

II. GENERAL INFORMATION

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- Diana M. 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
- Rosalind Horowitz**, Assistant Professor, B.S., M.A., Ph.D., University of Minnesota
- Kenneth W. Kickbusch**, Assistant Professor, B.S., Wisconsin State College, River Falls; M.A., Bowling Green State University; Ph.D., University of California, Santa Barbara
- 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 M. Winter**, Assistant Professor, B.S., Southwest Texas State University; M.S., Corpus Christi State University; Ph.D., The University of Texas at Austin

Division of Behavioral and Cultural Sciences

- Richard E.W. Adams**, Professor, B.A., University of New Mexico; M.A., Ph.D., Harvard University
- Felix D. Almaraz, Jr.**, Professor, B.A., M.A., St. Mary's University; Ph.D., University of New Mexico

- Raymond R. Baird**, Professor, A.B., Eastern New Mexico University; M.A., Ph.D., University of Washington
- Dwight F. Henderson**, Professor, B.A., M.A., Ph.D., The University of Texas at Austin
- Thomas R. Hester**, Professor, B.A., The University of Texas at Austin; Ph.D., University of California at Berkeley
- David R. Johnson**, Professor, B.A., University of Illinois; M.A., Ph.D., University of Chicago
- David J. Schneider**, Professor, B.A., Wabash College; Ph.D., Stanford University
- Woodruff D. Smith**, Professor, A.B., Harvard University; A.M., Ph.D., University of Chicago
- Steven R. Boyd**, Associate Professor, B.A., Claremont Men's College; M.A., Ph.D., University of Wisconsin at Madison
- James R. Dykes**, Associate Professor, B.A., Ph.D., The University of Texas at Austin
- Joel D. Gunn**, Associate Professor, B.A., M.A., University of Kansas; Ph.D., University of Pittsburgh
- Gilberto M. Hinojosa**, Associate Professor, B.A., Our Lady of the Snows; M.A., St. Mary's University; Ph.D., The University of Texas at Austin
- Michael P. Ryan**, Associate Professor, B.A., Pomona College; Ph.D., Stanford University
- Maria-Luisa Urdaneta**, Associate Professor, B.A., M.A., The University of Texas at Austin; Ph.D., Southern Methodist University
- George D. Bishop**, Assistant Professor, B.A., Hope College; M.S., Ph.D., Yale University
- Stephen J. Blank**, Assistant Professor, B.A., University of Pennsylvania; M.A., Ph.D., University of Chicago
- Antonio Calabria**, Assistant Professor, A.B., Brown University, Providence; M.A., Ph.D., University of California, Berkeley
- Ann R. Eisenberg**, Assistant Professor, B.A., M.A., Johns Hopkins University; Ph.D., University of California, Berkeley
- Robert M. Hill, II**, Assistant Professor, A.B., M.A., Ph.D., University of Pennsylvania
- Alida C. Metcalf**, Assistant Professor, A.B., Smith College; M.A., Ph.D., The University of Texas at Austin
- Linda K. Pritchard**, Assistant Professor, B.A., University of Michigan; M.A., Ph.D., University of Pittsburgh
- James C. Schneider**, Assistant Professor, B.A., St. Lawrence University; M.A., Ph.D., University of Wisconsin
- Susan R. Smulyan**, Assistant Professor, B.A., M.Phil., Ph.D., Yale University
- Richard M. Wenzlaff**, Assistant Professor, B.A., The University of Texas at San Antonio; M.A., Trinity; Ph.D., The University of Texas at Austin

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
- 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
- Richard J. Harris**, Associate Professor, B.A., Macalester College; M.A., Ph.D., Cornell University
- Richard C. Jones**, Associate Professor, B.S., Austin Peay State University; M.A., Indiana University; Ph.D., Ohio State University
- Richard A. Lawrence**, Associate Professor, B.A., Bethel College; M.A., St. Mary's University; Ph.D., Sam Houston State University
- Edgar W. Mills, Jr.**, Associate Professor, D.B., Ph.B., University of Chicago; Ph.D., Harvard University
- Avelardo Valdez**, Assistant Professor, B.S., M.A., University of Wisconsin, Milwaukee; M.A., Ph.D., University of California, Los Angeles
- Roger C. Barnes**, Assistant Professor, B.A., M.A., Ph.D., University of Kansas
- John R. Bauer**, Assistant Professor, B.A., M.A., St. Mary's University; Ph.D., Duke University

20 / Faculty

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Jeffrey B. Roet, Assistant Professor, B.A., State University of New York at Buffalo; M.A., Ph.D., Northwestern University

Robert P. Twogood, Assistant Professor, B.A., New College, M.A., P.A., Ph.D., University of Virginia

Richard P. Young, Assistant Professor, B.A., Lawrence College; M.A., Ph.D., Stanford 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.

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.

MISSION

U.T. San Antonio, a comprehensive public urban university, is committed to freedom of inquiry and the creation of an environment in which people can teach, discover, learn and enrich their individual societal lives. Through its instructional, research and public service programs, U.T. San Antonio seeks to carry out its mission, to serve the needs of the multicultural population of San Antonio and the South Texas region, emphasizing programs that contribute to the technological and economic development of the city and region. U.T. San Antonio also serves the broader geographical communities of the state, the nation and the world with selected programs reflecting specialized university strengths.

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U.T. San Antonio, offering a wide range of academic programs leading to the bachelor's and master's degrees, and selected doctoral programs (upon approval), strives to guide students toward achieving knowledge and skills required to succeed in their chosen fields. In addition, The University provides the opportunity for all undergraduate students to develop those characteristics of a truly educated person through its general education requirements in social sciences, languages and culture, sciences and mathematics.

U.T. San Antonio provides access to its various degree programs to a broad constituency, and maintains rigorous academic standards in requirements for successful completion of its programs. Through flexible scheduling, varied course offerings and students support services, The University encourages attendance by both traditional and nontraditional students.

U.T. San Antonio emphasizes excellent teaching, research and creative activities, and scholarship. To this end, The University recruits and retains faculty who exemplify this balance. At the same time, it encourages faculty to engage in public service activities appropriate to their academic fields. U.T. San Antonio encourages and facilitates multidisciplinary instructional, research and public service efforts, where appropriate, through its administrative structure, degree programs and personnel policies.

Through its broad research efforts, U.T. San Antonio both creates new knowledge through its basic research programs and applies that knowledge to today's problems through its applied research activities. U.T. San Antonio seeks to facilitate the transfer of research findings into the work environment through continuing education and graduate level programs for maintaining and upgrading specialized skills of professionals employed in San Antonio and the South Texas region.

U.T. San Antonio seeks to enrich the cultural environment not only of The University but also of the community through its fine arts and humanities programming.

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 1984 the collections of the library include 327,000 cataloged volumes; 130,000 federal, state and local documents; and 330,000 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

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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

INSTITUTE FOR THE ARTS AND HUMANITIES

The Institute for the Arts and Humanities is located in the College of Fine Arts and Humanities. The Institute 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 Institute 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 Institute 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.

RESEARCH CENTER FOR THE VISUAL ARTS

The activities of the Research Center for the Visual Arts encompass the visual arts, art and architectural history, and art criticism. The Center will have a primary focus on historical disciplines with special reference to the study of Iberian and Interamerican arts.

INSTITUTE FOR STUDIES IN BUSINESS

The Institute for Studies in Business is the research center of the College of Business. The major objective of the Institute 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 Institute 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 Institute 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.

INSTITUTE FOR RESEARCH IN SCIENCES AND ENGINEERING

The Institute for Research in Sciences and Engineering (IRSE) addresses the research functions of the College of Sciences and Engineering. The major goals of IRSE are to offer opportunities for expanded research in the science and engineering fields for faculty and graduate students, to nurture interdisciplinary, mission-oriented team research projects, and to provide an educational opportunity whereby individual skills can be developed to fill employer's needs for scientific, engineering and technical fields. Although IRSE is a part of the College of Sciences and Engineering, it interacts

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

with the faculty of the other Colleges and with the local research community through the Southwest Research Consortium.

IRSE serves as a focal point for science and engineering activities at the University by providing contract and grant management and by furnishing services and research support for faculty and students. Exceptional students have an opportunity to gain valuable work experience through the various research and educational programs supported by IRSE.

IRSE seeks to support the individual involved in research, as well as to nourish team research for projects requiring the strength of individuals drawn from many disciplines. Individual research projects are active in all areas of the College, ranging from the life sciences, chemistry, computer science and systems design, physics, civil engineering, electrical engineering, and mechanical engineering to geology.

CENTER FOR HUMAN ORIENTED SCIENCES AND ENGINEERING

Because of the strength of the team effort addressing the application of the sciences and engineering to problems relating to human characteristics and requirements involved in complex systems including both physical and social aspects of the environment, the Center for Human Oriented Sciences and Engineering (CHOSE) has been formed within IRSE. CHOSE emphasizes studies in applied mathematics and statistics, information and computer science, cognitive science including artificial intelligence and computer-aided instruction, and human physiology and performance.

Team efforts have been conducted in the past in diverse areas involving pharmacological chemistry, health related issues, and energy and environmental studies. When the effort is of appropriate magnitude, centers such as CHOSE will be formed as a mechanism for enhancing the research effort.

INSTITUTE FOR RESEARCH IN SOCIAL AND BEHAVIORAL SCIENCES

The Institute for Research in Social and Behavioral Sciences coordinates the activities of two Centers and two Offices located in the College of Social and Behavioral Sciences. The Center and Offices are designed to promote faculty and student research and to assist local agencies and citizens who need professional services from areas represented in the College.

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 150 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 300 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, five seasons of excavation at the Maya site of Colha in Belize, Central America, and studies of the Rio Azul site in Guatemala. 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.

In 1985, the Center launched its "Friends of Archaeology" program of public participation in archaeological research. Through the "Friends" program, the Center is able to provide seed grants for faculty and students, research assistant stipends for graduate and undergraduate anthropology majors, as well as the sponsorship of special lectures.

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.

OFFICE OF PROFESSIONAL DEVELOPMENT IN EDUCATION

The Office of Professional Development in Education, located in the College of Social and Behavioral Sciences, is designed to promote professional development activities for educators. The development of advanced academic training programs (AAT), the coordination of UTSA faculty in staffing advanced academic training programs, the presentation of professional training programs for educators as identified by Chapter 75 of the Texas Education Code and the evaluation of advanced academic training programs are at the core of its activities. The office seeks to work with schools to develop advanced academic training programs that will fit the needs of both the professional educator and the local community.

Three delivery systems are available to meet these objectives: (1) graduate or undergraduate coursework for university credit in subject matter or professional education areas; (2) advanced academic training in subject matter areas; and (3) advanced academic training in areas such as classroom management training, pedagogy, and strategies and techniques for teaching.

Each of these programs can be offered on UTSA's campus, at HemisFair Plaza or at selected off-campus locales. Credit for graduate and undergraduate coursework is accumulated via standard academic procedures including conformity to graduate, special graduate or undergraduate admission requirements. All advanced academic training programs conform to Texas legislative guidelines whereby 15 hours of AAT is equivalent to 1 hour of graduate coursework.

OFFICE OF RESEARCH ON TEACHING PERFORMANCE

The Office of Research on Teaching Performance (in the College of Social and Behavioral Sciences) was established in response to the 1985 Texas educational reform legislation which mandates the performance appraisal of teachers. The Office has three main purposes: (1) to assist school districts with teacher evaluation, (2) to

design and conduct research on teaching performance and its evaluation, and (3) to interpret and disseminate research findings on the processes of teaching and teacher evaluation to the profession and the public.

The Office makes available to school districts the consultative assistance of Education faculty for determining district needs in teacher evaluation, in developing immediate and long-range methods for evaluating teaching performance, and in using and assessing processes for teacher evaluation.

The Office promotes collaboration among researchers, teachers, and administrators in school settings and in other educating institutions for the design, support, and conduct of research into variables of teaching performance and teaching effectiveness.

A major purpose of the Office is to interpret research on teaching for the profession and the public. The Office designs and develops workshops, conferences, and media productions among other delivery systems, to broadly disseminate the meanings of research on teaching and to promote understanding of the complexities and dimensions of teaching performance.

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 FOOD SERVICE

Two cafeterias, one on the first level of the John Peace Library and one in the new University Center, provide complete food and beverage service to the entire University community. Owned and operated by The University, both cafeterias provide breakfast, lunch, dinner and snacks. Daily specials are available in all areas and a salad bar and vegetarian meals are also included. For a quick lunch, or a coffee break, The Subway is located on the first floor of the Humanities-Business Building. The University Food Service provides catering for large or small groups.

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, graphic art production including typesetting, laminating, overhead transparencies, and original art work; photographic services, television and audio production, public address sound support, and technical-consultative services for instructional and professional development.

COMPUTING RESOURCES

Presently, computing services at The University are provided by an IBM 4381, an IBM 4341, and a DEC VAX 11/780. These systems support administrative and academic activity with both on-line and batch capability. Approximately 300 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).