, computer science, biological sciences, chemistry, physics, home economics, and industrial technology.
10. To acquire library holdings that are consistent with the Clapp-Jordan and American Library Association standards for instruction and research in each program area.
11. To acquire necessary instructional equipment to update the laboratories in the sciences, business, engineering and education.
12. To broaden the research base through increased research activities in the physical sciences, social sciences, business administration and education.
13. To strengthen the current research efforts in the life sciences including agriculture, biological sciences and home economics.
14. To recruit faculty/research scientists and the requisite clerical and technical personnel to support an expanded research effort at Prairie View A&M University.
15. To acquire additional funding support for research from an increased number of federal, business, industrial and philanthropic agencies.
16. To increase public service activities to at least one activity per program area annually.
17. To stabilize the student enrollment at a minimum of 6,600 students, 5,300 undergraduates and 1,300 graduates by 1987.] maybe
18. To acquire equipment needed to perform routine data processing, computer instruction, printing technology instruction, and to sustain the operation of the instructional centers and the library.
19. To provide physical space needed to efficiently and effectively support academic, research, administrative and other essential program requirements.
20. To establish additional inter-institutional networks, research foundations, educational institutions, and social, rehabilitative and health related agencies as a basis for expanding formal and informal activities within the several units of the University.

INTRODUCTION

This plan for the strengthening and enhancement of Prairie View A&M University is designed to ensure compliance with the Texas Equal Educational Opportunity Plan for Higher Education. The plan has evolved through two developmental phases. Phase I involved a study of the nine major components of the University as a basis for planning. These components were: academic programs, research programs, public service programs, student affairs programs, support services programs, inter-institutional cooperation, physical plant and physical facilities, financial resources, organization and administration.

The parameters considered in the study of these components include the following:

A. Academic Programs

1. Programs -- the addition of undergraduate and graduate degree programs that will attract students on the basis of character and quality.
2. Faculty and Staff -- the number and quality required to support the undergraduate and graduate academic programs.
3. Building and space requirements to provide adequate space to support the selected program areas.
4. Equipment needs and requirements to support the selected program areas to ensure viable programs of first-class quality.
5. Library resources and services for developing and maintaining a first-class collection to support the instructional program.
6. Management support systems and services needed to support the program and ensure first-class operational and fiscal planning, management and evaluation.

7. Student support services requirement to ensure effective academic, personal/social and career success of the student and to retain the student through graduation.

B. Research Programs

1. Programs -- the addition of research programs that the University is uniquely qualified to implement.
2. Staff -- the number and quality required to support the research programs.
3. Building and space requirements to provide adequate space to support the selected program areas.
4. Equipment needs and requirements to support the selected program areas to ensure viable programs of first-class quality.
5. Library resources and services for developing and maintaining a first-class collection to support the research program areas.
6. Management support systems and services needed to support the program and ensure first-class operation and fiscal planning, management and evaluation.

C. Public Service Programs

1. Programs -- the addition and/or expansion of programs to best benefit the University's clientele in rural and urban settings.
2. Staff -- the number and quality required to support the public service programs.
3. Building and space requirements to support the selected program areas to ensure viable programs of first-class quality.
4. Equipment needs and requirements to support the selected program areas to ensure viable programs of first-class quality.
5. Library resources and services for developing and maintaining a first-class collection to support the public service program areas.

- 6. Management support systems and services needed to support the program and ensure first-class operational and fiscal planning, management and evaluation.

D. Student Affairs Program

- 1. Programs -- the upgrading of present programs and addition of new programs.
- 2. Faculty and Staff -- the number and quality required to support student affairs and integrate the program into the undergraduate and graduate academic programs and the research and public service programs.
- 3. Building and space requirements to provide adequate space to support the selected program areas.
- 4. Equipment needs and requirements to support the selected program areas to ensure viable programs of first-class quality.
- 5. Library resources and services for developing and maintaining a first-class collection to support the student affairs program areas.
- 6. Management support systems and services needed to support the program and ensure first-class operational and fiscal planning, management and evaluation.

E. Support Services Programs

- 1. Staff -- the number and quality required to support the programs.
- 2. Building and space requirements to provide adequate space to support the selected program areas.
- 3. Equipment needs and requirements to support the selected program areas to ensure viable programs of first-class operational quality.
- 4. Library resources and services for developing and maintaining a first-class collection to support academic research and public service programs.
- 5. Management support systems and services needed to support the programs and ensure first-class operation and fiscal planning, management and evaluation.

6. Physical Plant Equipment

F. Inter-Institutional Cooperation

Institutions and services within and external to the Texas A&M University System could facilitate the University's strengthening and enhancement through:

1. assisting the University in the articulation and achievement of its purpose and role, scope and mission;
2. assisting the University in the planning, development and implementation of programs commensurate with its purpose and role, scope and mission;
3. assisting the University in the communication of its purpose and role, scope and mission program thrusts to its several publics;
4. assisting the University in the orientation, recruitment and admission of students;
5. assisting the University in the education process;
6. assisting the University in the placement of its graduates;
7. assisting the University in providing funding support for the proper planning, development, implementation and management of its programs; and
8. assisting the University in short-range and long-range planning.

G. Physical Plant and Physical Facilities

Innovation, adaptation, and adjustments in programs necessitate a study of existing structures as a basis for determining needs. The quality of the physical plant and facilities is essential to the enhancement of other components of the University program. Essential elements to be studied in this area include:

1. Buildings and Space
2. Utilities
3. Streets and Parking
4. Landscape and Sidewalks
5. Land Use and Land Acquisition
6. Physical Plant Equipment

7. Planning, Management, Construction and Evaluation
8. Other Areas of Physical Plant Development
9. Fiscal Resources.

H. Financial Resources

Financial resources continue to play a decisive role in the nature of program implementation which occurs now and in the future. Income growth from present sources will not keep pace with the inflation rates and program needs. The need for an enlargement of effort in obtaining external financial support to offset deficits is evident. The necessity of securing developmental costs for new programs must be acknowledged. The critical development needs for which funding is needed are:

1. Laboratory and Instructional Equipment
2. Library Development
3. Computer Development
4. Physical Plant Equipment
5. Student Development
6. Institutional Planning, Management and Evaluation
7. Faculty and Staff Development
8. Student Learning Resources Center
9. Graduate Student Stipends
10. Scholarships

I. Organization and Administration

The composition and administrative structure of Prairie View A&M University is based upon functions in a manner as to increase accountability. A study of the above listed areas led to the discovery of a need for changes in function. New programs are being added, non-productive programs are being deleted, and other programs are being combined. Such activity will lead to new structures and/or changes in existing structures. Influencing all of these activities are the available resources and the need to effect quality through the most effective reallocation and/or realignment of programs, personnel and finances.

Three planning considerations guiding study in this area are:

1. the extent to which the present administrative structure exemplifies good management practices;
2. the implications of the present structure for future leadership and accountability; and
3. evidence of need for change and possible directional shifts in organization and administration.

During the period, July 1, 1981, through December 31, 1982, the University conducted the studies as outlined above. Five progress reports and a summary of significant activities were submitted to the Chancellor for The Texas A&M University System as an outgrowth of these studies.

Phase II, involving a commitment to utilize Phase I findings in the formulation of the strengthening and enhancement plan, complete with goals and achievement milestones, provide the structure for the Plan presented in this document. The text of the Plan includes:

- (1) the purpose, goals and objectives of Prairie View A&M University,
- (2) an executive summary, (3) the implications for strengthening and enhancement derived from the study, (4) a delineation of strengthening and enhancement goals for the five year period, 1982-83 through 1986-87, (5) a monitoring system for evaluation of progress through milestone achievements, and (6) the designation of the chief executive officer responsible for the implementation of the Plan.

Principles guiding the development of the Plan included:

1. The mission of the University is defined on a basis other than race.
2. The focus is upon improvement in facilities, quality and range of programs, degree offerings, student assistance and other resources to make them comparable to any other university in the State having similar missions.

3. Unnecessary program duplication with other institutions in close proximity is to be avoided.
4. Improvement and expansion of resources at the University must be consistent with the mission of the University.
5. Enhancement should provide for the attraction of students to the University on the basis of the quality of the educational programs and opportunities for individual growth and development.
6. Priority consideration should be given to placing at Prairie View A&M University new undergraduate, graduate or professional degree programs, courses of study, et cetera, which the University seeks and which are consistent with its mission.
7. Goals established as a result of the study should be placed along a five-year continuum and form the framework of the strengthening and enhancement plan.

It is acknowledged by Prairie View A&M University, and must be understood by those who review this report, that the plans included herein are based upon projections made at the time the report was prepared. Because universities change, and the society and constituents which they serve also change, Prairie View A&M University reserves the right to modify the substance and content of all components of this planning document to accommodate the numerous unknown variables which will influence the direction of the university during the life of the five-year plan and thereafter.

physical handicap consistent with the Assurance of Compliance with Title VI of the Civil Rights Act of 1964.

The University provides academic, research, public service, and international affairs programs. The research program of the University includes state-wide centers of the Texas Agricultural Experiment Station and the Texas Engineering Experiment Station.

PURPOSE, GOALS AND OBJECTIVES

Purpose

Prairie View A&M University, a part of The Texas A&M University System, is a public, co-educational institution of higher education. It is also a land-grant university authorized under the Morrill Acts of 1862 and 1890. The institution is state-wide in scope and serves students primarily from rural east Texas, and from the major cities in Texas.

In addition to its designation as a statewide general purpose institution with a land-grant mission, Prairie View A&M University is designated as a special purpose institution dedicated to: (a) enabling students of diverse economic, ethnic, and cultural backgrounds to realize their full potential; (b) assisting small and medium-sized communities to achieve their optimal growth and development; and (c) assisting small and medium-sized agricultural, business, and industrial enterprises to manage their growth and development effectively.

Prairie View A&M University provides equal educational opportunity without regard to race, color, creed, sex, national origin or physical handicap consistent with the Assurance of Compliance with Title VI of the Civil Rights Act of 1964.

The University provides academic, research, public service, and international affairs programs. The research program of the University includes state-wide centers of the Texas Agricultural Experiment Station and the Texas Engineering Experiment Station.

The University has established the following objectives relative to its academic, research, and public service functions:

The public service program of the University includes a statewide Prairie View division of the Cooperative Extension Service and the Center for Community Affairs and Rural Development. The International Affairs program of the University focuses primarily on issues and concerns of Africa and the Caribbean.

Goals

Prairie View A&M University, a land grant institution, maintains and sustains, through programs and services, a basic goal of providing equal educational opportunity primarily to persons who are economically and culturally disabled. Toward this end, Prairie View A&M University has established several major goals which encompass the academic, research, and public service components.

The primary goals of Prairie View A&M University are as follows:

1. To establish and maintain an environment in which students can achieve intellectual, personal and social development requisite to their becoming productive contributors to the society.
2. To preserve, transmit and improve, through formal instruction and informal relationships, the values upon which the social, political and economic system is based.
3. To foster the preservation, transmission and improvement of democracy.
4. To develop knowledge in specific areas and to utilize that knowledge to provide resources for developing nations especially in Africa and the Caribbean.
5. To foster and implement the ultimate worth and optimal development of the natural and physical environment.

Objectives

To achieve the aforementioned goals, Prairie View A&M University has established the following objectives relative to its academic, research, and public service functions:

1. To assist students in becoming knowledgeable of and sensitive to the basic societal values which govern personal and professional life.
2. To facilitate students' development of substantive knowledge of facts and principles underlying basic disciplines in the general education curriculum.
3. To equip students with market-ready skills and proficiencies adequate for entry into and progression within the American marketplace.
4. To prepare students with requisite interest and ability to enter into and complete graduate and professional training programs.
5. To provide students with basic orientation to military service and to train prospective army and naval officers for careers as active participation in the armed forces.
6. To discover new knowledge especially in the areas of food production, human and animal nutrition, consumer services, and behavior -- areas which have high valence for developing countries of Africa and Caribbean.
7. To provide continuing competence to upgrade skills of practicing professionals in education, engineering, business, technology and other areas in which Prairie View A&M University has requisite expertise and resources.
8. To provide, through Cooperative Extension and academic units, continuing education programs which enhance the quality of life especially for persons who reside in rural areas.

A mounting store of knowledge and new understandings about people and learning provide an opportunity for (a) creative development; and (2) a commitment to distinction in education. Prairie View A&M University will place emphasis upon maximum rather than minimum standards. The end result will be higher caliber programs and competent graduates. The ultimate objective of Prairie View is quality education.

IMPLICATIONS, GOALS AND ACTION PLANS

The study conducted as Phase I lead to the establishment of new priorities for the University. These priorities must be subjected to critical examination to determine (1) whether or not they are justifiable, and (2) whether or not existing programs require different structures and emphases or mere additions to present situations. The outcomes of this examination will be reflected in:

1. The continuation of realistic and quality programs with sufficient scope and diversity to maintain current clientele and attract new clientele.
2. The nature of future networks and linkages established in support of University activities.
3. The level of creativity and innovation demonstrated by the University leadership.
4. The level of efficiency demonstrated in the provision of services.
5. A forward look for the University.

Prairie View A&M University must be creative and innovative in accepting the challenge that new priorities require new structures, programs and responsibilities.

Inherent in the findings of the study and the evolving priorities are a number of implications. These implications are essential to the determination of the strengthening and enhancement goals and action plans for the next five years. Included in the sections which follow are: (1) a brief overview of the essential concepts embodied in the findings of each component, (2) implications statements, (3) goals to be attained, and (4) action plans essential to the evaluation of progress toward goal attainment.

the larger mission and purpose of The Texas A&M University System.

ACADEMIC PROGRAMS

Programs that do not meet the criteria for quality should be up-

grade. The study of academic programs revealed that not unlike many other small to medium sized colleges and universities, Prairie View A&M University participated in the academic processional in which institutions regardless of their size, role, scope and resources sought to imitate the comprehensive, academic and research universities. At Prairie View A&M University the result was that resources were spread thinly over many programs. The growth of high demand, productive programs was restrained and the potential of other programs could not be fully realized.

Given the land grant mission, the relative success of programs in engineering and science, and the design and destiny that is peculiar to Texas, it is appropriate that Prairie View A&M University should establish academic program goals in which high demand, technology based curricular are the foci. Indications are that these programs should be expanded and provided concomitant support personnel and services. The nature and character of the programs not their location at a historically black university should be the features that attract students.

The range and breadth of programs should not exceed what the resources will support. For each existing program retained and each new program required the ability and achievement of students to be admitted, the capability of the faculty, the adequacy of equipment including requisite computer and other laboratory support needed and the physical and intellectual aspects of the environment should be designed to effect quality. The latter position reflects

the larger mission and purpose of The Texas A&M University System. Programs that do not meet the criteria for quality should be upgraded or eliminated depending on relative importance to a university and to the societal demands.

Implication: The University must make firm decisions about the health of each of its programs and prepare a prescription for each that outlines the criteria for continuation or non-continuation. Only the strong should be permitted to survive and the criteria for program strength should consider enrollment, faculty qualifications, relationship of program to mission, role and scope, functions of the program, marketability of graduates, resources requirements, and other significant considerations. *The goal*

Goal: To eliminate programs that are not productive, not in demand and not critical to the University's realization of its mission, role and scope and to strengthen those that are of low quality or low productivity.

Action Plan: By February 28, 1983, the Educational Policies Committee will formulate criteria for continuation of existing programs. *No*

By April 30, 1983, a committee designated by the Vice President for Academic Affairs will complete the review of programs relative to the criteria for continuation and make its recommendations as to which undergraduate and graduate programs are to be retained.

By June 1, 1983, a committee designated by the Vice President for Academic Affairs will identify those programs for whom continuation is recommended but for whom strengthening is critical. The committee will prepare a detailed outline of the requirements for strengthening and present its recommendations to the Vice President for Academic Affairs.

By August 1, 1983, the Vice President for Academic Affairs will present to the President recommendations relative to which programs will be retained and which of those retained will be strengthened.

the larger mission and purpose of the Texas A&M University System. Programs that do not meet the criteria for quality should be up-graded or eliminated depending on relative importance to a univer- sity and to the societal demands.

Implication: The University must make firm decisions about the health of each of its programs and prepare a pre- scription for each that outlines the criteria for continuation or non-continuation. Only the strong should be permitted to survive and the criteria for program strength should consider enrollment, quality, role and scope, function of the program, and other significant considerations.

Computer Science	B.S.	1983-84	
Computer Eng Tech	B.S.	1983-84	768

Mechanical Eng Tech	B.S.	1984-85	100000
Animal Science	M.S.	1984-85	

Electrical Eng Tech	B.S.	1985-86	A
Sci + Math. Ed.	M.S.	1985-86	
Electrical Eng Tech			

Animal Sci	Ph.D.	1986-87	
Nursing	M.S.	1986-87	

Sci + Math. Ed.	Ph.D/Ed.D	1987-88	
-----------------	-----------	---------	--

Health Science	(un diff.)		
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Implication: New programs to be added must be of the nature and character that they will revitalize the slate of offerings and attract students on the basis of quality rather than race.

Goal: To implement new degree programs that are appropriate to the University's purpose role and scope and that attract students on the basis of quality.

Action Plan: By the date established for submission of programs to become effective in the year each program is designated to become effective, the requisite supporting documentation for each degree program will be submitted through the appropriate channels. Programs included in the subsequent listing may be substitutions or additions to the programs included in the priority listing.

Priority Listing

<u>Program</u>	<u>Degree</u>	<u>Year to be Initiated</u>
Computer Science	B.S.	1983-84
Computer Engineering Technology	B.S.	1983-84
Electrical Engineering Technology	B.S.	1984-85
Mechanical Engineering Technology	B.S.	1984-85
Health Science (Undiff.)	B.S.	1985-86
Institutional Administration (Joint between Home Economics and Business)	M.S.	1985-86

700
500,000

Subsequent Listing

Nursing	M.S.
Educational Systems Technology	M.Ed.
Health Science (Undiff.)	M.S.
Science Mathematics Education	Ph.D./Ed.D.

want Ph.D. in Agriculture

Scarna

M.S. Sci + Math. Ed.

don't want new B.S. programs.

Implication: One standard measure of a University's quality is the achievement of its faculty. That achievement takes the form of the earned doctorate, creative and professional works and publications.

Goal: To raise adequate numbers of solid, qualified faculty with a minimum of 50% doctorate holders and with exemplary teaching and research performance evident in each faculty member especially in areas where the institution seeks to achieve eminence. (See: Tables I and II)

Accelerated

Action Plan: By March 31, 1983, the Dean of each college will notify the Vice President for Academic Affairs of the development goals for each tenured and non-tenured faculty member relative to his/her position. The minimum preparation to be required for continued employment beyond a specified date will be cited.

By May 15, 1983, a plan developed by the faculty member and agreed upon by the faculty, department head, dean and the Vice President for Academic Affairs must be completed and placed on file.

By October 1, 1984, a development plan will be designed to support promising faculty who pursue the doctorate in their specialties.

In March 1984, 1985, 1986 and 1987, the Deans of respective colleges will make a progress report relative to faculty members' progress toward completing development plans outlined in 1983.

By August 31, 1987, nontenured faculty who did not make satisfactory progress on their development plan will be terminated and those with tenure who failed to develop professional development goals may be assigned to other available positions, if they qualify for such positions, placed on low priority schedule for salary increases, travel opportunities, or terminated from the University.

Implication: There has been a 20% decrease in student enrollment since the 1980-81 academic year. This has resulted in a failure of the University to continue generating formula funds at a level necessary to support faculty salaries and other educational and general expense items. The development of small classes, teaching underloads and a skewed faculty distribution give rise to less productive areas with excess faculty and high production areas with an inadequate number of faculty members.

TABLE I
 FIVE-YEAR PROJECTIONS OF FACULTY AND OTHER PERSONNEL
 BY
 CATEGORY

JOB CATEGORY	Base Year Personnel by Category 1981-82	PROJECTIONS BY YEAR				
		1982-83	1983-84	1984-85	1985-86	1986-87
Executive/Admin./Managerial	47	46	44	43	41	41
Faculty (FTE)*	253	255	257	260	261	265
Professional Non-Faculty	104	110	115	118	122	130
Secretarial/Clerical	162	166	170	172	173	178
Technical/Paraprofessional	56	65	68	71	71	75
Skilled Craftsmen	24	30	37	39	42	45
Service Maintenance	159	162	165	167	170	176
TOTALS	805	836	856	870	880	910

*Excludes military science personnel.

TABLE II

PROJECTIONS OF ADDITIONAL FACULTY REQUIRED TO SUPPORT NEW DEGREE PROGRAMS

Program and Degree	Year to be Initiated	Projected New Faculty Required By Year*												
		1983-1984	1984-1985	1985-1986	1986-1987	1987-1988	1988-1989	1989-1990	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996
Computer Science B.S.	1983-84	1	0	5	1	0	0	0	0	1	1	0		
Computer Technology B.S.	1983-84	3	0	1	0	1	0	1	1	0	0			
Electrical Engr. Technology B.S.	1984-85	3	0	0	2	1	1	0	1	0	1	0		
Mechanical Engr. Technology B.S.	1984-85	3	0	0	2	1	1	0	1	0	0			
Institutional Administration M.S.	1985-86			4	0	0	0	0	1	0	0	0	0	
Health Science B.S.	1985-86			3	0	0	0	2	0	0	0	0	0	
Nursing M.S.	1986-87				6	0	2	2	3	3	2	2	2	
Health Science M.S.	1986-87				3	0	0	0	0	0	0	0	0	
Educational Systems Technology M.Ed.	1986-87				2	1	0	2	0	0	0	0	0	
Science Mathematics Edu. Ph.D./Ed.D.	1986-87				3	0	3	0	0	0	0	0	0	

Projections correspond with ten year period over which new program initiation expected to span.

Goal: To allocate faculty to program areas in a manner that reflects the distribution of enrollment and degree production of specific program areas.

Action Plan: By February 15, 1983, the faculty and staff committee appointed by the Acting President to review faculty and staff distribution will recommend a basic plan for retrenchment via terminations and transfer and for proper alignment of faculty positions to support existing and projected degree programs.

By May 31, 1983, the President will receive recommendations on faculty and staff retrenchment and distribution from the Vice Presidents following their review of the review committee's findings and recommendations.

By July 1, 1983, each Vice President will submit for approval a retrenchment and distribution plan complete with personnel identification.

Action Plan: By August 31, 1983, a retrenchment and distribution procedure and schedule approved by the Office of the President will be issued and implemented as appropriate.

Implication: Achievement oriented faculty members recognize that their continued productivity is heavily dependent upon their job satisfaction which includes an intellectual climate, students who are not only able to learn but capable of learning and salaries and benefits that make it possible for one to earn a respectable living while devoting energies to the pursuit of excellence in his/her field.

Goal: To establish salary equity and compensate faculty and staff on the basis of qualifications and achievements as measured on the criteria listed in the performance review.

Action Plan: By June 1, 1983, when the findings of the salary study ordered by The Texas A&M University System Board of Regents are expected to have been analyzed, a salary schedule will be developed for use in maintaining equity in salaries of existing faculty and in monitoring the market and making adjustments needed to offer competitive salaries to prospective faculty.

Implication:

By December 31, 1983, a schedule for correcting salary inequities will have been developed and, as resources permit, adjustments in salaries will have begun to be made.

Implication: A competent, articulate, graduate is not only a good image builder for his university, he is considered a mirror of the quality at that university. Students must enter the University with interest and ability necessary to succeed and they must be exposed to a curriculum which embodies the skills and knowledge expected of college graduates whose education has been substantive.

Goal: To strengthen the general education curriculum in order to facilitate students' development of verbal and mathematical skills, historical perspectives, economic and basic social science capability, and reasoning and reflective thinking and other capabilities that distinguish the articulate, well-educated college graduate from other college graduates.

Action Plan: By May 31, 1983, to institute computer assisted instruction to supplement verbal and mathematical instruction.

By June 1, 1983, a committee appointed by the Vice President for Academic Affairs will identify the essential skills and knowledge to be embodied in the general education component of the curriculum and will make recommendations regarding courses and program changes needed to improve the education of undergraduate students.

By September 1, 1983, the University will implement an English and mathematics proficiency testing program.

Implication: By January 1, 1984, each college will have completed its plan for evaluating the advanced content achievement among junior and senior students.

By January 1, 1985, each college will have implemented its plan for evaluating the advanced contents achievement among junior and senior students.

Implication: Its status as a public senior land-grant college consigns a specific educational role to Prairie View A&M University. Whereas it has a special

Goal: mission of making educational opportunity accessible to low income and minority persons and has, therefore, provided and continues to provide special enrichment and tutorial assistance to prepare students to undertake college level work, Prairie View A&M University's role as a senior college requires that it limit the amount of personnel and other resources allocated to such developmental studies. It must admit a larger proportion of college ready youth and focus its developmental studies on eliminating academic deficiencies where research has revealed that it is possible to do so within a reasonable time and with a reasonably conservative allocation of resources.

Goal: To form a more scholastic student body as measured by national norms.

Action Plan: By December 31, 1982, the Academic Standards Committee of each college will have implemented the policy on notification and counseling of students who qualify for academic probation.

By September 1, 1983, the minimum standards for admission of undergraduate and graduate students will be rigorously applied.

By September 1, 1983, the guidelines for testing the verbal and qualitative skills of students in the sophomore year will be completed and published.

By November 1, 1984, the proficiency testing in the basic skills will be implemented.

By March 31, 1984, the guidelines for testing the advanced competency of senior level students in the respective program major will be implemented.

Implication: Modern, well appointed facilities are essential to the overall campus appearance; provision of student experiences consistent with employment demands; and stimulation of a sense of pride within students and employees. More important is the need for fully functioning, contemporary buildings appropriate to the academic programs contained within the institution's role and scope. The quality of the physical facilities reflects the commitment and the regard that the administrative and other responsible personnel have for the University.

Goal: To eliminate the second class or lower status of the University's campus as measured by attractiveness of landscape and buildings, adequacy of space to support specific academic and non-academic functions and quality of appointments per building.

Action Plan: By the dates recommended by the University and approved by The Texas A&M University System Board of Regents, projects shown in the section on Physical Facilities, will be initiated and or completed.

By the dates specified for each new degree program, it is projected that planning for construction valued at the estimated amounts will have been undertaken in support of the new programs.

Program	Degree	Year to be Initiated	Estimated Cost	Building Designation	Building Program Year
Computer Science	BS	1983-84	\$ *		
Computer Engineering Technology	BS	1983-84	9,550,000	Technology	FY '85
Electrical Engineering Technology	BS	1984-85	*		
Mechanical Engineering Technology	BS	1984-85	*		
Institutional Administration	MS	1985-86	920,935	Renovated Old Educ. Bldg.	FY '85
Health Science	BS	1985-86	7,200,000	Health Science	FY '88
Nursing	MS	1986-87	540,000	Existing Fac.	FY '88
Health Science	MS	1986-87	**		
Educational Systems Technology	MS	1986-87	***		
Science and Mathematics Education	PHD/Ed.D	1986-87	4,943,000	Renovated Old Ind. Ed. & Tech. Bldg.	FY '88
			\$23,153,935		

* Construction costs included in figure for Computer Engineering Technology, B.S., 1983-84

** Construction costs included in figure for Health Science, B.S., 1985-86

*** Construction costs included in figure for Science and Mathematics Education, PHD/Ed.D., 1986-87

**Equipment and furnishings amount included in figure for Health Science, B.S., 1985-86.

Implication: Universities known for quality programs possess equipment needed to properly instruct students and are not found wanting acceptable apparatus for laboratories and classrooms. Such institutions recognize that students who use first-class equipment as they learn the principles of their specialties are more fit for employment and/or graduate and professional training than students who study in impoverished settings. The essentials in instructional equipment are critical and must be carefully selected, obtained and maintained.

Goal: To acquire new technologies including computer technology to support academic programs especially in business, engineering, agriculture, computer science, biological sciences, chemistry, physics, home economics, and industrial technology.

Action Plan: By the dates specified for each new degree program's initiation, it is anticipated that instructional equipment valued at the amounts estimated will have been acquired to support the new degree programs and strengthen existing programs.

<u>Program</u>	<u>Degree</u>	<u>Year to be Initiated</u>	<u>Dollar Value of Projected Instructional Equipment and Furnishings Required</u>
Computer Science	B.S.	1983-84	\$ 687,100
Computer Engineering Technology	B.S.	1983-84	509,000
Electrical Engineering Technology	B.S.	1984-85*	509,000
Mechanical Engineering Technology	B.S.	1984-85	509,000
Institutional Administration	M.S.	1985-86	281,280
Health Science	B.S.	1985-86	1,800,000
Nursing	M.S.	1986-87	318,315
Health Science Educational Systems Technology	M.S.	1986-87**	523,935
Science & Mathematics Education	Ph.D./ Ed.D	1986-87	750,000

*Equipment and furnishings amount include in figure for Computer Technology, B.S., 1983-84

**Equipment and furnishings amount included in figure for Health Science, B.S., 1985-86.

Implication: A library which serves no less than 100% of the basic needs and a minimum of 75% of the special needs of faculty and staff at an institution of the size and complexity of Prairie View A&M University is capable of generating confidence in the University's commitment to conduct serious intensive instruction and research.

Goal: To have a library that is capable of serving the Prairie View A&M University faculty and students for instruction and research.

Action Plan: By March 31, 1983, the University Librarian, assisted by a University Library Committee, will complete the examination of Clapp-Jordan and American Library Association standards for library holdings in each program area.

By January 1, 1984, each dean will certify and file a written plan for remedying any deficiencies in existing programs and for serving on schedule, holdings needed to support the new degree programs.

By the date designated as appropriated by each dean and the University Librarian, it is planned that the library holdings for new programs will be obtained in amounts coincident with estimated dollar costs of programs to be implemented through 1986-87.

<u>Program</u>	<u>Degree</u>	<u>Year to be Initiated</u>	<u>Dollar Value of Projected Library Development</u>
I. Computer Science	B.S.	1983-84	
Computer Engineering Technology	B.S.		
Total			541,500
II. Computer Science	B.S.	1984-85	
Computer Engineering Technology	B.S.		
Electrical Engineering Technology	B.S.		
Mechanical Engineering Technology	B.S.		
Total			1,003,860

III.	Computer Science	B.S.	1985-86	
	Computer Engineer-	B.S.		
	ing Technology			
	Electrical Engineer-	B.S.		
	ing Technology			
	Mechanical Engineer-	B.S.		
	Institutional	M.S.		
	Administration			
	Health Science	B.S.		
	Total			\$ 602,043

IV.	Computer Science	B.S.	1986-87	
	Computer Engineer-	B.S.		
	ing Technology			
	Electrical Engineer-	B.S.		
	ing Technology			
	Mechanical Engineer-	B.S.		
	ing Technology			
	Institutional	M.S.		
	Administration			
	Health Science	M.S.		
	Educational Systems	M.S.		
	Technology			
	Science and Mathe-	Ph.D./		
	tics Education	Ed.D.		
	Total			\$1,110,000

By August 31, 1986, the inadequacies in print and nonprint library holdings and in library services will be eliminated as a result of the following activities:

- Addition of approximately 10-15 thousand volumes per year and increase non-print over the next five years to bring the collection up to American Library Association minimum standards.
- Assessment of the collection by up-dated standard lists.
- An increase in the number of essential contemporary and historical journals needed to provide support to the instructional and research programs.
- Completion of reclassification of books remaining in the Dewey Decimal Classification System.
- Initiation of a program for the automation of routine functions in acquisitions, cataloging, serials, and circulation.

- Purchase of micro-text equipment for an expanding microfilm and microfiche collection.

Provided - Installation of a theft-detection system to curtail loss of valuable additions to the collection.

- Renovation of the W. R. Banks Library.

Implication: Universities known for quality programs must upgrade and maintain its present instructional equipment in its laboratories and classrooms.

Goal: To acquire necessary instructional equipment to upgrade the laboratories in the sciences, business, engineering and education.

Action Plan: By August 31, 1984, each academic area will have catalogued their instructional equipment upgrade needs for each laboratory course taught.

By August 31, 1985, each academic area will have identified funding sources for instructional equipment and made every effort to secure funds to upgrade the instructional equipment in their respective areas.

The major factor hindering research priorities is the unavailability of funds. The existing funding priorities regarding the importance of the physical sciences, social sciences and that of producers and consumers is evidenced in the number of available research dollars and the concentration of these funds. Strong state and national emphasis upon food, fiber and energy which is characteristic of agricultural research has caused social problems of the population of the State of Texas and the Nation to have been almost forgotten or ignored in research programs.

Implication: Expanded research efforts will be required to enhance the position of Prairie View A&M University as a leader within the research community.

Goal: To broaden the research base through increased research activities in the physical sciences, social sciences, business administration and education.

RESEARCH PROGRAMS

Providing encouragement, opportunities and resources for faculty members and students to engage in research and scholarly efforts is a basic thrust of the University. Current research activity at the University is confined primarily to the life sciences -- agriculture, biological sciences and home economics -- with minimal activities in the physical and social sciences.

Important attributes of research requiring improvement include productivity, generation of ideas, follow-through, problem identification and research methodology. Improvements in productivity is mainly linked to the qualifications of the scientist and the adequacy or inadequacy of clerical and technical support. Inadequate support seriously limits the productivity of any scientist.

The major factor influencing research priorities is the unavailability of funds. The existing inconsistencies regarding the importance of the pressing issues and needs of society and that of producers and processors is reflected in the number of available research dollars and the source(s) of these funds. Strong state and national emphasis upon food, fiber and energy which is characteristic of agricultural research has caused social problems of the population of the State of Texas and the Nation to have been almost forgotten or ignored in research programs.

Implication: Expanded research efforts will be required to enhance the position of Prairie View A&M University as a leader within the research community.

Goal: To broaden the research base through increased research activities in the physical sciences, social sciences, business administration and education.

- Action Plan: By January 1, 1984, at least one additional research proposal will be presented for funding in each of the physical science areas -- engineering, earth science, physical science and mathematics -- and proposals initiating the research efforts in the social sciences, business administration, and education will have been presented for funding.
- Goal: By August 31, 1986, research initiated in the social sciences, business administration and education will have been completed with papers presented for publication in referred journals.
- Action Plan: To strengthen the current research efforts in the life sciences including agriculture, biological sciences and home economics.
- Goal: Beginning January 1, 1983, the special funding to support dairy goat research at Prairie View will be utilized in implementing an outstanding, internationally acclaimed research effort.
- Action Plan: By September 1, 1984, the \$7 million agricultural research facilities will have been factored in as action to enhance agriculture, home economics, and biological research.
- Goal: By September 1, 1985, the level of research activity in the life sciences -- agriculture, biological sciences and home economics -- will have tripled.
- Action Plan: By August 31, 1987, the productivity of articles accepted for publication in referred journals will have doubled. In addition, University publications of a faculty research journal will have been implemented.
- Implication: Current and new research concerns will continue to require as imaginative, energetic and broad research activity as possible.
- Implication: The strengthening and enhancement of research efforts within the next five years will require an increase in the variety of federal and non-federal sources of support.
- Goal: To recruit faculty/research scientists and the requisite clerical and technical personnel to support an expanded research effort at Prairie View A&M University.
- Action Plan: Effective September 1, 1983, and continuing through the five year period of this plan, faculty vacancies will be filled with faculty/scientists possessing the research capabilities necessary to strengthen and enhance the

research effort proposed in the goals and action plans derived from Implication 1.

Consideration will be given to differential teaching loads to ensure quality in both research and teaching.

Goal: To acquire additional funding support for research from an increased number of federal, business, industrial and philanthropic agencies.

Action Plan: Beginning September 1, 1982, and continuing through the five-year period of the Plan, additional sources of research funding from federal, business, industrial and philanthropic agencies will be identified and a research development program implemented.

Additional funding from the federal agencies will be derived from the continuing commitment to help strengthen Historically Black Colleges and Universities through Executive Order 12320 issued by President Reagan on September 15, 1981. Specifically, those funds should be generated through implementation of the following three policies:

- 1) Wherever possible, agencies should place emphasis on the use of the program funds to help improve the administrative infrastructures of Historically Black Colleges and Universities.
- 2) In cases where agencies project decreased funding for all higher education institutions, they should strive to increase the percentage share allocated to Historically Black Colleges and Universities.
- 3) Agencies should continue efforts to eliminate indentified barriers to Historically Black Colleges and Universities participation in Federal Programs and accelerate activities to single out policies on regulations which inhibit full participation in such programs by Historically Black Colleges and Universities.

Additional funding from the private sector will be derived from that portion of Executive Order 12320 which directs the White House Office of private Sector Initiatives to work in cooperation with the Department of Education's White House Initiatives staff to place special emphasis on increasing development of private sector support for Historically Black Colleges and Universities.

By August 31, 1985, each research area will have acquired research funds to supplement funds currently available in some areas and new finding in areas currently not engaged in research activity.

By August 31, 1987, the University will have begun to establish itself in the research community through an increased level of research productivity, demonstrated competence of faculty/scientists, an increase in the number of articles published in referred journals, and the level of consultative services provided to State and National agencies, educational institutions and Third World Nations.

such services by the clientele which the University normally serves are taken into consideration.

Decisions regarding investment returns for public service programs will be an essential element in determining the future role of the University in this area. Factors which will have a major impact upon the nature and level of program offerings include:

1. The University will continue to be the "meeting place" for the great number of rural communities which depend upon the University for leadership in community/individual growth.
2. The growth of the Northwest corridor of Houston and Harris County will bring a diversified clientele with needs which may be addressed through continuing education and public service programs.
3. The University will continue to focus upon selected societal problems, especially those which impact upon the development of the State of Texas.
4. The projected increase of people oriented research programs will place the University in a responsible role of providing increased numbers of seminars, workshops and conferences in which to share research information.

Implication: The University will need to further clarify its role in public service and outline specifically the nature, scope and level of activity it can conduct effectively without diluting its resources.

PUBLIC SERVICE PROGRAMS

Conferences, workshops, seminars and institutes constituted the public service programs of the University during the period of the study. The programs which were conducted reflect positively upon those academic and research areas which participated. The level of activity however, was minimal when the possibilities of offerings by other academic and research areas and the need for such services by the clientele which the University normally serves are taken into consideration.

Decisions regarding investment returns for public service programs will be an essential element in determining the future role of the University in this area: Factors which will have a major impact upon the nature and level of program offerings include:

1. The University will continue to be the "meeting place" for the great number of rural communities which depend upon the University for leadership in community/individual growth.
2. The growth of the Northwest corridor of Houston and Harris County will bring a diversified clientele with needs which may be addressed through continuing education and public service programs.
3. The University will continue to focus upon selected societal problems, especially those which impact upon the development of the State of Texas.
4. The projected increase of people oriented research programs will place the University in a responsible role of providing increased numbers of seminars, workshops and conferences in which to share research information.

Implication: The University will need to further clarify its role in public service and outline specifically the nature, scope and level of activity it can conduct effectively without diluting its resources.

Goal: To increase public service activities to at least one activity per program area annually.

Action Plan: By January 1, 1984, each academic unit will have developed a plan for increasing public service presentations for the clientele whom the University serves.

By August 31, 1986, public service activities at the University will have increased to at least one activity per program area annually.

By August 31, 1988, a comprehensive public service program which conveys to University clientele the reality and potential of the academic, research and support program at the University will be in effect. Such a program will have attracted a steady flow of participants to the Campus.

Prairie View A&M University must attract large enough numbers of the type of students it desires to positively affect its characters as an institution and to generate formula funds needed to sustain its program mix.

Implication: A competent, articulate, graduate is not only a good image builder for his university, he is considered a mirror of the quality at that university. Students must enter the University with interest and ability necessary to succeed and they must be exposed to a curriculum which embodies the skills and knowledge expected of college graduates whose education has been substantive.

Goal: To strengthen the general education curriculum in order to facilitate students' development of verbal and mathematical skills, historical perspectives, economic and basic social science capability, and reasoning and reflective thinking ability that distinguish the articulate, well-educated college graduate from other college graduates.

Action Plan: By May 31, 1983, to institute computer assisted instruction to supplement verbal and mathematical instruction.

STUDENT AFFAIRS

So numerous and costly are the programs and services that support the student's collegiate experience that students, the most important variables in the factor mix, are taken for granted. The fact is that they are the raw material, the input without which all university functions would cease and desist. Students' learning in the classroom and in other areas of the university environment is dependent upon the nature and character of the programs that affect students. This begins with the type of student -- namely, ethnic and geographical origin, other talents and tastes -- who is attracted to the University.

Prairie View A&M University must attract large enough numbers of the type of students it desires to positively affect its characters as an institution and to generate formula funds needed to sustain its program mix.

Implication: A competent, articulate, graduate is not only a good image builder for his university, he is considered a mirror of the quality at that university. Students must enter the University with interest and ability necessary to succeed and they must be exposed to a curriculum which embodies the skills and knowledge expected of college graduates whose education has been substantive.

Goal: To strengthen the general education curriculum in order to facilitate students' development of verbal and mathematical skills, historical perspectives, economic and basic social science capability, and reasoning and reflective thinking ability that distinguish the articulate, well-educated college graduate from other college graduates.

Action Plan: By May 31, 1983, to institute computer assisted instruction to supplement verbal and mathematical instruction.

By June 1, 1983, a committee appointed by the Vice President for Academic Affairs will identify the essential skills and knowledge to be embodied in the general education component of the curriculum and will make recommendations regarding course and program changes needed to improve the education of undergraduate students.

Implication:

By September 1, 1983, the University will implement an English and mathematics proficiency testing program.

By January 1, 1984, each college will have completed its plan for evaluating the advanced content achievement among junior and senior students.

By January 1, 1985, each college will have implemented its plan for evaluating the advanced content achievement among junior and senior students.

Implication:

Its status as a public senior land-grant college consigns a specific educational role to Prairie View A&M University. Whereas it has a special mission of making educational opportunity accessible to low income and minority persons and has, therefore, provided and continues to provide special enrichment and tutorial assistance to prepare students to undertake college level work, Prairie View A&M University's role as a senior college requires that it limit the amount of personnel and other resources allocated to such developmental studies. It must admit a larger proportion of college ready youth and focus its developmental studies on eliminating academic deficiencies where research has revealed that it is possible to do so within a reasonable time and with a reasonably conservative allocation of resources.

Goal: To form a more scholastic student body as measured by national norms.

Action Plan: By December 31, 1982, the Academic Standards Committee of each college will have implemented the policy on notification and counseling of students who qualify for academic probation.

By September 1, 1983, the minimum standards for admission of undergraduate and graduate students will be rigorously applied.

By September 1, 1983, the guidelines for testing the verbal and qualitative skills of students in the sophomore year will be completed and published.

By November 1, 1984, the proficiency testing in the basic skills will be implemented.

By March 31, 1984, the guidelines for testing the advanced competency of senior level students in the respective program majors will be implemented.

Implication: The ethnic mix of a student body at a publicly supported university generally reflects the ethnic mix of the population in areas contiguous to the county and/or region in which the institution is located. As indicated in both the Texas 2000 and the Target 2000 deliberations, higher education in Texas is becoming increasingly cosmopolitan in that Texas is beneficiary of a major migration to sunbelt and westward. Prairie View A&M University, once predominantly black by history and sociology will attract persons of varied ethnic backgrounds, ages, and ideologies especially as it implements programs with high visibility and high demand.

Goal: To stabilize the student enrollment at a minimum of 6,600 students, 5,300 undergraduate and 1,300 graduate, by 1987.

Action Plan: By July 1, 1983, a recruitment plan targeting specific prospective student populations for programs with historical record of attracting moderate to high student enrollment and new programs that are high demand programs.

By January 31, 1983, a campaign will be begun to secure both legislative and private sector funds to provide scholarship for high achieving and non-black students.

By September 1 of the years specified in Table III, recruitment efforts are expected to yield the enrollments specified.

By September 1, 1987, it is projected that the non-black student population will comprise a minimum of 20% of each college's student population.

TABLE III

PROJECTED ENROLLMENT FOR COLLEGES
BY YEARS/LEVELS
1982 through 1987

COLLEGES	CURRENT ENROLLMENT		ENROLLMENT PROJECTIONS BY YEARS/LEVELS											
	1982 - 83		1983 - 84		1984 - 85		1985 - 86		1986 - 87		1987 - 88			
	U	G	U	G	U	G	U	G	U	G	U	G		
01 AGRICULTURE	123	23	129	25	134	32	136	32	141	34	150	38		
02 ARTS & SCIENCES	1114	164	1249	209	1355	242	1496	300	1607	325	1607	325		
03 ENGINEERING	880	15	990	20	1229	25	1379	30	1494	35	1573	35		
04 HOME ECONOMICS	125	5	132	10	140	16	148	31	157	32	166	33		
05 INDUSTRIAL EDUCATION & TECHNOLOGY	347	53	375	60	380	62	390	64	402	66	402	66		
06 NURSING	309	0	320	0	330	0	340	15	340	25	340	35		
07 EDUCATION	239	378	253	401	271	425	287	451	304	513	322	567		
08 BUSINESS	638	100	676	120	717	135	746	155	768	185	783	205		
TOTALS BY LEVEL	3775	738	4124	845	4556	937	4822	1078	5231	1215	5343	1304		
TOTALS FOR UNIVERSITY	4513		4969		5493		6000		6446		6647			

ORGANIZATION AND ADMINISTRATION

An institution of higher education is big business when measured by the number of people involved, the funds expended and the strategic nature of the services provided. Sound principles of organization and administration must be observed if the University is to realize the maximum cost/benefits assessed in terms of people and environment. During the past eighteen months, the University has been engaged in: (1) a study of the academic administrative structure, (2) the preparation of policies and procedures manual for administrative units, (3) a study of fiscal procedures impacting the academic and student affairs programs, and (4) an assessment of the role of existing administrative leadership in the future of the University.

Inherent in these activities have been the following factors:

(1) declining enrollment, (2) diminishing state appropriated dollars, (3) low productivity levels of some academic programs, (4) management effectiveness issues, (5) quality education, (6) accountability to the State of Texas and external agencies which support University programs, (7) faculty salaries, and (8) reallocation of resources.

Implication: Education is an investment, the management of which is essential to survival. Bad management can waste dollars in any enterprise. The focus of the future will be upon an assertion of the connection of dollars and quality.

Goal: To review the current academic administrative structure and devise a plan for reorganization of the University.

Action Plan: By September 1, 1983, the existing administrative structure will have been studied and the organizational recommendations presented to:

-- Reduce the number of Vice Presidents

-- Reduce the number of academic colleges from eight to five

-- Reduce the number of academic departments in the College of Arts and Sciences

-- Reduce the number of Senior Fellows (Dormitory Counselors) in Student Affairs

-- Eliminate position of Associate Vice President in Physical Plant Planning and Engineering

-- Provide functional operations in Physical Plant Planning and Engineering along The Texas A&M University System lines

-- Reduce number of units reporting to Vice President for Academic Affairs.

By February 28, 1983, a contingency plan for possible faculty and staff retrenchment will have been developed.

By March 15, 1983, a plan will have been developed to reduce the number of twelve month budgeted faculty employees to nine month employees for September 1983.

By August 31, 1986, the academic leadership will have articulated an action plan for ensuring quality education at the University.

By August 31, 1987, the efficacy of the action plan for ensuring quality education will be evident through change and/or marked improvement in the several academic units.

Goal:

to provide data on a timely basis and in formats to be used in the future. The equipment needed to perform routine data processing, computer instruction, printing technology instruction; and to sustain the operation of the instructional centers and the library.

Action Plan:

By May 1, 1983, the University will have installed the mini-computers and the software for the PLATO computer assisted instructional program in English and Mathematics.

By January 1, 1984, the print shop operation will have been overhauled and new technology installed to yield more efficient, effective service.

By March 1, 1985, the University will have computerized its library inventory and cataloging components thereby providing, for the first time, monthly feedback to colleges on the status of their acquisitions and, at minimum, semi-annual feedback on status of total holdings per program area.

By August 1, 1983, a plan will be developed to
computerize the functions in the
offices of Admissions, the Registrar, Career
Education and Placement, Management Information
of Academic Affairs.

SUPPORT SERVICES PROGRAMS

Major determinants of efficiency and effectiveness of program functions are support services programs. At no time in the University's history has the University benefited from a generous provision of equipment and support services dedicated to strengthening business operations, university publications, library services, instructional technology or administrative services. Within the last biennium, the ineffectiveness of registration, fee collection and general records acquisition, maintenance and retrieval has been an example of the negative consequences of scant to non-existent or unreliable computer services.

Implication: The attainment of the mission of the University requires support services to undergrid the teaching, research and public service functions. Computer technology will be used in the future to provide data on a timely basis and in formats useful for decision making and in reporting to external agencies.

Goal: To acquire equipment needed to perform routine data processing, computer instruction, printing technology instruction; and to sustain the operation of the instructional centers and the library.

Action Plan: By May 1, 1983, the University will have installed the mini-computers and the software for the PLATO computer assisted instructional program in English and Mathematics.

By January 1, 1984, the print shop operation will have been overhauled and new technology installed to yield more efficient, effective service.

By March 1, 1985, the University will have computerized its library inventory and cataloging components thereby providing, for the first time, monthly feedback to colleges on the status of their acquisitions and, at minimum, semi-annual feedback on status of total holdings per program area.

By August 1, 1983, a plan will be developed to computerize by 1985, selected functions in the offices of Admissions, the Registrar, Career Education and Placement, Management Information Services, University Bookstore, and the Office of Academic Affairs.

Findings

institutional cooperation activities being conducted were basically:

1) those activities mandated by the land grant function, i.e., cooperation with the U. S. Department of Agriculture; 2) formal activities including participation in the Prairie View A&M University/Cluster Program with 50 industrial firms, limited faculty exchanges within The Texas A&M University System, linkages between the College of Engineering and the Texas Engineering Experiment Station, and affiliations between the College of Nursing and social, rehabilitative and health related agencies; and 3) minimal informal and short term involvement with the private sector.

Although the total effort has been minimal -- when the number of academic, research and student support programs are considered -- the results have been in the form of: 1) expanded opportunities for student internships and employment after graduation, 2) a sharper focus and goal orientation for engineering research, and 3) a professional growth experience for those persons engaged in the faculty exchange. Less than 5% of the faculty realized benefits of the professional growth experience.

Implication: The nature and level of current inter-institutional cooperation points up the need for establishing additional networks and linkages within the public and private sector.

Goal: To establish additional inter-institutional networks, research foundations, educational institutions, and social, rehabilitative and health related agencies as a basis for expanding formal and informal activities within the several units of the University.

Action Plan: By August 31, 1984, San Jose State College will have developed a written plan for the coordination of the services of public and private agencies in: 1) program planning and implementation, 2) securing financial resources, and 3) providing for the needs of students and faculty.

INTER-INSTITUTIONAL COOPERATION

Findings from the study indicated that the types of inter-institutional cooperation activities being conducted were basically:

- 1) those activities mandated by the land grant function, i.e., cooperation with the U. S. Department of Agriculture;
- 2) formal activities including participation in the Prairie View A&M University/Cluster Program with 50 industrial firms, limited faculty exchange within The Texas A&M University System, linkages between the College of Engineering and the Texas Engineering Experiment Station, and affiliations between the College of Nursing and social, rehabilitative and health related agencies;
- and 3) minimal informal and short term involvement with the private sector.

Although the total effort has been minimal -- when the number of academic, research and student support programs are considered -- the results have been in the form of: 1) expanded opportunities for student internships and employment after graduation, 2) a sharper focus and goal orientation for engineering research, and 3) a professional growth experience for those persons engaged in the faculty exchange. Less than 5% of the faculty realized benefits of the professional growth experience.

Implication: The nature and level of current inter-institutional cooperation points up the need for establishing additional networks and linkages within the public and private sector.

Goal: To establish additional inter-institutional networks, research foundations, educational institutions, and social, rehabilitative and health related agencies as a basis for expanding formal and informal activities within the several units of the University.

Action Plan: By August 31, 1984, each College will have developed a well defined plan for the utilization of the services of public and private agencies in: 1) program planning and implementation; 2) securing additional funding; 3) opening new awareness of employment for students, and 4) providing pre-professional experience to broaden undergraduate and graduate preparation.

By August 31, 1986, each department and/or College will have established cooperative relationships with at least five additional public or private agencies whose programs impact positively upon the academic programs, research and/or student professional development needs.

By August 31, 1987, the visibility of the several colleges and departments will have been increased to a point which ensures continuation of and an increase in opportunities for programs and projects a broader range of invitations to collaborate.

That the visibility of the several colleges and departments at Prairie View A&M University and comparable universities is evident in the approval of the following minute order for a faculty salary study:

Minute Order No. 175-82

The Chancellor of The Texas A&M University System is directed to conduct a study to discover any inequities which may exist between Prairie View A&M faculty salaries and faculty salaries at comparable Texas institutions in the state and to identify any such equity problems by November 1, 1982. If inequities are found to exist, the Board of Regents will take necessary actions to rectify the inequities during the five-year life of the Texas Equal Educational Opportunity Plan for Higher Education.

In addition to the faculty salary study, special funding for physical plant studies have been received by the University. Funds from philanthropic organizations, business and industry, alumni and other sources have increased during the past several years, however, these funds have been limited. Given a continuation of the current

FINANCIAL RESOURCES

It is apparent that financial resources available to the University from state appropriated funds are not sufficient to fully support programs, student scholarships, facilities, equipment, salaries, and benefits or other key items of expense critical to the institution's growth and development. Federal support, philanthropic funds and special start-up funds are needed and will continue to be needed throughout the decades of the 80's and 90's.

That The Texas A&M University System's Board of Regents recognizes that there could exist inequities between financial resources at Prairie View A&M University and comparable universities is evident in the approval of the following minute order for a faculty salary study:

Minute Order No. 176-82

The Chancellor of The Texas A&M University System is directed to conduct a study to discover any inequities which may exist between Prairie View A&M faculty salaries and faculty salaries at comparable Texas institutions in the state and to identify any such equity problems by November 1, 1982. If inequities are found to exist, the Board of Regents will take necessary actions to rectify the inequities during the five-year life of the Texas Equal Educational Opportunity Plan for Higher Education.

In addition to the faculty salary study, special funding for physical plant studies have been received by the University. Funds from philanthropic organizations, business and industry, alumni and other sources have increased during the past several years, however, these funds have been limited. Given a continuation of the current

thrust toward the requirement to match federal dollars received with institutional funds, the University must raise some capital or lose valuable programs begun and sustained at least in part with federal funds.

Implication: In general, self-sufficiency at Prairie View A&M University is a challenge that can be met by the year 2000 if a sufficient financial base is established via a strong, well coordinated, successful development program that is accountable to the donors and that maintains fidelity to the purposes of the funds.

Goal: To structure a coordinated development plan consisting of specific fund raising objectives targeted at generating support for aspects of new programs, scholarships, student activities, other essentials not funded by state appropriations and matching dollar components of federally funded programs.

Action Plan: By January 4, 1984, restructure goals of the Prairie View A&M Foundation and maximize its potential as an image builder and fund raiser.

By the dates specified for initiation of new degree programs, philanthropic, federal, special legislative funding will be sought to support the new programs whose total dollar requirement through 1987 is as shown on pages 26 and 27.

Goal: To provide physical space needed to efficiently and effectively support academic, research, administrative and other essential program requirements.

Action Plan: By the date specified, the space requirements for the period 1982-1987 will be met via the completion of projects shown in Table IV.

By the dates specified, the facilities for
respective PHYSICAL FACILITIES constructed,
renovated or repaired as indicated in Table V.

Noted colleges and universities possess the classrooms, offices, libraries, seminar and practice areas, laboratories of high quality. Highly specialized programs have special requirements and these should be provided if such programs are continued or implemented. A less than adequate physical facility in relation to availability, assignable space per program function, appearance or functional effectiveness has for over one hundred years been the lot of the University. Serious attention has been brought to this matter and its eradication is underway.

Implication: That the physical facilities at Prairie View A&M University be comparable to those at Texas A&M University and other renowned universities has been recognized by The Texas A&M University System Board of Regents as evidenced by the following minute order:

Minute Order No. 177-82

The Chancellor of The Texas A&M University System is directed to conduct a study of Prairie View A&M University physical facilities to determine the comparability of those facilities with those of other Texas state institutions which are comparable in mission and size to Prairie View A&M University.

Goal: To provide physical space needed to efficiently and effectively support academic, research, administrative and other essential program requirements.

Action Plan: By the date specified, the space requirements for the period 1982-1987 will be met via the completion of projects shown in Table IV.

By the dates specified, the facilities for respective program areas will be constructed, renovated or repaired as indicated in Table V.

By the dates recommended by the University personnel and approved by The Texas A&M University System Board of Regents, the additional square footage required for support of the proposed new degree programs as they are approved and facilities for them are approved.

Project	Amount	Notes
New Industrial Education Building	\$8,000,000	✓
New Chemical Engineering Building	1,877,000	
New Central Receiving Warehouse	1,500,000	
New Track Storage Building & Restrooms	116,000	
New Physical Plant Transportation Facilities	2,500,000	
New All Faiths Chapel	650,000	
New Agricultural Research Facilities - Phase I	3,095,000	
New General Office and Classroom Building	9,500,000	+
Renovate Campus Landscaping (Phase I), and Permanent Improvements	1,790,000	
Renovate Health and Physical Education Building	2,085,400	
Renovate Power Plant Building	1,246,965	
Renovate Houston Nursing Facility, Phase II, III, & IV	2,700,000	
Renovate Home Economics Building	910,286	
Extend and Repair Chilled Water Distribution System	1,027,500	
Extend and Repair Electrical Power Distribution System and Lights	2,379,000	
New Athletic Stadium West Bleacher Seating, etc.	700,000	
New Irrigation Well	542,818	
New Parking Facilities	1,143,000	
New Sanitary Landfill	788,364	

TABLE IV

MAJOR FACILITY CHANGES

PROJECTS IN PROGRESS

<u>Project</u>	<u>Budgeted Amount</u>
New Industrial Education Building	\$8,000,000 ✓
New Chemical Engineering Building	1,877,000
New Central Receiving Warehouse	1,500,000
New Track Storage Building & Restrooms	116,000
New Physical Plant Transportation Facilities	2,500,000
New All Faiths Chapel	650,000
New Agricultural Research Facilities - Phase I	3,095,000
New General Office and Classroom Building	9,500,000 ✕
Renovate Campus Landscaping (Phase I), and Permanent Improvements	1,790,000
Renovate Health and Physical Education Building	2,085,400
Renovate Power Plant Building	1,246,965
Renovate Houston Nursing Facility, Phase II, III, & IV	2,700,000
Renovate Home Economics Building	910,286
Extend and Repair Chilled Water Distribution System	1,027,500
Extend and Repair Electrical Power Distribution System and Lights	2,379,000
New Athletic Stadium West Bleacher Seating, etc.	700,000
New Irrigation Well	542,818
New Parking Facilities	1,143,000
New Sanitary Landfill	788,364
New Agricultural Research Complex, Phase II (To include Renovation of Greenhouses)	728,000

<u>FY 1984*</u>	<u>Project</u>	<u>Income</u>
	Sale and Removal of Residence 0591 (24)	\$ 1,500.00
	Sale and Removal of Residence 0597 (23)	2,200.00
	Sale and Removal of Residence 0598 (25)	3,750.00
	Sale and Removal of Residence 0600 (26)	6,000.00
	Sale and Removal of Residence 6061 (27)	3,300.00
	Sale and Removal of Extension Service Building	To be determined
	Sale and Removal of Alumni House	To be determined
	Sale and Removal of Buildings and Grounds Building	To be determine
	Sale and Removal of Alta Vista Hall	To be determined
	Extend and Repair Streets	1,016,491

PROJECTS TO BE INITIATED

FY 1983*

<u>Priority</u>	<u>Project</u>	<u>Estimated Cost</u>	<u>Proposed Source of Funds</u>
1	Cattle Feed Shed & Hay Barn	\$ 95,000	U. S. Dept. of Agriculture
2	Agricultural Research Complex, Phase I	5,000,000	U. S. Dept. of Agriculture

FY 1985*

3	Campus Landscape, Phase II	2,000,000	PUF and BUF
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FY 1984*

<u>Priority</u>	<u>Project</u>	<u>Estimated Cost</u>	<u>Proposed Source of Funds</u>
1	New Women's Dormitory	\$10,520,000	Self Liquidating
2	New Men's Dormitory	10,520,000	Self Liquidating
3	New Married and Graduate Student Housing	2,303,000	Self Liquidating
4	New Agricultural Research Complex, Phase II (To include Renovation of Greenhouses)	728,000	U. S. Dept. of Agriculture

FY 1984* (cont.)

<u>Priority</u>	<u>Project</u>	<u>Estimated Cost</u>	<u>Proposed Source of Funds</u>
5	New Airport	\$ 700,000	Federal Government
6	Renovate Campus Landscaping, Phase III	2,226,307	R&R Appropriation
7	Renovate Harrington Science Building	2,090,780	R&R Appropriation
8	Renovate Health and Physical Education Building	484,500	R&R Appropriation
9	Renovate Old Gymnasium	1,265,720	R&R Appropriation
10	Renovate Campus Landscaping, Phase IV	2,297,778	R&R Appropriation
11	Extend and Repair Streets	1,016,491	R&R Appropriation
12	Extend and Repair Power Distribution and Lights	1,733,589	R&R Appropriation
13	Remove Athletic Club House	3,873	R&R Appropriation
14	Remove Home Economics Cottage	3,873	R&R Appropriation
15	Remove Machine Shop	26,722	R&R Appropriation
16	Remove Hermitage Hall	15,336	R&R Appropriation

FY 1985*

<u>Priority</u>	<u>Project</u>	<u>Net Assignable Square Feet</u>
X1	Technology Building	50,000
2	New Agricultural Research Complex, Phase III	N/A
3	New Heliport (Health Center)	6,400
4	Renovate Veterinary Hospital	5,350
5	Renovate Fire and Security Station	6,049
6	Renovate Education Building	16,540
7	Renovate Sewage Plant Facilities	N/A

FY 1985* (cont.)

<u>Priority</u>	<u>Project</u>	<u>Net Assignable Square Feet</u>
8	Renovate Campus Landscaping, (Phase IV)	N/A
9	Renovate Water Well and Distribution System	N/A
10	Renovate 2200 Ton Chiller and Chilled Water Distribution System	N/A
11	Renovate Holley Hall	137,486
12	Remove Graduate Studies Building	1,512
13	Renovate Suarez Hall	30,000
14	Remove Nursing School	2,123
15	Remove Community Affairs Building	1,328
16	Remove B. & C. U. Warehouse	9,961
17	Remove Financial Aid Building	12,909

FY 1986*

*1	Library Addition	30,000
2	New East Side Stadium Bleachers	N/A
3	Office and Academic Building	20,000
4	New Agricultural Research Complex, Phase IV	N/A
5	Renovate Alumni Hall	111,733
6	Renovate Collins Hall	29,844
7	Renovate Alexander Hall	56,200
8	Renovate Small Classroom Building	9,800
9	Renovate Veterinary Hospital	5,350
10	Renovate Greenhouses (Three)	5,910
11	Renovate Fire Station and Security Building	6,047

FY 1986* (cont.)

<u>Priority</u>	<u>Project</u>	<u>Net Assignable Square Feet</u>
12	Renovate Swimming Pool Building	10,150
13	Remove Old Fire Station	1,660
14	Remove Farm Implement House	1,525
15	Remove Laying House No. 1	260
16	Remove Laying House No. 2	260

FY 1987* (cont.)

1	Home Economics Building Addition	55,000
2	Agricultural Research Facilities	N/A
3	Expand and Upgrade Utility System	N/A
4	Renovate Banks Library	50,479
5	Renovate Drew Hall	129,660
6	Renovate Buchanan Hall	56,800
7	Remove Nutrition Building	2,594
8	Remove Nursery Building	1,083
9	Demolish Science Annex	3,025
10	Remove Agricultural Experiment Building	2,550
11	Remove Graduate Studies Building	1,512
12	Remove Machine Shop	7,929
13	Remove Home Economics Cottage	2,688

TRAFFIC AND TRANSPORTATION

The development of the Campus Master Plan, with regards to traffic, is to limit the conflict between pedestrian and vehicular traffic circulation that will allow service and emergency access to facilities with minimal conflict with pedestrians.

Avenue B will be closed to daily through-traffic and converted to a decorative pedestrian mall, which is designed such that emergency vehicles will be able to negotiate its length between 2nd street and 5th street. This will significantly reduce vehicular traffic within the central campus area. Through-traffic will be directed around the periphery of the campus also.

Transportation services within the University boundaries are limited to regular taxi service, and periodic charter bus service, both of which amounts to less than 1% of the current University vehicular traffic. Presently, there is no central motor pool, centralized dispatching, nor centralized control of University owned vehicles. Plans are to establish such an operation with specific focus on coordinating transportation for University functions.

MAPS

In support of the Five-Year Strengthening and Enhancement Plan, the following listed maps appear in succeeding pages of this document:

Existing Buildings and Facilities

Projected Buildings and Facilities

Existing Easements

Existing Electrical Distribution

Projected Electrical Distribution

Existing Steam and Hot Water Distribution

Projected Steam and Hot Water Distribution

Existing Domestic Water Distribution

Projected Domestic Water Distribution

Existing Chilled Water Distribution

Projected Chilled Water Distribution

Existing Sanitary Sewers

Projected Sanitary Sewers

Existing Storm Sewers

Projected Storm Sewers

Existing Gas Distribution

Projected Gas Distribution

Existing Telecommunications

Projected Telecommunications

Projected Central Utilities

Existing Streets and Parking

Projected Streets and Parking

Existing Land Use

Projected Land Use

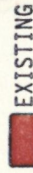
EXISTING BUILDINGS & FACILITIES

PRAIRIE VIEW A & M UNIVERSITY

- | | | | |
|-------------------------------|----------------------------------|----------------------------|-------------------------|
| 1 ADMINISTRATION | 11 LANDFILL (UNDER CONSTRUCTION) | 21 FIRE STATION (OLD) | 31 LAUNDRY (NEW) |
| 2 HARRINGTON SCIENCE | 12 ALUMNI HALL | 22 ENGINEERING | 32 BUILDING & GROUNDS |
| 3 PRESIDENT'S HOME | 13 L.O. EVANS HALL | 23 EDUCATION | 33 HOME MANAGEMENT |
| 4 EXCHANGE | 14 RADIO TRANSMITTER BLDG. | 24 SPENCE HALL | 34 HOME ECONOMICS |
| 5 MEMORIAL STUDENT CENTER | 15 NURSING BUILDING | 25 OLD SCIENCE | 35 NURSERY SCHOOL |
| 6 ATHLETIC FIELD | 16 SUAREZ-COLLINS | 26 SCIENCE ANNEX | 36 INDUSTRIAL EDUCATION |
| 7 HEALTH & PHYSICAL EDUCATION | 17 BANKS HALL | 27 AGRICULTURAL RESEARCH | 37 B & CU WAREHOUSE |
| 8 EVANS HALL | 18 FINANCIAL AIDS | 28 LIBRARY | 38 MACHINE SHOP |
| 9 TENNIS COURTS | 19 HILLFARD HALL | 29 DREW HALL | 39 FULLER HALL |
| 10 ANDERSON HALL | 20 POWER PLANT | 30 FIRE STATION & SECURITY | 40 ANIMAL INDUSTRIES |

- | |
|---------------------------------|
| 53 ALUMNI HOUSE |
| 54 ELEMENTARY SCHOOL |
| 55 ARTS & SCIENCES |
| 56 OMERS FRANKLIN HEALTH CENTER |
| 57 CEMETERY |
| 58 POULTRY PLANT |
| 59 SEWAGE TREATMENT PLANT |
| 60 FUEL OIL STORAGE |
| 61 LANDFILL |
| 62 SWINE FARM |
| 63 GREENHOUSES |
| 64 GRAPHICS CENTER |
| 65 FARM SHOP |
| 66 FOOTBALL PRACTICE FIELD |
| 67 BASKETBALL COURTS |
| 68 I.E. & U.B. BUILDING |

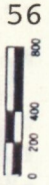
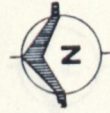
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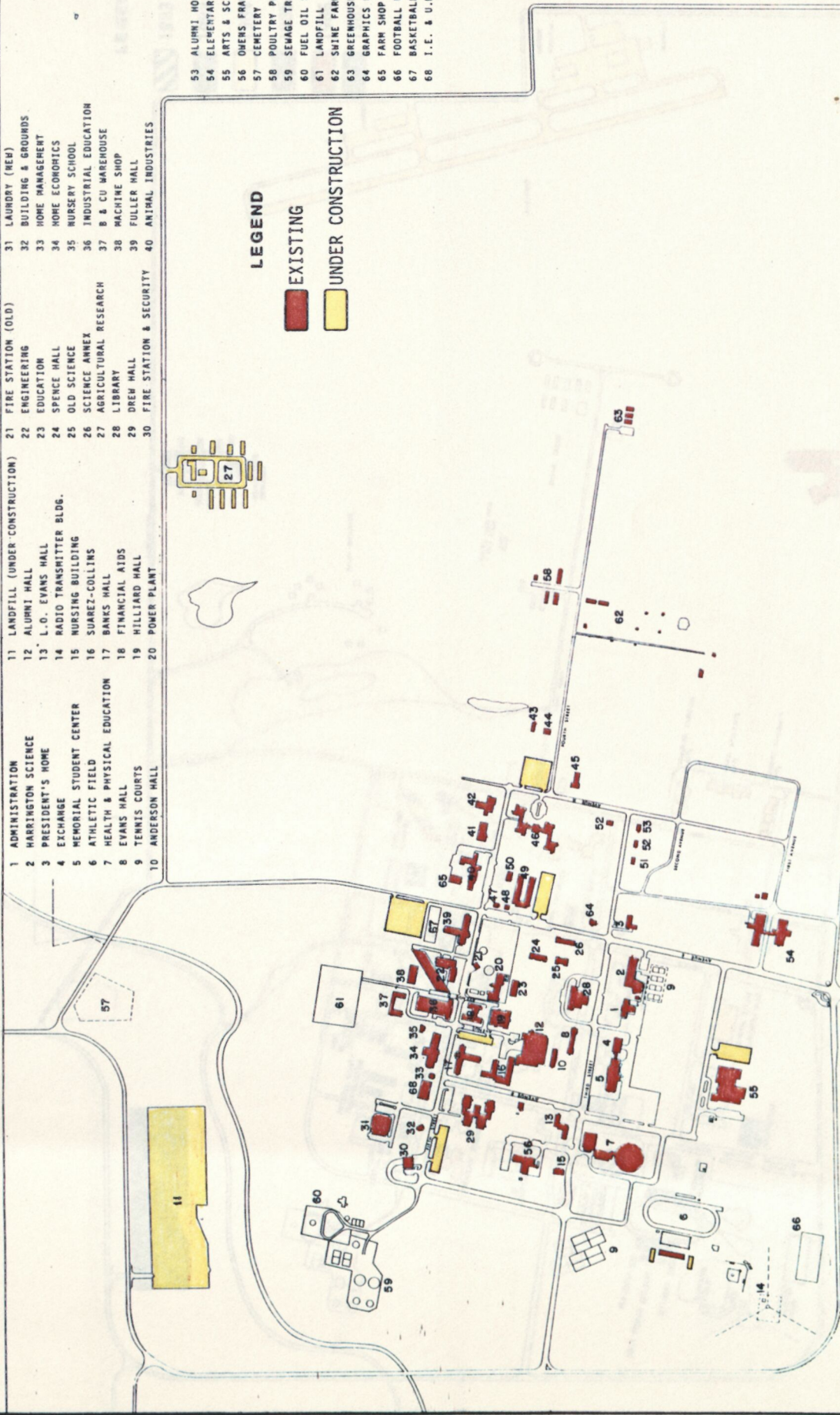
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UNDER CONSTRUCTION



CAMPUS PLAN 1982



PROJECTED BUILDINGS & FACILITIES

PRAIRIE VIEW A & M UNIVERSITY

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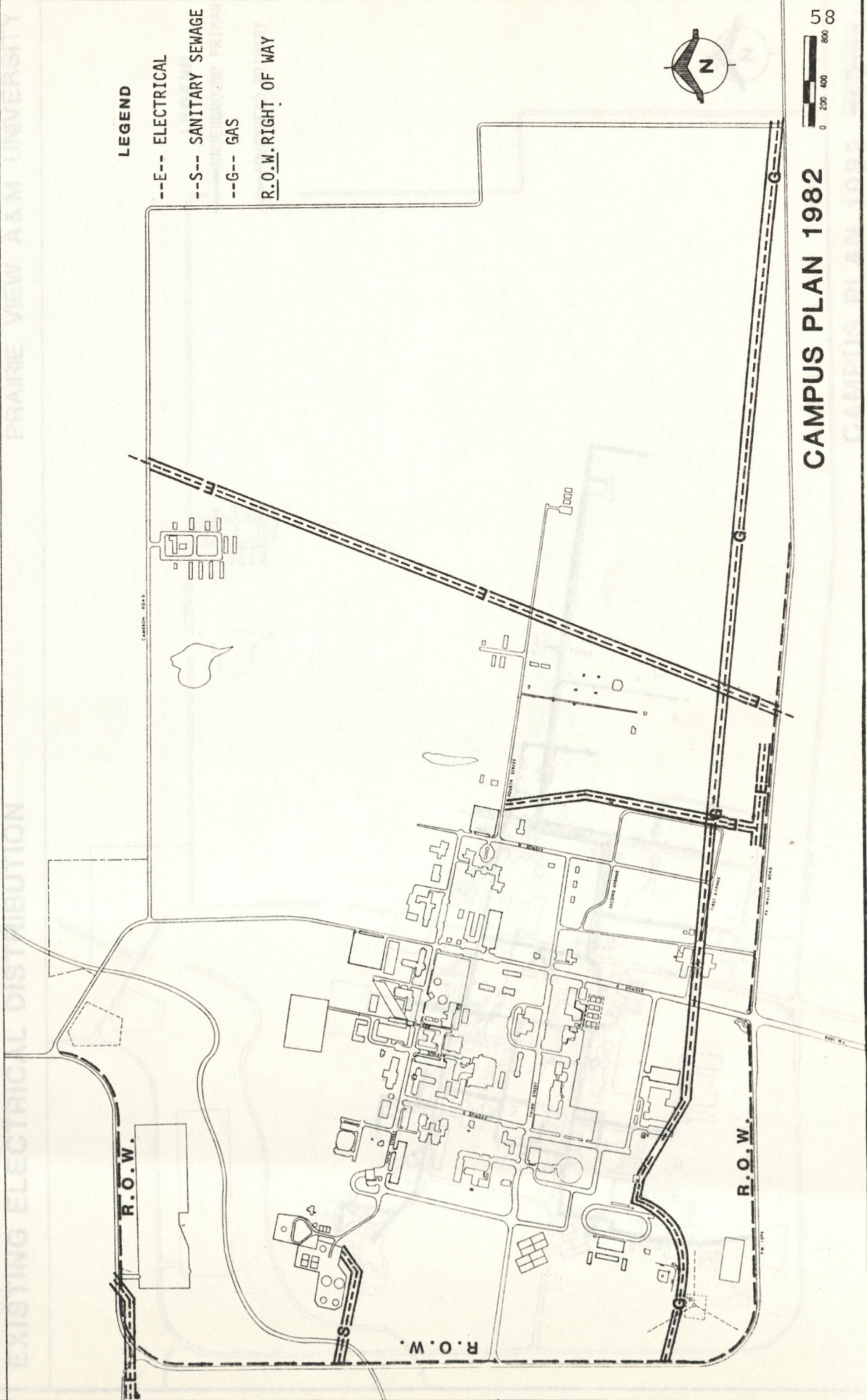
- | 1983 RENOVATION | 1983 | 1984 | 1985 | 1986 | 1987 |
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PROPOSED CAMPUS PLAN

EXISTING EASEMENTS

PRAIRIE VIEW A & M UNIVERSITY



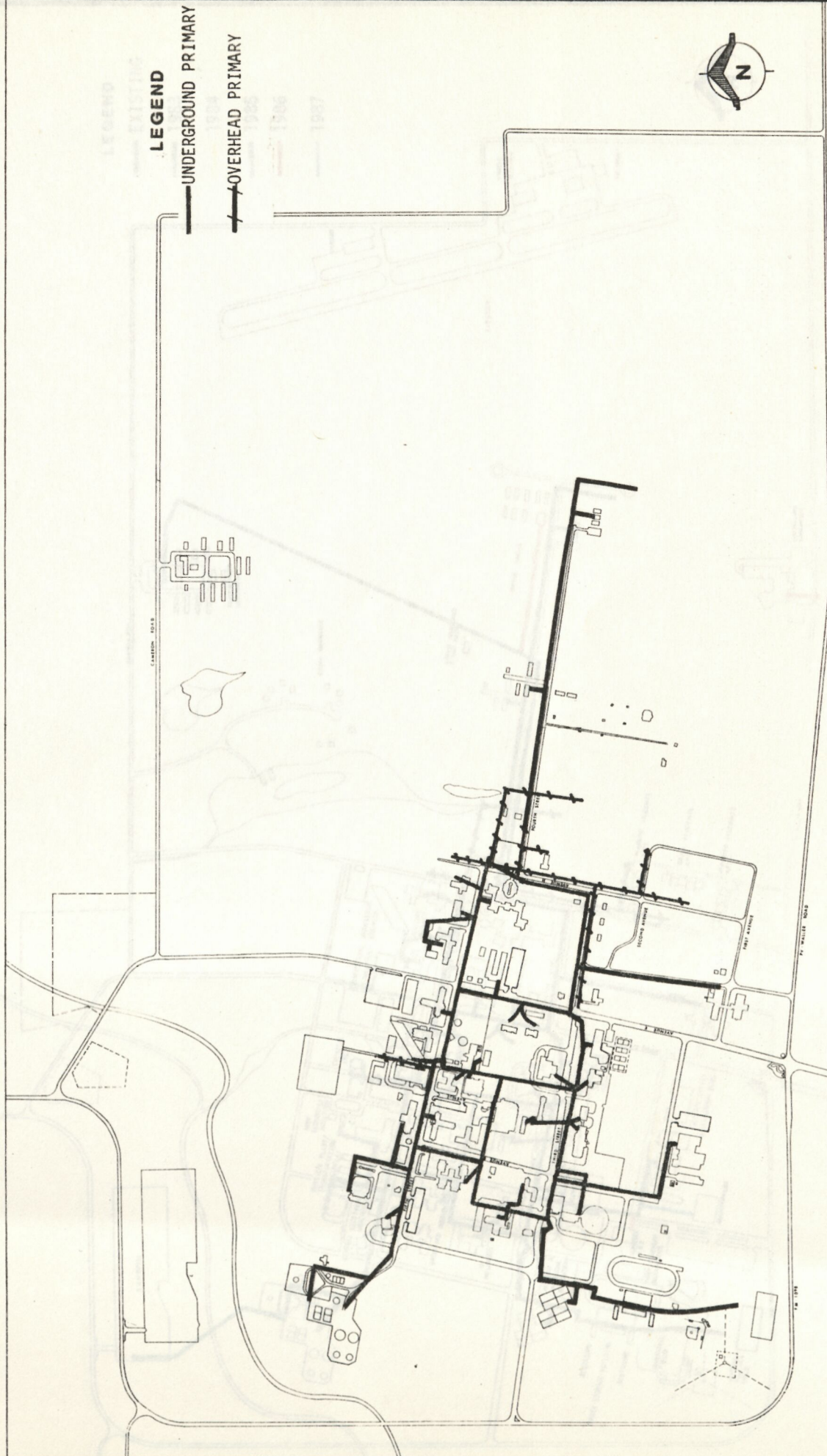
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EXISTING ELECTRICAL DISTRIBUTION

PRAIRIE VIEW A&M UNIVERSITY

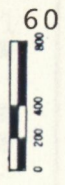


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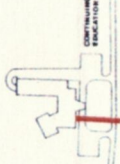
PROJECTED ELECTRICAL DISTRIBUTION

PRAIRIE VIEW A & M UNIVERSITY

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PROPOSED CAMPUS PLAN



EXISTING STEAM & HOT WATER DISTRIBUTION

PRAIRIE VIEW A & M UNIVERSITY



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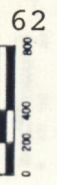
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PROPOSED CAMPUS PLAN

PROJECTED STEAM & HOT WATER DISTRIBUTION

PRAIRIE VIEW A & M UNIVERSITY

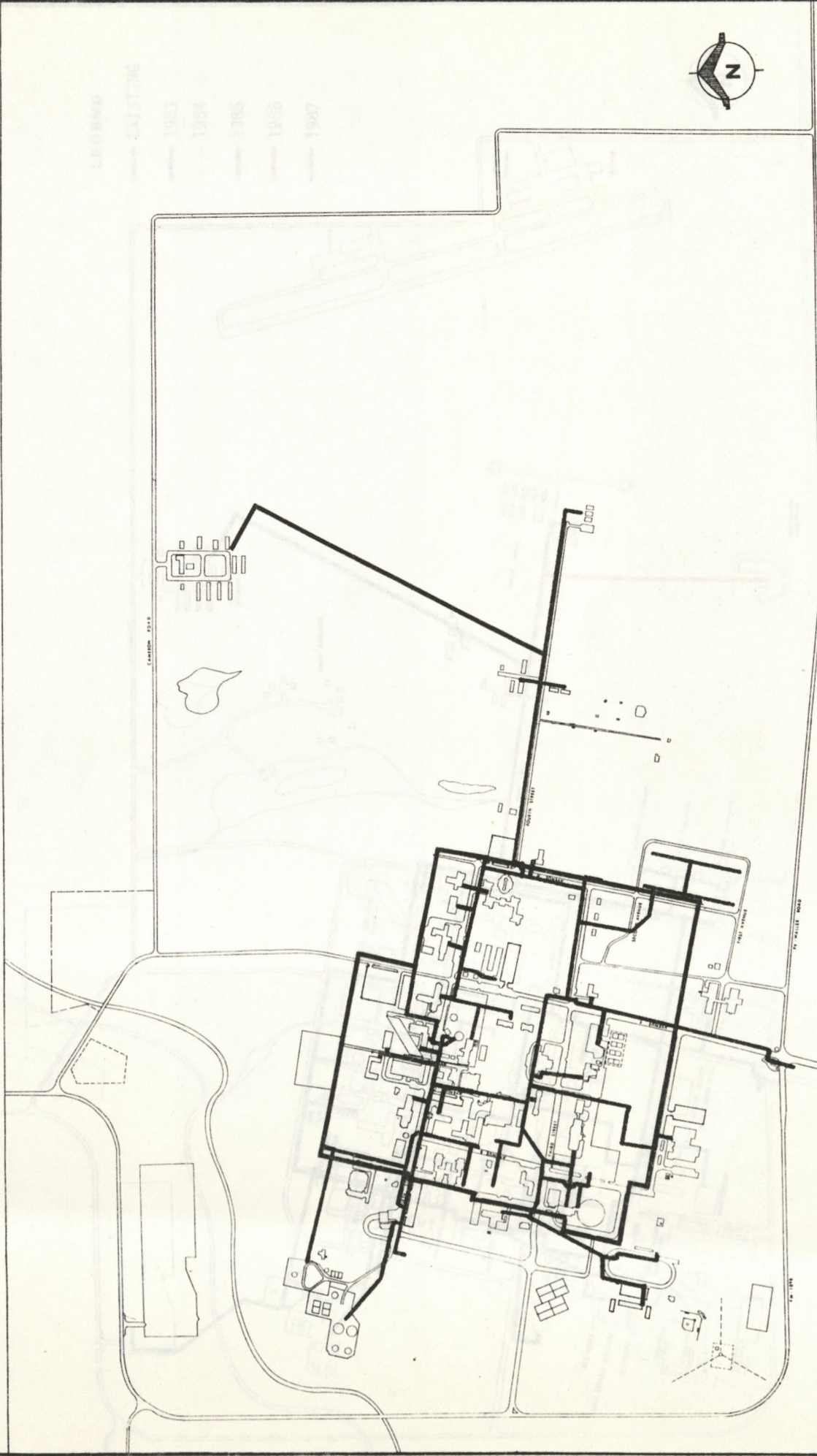
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PROPOSED CAMPUS PLAN

EXISTING DOMESTIC WATER DISTRIBUTION

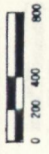
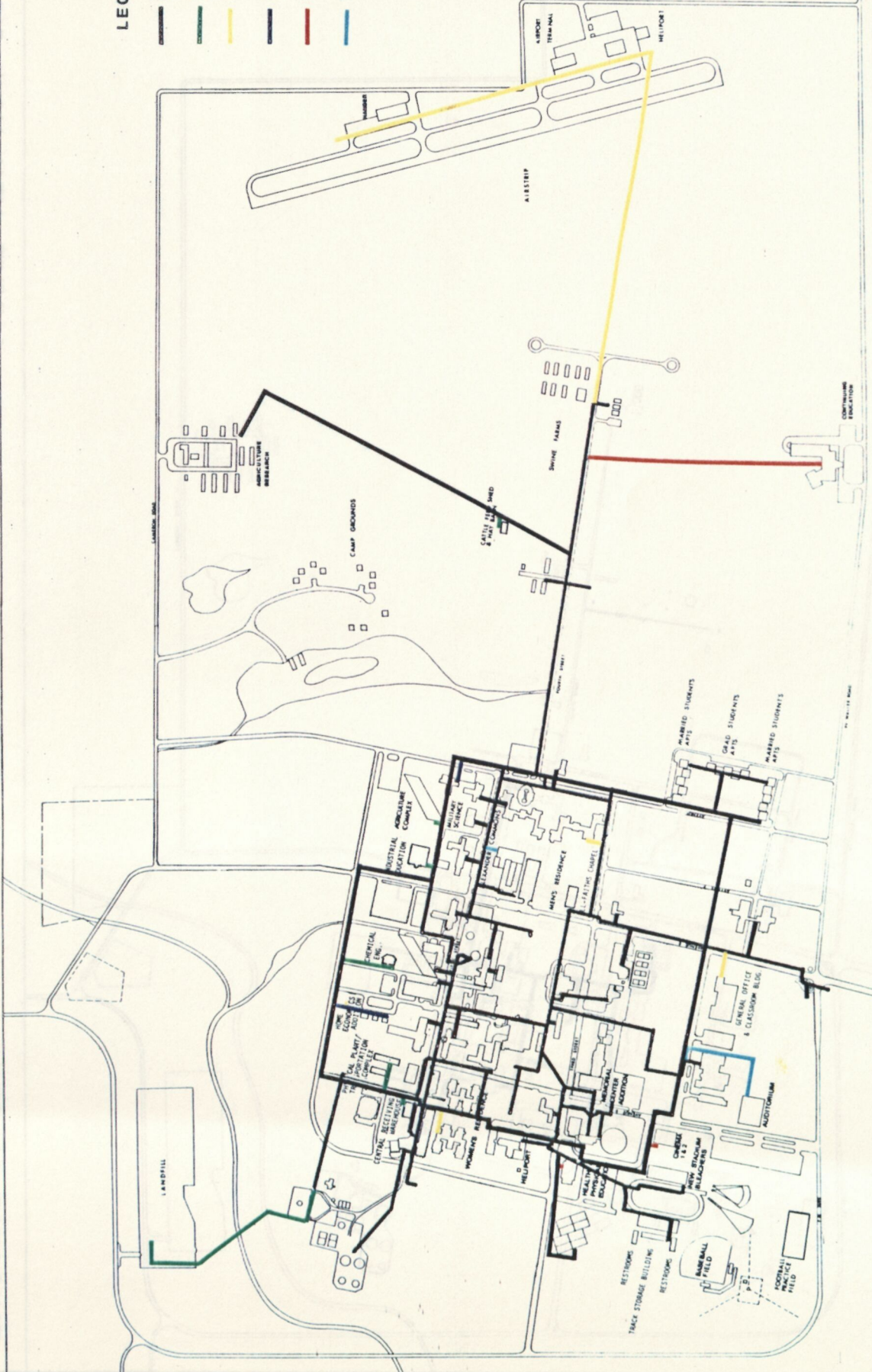
PRAIRIE VIEW A&M UNIVERSITY



PROJECTED DOMESTIC WATER DISTRIBUTION

PRAIRIE VIEW A & M UNIVERSITY

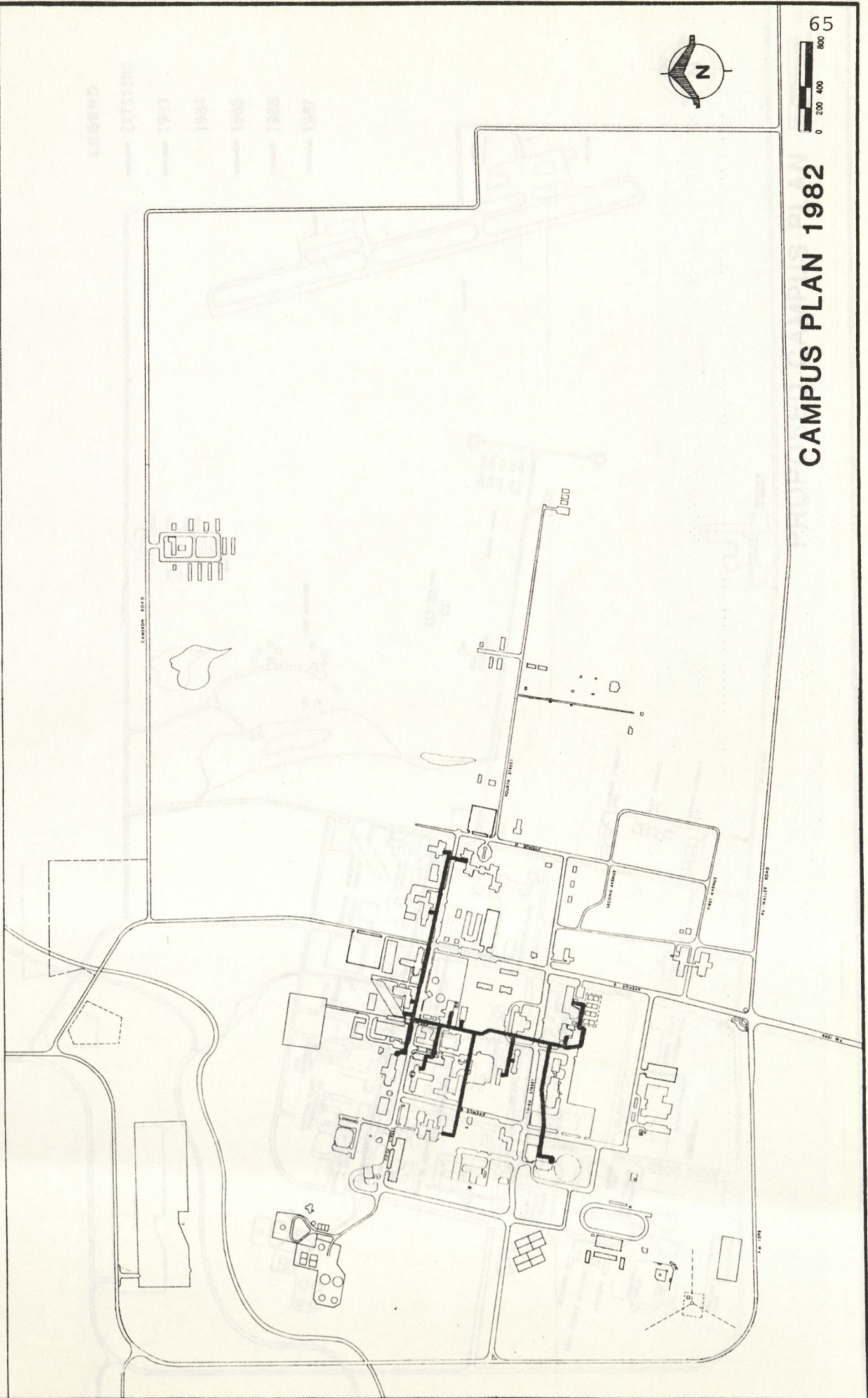
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PROPOSED CAMPUS PLAN

EXISTING CHILLED WATER DISTRIBUTION

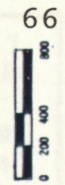
PRAIRIE VIEW A & M UNIVERSITY



PROJECTED CHILLED WATER DISTRIBUTION

PRAIRIE VIEW A & M UNIVERSITY

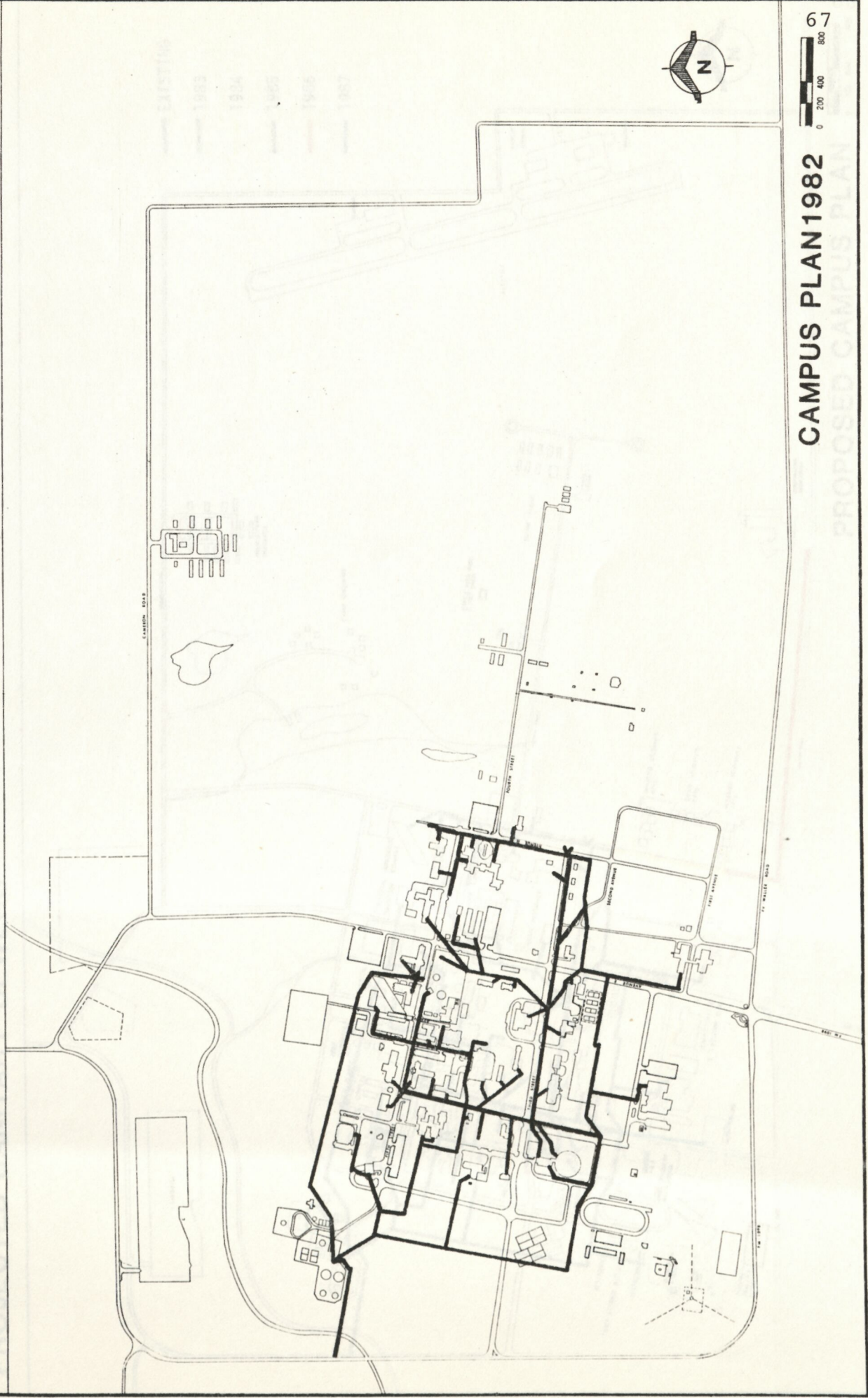
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PROPOSED CAMPUS PLAN

EXISTING SANITARY SEWERS

PRAIRIE VIEW A & M UNIVERSITY



CAMPUS PLAN 1982

PROJECTED SANITARY SEWERS

PRAIRIE VIEW A & M UNIVERSITY

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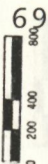
PROPOSED CAMPUS PLAN

EXISTING STORM SEWERS

PRAIRIE VIEW A&M UNIVERSITY



CAMPUS PLAN 1982



PROJECTED STORM SEWERS

PRAIRIE VIEW A & M UNIVERSITY

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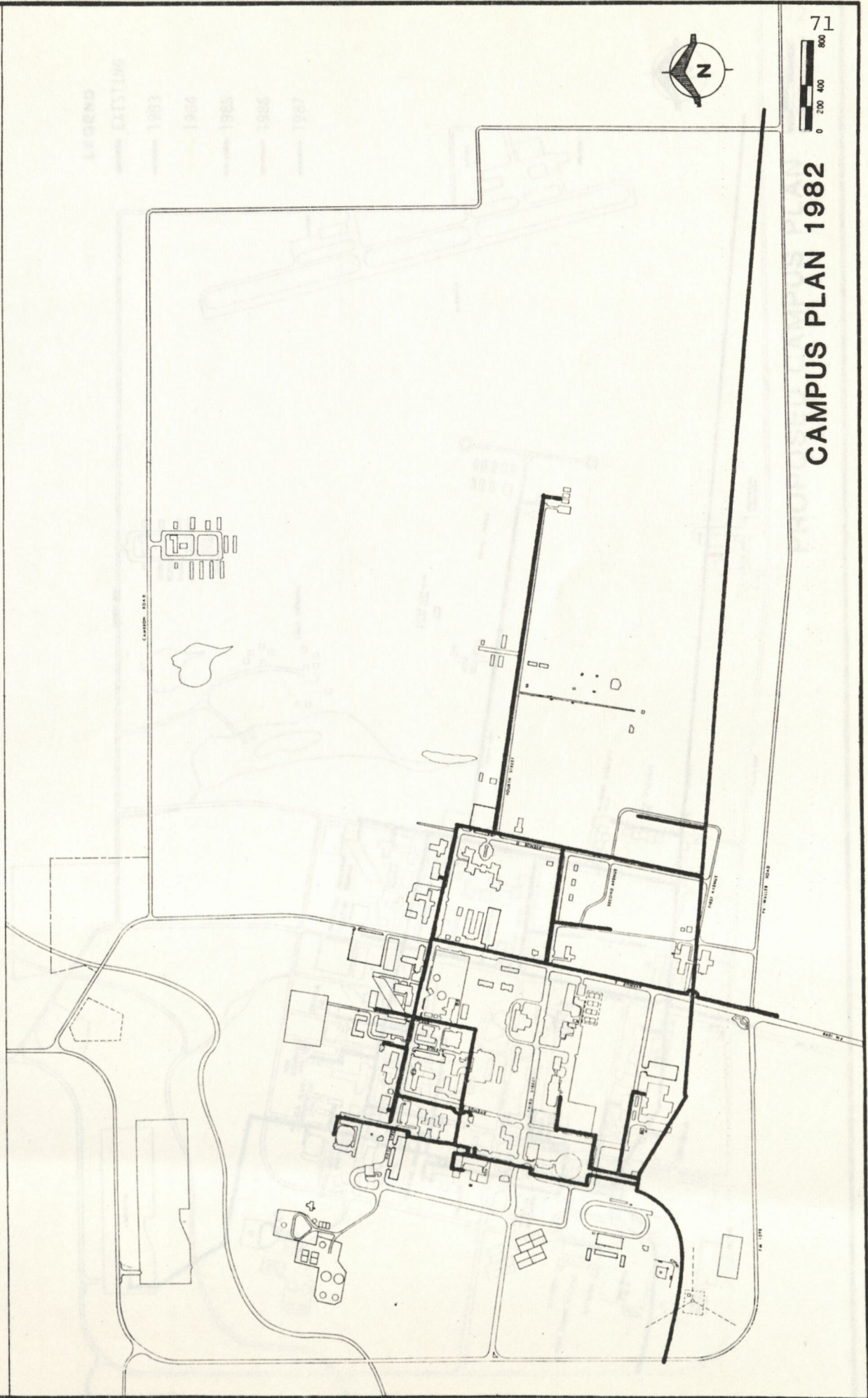


PROPOSED CAMPUS PLAN

EXISTING GAS DISTRIBUTION

EXISTING CAMPUS PLAN

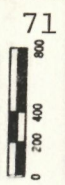
PRAIRIE VIEW A & M UNIVERSITY



LEGEND

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(Thin solid line)	1934
(Thin solid line)	1965
(Thin solid line)	1986
(Thin solid line)	1987

CAMPUS PLAN 1982



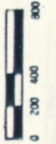
PROJECTED GAS DISTRIBUTION

PRAIRIE VIEW A & M UNIVERSITY

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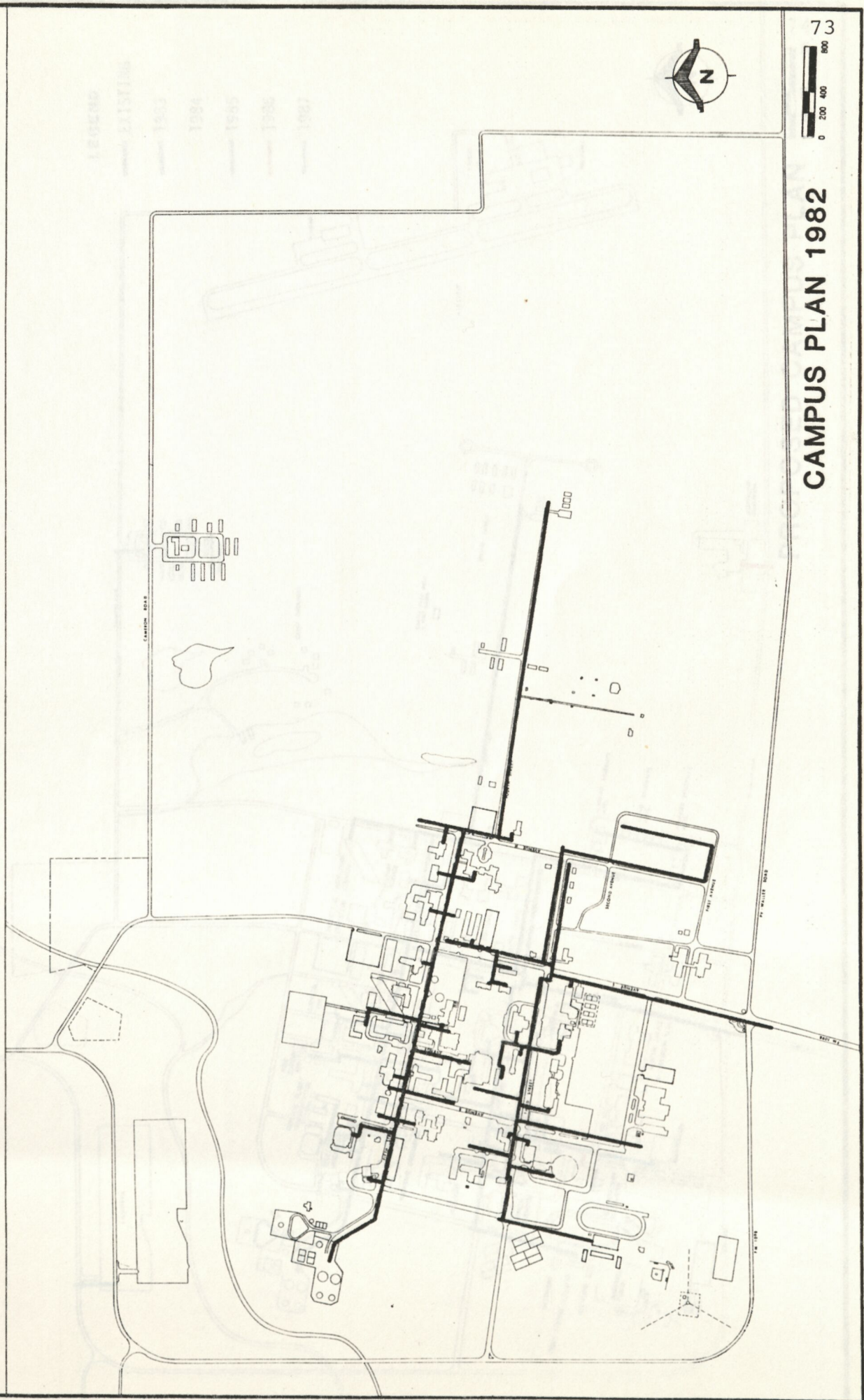


PROPOSED CAMPUS PLAN



EXISTING TELECOMMUNICATIONS

PRAIRIE VIEW A & M UNIVERSITY



PROJECTED TELECOMMUNICATIONS

PRAIRIE VIEW A & M UNIVERSITY

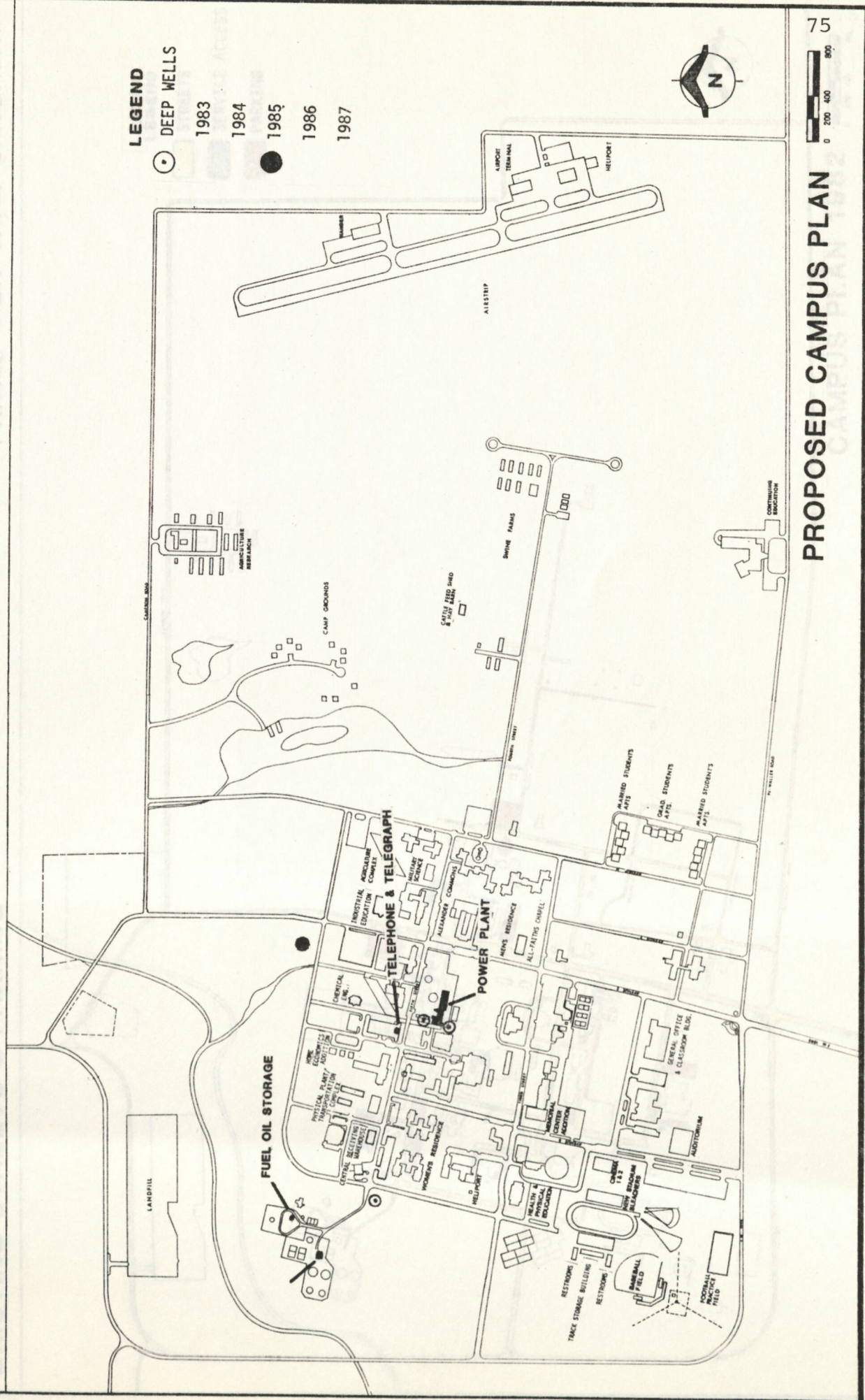
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PROPOSED CAMPUS PLAN

PROJECTED CENTRAL UTILITIES

PRAIRIE VIEW A&M UNIVERSITY



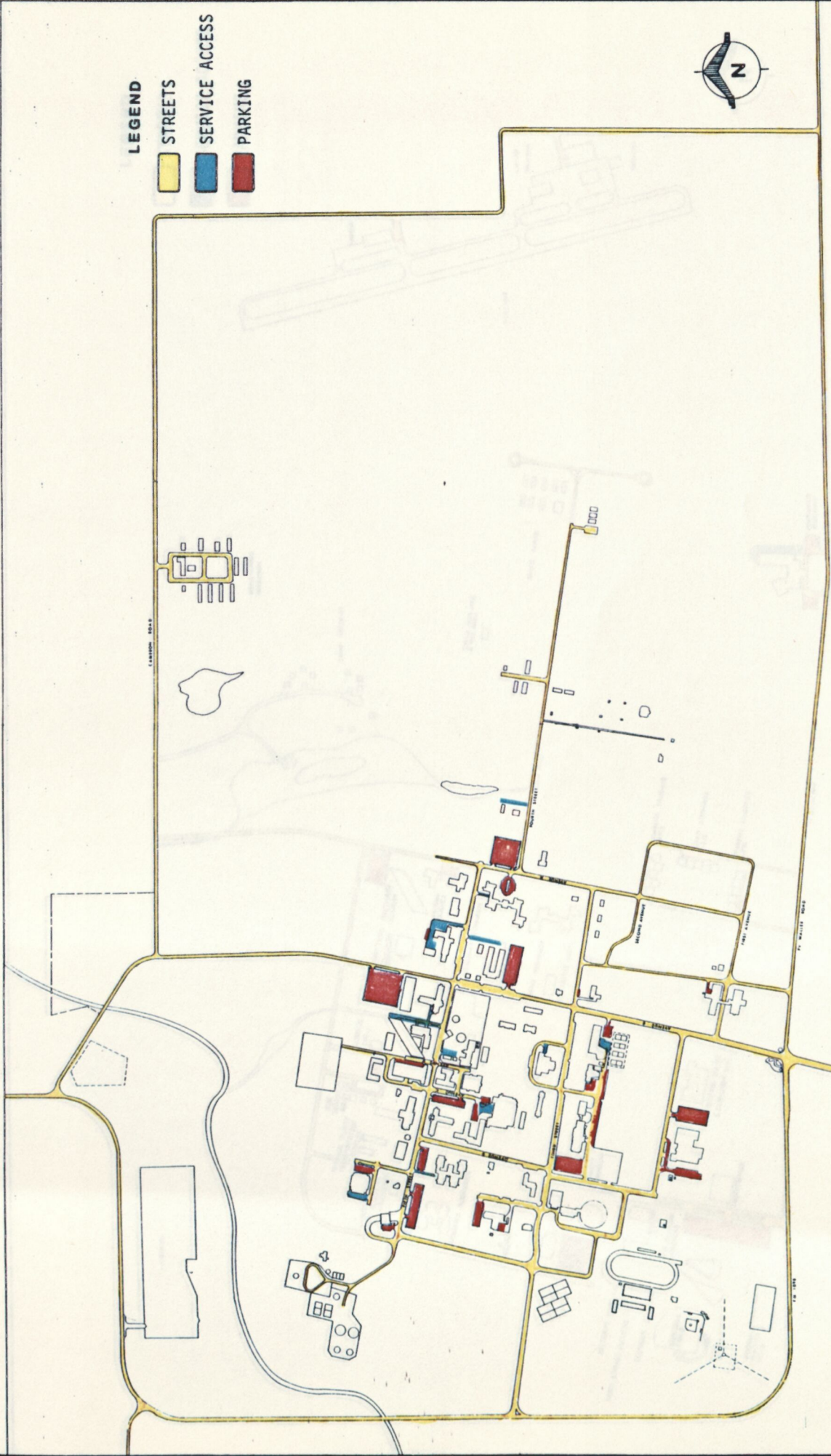
PROPOSED CAMPUS PLAN

EXISTING STREETS & PARKING

PRAIRIE VIEW A & M UNIVERSITY

LEGEND

- STREETS
- SERVICE ACCESS
- PARKING



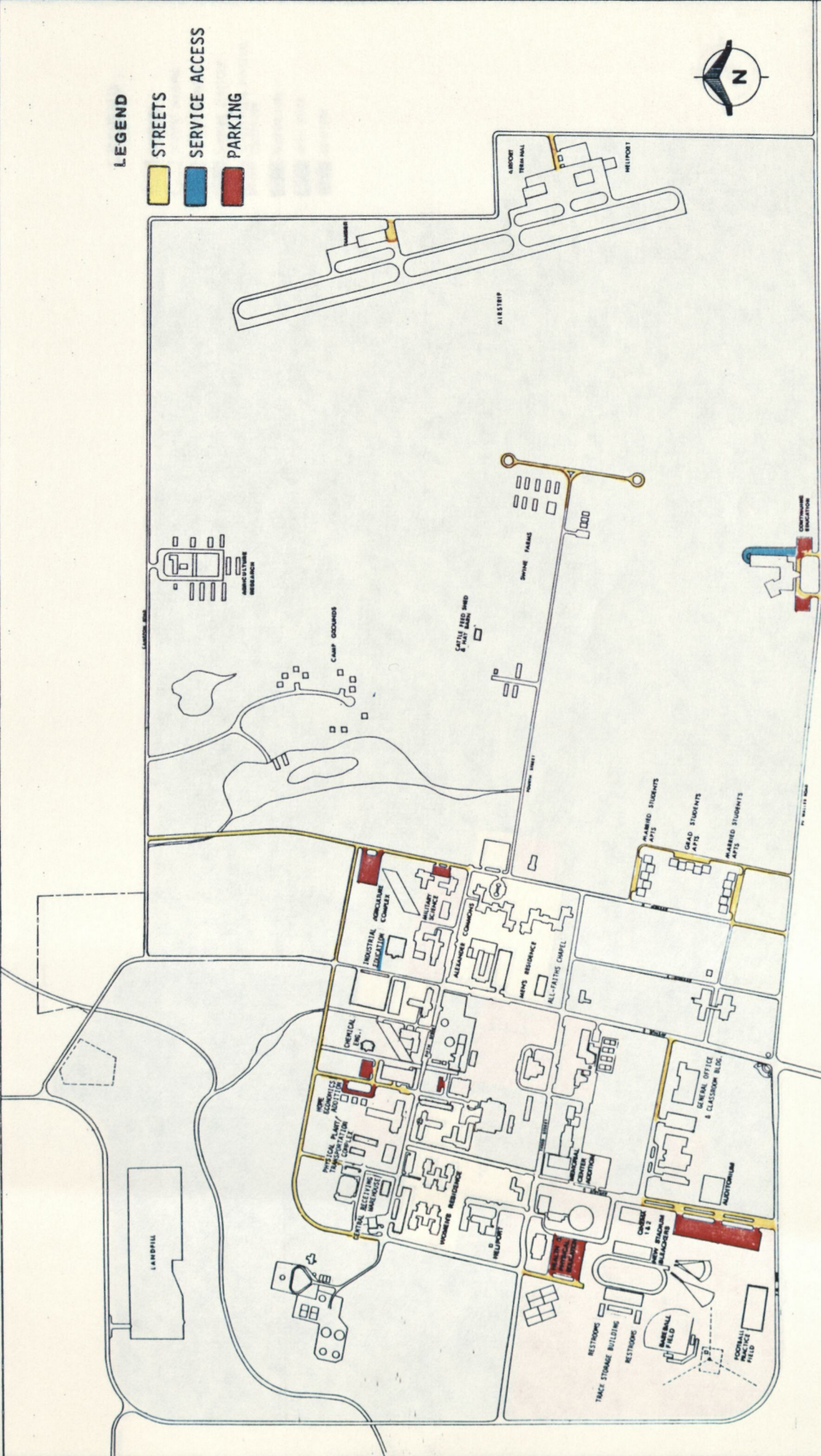
PROF CAMPUS PLAN 1982

PROJECTED STREETS & PARKING

PRAIRIE VIEW A & M UNIVERSITY

LEGEND

- STREETS
- SERVICE ACCESS
- PARKING



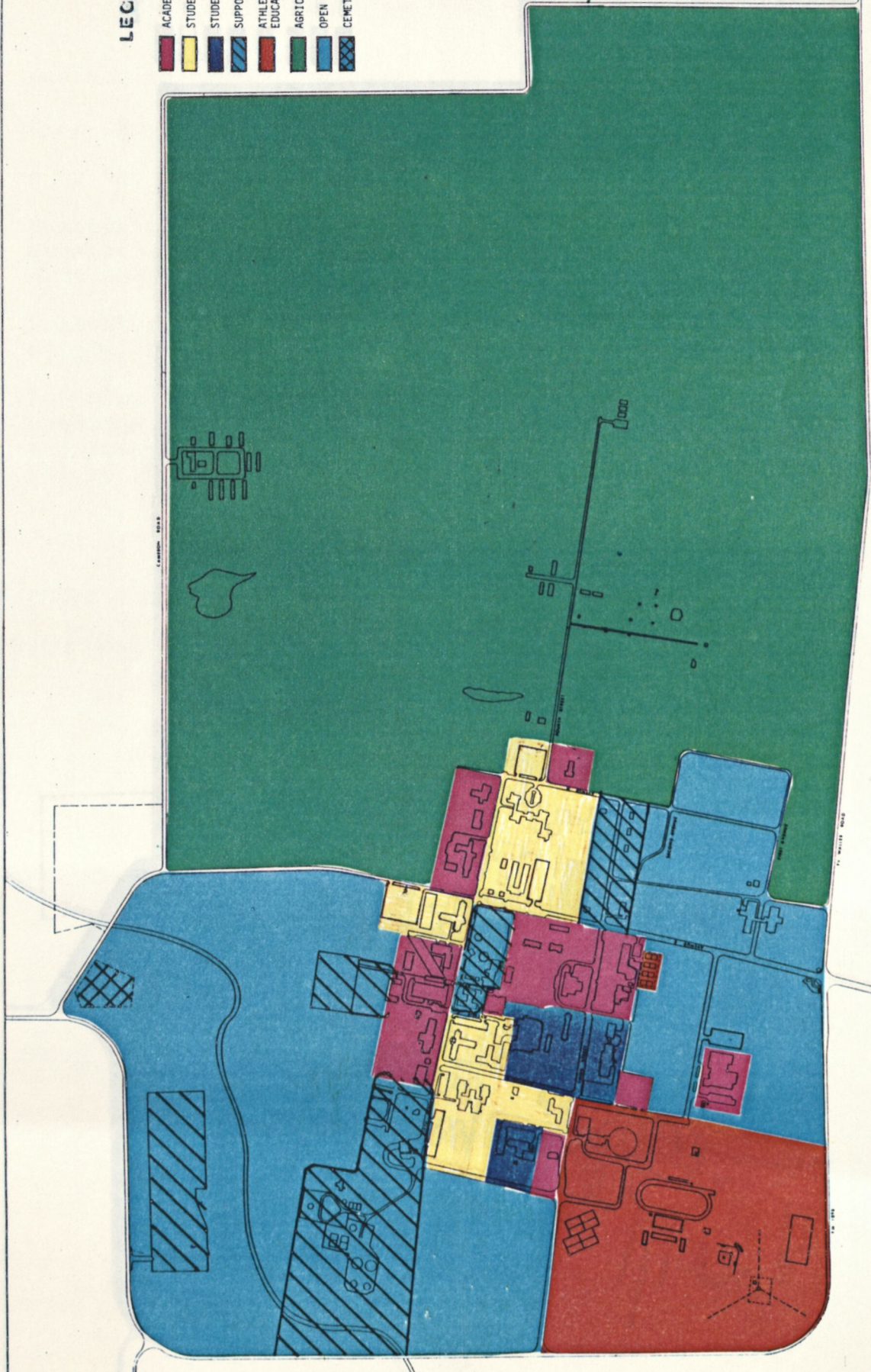
PROPOSED CAMPUS PLAN

PRAIRIE VIEW A & M UNIVERSITY

EXISTING LAND USE

LEGEND

- ACADEMIC
- STUDENT HOUSING
- STUDENT SERVICES
- SUPPORT SERVICES
- ATHLETICS & PHYSICAL EDUCATION
- AGRICULTURE
- OPEN SPACE
- CEMETERY



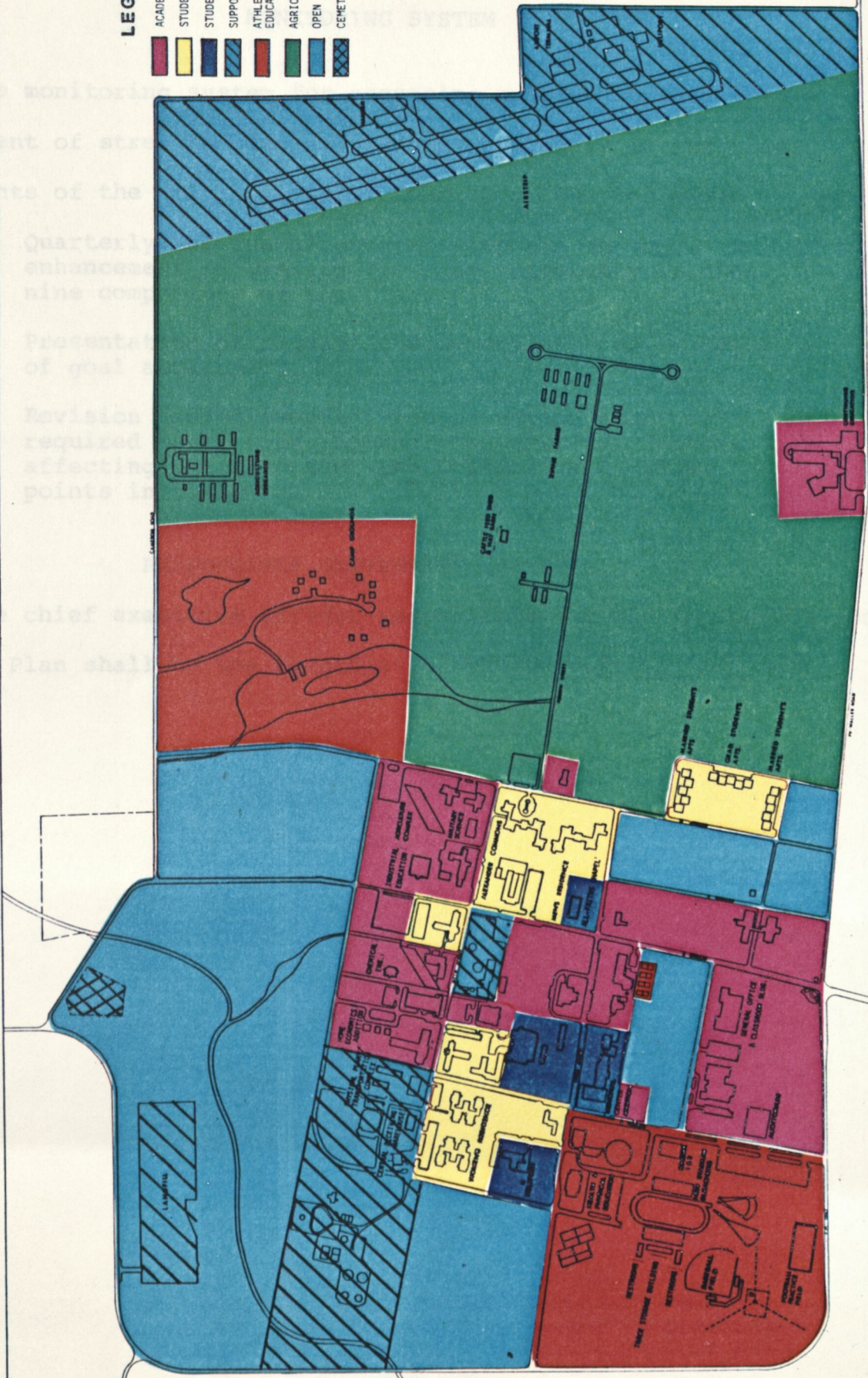
CAMPUS PLAN 1982

PROJECTED LAND USE

PRAIRIE VIEW A & M UNIVERSITY

LEGEND

- ACADEMIC
- STUDENT HOUSING (SINGLE)
- STUDENT SERVICES
- SUPPORT SERVICES
- ATHLETICS & PHYSICAL EDUCATION
- AGRICULTURE
- OPEN SPACE
- CEMETERY



PROPOSED CAMPUS PLAN

MONITORING SYSTEM

The monitoring system for assessing progress toward the attainment of strengthening and enhancement goals in the nine components of the University will consist of the following:

1. Quarterly and annual progress reports on the enhancement of Prairie View A&M University in the nine components of the Plan.
2. Presentation of requisite documentation as evidence of goal attainment.
3. Revision and/or redefinition of action plans as required based upon internal and external factors affecting the status of the University at given points in time.

RESPONSIBLE UNIVERSITY OFFICIAL

The chief executive officer responsible for the implementation of this Plan shall be the President of the University.