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Wayne W. Laughery, Professor, B.A., M.A., San Diego State College; Ed.D., Columbia University Teachers College
Berry Sutherland, Professor, B.S., University of Texas at Austin; M.S., Ed.D., University of Houston
Elwood B. Traylor, Professor, B.A., Greenville College; M.A., Ph.D., Washington University at St. Louis
James W. Wagener, Professor, B.A., Southern Methodist University; M.A., Ph.D., University of Texas at Austin
Paul H. Westmeyer, Professor, B.S., M.A., Ball State University; Ed.D., University of Illinois
L. Jean York, Professor, B.A., Kalamazoo College; M.A., Wayne State University; Ed.D., Indiana University
Ronnie N. Alexander, Associate Professor, B.S., M.A., Central State University; Ed.D., University of Kansas
Anthony J. Arabia, Associate Professor, A.B., M.Ed., Ph.D., University of Pittsburgh
Cecile G. Burns, Associate Professor, B.M., University of Jacksonville; Ed.M., Ed. D., Temple University
Gillian E. Cook, Associate Professor, B.A., Sir George Williams University; Ed.M., Ed.D., Harvard Graduate School of Education

- Nicholas M. DeLuca**, Associate Professor, B.A., Columbia University; M.A., Ed.D., State University of New York at Albany
- Richard A. Diem**, Associate Professor, B.S., Bradley University; M.S., Southern Illinois University; M.A., Colorado State University; Ph.D., Northwestern University
- Barbara M. Gonzalez**, Associate Professor, B.A., M.A., Ph.D., University of Texas at Austin
- Marlan L. Martiello**, Associate Professor, B.S., M.S., Queens College; Ed.D., Columbia University Teachers College
- Kenneth W. Wunderlich**, Associate Professor, B.A., Ph.D., University of Texas at Austin
- Jesse T. Zapata**, Associate Professor, A.A., San Antonio College; B.A., University of Texas at Austin; M.Ed., Texas Tech University; Ph.D., Arizona State University
- George R. Colfer**, Assistant Professor, B.S., Lock Haven State College; M.S., Ithaca College; Ph.D., Texas A&M University
- Rudy A. Davalos**, Assistant Professor, B.S.Ed., Southwest Texas State University; M.A.Ed., Georgetown College
- Diana Mack Drake**, Assistant Professor, B.A., Swarthmore College; Ed.M., Ed.D., Harvard Graduate School of Education
- Larry B. Golden**, Assistant Professor, B.Ed., University of Miami; M.S., City University of New York; Ph.D., Arizona State University
- Ronald D. Hedrick**, Assistant Professor, A.B., M.Ed., University of Missouri; Ed.D., University of South Dakota
- Joyce Honeychurch**, Assistant Professor, B.A., University of California, Berkeley; M.A., Ph.D., Stanford University
- Rosalind Horowitz**, Assistant Professor, M.A., Ph.D., University of Minnesota
- Tony Wayne Johnson**, Assistant Professor, B.A., Western Carolina University; M.A., Ph.D., George Peabody College
- Diane Lee Ryndak**, Assistant Professor, B.S., Illinois State University; M.Ed., University of Vermont
- Katherine Strickland**, Assistant Professor, B.A., M.S., University of Wisconsin; Ph.D., University of Florida
- William H. Teale**, Assistant Professor, B.A., Pennsylvania State University; M.Ed., Ed.D., University of Virginia
- Linda J. Whitson**, Assistant Professor, B.A., Texas Tech University; M.S., Ph.D., Texas A&M University
- Suzanne Marie Winter**, Assistant Professor, B.S., Southwest Texas State University; M.S., Corpus Christi State University; Ph.D., University of Texas at Austin
- Sue Clark Wortham**, Assistant Professor, B.S., University of Houston; M.A., Southwest Texas State University; Ph.D., University of Texas at Austin
- Barbara Radgowski Auer**, Instructor, B.A., Millersville State University, Pennsylvania; M.Ed., Bowling Green State University

Division of Social and Policy Sciences

- Thomas J. Bellows**, Professor, B.A., Augustana College; M.A., University of Florida; M.A., Ph.D., Yale University
- Rudolph Gomez**, Professor, B.S., Utah State University; M.A., Stanford University; Ph.D., University of Colorado
- Ronald H. Rogers**, Professor, B.S., Florida State University; M.S., Michigan State University; M.P.A., University of Southern California; Ph.D., Claremont Graduate School
- Thomas A. Baylis**, Associate Professor, A.B., Duke University; M.A., Ph.D., University of California, Berkeley
- John A. Booth**, Associate Professor, B.A., Rice University; M.A., Ph.D., University of Texas at Austin
- James D. Calder**, Associate Professor, B.A., University of Maryland; M.S., California State University at Long Beach; Ph.D., Claremont Graduate School
- Richard A. Gambitta**, Associate Professor, B.A., M.A., Ph.D., Syracuse University
- Edgar W. Mills, Jr.**, Associate Professor, D.B., Ph.B., University of Chicago; Ph.D., Harvard University
- Roger C. Barnes**, Assistant Professor, B.A., M.A., M.Phil., Ph.D., University of Kansas
- Henry G. Cisneros**, Assistant Professor, B.A., M.U.R.P., Texas A&M University; M.P.A., Harvard University; D.P.A., George Washington University
- Richard J. Harris**, Assistant Professor, B.A., Macalester College; M.A., Ph.D., Cornell University

- Richard C. Jones**, Assistant Professor, B.S., Austin Peay State University; M.A., Indiana University; Ph.D., Ohio State University
- Richard A. Lawrence**, Assistant Professor, B.A., Bethel College; M.A., St. Mary's University; Ph.D., Sam Houston State University
- Raymond R. Leal**, Assistant Professor, B.S., University of Texas at Austin; M.A., University of Arkansas; Ph.D., Indiana University
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- Michael T. Miller**, Assistant Professor, B.S., M.S., Ph.D., Texas A&M University
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- Kathleen Toth**, Assistant Professor, B.A., M.A., Ohio State University; Ph.D., Boston University
- Avelardo Valdez**, Assistant Professor, B.S., M.A., University of Wisconsin, Milwaukee; M.A., Ph.D., University of California, Los Angeles
- Richard P. Young**, Assistant Professor, B.A., Lawrence College; M.A., Ph.D., Stanford University
- Vernon T. Coleman**, Instructor, B.A., California State University Dominguez Hills; M.A., University of California, Los Angeles
- Darrell L. Mabe**, Instructor, B.A., M.A., St. Mary's University

HISTORY

On June 5, 1969, the legislative act creating The University of Texas at San Antonio as a component institution of The University of Texas System was signed into law by the Governor. By this legislation directing that The University of Texas at San Antonio offer "courses leading to such customary degrees as are offered at leading American universities," the Legislature of the State of Texas established a new public institution of higher learning that would serve both undergraduate (lower and upper division) and graduate students. The legislation further stipulated that The University be "one of the first class."

In May, 1970, the Board of Regents of The University of Texas System accepted a gift of approximately 600 acres of wooded land located sixteen miles northwest of the center of San Antonio to serve as the permanent campus for The University of Texas at San Antonio. Shortly thereafter administrative and planning offices were established in the former Maison Blanche building on the grounds of HemisFair Plaza.

By the end of 1970, a master conceptual plan for the permanent campus was approved by the Board of Regents, and by June, 1971, final plans and specifications for the first seven permanent buildings of the campus were completed. After completion of the site improvement work, construction contracts were awarded in May, 1972, calling for a completion date of May, 1974, subsequently revised because of construction delays.

In January, 1972, temporary classrooms and offices were acquired in northwest San Antonio in the Koger Executive Center at the intersection of Loop 410 and Babcock Road. Graduate students enrolled for the first time at the Koger site in June, 1973. These facilities were occupied by The University until buildings on the new campus became available. Upper-division junior and senior students were accepted on the permanent campus in September, 1975; and lower-division students were registered in June, 1976.

In the Spring of 1972, the Board of Regents of The University of Texas System and the Coordinating Board, Texas College and University System approved the academic organization and degree programs recommended for the new university. These degree programs, additional degree programs subsequently approved, as well as additional changes in UT San Antonio's organizational structure are described in the institutional catalogs.

UTSA grew rapidly in its early years from 671 graduate students in June of 1973 to 12,070 undergraduate and graduate students in September, 1983. The University has awarded 5,975 Bachelor's degrees and 3,100 Master's degrees as of August, 1983.

The second phase of campus construction was initiated in Summer 1977. This phase consisted of a classroom and office building; an addition to the Arts Building, including a sculpture and ceramics studio building; ten outdoor championship tennis courts; and an outdoor multi-purpose playing field with 400-meter running track.

The Student Representative Assembly had its constitution approved by the Board of Regents on October 1, 1976, and the first slate of officers was elected on November 22, 1976.

The Alumni Association was chartered in Fall 1977.

PURPOSE AND PHILOSOPHY

The major purpose of The University of Texas at San Antonio is to respond, in a climate of intellectual freedom and with academic programs of the highest quality, to the educational needs of the multicultural community of metropolitan San Antonio and the South Texas region, the State of Texas, the nation, and the international community.

The University is committed to excellence in teaching and scholarship and to flexibility in academic programs and instructional approaches, as it seeks to guide individual students toward achievement of their maximum potential.

Through programs of a multidisciplinary character, UT San Antonio strives to eliminate the isolation of disciplines and to reflect the integrated nature of societal issues and problems. The University is committed to cooperation with all institutions of higher education in San Antonio and the surrounding region and is a member of the Higher Education Council of San Antonio. UT San Antonio also cooperates with the San Antonio community to improve accessibility to library resources; to provide internships with local professions and businesses; to offer continuing education institutes, seminars, and special activities; and to utilize local, non-university personnel with special talents and abilities to enrich classroom instruction. To serve the metropolitan area of Bexar County, The University offers courses and programs on off-campus locations in the urban area where a need is demonstrated, provided their academic quality can be maintained in the off-campus location.

The mission of The University of Texas at San Antonio is to provide intellectual, cultural, and economic opportunities to its multiple constituencies.

ORGANIZATION

The University of Texas at San Antonio is a component institution of The University of Texas System. Governance of The University is vested in the nine-member Board of Regents of The University of Texas System whose members are appointed biennially by the Governor, with the advice and consent of the Senate, for six-year staggered terms.

The Board of Regents delegates administrative authority to the Chancellor of The University of Texas System. The administrative authority of each component institution, such as The University of Texas at San Antonio, is in turn delegated to the President of that component.

The President at UT San Antonio is assisted by a staff including a Vice President for Academic Affairs, a Vice President for Administration and a Vice President for Business Affairs. The Vice President for Academic Affairs provides the President with advice and counsel on academic matters and acts as a liaison between the President's Office and faculty committees concerned with academic matters. The Vice President for Academic Affairs chairs the Deans' Council. With approval of the Board of Regents of a non-traditional administrative structure for graduate education at UT San Antonio, the administrative functions that ordinarily are the responsibility of a Graduate Dean are carried out by the Vice President for Academic Affairs. As the administrative officer responsible for graduate education, this officer chairs the Council on Graduate Education. The Vice President for Administration provides the President with advice and counsel on the general administrative services of The University and acts as liaison between the President's Office and all University standing committees. This officer is responsible for sponsored research and contracts, affirmative action, and the duties performed by the Director of Media Resources, the Director of Libraries and the Dean of Students. The Vice President for Business Affairs provides the President with advice and counsel on fiscal affairs and has direct responsibility for the business operation of The University including operation of the physical plant. This officer is responsible for budget preparation and analysis.

Operational administration of the graduate and undergraduate programs of The University is the responsibility of the Deans of the four Colleges. The Deans report to the Vice President for Academic Affairs. They provide leadership in program, faculty, and staff development.

Instructional programs within the Colleges are organized by Divisions, headed by Division Directors, who have responsibility under the Dean for the operation of their Divisions. Division Directors also are expected to provide leadership in faculty and staff development and in academic program development.

Continuing Education activities of The University are coordinated within each of the four colleges. Through each of the college deans, the University develops, promotes, coordinates, evaluates, and provides financial and logistical support for conferences, institutes, short courses, workshops, seminars, and special training programs. While no permanently assigned faculty are employed, instructors for the various activities are selected from one or more of the four Colleges within The University of Texas at San Antonio, or from institutions or organizations outside The University.

ACCREDITATION

The University of Texas at San Antonio is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools as a Level III, General postsecondary institution.

THE JOHN PEACE LIBRARY

The John Peace Library of The University of Texas of San Antonio named in 1974 in honor of the late former Chairman of The University of Texas System Board of Regents, has undergone rapid development and expansion since 1972, when work began on the development of collections. As of Fall 1983 the collections of the library include 300,000 cataloged volumes; 110,000 federal, state and local documents; and 265,000 volume equivalents held in microform for a wide range of subjects. The library has approximately 2,200 subscriptions to periodicals and receives as a designated depository a wide variety of federal, state, and local documents. All materials have been selected to support the teaching and research needs of UT San Antonio.

The UT San Antonio special collections and rare books focus on Western Americana and on Texana. Most notable among the special collections are the John Peace Collection of books and documents in the period of the Texas Republic and the Kathryn Stoner O'Connor Collection of early Texas and Mexican materials owned by the Sons of the Texas Republic, on permanent deposit in the Special Collections department.

The public service staff includes professional librarians with subject specialties who offer reference and bibliographic assistance to students and faculty. An on-line catalog and on-line computer searching is available as is a full range of inter-library loan services. Circulations, acquisitions and cataloging procedures are highly automated. The library is a member of OCLC, a national cataloging network. It is also a member of the Council on Research and Academic Libraries (CORAL), a library network which has as its goals the developing and strengthening of information resources and services in the greater San Antonio area.

The library building is designed to offer full services and convenience to students and faculty. The majority of books and periodicals are on open shelves for browsing and ease of access. In addition to the traditional library facilities, the John Peace Library also has full audio-visual capability, music listening facilities, and a curriculum materials center. Carrels, group study rooms, lounges, and faculty studies are conveniently located throughout the building to provide ideal study conditions. Coin-operated copying equipment for paper and microform materials are available to library users.¹

¹Additional information on the John Peace Library and on its borrowing regulations may be obtained in the Library.

COMPUTING RESOURCES

Presently, computing services at The University are provided by an IBM 370/158, an IBM 4341, and a DEC VAX 11/780. These systems support administrative and academic activity with both on-line and batch capability. Approximately 200 full-screen terminals are directly attached to these systems. The on-line direct access storage capacity is 12.7 billion bytes (characters) of data.

On-line administrative processing is maintained through the use of the teleprocessing system COM-LETE and the data base management system ADABAS. Computer related course assignments and faculty research are facilitated by both IBM's Conversational Monitoring System (CMS) and DEC's Virtual Machine System (VMS).

THE CENTER FOR STUDIES IN BUSINESS, ECONOMICS, AND HUMAN RESOURCES

The Center for Studies in Business, Economics, and Human Resources is the research center of the College of Business. The major objective of the Center is to offer the opportunity for students and faculty of The University to have an adequate environment for problem solving and community-related research. While the Center is an integral part of the College of Business, it interacts with the faculty of the other Colleges to provide an interdisciplinary approach to research and business education.

The focus of activity at the Center is on application of theories and research techniques to produce useful information for public and private decision making. Specialized data files are maintained on a continuing basis, while a research library and information systems guide interested users to sources of information. The knowledge and experience of The University's faculty are utilized to solve specific problems in the broad categories of management, finance, administration, planning, economic feasibility, production, economic impact, anti-trust laws and procedures, international trade, environmental protection, and manpower utilization.

CENTER FOR APPLIED RESEARCH AND TECHNOLOGY

The Center for Applied Research and Technology (CART) is the research center of the College of Sciences and Mathematics. The major goals of CART are to offer opportunities for expanded research in the science and engineering fields for faculty and graduate students, to provide an educational opportunity whereby individual skills can be developed to fill employers' needs for applied scientists, and to provide research-related services for the community at large. Although CART is a part of the College of Sciences and Mathematics, it interacts with the faculty of other Colleges and with the local research community through the Southwest Research Consortium.

CART serves as a focal point for science and engineering research activities at The University by providing guidance and programs for contract and grant management and by furnishing analytical services and research support for faculty and students. Exceptional students have an opportunity to gain valuable work experience through CART's technical services and research programs.

The CART staff includes faculty, research associates, students, and technical and support personnel.

CART seeks to support the individual involved in research, as well as to nourish team research for projects requiring the strength of individuals drawn from the various disciplines. Individual research projects are active in all areas of the College, ranging from biology, chemistry, computer science and systems design, engineering to geology. Team research efforts have been conducted in diverse areas involving pharmaceutical chemistry, health related issues, and energy and environmental studies.

THE CENTER FOR ARCHAEOLOGICAL RESEARCH

The Center for Archaeological Research (in the College of Social and Behavioral Sciences) was established in September, 1974. Among its objectives are: (1) to provide the opportunity for students to train in archaeology; (2) to promote archaeological research in the South and South Central Texas region; (3) to carry out archaeological surveys and assignments for federal and state agencies as required by legislation and executive orders; (4) to aid local agencies and citizens who need the services of trained archaeologists.

The Center's staff includes a number of graduate and undergraduate students, who, along with other Center personnel, have conducted archaeological investigations in various parts of Texas, particularly in the South, Southwest, and Central sections of the state. Results of these investigations are published in more than 125 volumes in the Center's four publication series: *Archaeological Survey Reports*, *Regional Studies*, *Special Reports*, and *Guidebooks in Archaeology*.

The Center has administered more than 270 contracts and grants to date, among which was a two-year study of the archaeology and ethnohistory of the Spanish mission complex at Guerrero, Mexico, a multi-year study of the prehistory and history of the Choke Canyon Reservoir area in southern Texas, and four seasons of excavation at the Maya site of Colha in Belize, Central America. Several projects have also been carried out in Louisiana and New Mexico. In addition, the Center has helped to organize and support regional archaeological surveys and excavations and has participated in local, state, and international archaeological conferences.

CENTER FOR LEARNING AND DEVELOPMENT RESEARCH IN EDUCATION

The Center for Learning and Development Research in Education, located in the College of Social and Behavioral Sciences, is designed to stimulate basic and applied research in learning and development, particularly as it applies to the educational process. Faculty and students from this College, as well as faculty and students from other Colleges of the University, are encouraged to study problems appropriate to this area. The objectives of the Center include: promotion of research in learning and development in education; development of cooperative faculty-student research; cooperation with school districts, social service agencies, and community agencies on problems of mutual interest; and solicitation of funds for appropriate activities.

The Center's role involves identifying and coordinating faculty, student, and community interests, needs, and resources. Faculty members from the College and The University, with interest and training in learning and development in education, participate in projects related to the Center's activity.

RESEARCH CENTER FOR THE ARTS AND HUMANITIES

The Research Center for the Arts and Humanities is located in the College of Fine Arts and Humanities. The Center's activities encompass the fine arts (visual and performing arts) and humanities (art and architectural history, and art criticism, literature, dramatic literature and foreign languages). The goals of the Center include providing assistance to faculty, students and other persons interested in pursuing research and further studies, and making available general information on the arts of Western Europe and the Americas.

The Center fosters professional research in the fine arts and humanities. It provides opportunities for faculty and students in the College to continue their research and to serve the community of scholars within and outside The University.

THE UNIVERSITY BOOKSTORE

The University Bookstore, owned and operated by UT San Antonio, is located on the first level of the Science Building adjacent to the Student Lounge. The Bookstore provides a complete stock of all required and recommended books for UT San Antonio courses. In addition, the University Bookstore carries a complete line of general school supplies, writing instruments, art materials, soft goods, decals, greeting cards, and a variety of gift items.

THE UNIVERSITY CAFETERIA

The University Cafeteria, located in the heart of the campus on the first level of the John Peace Library, provides food and beverage service to the university community. Owned and operated by UT San Antonio, the Cafeteria is open week days to provide breakfast, lunch, dinner and snacks. It features daily specials in all areas including breakfasts, hot and cold sandwiches, complete lunches and dinners and salad bar. Catering for both large and small groups is available through the foodservice office. For a coffee break or quick lunch, the Cafeteria operates a sandwich shop, The Subway, located on the first level of the Humanities-Business Building.

OFFICE OF MEDIA RESOURCES

The Office of Media Resources, located in the Multidisciplinary Studies Building, offers a variety of media services in support of academic activities. Some of the services include distribution of audio-visual equipment for classroom and research use, graphics arts production including typesetting and original art work, photographic services, off-air television and audio recording, and public address sound support.