

2-26-2013

## Faculty Senate Summarized Minutes, 2/26/2013

UNM Faculty Senate

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# The University of New Mexico Faculty Senate

## Meeting Agenda February 26, 2013 3:00 P.M. Scholes Hall Roberts Room

3:00	1. Approval of Agenda	<b>Action</b>
	2. Acceptance of the January 22, 2013 Summarized Minutes	<b>Action</b>
3:05	3. Faculty Senate President's Report	<b>Information</b> Amy Neel
3:15	4. Provost's Report	<b>Information</b> Chaouki Abdallah

### CONSENT AGENDA TOPICS

3:30	5. Forms C from the Curricula Committee	<b>Action</b> Richard Holder
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[LAIS \(Liberal Arts & Integrative Studies\) subject code](#)  
[Bachelor of Music, Jazz Studies Concentration](#)  
[Bachelor of Music Education, Vocal Concentration](#)  
[Bachelor of Music, Theory and Composition Concentration](#)  
[Bachelor of Music, String Pedagogy Concentration](#)  
[Bachelor of Science in Emergency Medical Services](#)  
[NEW AS Computer Science - UNM Los Alamos](#)  
[Computed Tomography & Magnetic Resonance Imaging Certificates](#)  
[NEW BA Interdisciplinary Liberal Arts](#)  
[BS EMS-International Mountain Medicine Concentration](#)  
[BS Radiologic Sciences, Radiography concentration](#)  
[Associate of Arts in Liberal Arts](#)  
[BS Radiologic Sciences-Nuclear Medicine concentration](#)  
[Nuclear Medicine Imaging Certificate](#)  
[Music Minor](#)  
[BSN: Prelicensure Option](#)  
[Minor in Entrepreneurship](#)  
[NEW AS Emergency Medical Services - UNM Los Alamos](#)  
[Master of Public Health admission requirements](#)  
[BBA-International Management in Latin America Concentration](#)  
[BBA-International Management Concentration](#)  
[Doctor of Physical Therapy](#)  
[Minor in Health, Medicine, and Human Values](#)  
[B.A. in Languages](#)  
[BA Speech and Hearing Sciences](#)  
[BSEd Elementary Education](#)  
[DNP, Family Nurse Practitioner \(FNP\) Concentration](#)  
[DNP, Nursing Executive Organizational Leadership \(NEOL\) Concentration](#)  
[DNP, Nurse-Midwifery Concentration](#)  
[DNP, Acute Care Nurse Practitioner \(ACNP\) Concentration](#)  
[DNP, Pediatric Nurse Practitioner \(PNP\) Concentration](#)  
[Doctorate of Nursing Practice](#)  
[B.S. Ed. Physical Education](#)  
[MS & PhD Nanoscience and Microsystems](#)  
[Bachelor of University Studies](#)  
[BA English](#)  
[Interdisciplinary Studies Minor](#)  
[MFA Creative Writing](#)  
[Associate of Arts in Human Services](#)  
[Elementary Education Concentration-Teaching Field Mathematics](#)  
[Elementary Education Concentration-Teaching Field Social Studies](#)  
[Elementary Education Concentration-Teaching Field Science](#)  
[Elementary Education Concentration-Teaching Field Language Arts](#)

### AGENDA TOPICS

3:35	6. <a href="#">C170 Endowed Chair Policy</a>	<b>Action</b> Richard Holder
3:45	7. <a href="#">C250 Academic Leave for Lectures Policy</a>	<b>Action</b> Richard Holder
		<b>Action</b>

3:50	8. University Honors College Curricula  <a href="#">Mathematics Core Course</a> <a href="#">Humanities Core Course</a> <a href="#">Writing/Speaking Core Course</a> <a href="#">Social/Behavior Science Core Course</a> <a href="#">Fine Arts Core Course</a> <a href="#">Phys/Nat Science Core Course</a> <a href="#">Integrative Studies Minor</a> <a href="#">NEW Bachelor of Integrative Studies</a> <a href="#">Honors College Designation</a> <a href="#">The Honors College</a>	Kate Krause/ Kathleen Keating
4:00	9. <a href="#">Abolishment of Faculty Senate Intellectual Property Committee</a>	<b>Action</b> Walter Gerstle
4:05	10. <a href="#">Community Engaged Scholarship Taskforce</a>	<b>Discussion</b> Amy Neel
4:15	11. Teaching Enhancement Committee Report	<b>Information</b> Julie Sykes
4:25	12. Government Relations Committee Report	<b>Information</b> Mary Kaven
4:35	13. UNM Police Chief Report Regarding Recent On-Campus Events	<b>Information</b> Kathy Guimond
4:50	14. New Business and Open Discussion	<b>Discussion</b>
5:00	15. Adjournment	

**NOTES:**

1. All faculty are invited to attend Faculty Senate meetings.
2. Full agenda packets are available at <http://www.unm.edu/~facsen/>
3. All information pertaining to the Faculty Senate can be found at <http://www.unm.edu/~facsen/>
4. Questions should be directed to the Office of the Secretary, Scholes 103, 277-4664
5. Information found in agenda packets is in draft form only and may not be used for quotes or dissemination of information until approved by the Faculty Senate.

# FACULTY SENATE SUMMARIZED MINUTES

## 2012-2013 FACULTY SENATE

January 22, 2013

*(Draft – Awaiting Approval at the February 26, 2013 Faculty Senate meeting)*

The Faculty Senate meeting for January 22nd was called to order at 3:00 p.m. in the Roberts Room of Scholes Hall. Senate President Amy Neel presided.

### 1. ATTENDANCE

**Guests Present:** Cassie Thompson-ASUNM, Tim Nisly-TEDx, Caroline Muraida-ASUNM, Marisa Silva-GPSA, Charlie Steen-History (Admissions & Registration Committee Chair), Vanessa Harris-Provost/Advising, Terry Babbitt-Division of Enrollment Management

### 2. APPROVAL OF THE AGENDA

The agenda was approved as written.

### 3. APPROVAL OF SUMMARIZED MINUTES FOR January 22, 2013 MEETING

The minutes were approved as written.

### 4. Faculty Senate President's Report

1. The Governor has selected two new members for the Board of Regents, Heidi Overton, replacing student regent Jake Wellman, and Conrad James, replacing Don Chalmers. Neither has yet been approved by the legislature. The Regent to replace Carolyn Abeita has not yet been named or announced.
2. According to the Legislative Finance Committee recommendations, there should be several million dollars in the works for UNM. There are also hopes for at least a 1% compensation increase for all state employees. The Governor wants to hold the higher education budget flat and not give raises to any state employees which included higher education.
3. The Responsibility Centered Management (RCM) Budget Committee's discussions are progressing slowly in trying to figure out how to implement RCM budgeting. When information becomes available, an update will be given.
4. Several members of the Faculty Senate are participating in budget committees for this current budget cycle at the university level. Faculty Senate President Elect Richard Holder is on the Tuition and Fee Team; Faculty Senate President Amy Neel is on the Strategic Budget Leadership Team. Information on how the next fiscal year budget as it goes through its processes will be able to be provided to the Senate.
5. The following is information given on the UNM 2020 strategic planning process. Faculty Senate President Amy Neel attended a meeting where 95 people worked on goals that came out of the online survey and in person regarding the UNM 2020 process. There are now seven large goals for the university (which are all subject to change):
  - a. Becoming a Destination University
  - b. Prepare Lobos for Life-Long Success
  - c. Promote Institutional Citizenship
  - d. Enhance Health and Health-Equity in New Mexico
  - e. Advance Discovery and Innovation
  - f. Ensure Financial Integrity and Strength
  - g. Advance Economic Diversity

Members from the Faculty Senate are being asked to participate on the committees for the seven goals as they become more developed. If Senators are unable to serve on the committee, please make suggestions of others who are able to participate. There will be another meeting sometime in February.

6. The Student Success Summit will be in February. George Koo, a noted expert on student success from Indiana University, will be giving the keynote address. The Foundations of Excellence Committees, the Nine Dimension Committees will be giving final reports on the process undertaken to look at the first year experience at UNM.

## **5. TEDx-Tim Nisly**

TEDx (Technology Entertainment Design) was started in 2009, where volunteers and groups can put together regional conferences which are about highlighting innovation that comes out of New Mexico. In partnership with UNM, the conference is moving to Popejoy and the recruitment process starts next week. Tim Nisly wants to encourage members of the Faculty Senate to apply to be a TEDx speaker when applications come up in February. The application process consists of three questions. People can be nominated by applying and answering the three questions on the application. The event is September 7, 2013. Speakers will be selected by the first week of July. The nominations are requested to be in by mid-April.

## **6. Provost's Report**

This year, the effort of Academic Affairs has been focusing on trying to get a reasonable compensation package for faculty and staff. Provost Abdallah discussed his five-to-seven year plan for catching-up UNM faculty salaries to the average faculty salaries at peer institutions. Provost Abdallah will present his plan to the Board of Regents Finance and Facilities Committee. The source of funds to bring faculty salaries in-line with their peers has not yet been identified.

## **CONSENT AGENDA**

### **7. Committee Appointments**

Additions to the Campus Development Advisory Committee (CDAC) were approved by unanimous voice vote of the Faculty Senate.

### **8. Committee Encouragement**

Faculty Senate President Elect Richard Holder encourages all current Faculty Senate members to talk with their constituents for next year's Faculty Senate Committee selections.

## **AGENDA TOPICS**

### **9. Admissions and Registration Proposal**

Admissions and Registration Committee Chair Charlie Steen (History) reported that the proposal's purpose is to accept a transfer courses in non-major status with the grade of 'D'. He explained that there was instant negative response when first approached with this proposal, but after getting into the subject it is found out that in the past, the Commission on Higher Education provided a provision that stipulated that if a student were from an in-state school they could transfer a D.

Chair Steen stated that with the nature of a 'D' however, it is almost as if students are being penalized before transferring. This can be a hindrance towards certain progress towards some degrees, but also help others. An argument in favor of this proposal is that you have some flexibility in terms of transfer courses, particularly when a student is short one hour in a course that is not relevant to the student's major or minor.

The proposal is to accept courses that are not going to amount to much in terms of a degree program and according to the proposal; any department has the right to examine on a case-by-case basis. The acceptance of D's is not allowed from an out-of-state institution, There have been inequities and concerns brought up with this revision that certain students, in certain situations, would benefit from them if it is for student academic progress, financial aid(on occasion), an elective for graduation, or for athletic eligibility.

The proposal does not impact any of the current rules from keeping a 'D' relevant; it cannot count for a core course. The case-by-case situation would not change the policy, but would allow a student to have an elective as a 'D' credit for the mentioned circumstances.

The motion was approved with three abstentions.



Re: This proposal is presented to the UNM Faculty Senate through the Admissions and Registration Committee to allow an appeal to transfer courses with grades of "D" from institutions outside the state of New Mexico.

Background: Current policy allows the transfer of "D" courses to UNM from institutions within the state of New Mexico but not from those outside of New Mexico:

Transfer of Credits

The University of New Mexico evaluates without prejudice courses from post-secondary institutions that are regionally accredited or are candidates for regional accreditation. Course work completed with a minimum grade of "C-" provided the classes are similar or equivalent to courses offered at the University, can be accepted as transfer credit. (Transferable courses with grades of "D" from New Mexico state institutions are accepted.)

The University of New Mexico does not accept technical/vocational, remedial, personal development or dogmatic religion courses. Credit is not awarded for work or life experience, cooperative education or for courses from out-of-state in which the grade received was lower than "C-."

Transferable credits from an accredited junior college will be accepted up to a maximum determined by the University of New Mexico college in which the student enrolls.

Grades earned in courses taken at other institutions are not included in calculation of the University of New Mexico grade point average. This grade point average will reflect only classes taken at the University of New Mexico.

Proposal: Due to the inequity of the policy allowing transfer of courses with "D" grades from New Mexico institutions, it is proposed to allow, on appeal, grades with a "D" to be transferred from institutions outside of New Mexico when it benefits a student. Examples of when a student could benefit include courses needed for graduation, credit hours toward satisfactory academic progress for financial aid eligibility or athletic eligibility.

The instances where an appeal would be beneficial are very limited considering that courses with a "D" grade cannot be used to meet core or graduation requirements but having the option could be valuable to a small number of students. An alternative considered included unifying the policy to not accept courses with "D" grades from any institution whether in-state or out-of-state was not viable due to state support for this policy sometimes in the past and the large volume of courses currently accepted from in-state institutions (Table 1).

Table 1

Table with 3 columns: Year, # of Courses, Hours. Rows include AY 09-10, AY 10-11, AY 11-12, and Total.

Additional: A survey of several institutions and their policies of transferring courses with a "D" are included in Table 2 and indicate support for either policy of accepting or not accepting courses with "D" grades.

Table 2

Survey of Policies Accepting Ds for Transfer

Table listing various states and their policies regarding D grades for transfer credit, such as 'Accepts D's as Transfer Credits' or 'Does not accept D's as Transfer Credits'.

Table listing various states and their policies regarding D grades for transfer credit, such as 'Accepts D's as Transfer Credits' or 'Does not accept D's as Transfer Credits'.

Summary: Accepting transfer of courses with "D" grades is currently allowed for work from New Mexico institutions. We request an appeal process be available for a very limited number of circumstances when transferring a course with a "D" from an out of state institution could benefit a student. The credit could only count for general, elective hours. Current restrictions for the use of "D" grades would remain intact under all circumstances.

The Faculty Senate Academic Council has endorsed this plan with the stipulation that the appeal and review process take place through the Admissions and Registration Committee. The Council emphasized the importance of tracking student progression for those who undergo this process to help inform future and longer term decisions regarding "transfer of Ds" policy.

10. Endowed Chair Policy

The policy is presented today for discussion only. The Endowed Chair Policy is a new policy that was revised by the Policy Committee. Faculty Senate Past President Tim Ross drafted a policy in December of 2012 because there was a lack of uniformity across campus of how endowed chair positions were filled. This policy will require a minor change in Section B of the Faculty Handbook because it is a new Faculty Title. It is not yet ready for approval by the Faculty Senate. The policy is awaiting the Academic, Freedom and Tenure Committee to approve the new language in Section B. The approval process for section B revisions is from AF&T, to the full Faculty, and then to the Board of Regents. The Faculty Senate would approve the section C policy C170.

## 11. University Advising-Vanessa Harris

Director of University Advisement Vanessa Harris reported that there are some changes that are coming to University Advisement within the next few months. There has been a search to find the best retention software that will benefit the university. The search yielded that the best solution is new software called Starfish Retention Solutions Tool. This tool will help with tracking students more effectively by allowing advisors across campus to better track their students and look at them through the activities they are involved in.

With Starfish, faculty will now be able to fill out alerts online rather than through paper form. A benefit for students is that it will allow them to schedule meetings with advisors. I will also provide a community of support for students through Starfish. Starfish also interfaces with WebCT. Starting soon, advisor awards are being implemented for all advisors. It is very important that all advisors, including faculty advisors and professional advisors, keep lines of communication open amongst each other.

**Starfish and Faculty at UNM**

The use of Starfish Retention Solution is a campus wide initiative that is supported by the President and the Provost Office to assist with a uniform way of capturing advising notes and to improve student success and retention. Starfish will assist UNM:

- Identify:** Which students are at risk
- Guide:** Where should students go to get help
- Connect:** How students make appointments with their advisors

Starfish will allow for a more comprehensive connection with advisors, faculty and other support services.

CONNECT	EARLY ALERT
<b>Educational Support Network system</b> <ul style="list-style-type: none"><li>Waiting room</li><li>Online scheduling for both individual and group appointments for advising and tutoring</li><li>Appointment confirmation by email</li><li>Documentation of contact with students through private and shared notes</li><li>Each student will have access to their personal network of support</li><li>Add notes to students' private file</li></ul>	<b>Early Warning &amp; Student Tracking System</b> <ul style="list-style-type: none"><li>Flags and Kudos can be raised through periodic Academic Status Reports and manually when observed.</li><li>Flags and kudos will be communicated to students</li><li>Advisors will be informed of flags raised and cleared</li><li>Faculty will be notified of progress</li><li>Attendance can be tracked in Starfish</li><li>No more emailed or paper early alerts</li></ul>

Administration	Students	Faculty	Advisor
<ul style="list-style-type: none"><li>Accelerate the chances of seeing an at-risk student and tuition dollars.</li></ul>	<ul style="list-style-type: none"><li>Know immediately when the institution has a concern about academic performance of behavior which could have a direct impact on success.</li></ul>	<ul style="list-style-type: none"><li>Easily communicate concerns about a student to people who are trained to provide help.</li><li>Save time by eliminating outdated data entry by accessing Starfish through the course management system.</li></ul>	<ul style="list-style-type: none"><li>Help students faster by having "one-click" access to a student's full academic performance history.</li><li>Close the loop with faculty, letting them know that a reported concern has been followed up, increasing faculty utilization of the process.</li></ul>

Starfish will integrate with L3 and Microsoft Exchange. Starfish will be accessed through Blackboard or from [loboachieve.unm.edu](http://loboachieve.unm.edu).

For more information or if you have questions/concerns, please contact Vanessa Harris at 277-2868 or [vharris@unm.edu](mailto:vharris@unm.edu).

**Office of the Provost**

### Starfish Retention Solution Timeline

- March 2013- Training**
  - Online
  - In-Person
- April 2013- Pilot with students in UAC**
  - Connect
- June 2013 - Pilot with Summer session**
  - Will identify faculty to participate in Early Alert
- August 2013 - Full campus go-live for undergraduates**

## 12. Government Relations Committee

Faculty Senate President Amy Neel reported that Government Relations Committee Chair Antoinette Sedillo-Lopez (Law) has been very active in talking with legislatures, representing issues from the Education Retirement Board to Compensation. Faculty Senate President Amy Neel stated if any items arise that need Faculty Senate input she will inform the Senate and give instructions on how to contact legislatures to address issues.

## 13. Research Policy Committee Report-Walter Gerstle

Within the Research and Creative Works Council there are four committees: Intellectual Property Committee (IPC), Research Allocations Committee (RAC), Research Policy Committee (RPC), and University Press (UPC). The IPC is currently inactive and has no members. The RAC has been chaired by Peter Vorobieff from Mechanical Engineering. The RPC has had several initiatives this year consisting of increasing RAC funding to \$1.5 million per year, which is currently on hold; working on a new Facilities and Administrative Funds Policy with the idea of having the Research Office report Facilities and Administrative funds in a uniformed manner over the year in order to compare past years to future years through filling out a form; ERAC should merge with RPC so that faculty senate is advising the Research Office rather than a handpicked group of people. An advantage for ERAC aligning with the Faculty Senate is that ERAC currently does not have any connection with the faculty. RPC is also working on a new Centers and Institutes Policy to have a more uniformed policy. The UPC is currently chaired by Durwood Ball.

#### **14. Faculty and Staff Benefits Committee**

One important topic that the Faculty Senate Benefits Committee has been working on is the solvency problem with retiree healthcare benefits. For retirees who retire before the age of 65, UNM pays for their healthcare insurance, once the retiree hits the age of 65 Medicare takes over. The benefits are quite expensive of those retirees who are under the age of 65. Due to changes in the Government Accounting Standards Board requirements for financial statements for university, that liability for retirees for the next 30 years now have to be reflected on the university's financial statements. The Regents are concerned that this liability may affect bond rating; therefore the Retiree Healthcare Taskforce is trying to find a solution to this solvency issue.

#### **15. New Business and Open Discussion**

#### **16. ADJOURNMENT**

The meeting was adjourned at 4:56 p.m.

Respectfully submitted,

Reyna Myers  
Office of the Secretary





## Endowed Chairs and Named Professorships

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### POLICY RATIONALE

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Because the strength of a great university resides in its faculty, the identification, recruitment, appointment, and support of faculty members is a major priority of the institution. Endowed chairs and named professorships enable the University of New Mexico (UNM) to attract and retain faculty members who have outstanding records of scholarly work and/or teaching. These positions, secured at least in part by an endowment, are recognized as the most prestigious honor UNM can award its best accomplished faculty.

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### POLICY STATEMENT

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Endowed positions are established and named by the UNM Board of Regents after recommendations by the President, who will consult with the Faculty Senate, and the Provost/Executive Vice President for Academic Affairs or the Chancellor for the Health Sciences Center (HSC), as appropriate. These officers, in turn, will consult with the appropriate dean, department chair, and the faculty in the disciplinary area of the contemplated position. The parameters of the positions will be governed by standard UNM faculty personnel regulations as set forth in the Faculty Handbook, together with a donor agreement negotiated by the UNM Foundation and the donor or donor's estate. Before accepting an endowment gift or naming a faculty member to the position the Board of Regents, President, and the Provost or HSC Chancellor will carefully consider the appropriateness of the proposed position. Not all proposed gifts or names may be appropriate to accept.

Selection of faculty for endowed chairs or named professorships will occur through nationally competitive searches or alternative procedures as allowed by the normal faculty appointment processes, overseen by the UNM Office of Equal Opportunity. The search committees will be constituted in the usual way, except that the Faculty Senate, Provost or HSC Chancellor, and the donor may suggest one or more additional members. Donor representation will be limited, on a search committee for Endowed Chair, to no more than one voting member and additional non-voting advisory members. A majority of the members of the search committee must be full-time UNM faculty. While a donor may suggest potential candidates, UNM retains the responsibility and authority to name the successful candidate and confer the rank and/or tenured status according to its existing standards and by its existing procedures.

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### APPLICABILITY

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All UNM academic faculty and administrators, including the Health Sciences Center and Branch Campuses.

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## DEFINITIONS

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No specific definitions are required for this Policy Statement.

Revisions to the Policy Statement, Policy Rationale, Definitions, and Applicability sections of this document must be approved by the full Faculty Senate. Revisions to the remaining sections of this document may be amended with the approval of the Faculty Senate Policy Committee in consultation with the responsible Faculty Senate Committee listed in Policy Heading.

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## WHO SHOULD READ THIS POLICY

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- Board of Regents
- UNM Foundation officers
- Academic deans and other executives, department chairs, directors, and managers

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## RELATED DOCUMENTS

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### UNM Regents' Policy Manual

Policy [2.11](#) "Naming University Facilities, Spaces, Endowments, and Programs"

Policy [5.18](#) "Endowed Faculty Chairs"

Policy [7.13](#) "Receipt and Investment of Gifts to the University"

### Faculty Handbook, [Section B](#) "Policy on Academic Freedom and Tenure"

### University Business Policies and Procedures Manual

Policy [1020](#) "Naming Facilities, Spaces, Endowments, and Programs"

Policy [1030](#) "Gifts Made to the University"

Policy [7500](#) "Endowments"

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## CONTACTS

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Direct any questions about this policy to the UNM [Office of Faculty Contracts](#).

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## PROCEDURES AND GUIDELINES

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Holding an endowed chair or named professorship does not affect the faculty member's existing UNM appointment, which may therefore be permanent or visiting, probationary or tenured, at an appropriate rank. It is envisioned that most of these honorific appointments will accrue to tenured full professors, although certain temporary or rotating positions are also possible.

Unless the donor agreement specifies otherwise the initial appointment period for endowed chairs and named professorships will be for a specific term, not to exceed five years. Faculty members holding these positions are subject to the normal faculty review procedures as described in the [Faculty Handbook](#). If the cumulative reviews on multi-year accomplishments are satisfactory the appointment may be continued for another

agreed-upon term, which is eligible for further renewal. Otherwise the appointment may be transferred to a new occupant, with the previous occupant, assuming he or she is tenured, retaining his or her normal UNM appointment.

The holder of an endowed chair or named professorship is responsible for fulfilling the duties set forth in the donor agreement at the initiation of the appointment. This will in all cases at least include an annual report of scholarly and/or teaching activities which will be made available to the appropriate chair, dean, Provost or HSC Chancellor, the UNM Foundation, and the Regents upon request.

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## HISTORY

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**Effective:**

Draft—February 5, 2013 – Awaiting approval.

COMMENTS TO:  
[handbook@unm.edu](mailto:handbook@unm.edu)

[FACULTY HANDBOOK HOME](#)

[TABLE OF CONTENTS](#)

[TABLE OF POLICIES](#)

[UNM HOME](#)



# The University of New Mexico Faculty Handbook

**Policy C250 Section: Faculty Rules and Benefits**

**Approved By: Faculty Senate**

**Issued:**

**Last Updated: *Draft 1/19/13***

**Responsible FS Committee: Operations**

**Office Responsible for Administration: Faculty Contracts**

## Academic Leave for Principal Lecturers

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### POLICY RATIONALE

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The main purpose of academic leave is to encourage professional growth and increased competence among lecturers by subsidizing significant research, creative work, or some other program of study that is judged to be of equivalent value.

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### POLICY STATEMENT

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1. Any Principal Lecturer is eligible to apply for Academic leave, which is the opportunity to apply for a professional development teaching release with pay to pursue other academic and/or professional opportunity activities. A Principal Lecturer is eligible to apply for such releases every six years of full-time service. Lecturers who qualify have the right to apply for academic leave; however, academic leave is not granted automatically upon the expiration of the necessary period of service. Rather, the lecturer shall present, as part of the application, evidence of recent sound teaching or other activities that materially support UNM's academic mission. Also, this program shall give reasonable promise of accomplishing the major purpose of the leave, cited in the Policy Rationale section above. Academic leave will not be granted to subsidize graduate work or work on advanced degrees.

1(a). For lecturers whose faculty appointments are not in the Health Sciences Center (HSC), academic leave may be approved for up to one semester at full salary.

1(b). For lecturers whose faculty appointments are in the HSC, academic leave may be approved for up to six months at full salary.

2. Academic leaves will be approved only with the clear understanding that the lecturer will at the completion of the academic leave return to the UNM for a period of service at least as long as the duration of the leave.

3. Academic leave is counted toward retirement. While a person is on academic leave, UNM will continue to pay its share toward retirement, group insurance, and social security benefits.

4. Lecturers on 12-month contracts may not accrue annual leave while on academic leave.

5. Appeal: If at any stage of the approval process, the applicant believes that his or her proposal has not been considered properly according to the provisions of this Policy, that matters of academic freedom are involved, that improper considerations have entered into a negative decision, or that other demonstrable conditions prevented a fair and impartial evaluation, he or she may appeal to the Committee on Academic Freedom and Tenure for a review of the matter.

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## APPLICABILITY

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This Policy applies to all academic UNM units, including the Health Sciences Center (HSC) and Branch Campuses.

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## DEFINITIONS

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**Full-time Service:** Service time equivalent to that of a faculty member employed on a contract designated as 1.0 full-time equivalent (FTE). For example, a faculty member whose contract is designated 0.5 FTE would have to multiply his or her service by a factor of two or reduce the leave time taken by one-half to meet the full-time service requirements listed in this policy.

Revisions to the Policy Rationale, Policy Statement, Definitions, and Applicability sections of this document must be approved by the full Faculty Senate and UNM Board of Regents. Revisions to the remaining sections of this document may be revised with the approval of the Faculty Senate Policy Committee in consultation with the responsible Faculty Senate Committee listed in Policy Heading.

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## WHO SHOULD READ THIS POLICY

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- Board of Regents
- Professors and academic staff
- Academic deans and other executives, department chairs, directors, and managers

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## RELATED DOCUMENTS

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[Section B: "Policy on Academic Freedom and Tenure."](#)

[Policy C200 "Sabbatical Leave."](#)

[Policy C280 "Leave Without Pay."](#)

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## CONTACTS

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Direct any questions about this policy to your chair and/or dean or the Office of Faculty Contracts.

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## PROCEDURES AND GUIDELINES

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1. As a general rule, the faculty members of the department concerned will be expected to absorb the teaching load of the individual on leave, and the departmental chairperson (or the

dean in non-departmentalized colleges) shall present with each recommendation for academic leave a statement of the planning in this regard. A department may, for example, decide to alternate courses or to cancel certain offerings. Further, it is expected that the department shall prepare its program over a period of years so that essential courses are not neglected because of the temporary absence of a member of the faculty.

2. To avoid adverse effects on the educational objectives of individual departments, the administration finds it necessary to place a practicable limit on the number of academic leaves granted in any one department for any one semester. Other conditions having been fulfilled, it is general practice that requests for leave be considered on the basis of length of service.

3. Approval of Application: Primary responsibility for determining the merit of a proposed program from the point of view of the validity of the program and the probable value of the program to the faculty member and to UNM lies in the department and should be accomplished by a departmental committee. The departmental chairperson shall forward to the dean the departmental evaluation together with the chair's recommendation and a statement as to how the teaching obligations of the department will be achieved in the event the proposal is approved. The dean with the advice of a college-wide faculty committee shall then evaluate the proposal both on its merits and on its effect on the operation of the college.

3(a). For non-HSC faculty, the dean shall then send the departmental and college recommendations to the Provost/Executive Vice President for Academic Affairs so that the original and one copy of the proposal together with all recommendations shall reach that office by February 1 for a leave commencing in Semester I of that year and by October 1 for a leave commencing in Semester II of the following year. The Office of the Provost shall verify that the applicant is eligible for the proposed leave and that provisions of this Policy have been properly followed. The Provost/Executive Vice President for Academic Affairs shall forward all materials to the President with an evaluation of the proposed leave from a University-wide point of view. The President makes the final decision.

3(b). In the HSC, the dean shall send the departmental and college recommendations to the Vice Chancellor for Academic Affairs (VCAA) so that the original and one copy of the proposal together with all recommendations shall reach that office at least two months prior to the proposed start of the leave. The VCAA shall verify that the applicant is eligible for the proposed leave and that provisions of this Policy have been properly followed, and forward all materials to the Chancellor for Health Sciences, who shall forward them to the President with an evaluation of the proposed leave from a University-wide point of view. The President makes the final decision.

4. Upon returning to UNM, every lecturer granted an academic leave shall submit promptly to the Provost/Executive Vice President for Academic Affairs or the Chancellor for Health Sciences, with copies to department chairperson and dean, a full report of the research, creative work, publications, or other results of the period of leave. The report submitted shall be placed in the lecturer's personnel file.

5. See item 2 under Policy C280 “Leave Without Pay” for combination of sabbatical and leave without pay.

6. Those lecturers who receive all or part of their salaries directly from agencies outside of UNM will be granted academic leave with salary guaranteed only to the extent of UNM funding of the previous year; full funding is possible only when funds are available within the UNM budget.

7. Time toward each new academic leave begins immediately after return to full-time service regardless of the semester of return.

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## HISTORY

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**Effective:**

Draft—January 19, 2013 – Awaiting Faculty Senate and Board of Regents approval.

COMMENTS TO:  
[handbook@unm.edu](mailto:handbook@unm.edu)

[FACULTY HANDBOOK HOME](#)

[TABLE OF CONTENTS](#)

[TABLE OF POLICIES](#)

[UNM HOME](#)

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1091**

**Fields marked with \* are required**

**Name of Initiator:** Sarita Jo Cargas      **Email:\*** [cargas@unm.edu](mailto:cargas@unm.edu)      **Date:\*** 08-31-12  
**Phone Number:\*** 505 277-4211      Initiator's Title\* Lecturer III: UC University Honors Program

Associated Forms exist?\*

Yes ▼

Faculty Contact\* Rosalie Otero  
Department\* U Honors

Administrative Contact\* Lee Clark  
Admin Email\* laclark@unm.edu

**Branch**

Admin Phone\* 277 4211

Proposed effective term:

Semester Fall ▼ Year 2013 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program \* University Honors - Mathematics Core Course

Select Category UG Core Course ▼ Degree Type

Select Action New ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**

See current catalog for format within the respective college (upload a doc/pdf file)

[Math syllabus.pdf](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)

It is expected that this change will be implemented by all branch campuses who offer honors courses.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

[Math Asses\[1\].docx](#)

[Form C core course Math.docx](#)



**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1086**

**Fields marked with \* are required**

**Name of Initiator:** Sarita Jo Cargas      **Email:\*** [cargas@unm.edu](mailto:cargas@unm.edu)      **Date:\*** 08-25-12  
**Phone Number:\*** 505 277-4211      Initiator's Title\* Lecturer III: UC University Honors Program

Associated Forms exist?\*

Yes ▼

Faculty Contact\* Rosalie Otero  
Department\* U Honors

Administrative Contact\* Lee Clark  
Admin Email\* laclark@unm.edu`

**Branch**

Admin Phone\* 277 4211

Proposed effective term:

Semester Fall ▼ Year 2013 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program \* University Honors - Humanities Core Course

Select Category UG Core Course ▼ Degree Type

Select Action New ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**

See current catalog for format within the respective college (upload a doc/pdf file)

[Hum Syll .docx](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)

It is expected that this change will be implemented by all branch campuses who offer honors courses.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

[Form C core course Humanities.docx](#)

# Honors College Core Course in Humanities

## Brief Description for Catalog

This course introduces interdisciplinary perspectives on humanities fields such as literature, history, and philosophy as well as associated disciplines. Its goal is to encourage understanding of the role of the humanities in society and culture.

## Full Course Description

This core course will introduce students to interdisciplinary study in the humanities. Each class will be constructed around an individual topic that explores works in the humanities fields such as literature, history, and philosophy as well as other associated disciplines from interdisciplinary perspectives. Students will gain a basic appreciation of the nature and methods of study in the humanities by engaging works from across cultures and from various historical moments in time. Throughout the semester, students will interpret, analyze, and evaluate the cultural or historical meaning and purpose of diverse texts, especially primary texts. The ultimate goal of the course is for students to recognize the lasting value of the humanities in the development of society and culture as well as in attributing meaning to the human experience. In addition, students will strengthen their reading, writing, and research skills, while enriching their knowledge of the world in which we live.

## Student Learning Outcomes

Once students successfully complete this course, they will:

1. Analyze and critically interpret foundational and primary works in the field of humanities;
2. Compare modes of thought and expression in the humanities across a range of historical periods and/or structures (such as political, geographic, social, cultural, philosophical, and intellectual);
3. Demonstrate knowledge that integrates ideas and methods from different disciplines;
4. Construct persuasive arguments and increase writing proficiency through analytical essays characterized by original and insightful theses, supported by logically integrated and sound subordinate ideas, appropriate and pertinent evidence, and good sentence structure, diction, grammar, punctuation, and spelling.

## Assessments

Student success in meeting course objectives will be measured by:

- Analytic essays and/or research papers;
- Oral presentations;
- Creative projects;
- Online exercises, assignments, and projects
- Final papers, projects, or portfolios;
- Seminar participation;
- Peer and self-reviews.

**Sample Texts and Materials**

- *Why Choose the Liberal Arts?* by Mark William Roche;
- *Cultivating Humanity: A Classical Defense of Reform in Liberal Education* by Martha C. Nussbaum;
- Primary texts in literature, history, philosophy, and associated disciplines;
- Secondary sources related to the course topic;
- Multimedia technologies (video, audio, internet, etc.).

**Sample Requirements and Assignments**

To complete the course successfully, students will:

- Be required to read various texts and other supplemental readings;
- Be prepared to discuss, debate, deliberate ideas based on reading assignments;
- Complete at least two or three essays that analyze course topics using assigned texts and outside research;
- Work collaboratively in small groups to construct projects or class activities that reflect key themes and concepts;
- Make at least one oral presentation based on research regarding a specific historical era or concept;
- Produce at least one creative project or activity, such as a work of fiction, poetry, music, film, fine art, architecture, etc.;
- Construct a final paper, project or portfolio that synthesizes and reflects on the key concepts and overarching themes of the course.

**Sample Course Structure**

Module I	Weeks 1-3	<p><b>Introduction</b></p> <p>This module will introduce topics related to overarching questions, such as:                  What are the humanities?                  Why is it important to study the humanities?                  What role or function do the humanities play in history, culture, and society?</p>
Module II	Weeks 4-6	<p><b>Initial Reading and Analysis of Key Texts</b></p> <p>This module will be organized around one or two readings of primary texts that are central to the theme of the course. The theme will be interdisciplinary in nature and may focus on movements, genres, historical periods, and/or critical concepts . Examples of course themes for such readings and analysis might include Humanities and Freedom, Pilgrimage and Travel, Utopian Ideal, the Faust story, Romanticism, Modernism, the Avant Garde, the Age of Discovery, the Napoleonic Era, the Sixties, etc. In addition, this module will introduce students to a few of the key methods of critical analysis in the humanities, such as close reading analysis, aesthetics and poetics, comparative approaches, examinations of material culture.</p>
Module III	Weeks 7-10	<p><b>Expanded Reading and Analysis of Humanities Subjects</b></p> <p>This module will expand on the previous module by introducing several new texts focused on the course theme that will encourage the exploration of more difficult concepts and ideas related to humanities topics. In addition, this module will encourage students to develop more advanced skills in critical analysis of the humanities.</p>

Module IV	Weeks 11-13	<b>Advanced Reading and Analysis of Humanities Subjects</b> This module will work toward completion of the examination of the course theme by applying the previous skills, concepts, and methods for study of the humanities to one new text. This final text explored will be more difficult than the previous texts and will require students to apply a variety of techniques in critical analysis of the humanities.
Module V	Weeks 14-15	<b>Final Projects</b> Students present their portfolios and final projects.

## Plan for Assessment of Humanities Core Course in the UC General Education Core Curriculum

Department Name: Honors

Dept. Assessment Contact: Rosalie Otero

### I. Course Number and Title: UHON 201: Humanities in Society and Culture: [Subtitle topic will vary by instructor]

#### A. Course Goal #1: Students will analyze and critically interpret foundational and primary works in the field of humanities.

SLO 1: Students will identify, characterize, and evaluate features of written and visual works in the humanities within their cultural contexts.

(Addresses UNM/ HED Area V; Competencies 1, 3, 5)

SLO 2: Students will articulate and explain clearly the methods, approaches, and significant content of key figures, works, genres, and movements in the humanities.

(Addresses UNM/ HED Area V; Competencies 2, 3)

#### B. Course Goal #2: Students will compare modes of thought and expression in the humanities across a range of historical periods and/or structures (such as political, geographic, social, cultural, philosophical, and intellectual).

SLO 3: Students will compare works in terms of genre, style, content or theme, historical period, culture, significance or function or purpose.

(Addresses UNM/ HED Area V; Competency 2, 4)

SLO 4: Students will recognize and articulate the correspondences and differences between interdisciplinary perspectives, cultural traditions, and historical eras.

(Addresses UNM/ HED Area V; Competency 2, 3)

#### C. Course Goal #3: Students will demonstrate knowledge that integrates ideas and methods from different disciplines.

SLO 5: Students will be able to demonstrate an understanding the utility of research in multiple disciplines to assess the role and power of the humanities.

Addresses UNM/HED Area V, Competencies 2, 3, 4.

SLO 6: Students will recognize, articulate and evaluate historical and/or cultural perspectives as these relate to contemporary problems/issues, contemporary modes of expression, or contemporary thought, especially in how some key works in the humanities reflect historical, national, cultural, ethnic, and gender differences, even as they invoke shared human experiences that may relate to readers and the world today.

(Addresses UNM/ HED Area V; Competencies 3, 4)

### II. How will evidence of learning be gathered?

1. What: For each SLO, identify one or more data collection points in the course. Preferably these are samples of student work already in the syllabus.

- a. Two 3000 – 8000 word writing projects.
  - b. One formal oral presentation.
  - c. Student learning portfolios.
2. How: For this course, describe:
- a. Will the assessment include evidence from all sections of the course, or some subset of sections? Address the validity of any proposed sample of sections.
    - i. There will be evidence from all sections.
  - b. Will the assessment include evidence from all students in the assessed sections or a sample? Address the validity of the proposed sample of students.
    - i. There will be evidence from all students
  - c. Will all student learning outcomes for this course be measured every time? If not, how will the complete set of SLOs for the course be subset for measurement a chunk at a time?
    - i. SLOs will be individually assessed on a 3-year cycle (one course goal per year)
3. When:
- a. Is assessment of student learning outcomes already underway in this course? If not, in what term (e.g., Fall 2007) will assessment of student learning outcomes commence in this course?
    - i. Assessment will commence when the course is first offered (Spring 2012?).
  - b. With what frequency (e.g., every term, a different term each year, etc.) will assessment of student learning outcomes take place in this course?
    - i. SLOs will be individually assessed on a 3-year cycle (one course goal per year).
  - c. On what cycle will the complete set of SLOs for the course be assessed (e.g., all outcomes every term, a subset of outcomes each term with all outcomes every academic year...)?
    - i. 3-years.
4. Who:
- a. Who will administer the measure or collect the student products?
    - i. The faculty member(s) teaching the course.
  - b. Who will review/mark the products relative to the SLO statements and established qualitative criteria?
    - i. The faculty member(s) teaching the course.
  - c. Where rubrics (or evaluative criteria) have been developed for assessing student learning for a given outcome, please enclose a copy of the rubric/qualitative criteria.
    - i. See attached.

**D. What process will be used to analyze/interpret the assessment data for this course?**

1. Who will participate?
  - a. An Honors college faculty committee.
2. How will recommendations be communicated?
  - a. In a memo to the faculty.
  - b. Included in the annual report.
  - c. At a semi-annual meeting of Honors faculty addressing assessment and pedagogy.
3. When will interpretation and recommendations take place?
  - a. In the weeks immediately following the end of the term.

**E. How will results of assessment in this course be used for improvement?**

Note: This process may be different for each course or the same for all courses in the dept.

1. Describe the process for consideration of the implications of assessment for change:
  - a. To assessment mechanisms themselves.
    - i. As the number of offerings and section change, assessment mechanisms might need to be changed (evidence from students, sections and assessment scheduling).
  - b. to course design.
    - i. Those assessing the course may suggest changes in course features:
      - a. Length of class sessions.
      - b. Frequency of class meetings
      - c. The allotment of time to course topics
  - c. to pedagogy
    - i. Those assessing the course may suggest changes in teaching methods:
      - a. Reading requirements
      - b. Discussion facilitation methods
      - c. Number and nature of writing assignments and oral presentations
      - d. The configuration of class activities (discussion, short lecture, small group discourse, writing prompts, etc.)
2. Who participates in this discussion/decision making.
  - a. Honors College Faculty
3. How will recommendations be communicated?
  - a. Orally and in memo form
4. When will this discussion/decision making take place?
  - a. Subsequent to the meeting(s) interpreting assessment data

## Humanities and Society

Rubric for evaluating papers, presentations and portfolios

	<b>Score</b>
<p style="text-align: center;"><b>1. Context and Purpose (20%):</b></p> <p>The assignment demonstrates the student is aware of context and audience as well as content.</p>	20 points max
<p style="text-align: center;"><b>2. Content Development (20%):</b></p> <p>The assignment demonstrates the student chooses appropriate, relevant, and compelling content to explore ideas and issues in the humanities.</p>	20 points max
<p style="text-align: center;"><b>3. Sources and evidence (20%):</b></p> <p>The assignment demonstrates the student is able to locate and use sources appropriately matched to content and ideas explored.</p>	20 points max
<p style="text-align: center;"><b>4. Integration and Synthesis (20%):</b></p> <p>The assignment works toward integration or synthesis of ideas by connecting examples, facts, or theories from more than one field of study or disciplinary perspective.</p>	20 points max
<p style="text-align: center;"><b>5. Syntax and Mechanics (20%):</b></p> <p>The assignment demonstrates the student is able to control the presentation of material through writing or speaking that is clear and precise with few errors in spelling, punctuation, diction, or grammar.</p>	20 points max
<p style="text-align: center;"><b>TOTAL</b></p> <p style="text-align: center;">90-100 points = Advanced (A), 70-89 = Proficient/Passable (CR), 69 &amp; below = Unsatisfactory (NC)</p>	100 points max



Required attachment for adding core course as required by the instructions, "Criteria for adding core curriculum courses"

- a. Statement of the core area course will fit in, rationale: how will course benefit UNM students, why does it belong in the core curriculum:

This new core course in the Humanities area will benefit honors students by helping them remain and complete the Honors College curriculum. Currently too many students are forced to drop the program due to scheduling difficulties and problems fulfilling all their university graduation requirements including those for their major, minor, honors, and university core requirements. Allowing them to count a number of specific honors core courses towards their honors requirements will alleviate one of the more common problems for honors students. The honors version of the core course will also enhance the university core curriculum because it will introduce intense foci on interdisciplinarity and primary source materials.

- b. Impact statement on effect course may have on other departments/courses currently in core:

"This new core course will minimally affect the number of students who take a pre-existing university core course. Honors students only make up approximately ten percent of the university population. Furthermore, Honors students are likely to take many of their core courses in the disciplines because those courses are prerequisites for courses in the students' majors.

- c. Current and predicted enrollments for the next 3 yrs.

We predict these courses will fill at the Honors class maximum size of 17 students per course.

- d. Budget/Faculty Load Statement: budget impact statement, resources (faculty/facilities) that the department has for teaching the course, memo from Dean or College Curriculum Committee regarding financial support for 5-10 yrs.

*Budget impact statement:*

See below.

*Resources (faculty/facilities) that the department has for teaching the course:*

The current honors full-time and adjunct faculty are prepared to teach these courses. The projected budget for the new Honors College projects hiring 3-6 new faculty over the next several years and they also will be a resource to teach the new core courses.

*Memo from Dean or College Curriculum Committee regarding financial support for 5-10 yrs:* See below.

For "Budget Impact Statement"

APPENDIX E



**APPENDIX E**  
**Cost Estimation and Sources of Funding**

**COST ESTIMATION**

**Tuition & Funding Formula Assumptions**

Faculty  
Dean

\$ 160,000

Assumptions:

- 90 new students to the University that g





MEMO

TO: Faculty Senate Curriculum Committees  
FROM: Kate Krause, Interim Dean, University College  
RE: Support for Core Courses in Honors  
Date: July 10, 2012

Last spring the Faculty Senate approved the creation of an Honors College. One component of the proposal was the establishment of courses in Honors that satisfy Core Curriculum requirements by delivering content that addresses the learning outcomes established for each disciplinary area. The Honors faculty have developed this course to allow Honors students to satisfy a core requirement in [the social and behavioral sciences]. The long-term plan for the Honors College is to develop courses in each of five (?) core areas.

These courses will be taught by current tenure stream Honors faculty, new hires in Honors, adjunct faculty with special expertise in the area and Honors Fellows whose tenure homes are in a specific discipline. The budget established for the Honors College is sufficient to compensate these faculty members and, in the case of Honors Fellows, to compensate their home departments.

University College is committed to supporting this course now and as the Honors College grows.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1085**

**Fields marked with \* are required**

**Name of Initiator:** Sarita Jo Cargas      **Email:\*** [cargas@unm.edu](mailto:cargas@unm.edu)      **Date:\*** 08-25-12  
**Phone Number:\*** 505 277-4211      Initiator's Title\* Lecturer III: UC University Honors Program

Associated Forms exist?\*

Yes ▼

Faculty Contact\* Rosalie Otero  
Department\* U Honors

Administrative Contact\* Lee Clark  
Admin Email\* laclark@unm.edu`

**Branch**

Admin Phone\* 277 4211

Proposed effective term:

Semester Fall ▼ Year 2013 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program \* University Honors - Writing/Speaking Core Course

Select Category UG Core Course ▼ Degree Type

Select Action New ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**

See current catalog for format within the respective college (upload a doc/pdf file)

[Comm Syll.docx](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)

It is expected that this change will be implemented by all branch campuses who offer honors courses.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

[Form C core course Writ & Speak.docx](#)

## **Rhetoric and Discourse: Writing in Place**

### **HON201 3 CH**

#### **CATALOG DESCRIPTION:**

This seminar is an interdisciplinary study of writing. People read to engage ideas. They read to inform decisions. Effective writers make ideas and information accessible. Students in this seminar learn the elements of effective writing.

#### **COURSE DESCRIPTION:**

This seminar will undertake the advanced study of reading and writing. People read to engage ideas and information. They read to inform their decisions. And they decide what to read. Writers write to inform, persuade, and entertain. Writers seek to connect with readers, to engage an audience. Writers succeed when readers choose to read their works and complete those readings. This seminar examines the elements of effective writing and challenges students to build the skills that are fundamental to success in their written work.

New Mexico has an impressive literary legacy. The state has nurtured native-born authors and inspired literary nomads. D.H. Lawrence, Denise Chavez, Tony Hillerman, Leslie Silko, Larry McMurtry, Ed Abbey, and Rudolfo Anaya, and many others have practiced the craft of writing both in and on New Mexico. The product of that craft is literature (fiction and nonfiction) with a strong sense of the New Mexican landscape and New Mexican people, a literature of engagement rather than retreat. This seminar will feature a series of mainly afternoon/evening field trips that will challenge student writers to engage the diverse physical and human landscape that surrounds us. On these field trips writers will engage different places and different cultural realities. Students will also attend a Saturday writing retreat that the instructor will structure as an intensive skills based workshop tailored to the particular strengths and weaknesses students have shown in their work to that point.

This seminar will feature the reading scrutiny of celebrated, mainly New Mexican, stories. Students will explore the techniques the authors use to make their stories credible and resonant. Course activities, exercises, assignments, and prompts will challenge students to apply those techniques in their own writing. Stories are powerful in that they can infuse information with drama, emphasis, and credibility. The goal of this seminar is to provide inspiration while increasing competence.

#### **BOOKS:**

The books required for this seminar are:

- 1) King, Stephan, On Writing
- 2) Flaherty, Francis, The Elements of Story
- 3) William Strunk and E. B. White, The Elements of Style
- 4) Lombardo, Stanley, translator, Homer, The Odyssey

These books are, each in its own way, reference books. Focusing on fiction, Stephen King's book shows the reader how to apply the principles of good narrative writing. Students should read this book for guidance and inspiration. Similarly, Francis Flaherty's book shows the principles that apply to non-fictional writing. Students should likewise read this book, for guidance and inspiration. The Elements of Style is the slender classic that has helped generations of writers produce lucid and precise prose. Students should read it for pleasure and keep it close at hand for guidance. In the Lombardo Odyssey students will find a clearly rendered translation of the ancient Greek poem. The poem, like the *Bhagvad Gita* and the *Popul Vuh* shows the ancient nature of the essential elements of narrative. Students should read it to better understand the enduring power of stories in human endeavor.

### **READINGS:**

The reading emphasis will be on fiction and nonfiction with a strong narrative component, touching lightly on other forms such as poetry, drama, and film scripts. There will be downloadable selections on a blog or wiki from works by the instructor, selections from Edward Abbey, Leslie Silko, Rudolfo Anaya, Tony Hillerman, Larry McMurtry, Denise Chavez, Ana Castillo, Mary Austin, Joy Harjo, E.A. Mares, Aldo Leopold, John Nichols, Walter Van Tilburg Clark, Jane Smiley, Norman McLean, and others. The instructor will e-mail assignments week by week and may suggest particular readings to individual students based on the instructor's assessment.

### **EMPHASIS:**

The course is a reading/discussion/writing/editing seminar. The course will utilize the writers' workshop approach with all participants using the class to craft and mold works-in-progress into refined, literary products. The premises of the class are these: 1) that narrative is a fundamental and very effective way for people to share ideas, information, observations, reflections, and conclusions with one another. 2) That place, physical and/or social location, provides the author with powerful means of integrating his/her work, and an effective dimension of connection with the audience. Students will also learn about the writer's role in society during different historical eras and in different cultures.

### **STUDENT LEARNING OUTCOMES:**

Students completing this class should be able to:

- 1) Identify features of narrative that render a story more or less effective depending on how skillfully the writer uses them. (Examples: narrative voice, plot or situation, point of view, character, dialogue, setting, dramatic timing, emphatic rhythm, connection/transition, climax resolution, etc).
- 2) Demonstrate mastery of several of these features of effective narrative in their own writing.
- 3) Be able to demonstrate an understanding the utility of research in multiple disciplines to assess the role and power of narrative, (oral and/or written) in different societies.
- 4) Assess their skills as writers and storytellers and articulate ways that they could enhance those skills.

## REQUIREMENTS:

**Final Project:** Each student will produce two 3000 – 8000 word writing projects of publishable or near publishable quality. Students will produce their projects in three stages. A rough draft followed by a refined first draft and the subsequent final draft. (45 points possible)

**Portfolio:** Each student will document their day to day work in the class by creating a portfolio folder<sup>1</sup>. The folder should preserve writings connected to the class such as in-class writing exercises, notes and short reaction essays on assigned readings, story ideas, draft notes or outlines, etc. In the final weeks of the semester, students should refine and organize their portfolio into a coherent set of documents that demonstrate content mastery and skill improvement. (35 points possible)

**Participation:** Students are expected to attend all sessions and to participate in the retreat, field sessions, discussions and other group activities. Students should be attentive and courteous during all discussions and presentations. The instructor will make an assessment of participation in seminar activities. (20 points possible) Note: Since this is a discussion class and since there are but a limited number of meetings, attendance and timely arrival are crucial.

A - 85-100, Cr - 55-84, Ncr - 54 points or less.

## TIME ON TOPICS<sup>2</sup>:

**Introduction:** The power of narrative in communication. (Entertainment, enlightenment, and persuasion) 7 sessions

- a) Narrative (fiction) reading: Stephan King, On Writing: 2 sessions
- b) Narrative (non-fiction) reading: Flaherty, Elements of Story: 2 sessions
- c) The mythic dimension of Narrative, The Odyssey with comparative material from the Bhagavad Gita and the Popul Vuh: 3 sessions

**Narrative Voice/Point of View:** 2 sessions

Readings<sup>3</sup>:

- a) Aldo Leopold, “Thinking Like a Mountain”
- b) Michael Thomas, “Blood Mandala”
- c) Jane Smiley, “Justa Bob”
- d) Rudolfo Anaya, excerpt from Bless Me Ultima

**Plot, Situation, and Structuring Devices:** 2 sessions

Readings:

- a) William DeBuys, “Red Horse”
- b) Annie Proulx, “Brokeback Mountain”
- c) Edgar Allen Poe, “The Fall of the House of Usher”

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<sup>1</sup> The folder can be a physical folder or use a digital format such as a wiki or blog.

<sup>2</sup> Each seminar session is one hour and fifteen minutes.

<sup>3</sup> Assigned readings showcase particular features of effective narratives. Discussion, writing assignments, and in class exercises and prompts will address these focal features.

- d) Susan Glaspell, “A Jury of Her Peers”
- e) Ruth Benedict, excerpt from Patterns of Culture

**Setting Elements:** 2 sessions

Readings:

- a) Steve Bodio, excerpt from Querencia
- b) Ed Abbey, “The Snakes of Paradise”
- c) Denise Chavez, excerpts from Face of an Angel
- d) Sherman Alexie, excerpts from the Absolutely True Dairy of a Part-Time Indian

**Characters and Character Development:** 2 sessions

Readings:

- a) Larry McMurtry, excerpt from The Last Picture Show
- b) Ellen Gilchrist, “Victory Over Japan”
- c) Diana Nyad – “Fidrych”
- d) Leslie Silko – excerpts from Ceremony

**Dialogue/Quotation:** 2 sessions

Readings:

- a) H. G. Bissinger, excerpts from Friday Night Lights
- b) Larry McMurtry, Chapter 1, Lonesome Dove
- c) Michael Thomas, “Dead Puppy on a Hot Day”

**Timing, Rhythm, Sequencing, Continuity, and Climax:** 2 sessions

Readings:

- a) J.L. Borges, “The South”
- b) Tony Hillerman, “The Witch, Yazzie, and the Nine of Clubs”
- c) Shirley Jackson, “The Lottery”
- d) Eminem, “My Fault”

**Ensemble, Working with Drafts:** 2 sessions

Readings:

- a) From Stephan King, On Writing
- b) From Francis Flaherty, Elements of Story

**Presentation and Editorial Conventions** 1 session

Readings:

- a) From Stephan King, On Writing
- b) From Francis Flaherty, Elements of Story

**Writing Retreat:** 5 hours (equivalent to 4 sessions)

Readings: Individualized assignments



Plan for Assessment of Courses in the UG General Education Core Curriculum  
Template

Department Name: Honors

Dept. Assessment Contact: Dr. Rosalie Otero

I. Course Number and Title: Rhetoric and Discourse: Writing in Place

A. Course Goal #1: Students will analyze and evaluate foundational and primary works.

Student Learning Outcomes (SLOs)<sup>4</sup>:

1. SLO 1: Students will be able to identify, characterize, and evaluate features of narrative that render stories (including primary and foundational works).

Addresses UNM/HED Area I, Competency 1; UNM/HED Area V, Competency 1

B. Course Goal #2: Students will demonstrate strong skills in written and oral communication.

1. SLO 1: Students will be able to demonstrate mastery of several features of effective narrative in their own writing.

Addresses UNM/HED Area I, Competencies 2, 3, 4;

2. SLO 2: Students will be able to Assess their skills as writers and storytellers and articulate ways that they could enhance those skills.

Addresses UNM/HED Area I, Competencies 3, 4;

C. Course Goal #3: Students will demonstrate knowledge that integrates ideas and methods from different disciplines.

5) SLO 1: Students will be able to demonstrate an understanding the utility of research in multiple disciplines to assess the role and power of narrative, oral and written, across societies.

Addresses UNM/HED Area I, Competencies 1, 5

II. How will evidence of learning be gathered?

1. What: For each SLO, identify one or more data collection points in the course. Preferably these are samples of student work already in the syllabus.

a. Two 3000 – 8000 word writing projects.

b. Student writing portfolios.

2. How: For this course, describe:

a. Will the assessment include evidence from all sections of the course, or some subset of sections? Address the validity of any proposed sample of sections.

i. There will be evidence from all sections.

b. Will the assessment include evidence from all students in the assessed sections or a sample? Address the validity of the proposed sample of students.

i. There will be evidence from all students

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<sup>4</sup> See *Writing Measurable Learning Outcomes Faculty Workshop.pdf*, a manual.; Huba & Freed. (2000). *Learner-centered assessment on college campuses*. Boston: Allyn & Bacon. and Driscoll & Wood. (2007). *Developing outcomes-based assessment for learner-centered education: A faculty introduction*. Sterling, VA: Stylus.

- c. Will all student learning outcomes for this course be measured every time? If not, how will the complete set of SLOs for the course be subset for measurement a chunk at a time?

SLOs will be individually assessed on a 3-year cycle (one course goal per year)

3. When:

- a. Is assessment of student learning outcomes already underway in this course? If not, in what term (e.g., Fall 2007) will assessment of student learning outcomes commence in this course?
  - i. Assessment will commence when the course is first offered (Spring 2012?).
- b. With what frequency (e.g., every term, a different term each year, etc.) will assessment of student learning outcomes take place in this course?
  - i. SLOs will be individually assessed on a 3-year cycle (one course goal per year).
- c. On what cycle will the complete set of SLOs for the course be assessed (e.g., all outcomes every term, a subset of outcomes each term with all outcomes every academic year...)?  
3-years.

4. Who:

- a. Who will administer the measure or collect the student products?
  - i. The faculty member(s) teaching the course.
- b. Who will review/mark the products relative to the SLO statements and established qualitative criteria?  
The faculty member(s) teaching the course.
- c. Where rubrics (or evaluative criteria) have been developed for assessing student learning for a given outcome, please enclose a copy of the rubric/qualitative criteria.

**D. What process will be used to analyze/interpret the assessment data for this course?**

- 1. Who will participate?
  - a. An Honors college faculty committee
- 6) How will recommendations be communicated?
  - a. In a memo to the faculty
  - b. Included in the annual report
  - c. At a semi-annual meeting of Honors faculty addressing assessment and pedagogy
- 7) When will interpretation and recommendations take place?
  - a. In the weeks immediately following the end of the term

**E. How will results of assessment in this course be used for improvement?**

Note: This process may be different for each course or the same for all courses in the dept.

- 1. Describe the process for consideration of the implications of assessment for change:
  - a. to assessment mechanisms themselves.
    - i. As the number of offerings and section change, assessment mechanisms might need to be changed (evidence from students, sections and assessment scheduling).
  - b. to course design.
    - i. Those assessing the course may suggest changes in course features:
      - a. Length of class sessions.
      - b. Frequency of class meetings
      - c. The allotment of time to course topics
  - c. to pedagogy
    - i. Those assessing the course may suggest changes in teaching methods:

- a. Reading requirements
  - b. Discussion facilitation methods
  - c. Number and nature of writing assignments and oral presentations
  - d. The configuration of class activities (discussion, short lecture, small group discourse, writing prompts, etc.)
2. Who participates in this discussion/decision making.
    - a. Honors College Faculty
  3. How will recommendations be communicated?
    - a. Orally and in memo form
  4. When will this discussion/decision making take place?
    - a. Subsequent to the meeting(s) interpreting assessment data

Repeat this template for each course the department offers in the undergraduate general education core curriculum

## **Rhetoric and Discourse:**

Rubric for evaluating papers, presentations and portfolios:

1. Context and Purpose: The writing or presentation shows that the student is aware of context and audience as well as content. (20 %)
2. Content Development: The work shows that the student chooses appropriate, relevant, and compelling content to explore ideas and issues. (20 %)
3. Genre and Disciplinary Conventions: The work shows that the student recognizes conventions appropriate to different disciplines or literary genres. The work shows progress in applying those conventions. (20 %)
4. Sources and evidence: The writing or presentation shows that the student is able to locate and use sources relevant to the various assigned writing tasks. (20 %)
5. Control of Syntax and Mechanics: The writing or speaking is clear and precise with few errors in spelling, punctuation, diction, or grammar. (20 %)

Required attachment for adding core course as required by the instructions, "Criteria for adding core curriculum courses"

- a. Statement of the core area course will fit in, rationale: how will course benefit UNM students, why does it belong in the core curriculum:

This new core course in the Writing and Speaking area will benefit honors students by helping them remain and complete the Honors College curriculum. Currently too many students are forced to drop the program due to scheduling difficulties and problems fulfilling all their university graduation requirements including those for their major, minor, honors, and university core requirements. Allowing them to count a number of specific honors core courses towards their honors requirements will alleviate one of the more common problems for honors students. The honors version of the core course will also enhance the university core curriculum because it will introduce intense foci on interdisciplinarity and primary source materials.

- b. Impact statement on effect course may have on other departments/courses currently in core:

"This new core course will minimally affect the number of students who take a pre-existing university core course. Honors students only make up approximately ten percent of the university population. Furthermore, Honors students are likely to take many of their core courses in the disciplines because those courses are prerequisites for courses in the students' majors.

- c. Current and predicted enrollments for the next 3 yrs.

We predict these courses will fill at the Honors class maximum size of 17 students per course.

- d. Budget/Faculty Load Statement: budget impact statement, resources (faculty/facilities) that the department has for teaching the course, memo from Dean or College Curriculum Committee regarding financial support for 5-10 yrs.

*Budget impact statement:*

See below.

*Resources (faculty/facilities) that the department has for teaching the course:*

The current honors full-time and adjunct faculty are prepared to teach these courses. The projected budget for the new Honors College projects hiring 3-6 new faculty over the next several years and they also will be a resource to teach the new core courses.

*Memo from Dean or College Curriculum Committee regarding financial support for 5-10 yrs:* See below.

For "Budget Impact Statement"

APPENDIX E



**APPENDIX E  
Cost Estimation and Sources of Funding**

**COST ESTIMATION**

<b>Faculty</b>	
Dean	\$ 160,000
Associate Dean - SAC and course buy-out	40,000
T/TT Faculty(1)	75,000
T/TT Faculty	75,000
T/TT Faculty	75,000
Honor Fellows (6) - 4 course buyouts/year @ \$7000/course (2)	168,000
Lecturer (1)	45,000
Part Time Instructors - 12 courses/year @ \$3,800/ course	45,600
	\$ 683,600
<b>Staff</b>	
Accountant I	\$ 40,000
Admin I for Deans Office	27,000
Development Associate	54,000
Admin I for Scholarship Office	27,000
CAELD, NISF Program Specialist	45,000
Academic Advisors (4)	144,000
	\$ 337,000
<b>Benefits</b>	
Fringe Benefits (29%)	\$ 289,134
 Total Salary and Benefits	 <b>\$ 1,309,734</b>
<b>Other</b>	
Recruitment Budget	\$ 25,000
Supply and Equipment Budget	50,000
	\$ 75,000
 Total	 <b>\$ 1,384,734</b>

**Tuition & Funding Formula Assumptions**

**Assumptions:**

- 90 new students to the University that graduated within the top 25% of their class.
- Each student averages 26 credit hours per year to graduate in 5
- 85% retention rate
- Half of a student's credit hours are lower division/half upper
- Instruction/Instructional Support Expenditure calculation used by the State Funding Formula.

**Gross Tuition & Formula Revenue**

Freshman Year 90 students \* 26 ch \* \$151.48 = \$354,463  
 Sophomore Year 77 students \* 26 ch \* \$151.48 = \$303,263  
 Junior Year 65 students \* 26 ch \* \$242.96 = \$410,602  
 Senior Year 55 students \* 26 ch \* \$334.44 = \$478,249  
 5th Year Senior 45 students \* 26 ch \* 334.44 = \$391,295

Total Gross Tuition & Formula Revenue = \$ 1,937,872

Notes: (1) Market Salaries for tenure stream faculty vary widely depending on discipline; \$75000 is an estimated average that would include humanities, physical and social sciences  
 (2) Course buy-out costs will depend on current college policies. For example, A&S is moving to a policy that charges 1/8 of annual salary for one course buy-out.



MEMO

TO: Faculty Senate Curriculum Committees  
FROM: Kate Krause, Interim Dean, University College  
RE: Support for Core Courses in Honors  
Date: July 10, 2012

Last spring the Faculty Senate approved the creation of an Honors College. One component of the proposal was the establishment of courses in Honors that satisfy Core Curriculum requirements by delivering content that addresses the learning outcomes established for each disciplinary area. The Honors faculty have developed this course to allow Honors students to satisfy a core requirement in [the social and behavioral sciences]. The long-term plan for the Honors College is to develop courses in each of five (?) core areas.

These courses will be taught by current tenure stream Honors faculty, new hires in Honors, adjunct faculty with special expertise in the area and Honors Fellows whose tenure homes are in a specific discipline. The budget established for the Honors College is sufficient to compensate these faculty members and, in the case of Honors Fellows, to compensate their home departments.

University College is committed to supporting this course now and as the Honors College grows.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1088**

**Fields marked with \* are required**

**Name of Initiator:** Sarita Jo Cargas      **Email:\*** [cargas@unm.edu](mailto:cargas@unm.edu)      **Date:\*** 08-25-12  
**Phone Number:\*** 505 277-4211      Initiator's Title\* Lecturer III: UC University Honors Program

Associated Forms exist?\*

Yes ▼

Faculty Contact\* Rosalie Otero  
Department\* U Honors

Administrative Contact\* Lee Clark  
Admin Email\* laclark@unm.edu

**Branch**

Admin Phone\* 277 4211

Proposed effective term:

Semester Fall ▼ Year 2013 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program \* University Honors - Soc/Behav Sci Core Course

Select Category UG Core Course ▼ Degree Type

Select Action New ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**

See current catalog for format within the respective college (upload a doc/pdf file)

[Soc:Beh syll.docx](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)

It is expected that this change will be implemented by all branch campuses who offer honors courses.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

[Form C core course Soc Behav.docx](#)

# The Individual and the Collective: Psychological Theories from the Ground Up

## The Individual and the Collective:

This is an interdisciplinary introduction to the social and behavioral sciences. Insight from multiple disciplines including psychology, anthropology, political science, sociology and economics will be used to critically analyze local, national, or global problems.

## Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify, describe, and explain human behaviors and how they are influenced by social structures, institutions, and the processes within the contexts of complex and diverse communities.
2. Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.
3. Describe ongoing reciprocal interactions among self, society, and the environment.
4. Analyze and critically evaluate relevant issues, ethical dilemmas, and arguments from multiple social science disciplines (e.g., psychology, anthropology, political science, sociology, economics).

## Required Texts and Materials:

*The Principles of Psychology*, William James

*The Psychology of the Child*, Jean Piaget and Barbel Inhelder

*Beyond Freedom and Dignity*, B. F. Skinner

*In a Different Voice: Psychological Theory and Women's Development*, Carol Gilligan

*Racial Formation in the United States*, Michael Omi and Howard Winant

*Bad Blood: The Tuskegee Syphilis Experiment*, James Jones

## Sample Requirements and Assignments:

- Students will read various texts and other supplemental readings.
- Students will discuss, debate, and deliberate ideas based on reading assignments.
- Students will be able to identify, describe, and explain human behaviors and how they are influenced by social structures, institutions, and the processes within the contexts of complex and diverse communities.
- Students will articulate how belief, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.
- Students will describe ongoing reciprocal interactions among self, society, and the environment.
- Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate issues, ethical dilemmas and arguments

## Course Calendar

Module I	Week 1	<b>Introduction to the Subject (1-3 weeks)</b> Why is it important to study psychology? How did the field of psychology emerge? What are the different areas of psychology? How does the development of psychology fit with the other co-existing fields (such as sociology, medicine, psychiatry)?
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Module II	Week 4	<b><u>Formal Analysis: What are the driving psychological theories (4-6 weeks)</u></b> What, in James' view, are the constituents of the self? Why does Skinner object to conceptions of human nature that include ideas of human freedom and dignity? What are the main stages of human cognitive development?
Module III	Week 8	<b><u>Contextual Analysis: Evaluating the cultural fit (4-6 weeks)</u></b> How do these foundational psychological theories fit across age? How do these foundational psychological theories fit across gender? What is the history of psychology with different cultures? - How do the theories fit? What other historical issues have emerged? What are critical components to consider when thinking about psychology across different cultures?
Module IV	Week 12	<b><u>Final Project (1-3 weeks)</u></b> Students would present the findings from their final research paper.

**Assessment:**

(1) Class participation

- Students will work collaboratively in small groups to evaluate historical and contemporary psychological theories and their applications/implications for different cultures.
- Working in small groups, students will visualize a problem in their city, state, or nation and develop psychologically-based prevention and intervention approaches to address that issue.

(2) Students will complete four 4-page essays analyzing various psychological theories that address how cultural background influences the interpretation, experience, and value of each of the presented psychological theories.

(3) Students will explore controversial psychological theories and write (1) essay that describes the nature of the controversy, the issues surrounding the dispute, solutions, and personal opinion.

(4) 1 formal group presentation

- In a group format, students will explore at least one prominent ethical issue that has faced the field of psychology and the sociopolitical ramifications of that issue, and present their findings back to the class.

(5) 1 end-of the semester research paper

PLAN FOR ASSESSMENT OF COURSES IN THE UC GENERAL EDUCATION  
CORE CURRICULUM

Department Name: Honors

Dept. Assessment Contact: Dr. Rosalie Otero

I. Course Number and Title: **The Individual and the Collective: Psychological Theories from the Ground Up**

A. Course Goal #1: Students will analyze and evaluate foundational and primary works in the fields of social and behavioral sciences.

SLO 1: Identify, describe, and explain human behaviors and how they are influenced by social structures, institutions, and the processes within the contexts of complex and diverse communities. Addresses UNM/HED Area IV, Competency 1.

B. Course Goal #2: Students will demonstrate knowledge of diverse cultures.

SLO 2: Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Addresses UNM/HED Area IV, Competency 2.

SLO 3: Describe ongoing reciprocal interactions among self, society, and the environment. Addresses UNM/HED Area IV, Competency 3.

C. Course Goal #3: Students will acquire civic knowledge and the ability to apply ethical reasoning.

SLO 4: Analyze and critically evaluate relevant issues, ethical dilemmas, and arguments from multiple social science disciplines (e.g., psychology, anthropology, political science, sociology, economics). Addresses UNM/HED Area IV, Competency 4.

II. How will evidence of learning be gathered?

1. What: For each SLO, identify one or more data collection points in the course. Preferably these are samples of student work already in the syllabus.
  - a. Four 4-page essays.
  - b. 1 formal group presentation.
  - c. 1 end of the semester research paper.
2. How: For this course, describe:
  - a. Will the assessment include evidence from all sections of the course, or some subset of sections? Address the validity of any proposed sample of sections.
    - i. There will be evidence from all sections.
  - b. Will the assessment include evidence from all students in the assessed sections or a sample? Address the validity of the proposed sample of students.

- i. There will be evidence from all students
- c. Will all student learning outcomes for this course be measured every time? If not, how will the complete set of SLOs for the course be subset for measurement a chunk at a time?

SLOs will be individually assessed on a 3-year cycle (one course goal per year)

3. When:

- a. Is assessment of student learning outcomes already underway in this course? If not, in what term (e.g., Fall 2007) will assessment of student learning outcomes commence in this course?
  - i. Assessment will commence when the course is first offered.
- b. With what frequency (e.g., every term, a different term each year, etc.) will assessment of student learning outcomes take place in this course?
  - i. SLOs will be individually assessed on a 3-year cycle (one course goal per year).
- c. On what cycle will the complete set of SLOs for the course be assessed (e.g., all outcomes every term, a subset of outcomes each term with all outcomes every academic year...)?
  - i. The complete set of SLOs will be assess in a 3-year cycle.

4. Who:

- a. Who will administer the measure or collect the student products?
  - i. The faculty member(s) teaching the course.
- b. Who will review/mark the products relative to the SLO statements and established qualitative criteria?
  - i. The faculty member(s) teaching the course.
- c. Where rubrics (or evaluative criteria) have been developed for assessing student learning for a given outcome, please enclose a copy of the rubric/qualitative criteria.

**D. What process will be used to analyze/interpret the assessment data for this course?**

- 1. Who will participate?
  - a. An Honors college faculty committee
- 1. How will recommendations be communicated?
  - a. In a memo to the faculty
  - b. Included in the annual report
  - c. At a semi-annual meeting of Honors faculty addressing assessment and pedagogy
- 2. When will interpretation and recommendations take place?
  - a. In the weeks immediately following the end of the term

**E. How will results of assessment in this course be used for improvement?**

Note: This process may be different for each course or the same for all courses in the dept.

- 1. Describe the process for consideration of the implications of assessment for change:
  - a. to assessment mechanisms themselves.

- i. As the number of offerings and section change, assessment mechanisms might need to be changed (evidence from students, sections and assessment scheduling).
    - b. to course design.
      - i. Those assessing the course may suggest changes in course features:
        - a. Length of class sessions.
        - b. Frequency of class meetings
        - c. The allotment of time to course topics
    - c. to pedagogy
      - i. Those assessing the course may suggest changes in teaching methods:
        - a. Reading requirements
        - b. Discussion facilitation methods
        - c. Number and nature of writing assignments and oral presentations
        - d. The configuration of class activities (discussion, short lecture, small group discourse, writing prompts, etc.)
2. Who participates in this discussion/decision making?
    - a. Honors College Faculty
  3. How will recommendations be communicated?
    - a. Orally and in memo form
  4. When will this discussion/decision making take place?
    - a. Subsequent to the meeting(s) interpreting assessment data

### Social and Behavioral Interdisciplinary Course Assessment Rubric

(Boix Mansilla, V., Dawes Duraisingh, E., Wolfe, C.R., & Haynes, C. (2009). Targeted Assessment Rubric: An Empirically Grounded Rubric for Interdisciplinary Writing. *The Journal of Higher Education* 80 (3) 334-353.)

#### *Disciplinary Grounding (25%)*

**Guiding Question:** Does the student use disciplinary knowledge accurately and effectively (e.g., concepts, theories, perspectives, findings, examples)?

#### Naïve

A disciplinary knowledge base is not discernible in the sense that the ideas and information included do not stem from any particular disciplinary tradition. Misconceptions and folk beliefs abound. In some cases, jargon is used with little evidence of understanding.

Or: the student misuses sources in a major way—e.g., non-credible sources, misunderstanding the meaning of source(s), relying too heavily on one source.

The student shows little to no awareness of the methods, habits of mind, and validation criteria by which knowledge is constructed and verified in the disciplines. Opinions and information summaries are presented as matters of fact.

#### Novice

The student uses disciplinary concepts, theories, perspectives, findings, or examples in simplistic, general, or mechanical ways—as in the “textbook” version of a discipline. Key claims are sometimes not supported, or concrete disciplinary examples are disconnected from key claims.

Some misconceptions and unwarranted use of jargon may be present. Sources are used pro-forma. The student shows awareness of or uses disciplinary methods and modes of thinking in one or more of the included disciplines, but employs them mechanically, superficially, or algorithmically. There may be oversimplifications and misconceptions about methods.

### Apprentice

Concepts and theories are used effectively in accordance to their disciplinary origins, in ways adopted by disciplinary experts. Theories and generalizations are consistently supported with examples or findings from the disciplines involved.

Conversely, concrete cases and examples are interpreted with disciplinary concepts and theories.

Relevant and credible sources are used intelligently to advance the argument of the piece, though the paper may have too many unnecessary sources, or key sources may be missing.

The student accurately employs methods, modes of thinking (e.g., ways to select evidence or construct causal accounts), and validation criteria to construct knowledge in one or more of the selected disciplines.

### Master

In addition to the qualities outlined at Level 3, a well organized network of concepts, theories, perspectives, findings, and examples within one or more of the selected disciplines is clearly visible.

Some insightful new examples, interpretations, or responses within the selected disciplines may be present.

There is sophisticated use of sources. The sources used are relevant and credible and integrated thoughtfully and purposefully to advance the student's argument.

The student accurately employs methods, habits of mind, and validation criteria to construct knowledge in one or more of the selected disciplines.

He or she does so effectively, exhibiting language that describes the constructed nature of disciplinary knowledge (e.g., the provisional nature of insights, the limits of generalizations, the multiplicity of interpretations).

### *Integration (50%)*

**Guiding Question:** Does the student include selected disciplinary perspectives or insights from two or more disciplinary traditions that are relevant to the purpose of the paper?

#### Naïve

The paper shows no evidence that *disciplinary* perspectives are used to address the paper's purpose.

Multiple perspectives or points of view may be considered but these do not represent *disciplinary* views and/or are not clearly related to the paper's purpose.

#### Novice

The paper includes two or more relevant disciplinary perspectives or fields but the connections between the included disciplinary insights and the purpose of the work are superficial or unclear. Crucial disciplinary perspectives may be missing.

#### Apprentice

The paper includes two or more relevant disciplines or fields. Selected disciplinary insights are clearly connected to the purpose of the work. Disciplinary perspectives that are tangential to the purpose may be present, or relevant perspectives missed.

#### Master

The paper includes two or more relevant disciplines or fields. Selected disciplinary insights are clearly connected to the purpose of the work. No unrelated disciplinary insights appear and no crucial perspectives are missing. If the paper includes some tangential perspectives which are, however, original it should be considered Level 4 for this criterion.

**Guiding Question:** Do the conclusions drawn by the student indicate that understanding has been advanced by the integration of disciplinary views?

### Naïve

The student attempts to make connections across different perspectives but these are unrelated to the apparent purpose of the paper.

### Novice

Minor efforts at integration are present. Or a language of integration is present but is used mechanistically to yield minimal advancement toward the intended purpose.

### Apprentice

The student makes a valid integration of disciplinary insights to generate understandings linked to the purpose of the paper. However, some obvious opportunities to advance the purpose of the paper are overlooked or undeveloped.

### Master

The student takes full advantage of the opportunities presented by the integration of disciplinary insights to advance his or her intended purpose both effectively and efficiently. The integration may result in novel or unexpected insights.

### *Critical Awareness (25%)*

**Guiding Question:** Does the student show awareness of the limitations and benefits of the contributing disciplines or how the disciplines intertwine?

### Naïve

There is no awareness of the differing contributing disciplines or fields or their benefits or limitations (e.g., the topic is only approached from a commonsense or very general standpoint).

### Novice

There is awareness of which disciplines are being used but there is no or only brief discussion of the limitations and/or benefits of the disciplinary contributions. There may be some misconceptions about how the disciplines are being used.

### Apprentice

The benefits and/or limitations of the differing contributing disciplines or fields are sufficiently and clearly discussed. Some of the points made may be general or obvious.

### Master

The benefits and/or limitations of the differing contributing disciplines or fields are discussed clearly, insightfully, and in relationship to one another. Students describe individual contributions and highlight how views complement, balance, add empirical grounding or put into question insights from other disciplines included in the work.

Required attachment for adding core course as required by the instructions,  
“Criteria for adding core curriculum courses”

- a. Statement of the core area course will fit in, rationale: how will course benefit UNM students, why does it belong in the core curriculum:

This new core course in the Social and Behavioral Sciences area will benefit honors students by helping them remain and complete the Honors College curriculum. Currently too many students are forced to drop the program due to scheduling difficulties and problems fulfilling all their university graduation requirements including those for their major, minor, honors, and university core requirements. Allowing them to count a number of specific honors core courses towards their honors requirements will alleviate one of the more common problems for honors students. The honors version of the core course will also enhance the university core curriculum because it will introduce intense foci on interdisciplinarity and primary source materials.

- b. Impact statement on effect course may have on other departments/courses currently in core:

“This new core course will minimally affect the number of students who take a pre-existing university core course. Honors students only make up approximately ten percent of the university population. Furthermore, Honors students are likely to take many of their core courses in the disciplines because those courses are prerequisites for courses in the students’ majors.

- c. Current and predicted enrollments for the next 3 yrs.

We predict these courses will fill at the Honors class maximum size of 17 students per course.

- d. Budget/Faculty Load Statement: budget impact statement, resources (faculty/facilities) that the department has for teaching the course, memo from Dean or College Curriculum Committee regarding financial support for 5-10 yrs.

*Budget impact statement:*

See below.

*Resources (faculty/facilities) that the department has for teaching the course:*

The current honors full-time and adjunct faculty are prepared to teach these courses. The projected budget for the new Honors College projects hiring 3-6 new faculty over the next several years and they also will be a resource to teach the new core courses.

*Memo from Dean or College Curriculum Committee regarding financial support for 5-10 yrs: See below.*

For "Budget Impact Statement"

APPENDIX E



**APPENDIX E**  
**Cost Estimation and Sources of Funding**

**COST ESTIMATION**

<b>Faculty</b>	
Dean	\$ 160,000
Associate Dean - SAC and course buy-out	40,000
T/TT Faculty(1)	75,000
T/TT Faculty	75,000
T/TT Faculty	75,000
Honor Fellows (6) - 4 course buyouts/year @ \$7000/course (2)	168,000
Lecturer (1)	45,000
Part Time Instructors - 12 courses/year @ \$3,800/ course	45,600
	\$ 683,600
<b>Staff</b>	
Accountant I	\$ 40,000
Admin I for Deans Office	27,000
Development Associate	54,000
Admin I for Scholarship Office	27,000
CAELD, NISF Program Specialist	45,000
Academic Advisors (4)	144,000
	\$ 337,000
<b>Benefits</b>	
Fringe Benefits (29%)	\$ 289,134
<b>Total Salary and Benefits</b>	<b>\$ 1,309,734</b>
<b>Other</b>	
Recruitment Budget	\$ 25,000
Supply and Equipment Budget	50,000
	\$ 75,000
<b>Total</b>	<b>\$ 1,384,734</b>

**Tuition & Funding Formula Assumptions**

**Assumptions:**

- 90 new students to the University that graduated within the top 25% of their class.
- Each student averages 26 credit hours per year to graduate in 5
- 85% retention rate
- Half of a student's credit hours are lower division/half upper
- Instruction/Instructional Support Expenditure calculation used by the State Funding Formula.

**Gross Tuition & Formula Revenue**

- Freshman Year 90 students \* 26 ch \* \$151.48 = \$354,463
- Sophomore Year 77 students \* 26 ch \* \$151.48 = \$303,263
- Junior Year 65 students \* 26 ch \* \$242.96 = \$410,602
- Senior Year 55 students \* 26 ch \* \$334.44 = \$478,249
- 5th Year Senior 45 students \* 26 ch \* 334.44 = \$391,295

Total Gross Tuition & Formula Revenue = \$ 1,937,872

Notes: (1) Market Salaries for tenure stream faculty vary widely depending on discipline; \$75000 is an estimated average that would include humanities, physical and social sciences  
(2) Course buy-out costs will depend on current college policies. For example, A&S is moving to a policy that charges 1/8 of annual salary for one course buy-out.





MEMO

TO: Faculty Senate Curriculum Committees  
FROM: Kate Krause, Interim Dean, University College  
RE: Support for Core Courses in Honors  
Date: July 10, 2012

Last spring the Faculty Senate approved the creation of an Honors College. One component of the proposal was the establishment of courses in Honors that satisfy Core Curriculum requirements by delivering content that addresses the learning outcomes established for each disciplinary area. The Honors faculty have developed this course to allow Honors students to satisfy a core requirement in [the social and behavioral sciences]. The long-term plan for the Honors College is to develop courses in each of five (?) core areas.

These courses will be taught by current tenure stream Honors faculty, new hires in Honors, adjunct faculty with special expertise in the area and Honors Fellows whose tenure homes are in a specific discipline. The budget established for the Honors College is sufficient to compensate these faculty members and, in the case of Honors Fellows, to compensate their home departments.

University College is committed to supporting this course now and as the Honors College grows.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1084**

**Fields marked with \* are required**

**Name of Initiator:** Sarita Jo Cargas      **Email:\*** [cargas@unm.edu](mailto:cargas@unm.edu)      **Date:\*** 08-25-12  
**Phone Number:\*** 505 277-4211      Initiator's Title\* Lecturer III: UC University Honors Program

Associated Forms exist?\*

Yes ▼

Faculty Contact\* Rosalie Otero  
Department\* U Honors

Administrative Contact\* Lee Clark  
Admin Email\* laclark@unm.edu`

**Branch**

Admin Phone\* 277 4211

Proposed effective term:

Semester Fall ▼ Year 2013 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program \* University Honors - Fine Arts Core Course

Select Category UG Core Course ▼ Degree Type

Select Action New ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**

See current catalog for format within the respective college (upload a doc/pdf file)

[FA Syll.docx](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)

It is expected that this change will be implemented by all branch campuses who offer honors courses.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

[Form C core course Fine Arts.docx](#)

# Honors College Core Course in Fine Arts

Sample Syllabus

Fine Art as Global Perspective: Visual Arts

HONFA 201 3CH

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## **Brief Description for Catalog**

This course introduces interdisciplinary perspectives on fine art fields such as visual arts, theater, architecture, dance and music. Its goal is to encourage understanding of the role of art in society and culture.

## **Full Course Description** (using Visual Arts as sample)

This core course will serve as an introduction to visual arts. This interdisciplinary course will engage students with various fine art pieces throughout the semester in order to experience, interpret, and analyze art (SLO 1). They will also explore the role or impact of art globally and historically-- how art affects societies and how societies affect art and the significance and import of the arts, both in terms of production and of experience (SLO 2). They will strengthen their problem solving skills through the creative process and understand the relationship between fine art and other disciplines (SLO 3). Students will also consider various examples of controversy and censorship toward specific works of art (SLO 4).

**Student Learning Outcomes:** Once students successfully complete this course, they should be able to:

1. Analyze and critically interpret significant works of art.
2. Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, social, cultural, and intellectual).
3. Develop strong communication skills, oral and written, when describing, analyzing, and comparing works of art.
4. Identify, analyze and apply criteria for making aesthetic judgments.

## **Assessment**

1. Students can apply principles of critical thinking to demonstrate integrative learning--SLO #1:

a. How students address course content and acquire knowledge:

- Through readings, class discussion, and visits to museums and galleries

b. Student Learning Outcomes—students will:

- Learn to appreciate various, even contradictory, interpretations of the same work of art, as well as significant passages of art history, as retaining validity and theoretical plausibility.
- Be able to apply multiple points of view (competing theories) to the interpretation and evaluation of selected works of art.

2. Students can analyze cultural issues within a global context (i.e. cultural, historical, political, geographic, social, and intellectual)—SLO #2:

a. How student will address course content and acquire knowledge:

- Through readings, class discussion, and visits to museums and galleries.

b. Student Learning Outcomes—students will:

- Gain an appreciation and understanding not only of the striking contrasts and contradictions between the forms of visual expression of disparate cultures on a global scale, contemporaneously as well as historically, but also what binds them together.
- Study aspects of visual expression within the cultural settings that gave rise to them, and to which are inextricably connected;
- Learn how significant works of art not only engendered a lasting effect on the culture that produced it, but continue in their influence today;
- Become familiar with the contemporary cultural trends that shape the visual arts today.

c. How students will use course content and demonstrate achievement of SLO #2:

- Through a required analytical/research paper, graded by rubric, as well as other descriptive/interpretive written assignments and oral presentations.

3. Students will strengthen their problem solving skills through the creative process and understand the relationship between fine art and other disciplines—SLO #3:

a. How student address course content and acquire knowledge:

- Through readings, participatory class exercise and discussion

b. Student Learning Outcomes—students will:

- Describe and analyze course content in order to make connections to knowledge and experience derived from other fields of inquiry;
- Determine the relevance of the visual arts to contemporary society;
- Discern ways in which the visual arts can be instrumental in changing widely held perceptions within a culture;
- Gain a working knowledge of the vocabulary peculiar to the various forms of visual expression.

c. How students will use course content and demonstrate achievement of SLO #3:

- Through a required analytical/research paper graded by rubric; other interpretive writing assignments and oral presentations.

4. Students will gain an understanding of how images are used for advertising, propaganda, as well as to create a sense of cultural or spiritual identity—SLO #4:

a. How student address course content and acquire knowledge:

- Through readings, participatory class exercise and discussion

b. Student Learning Outcomes—students will:

- Gain a broad familiarity with the principles of design, the visual elements, media, and methods;
- Be able to form and support coherent positions that are relevant to art objects;
- Be able to explain how art is used for various purposes.

c. How student will use course content and demonstrate achievement of SLO #4:

- Through a required analytical/research paper graded by rubric; other interpretive writing assignments and oral presentations.

**Required Texts and Materials:**

*Sparks of Genius*, Robert S. Root-Bernstein

*How Art Made the World*, Nigel Spivey

Biographies and memoirs of artists

Field Trips: Museums, galleries, performances

Use of Multi-media technologies including videos

**Requirements and Assignments:**

- Students will be required to read various texts and other supplemental readings
- Students will complete an analysis graphic organizer for 3-5 artworks each week. The graphic organizers include the following information for each artwork: identification, period/culture, subject/iconography, style/technique, significance/function/purpose (includes social, political, scientific, and religious values of the culture.
- Students will be prepared to discuss, debate, deliberate ideas based on reading assignments and experiential field excursions.
- Students will complete two or three essays based on themes that analyze various artwork and essays that address how cultural background influences how a piece is read, experienced and valued.
- Students will work collaboratively in small groups to present artworks from different cultures based on a common theme. They may also choose to compare works among three or more art groups such as a dance performance, a painting, and an iconic building.
- Working in small groups, students will visualize a problem in their city, state, or nation and seek to address solutions through art.
- Students will explore controversial art or censorship and write an essay that describes the nature of the controversy, the issues surrounding the dispute, solutions, and personal opinion.
- Students will engage personally in one art form such as draw or paint, design a building, or produce a video.

**Course Calendar**

Module I	Week 1	<b><u>Introduction to the Subject (1-3 weeks)</u></b> Why is it important to study visual arts? What makes something a work of art? How are all the arts related? How does an art form function as a means of communication?
Module II	Week 4	<b><u>Formal Analysis: Art as Experience/ the Creative Process (4-6 weeks)</u></b> How do artists use visual media to embody or communicate experience?

		<p>How is the art form constructed? –this is where vocabulary and the process of analysis come in.</p> <p>What give an artwork value? What factors influence that judgment? Are there any universal standards that can be applied or are they always relative?</p> <p>How has technology influenced/ been shaped by the arts?</p>
Module III	Week 8	<p><b><u>Contextual Analysis: Art as Cultural/Historical Text (4-6 weeks)</u></b></p> <p>How does visual media shape culture?</p> <p>How are different arts related to each other or the focus art form?</p> <p>How do the arts reflect the values and world view of the society that created them?</p> <p>How do arts from different cultural traditions and historical periods influence contemporary American/World Cultures?</p> <p>Should Gov't/States fund the arts? Is controversial work, art-- such as new media, digital art, body art, videos, performance art, and graffiti?</p>
Module IV	Week 12	<p><b><u>Final Project (1-3 weeks)</u></b></p> <p>Students would present their portfolios and final paper.</p>

Required attachment for adding core course as required by the instructions, "Criteria for adding core curriculum courses"

- a. Statement of the core area course will fit in, rationale: how will course benefit UNM students, why does it belong in the core curriculum:

This new core course in the Fine Arts area will benefit honors students by helping them remain and complete the Honors College curriculum. Currently too many students are forced to drop the program due to scheduling difficulties and problems fulfilling all their university graduation requirements including those for their major, minor, honors, and university core requirements. Allowing them to count a number of specific honors core courses towards their honors requirements will alleviate one of the more common problems for honors students. The honors version of the core course will also enhance the university core curriculum because it will introduce intense foci on interdisciplinarity and primary source materials.

- b. Impact statement on effect course may have on other departments/courses currently in core:

"This new core course will minimally affect the number of students who take a pre-existing university core course. Honors students only make up approximately ten percent of the university population. Furthermore, Honors students are likely to take many of their core courses in the disciplines because those courses are prerequisites for courses in the students' majors.

- c. Current and predicted enrollments for the next 3 yrs.

We predict these courses will fill at the Honors class maximum size of 17 students per course.

- d. Budget/Faculty Load Statement: budget impact statement, resources (faculty/facilities) that the department has for teaching the course, memo from Dean or College Curriculum Committee regarding financial support for 5-10 yrs.

*Budget impact statement:*

See below.

*Resources (faculty/facilities) that the department has for teaching the course:*

The current honors full-time and adjunct faculty are prepared to teach these courses. The projected budget for the new Honors College projects hiring 3-6 new faculty over the next several years and they also will be a resource to teach the new core courses.

*Memo from Dean or College Curriculum Committee regarding financial support for 5-10 yrs:* See below.

For "Budget Impact Statement"

APPENDIX E



**APPENDIX E**  
**Cost Estimation and Sources of Funding**

**COST ESTIMATION**

<b>Faculty</b>	
Dean	\$ 160,000
Associate Dean - SAC and course buy-out	40,000
T/TT Faculty(1)	75,000
T/TT Faculty	75,000
T/TT Faculty	75,000
Honor Fellows (6) - 4 course buyouts/year @ \$7000/course (2)	168,000
Lecturer (1)	45,000
Part Time Instructors - 12 courses/year @ \$3,800/ course	45,600
	\$ 683,600
<b>Staff</b>	
Accountant I	\$ 40,000
Admin I for Deans Office	27,000
Development Associate	54,000
Admin I for Scholarship Office	27,000
CAELD, NISF Program Specialist	45,000
Academic Advisors (4)	144,000
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Fringe Benefits (29%)	\$ 289,134
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Recruitment Budget	\$ 25,000
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<b>Total</b>	<b>\$ 1,384,734</b>

**Tuition & Funding Formula Assumptions**

**Assumptions:**

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MEMO

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FROM: Kate Krause, Interim Dean, University College  
RE: Support for Core Courses in Honors  
Date: July 10, 2012

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These courses will be taught by current tenure stream Honors faculty, new hires in Honors, adjunct faculty with special expertise in the area and Honors Fellows whose tenure homes are in a specific discipline. The budget established for the Honors College is sufficient to compensate these faculty members and, in the case of Honors Fellows, to compensate their home departments.

University College is committed to supporting this course now and as the Honors College grows.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1087**

**Fields marked with \* are required**

**Name of Initiator:** Sarita Jo Cargas      **Email:\*** [cargas@unm.edu](mailto:cargas@unm.edu)      **Date:\*** 08-25-12  
**Phone Number:\*** 505 277-4211      Initiator's Title\* Lecturer III: UC University Honors Program

Associated Forms exist?\*

Yes ▼

Faculty Contact\* Rosalie Otero  
Department\* U Honors

Administrative Contact\* Lee Clark  
Admin Email\* laclark@unm.edu

**Branch**

Admin Phone\* 277 4211

Proposed effective term:

Semester Fall ▼ Year 2013 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program \* University Honors - Phys/Nat Sci Core Course

Select Category UG Core Course ▼ Degree Type

Select Action New ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**

See current catalog for format within the respective college (upload a doc/pdf file)

[Phys:Nat syll.docx](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)

It is expected that this change will be implemented by all branch campuses who offer honors courses.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

[Form C core course Science.docx](#)

# Honors College Core Course in Physical and Natural Sciences

Science in the 21<sup>st</sup> Century

HONS 211 4CH

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## **Brief Description for Catalog**

This course introduces principles from scientific fields such as biology, chemistry, physics, geology, and astronomy. It will familiarize students with scientific inquiry and an understanding of the role of the sciences in society and culture.

## **Course Description**

*Science in the 21<sup>st</sup> Century* will introduce students to important elements of the scientific method and scientific inquiry in one or more of the basic sciences. It will also introduce students to the interdisciplinary nature of scientific inquiry. The “theme” may change from year to year allowing for a diverse set of faculty to participate and to offer different foci over time through the honors curriculum. In this way, students could take more than one segment of this course. The theme outlined here is “Origins”. This topic is very broad and so, can encompass a variety of sciences. This core class will include a laboratory component and will provide students with important hands-on and field experience. Students will be required to take the lab segment, and so the course is designed as a 4 unit, single class. While several labs will take place on campus, there will be required field trips. It is intended that, as an Honors course, labs will be taught by the faculty conducting the seminar portion of the course, and this course is intended to be team taught by specialists in the areas covered.

**Student Learning Outcomes:** Once students successfully complete this course, they should be able to:

- Demonstrate an understanding of the scientific method and how it is practiced in the disciplines represented in this theme
- Be familiar with the practice of science as a whole, such that they can use this understanding to operate as informed citizens and leaders of the future
- Be familiar with maintaining appropriate lab documentation
- Be familiar with the fundamental principles that inform each of these topics
- Be able to design and carry out a scientific experiment

## **Required Texts and Materials:**

Students will use both established texts and primary literature relevant to the field under study. These will vary depending on the field of study. Examples from biology of these may include

A review paper from the geological literature

A paper on the topics from astrophysics

*Origin of Species*

Mendel’s experimental paper

An experimental paper from the natural selection literature—Bill Rice’s paper on selection

## **Sample Requirements and Assignments:**

- Students will read various texts, primary literature and other supplemental readings.
- Students will discuss, debate, and deliberate ideas based on reading assignments.
- Students will be able to identify, describe, and explain the scientific method and the practice of science in the fields represented
- Students will articulate how belief, assumptions, and values influence the practice of science.
- Students will articulate the major theories currently accepted and/or debated as to the origins of the universe and life on the planet in the 21<sup>st</sup> century.
- Students will apply the knowledge base of the physical and natural sciences to identify, describe, explain, and critically evaluate these major theories
- Students will maintain lab notebooks that will record all lab work conducted both in the lab setting and during field trips observe the natural world through field trips
- Students will apply the appropriate documentation methods used by practitioners

### **Course Calendar**

Module I	Week 1 2 3 4	<b><u>Introduction and How Science is Done (1-4 weeks)</u></b> Introduction and the scientific method Science and Pseudoscience How to think about Science Student Projects
Module II	Week 5 6 7	<b><u>Formal Analysis: Origins of our Solar system and our planet (5-7 weeks)</u></b> Solar System Formation and Evolution The Earth-Moon System The Geological Record
Module III	Week 8 9 10 12 13 14	<b><u>Formal Analysis: Origins of Life (weeks 8-13)</u></b> How did life begin?— <i>Revealing the origins of life</i> video The microbial world—the origin of complex life The history of life on Earth--phylogenetics Adaptation and Natural Selection DNA and the concept of the gene Moving to a synthetic understanding of origins
Module IV	Week 15	<b><u>Building Presentation and Writing Skills (15 week)</u></b> Student presentations
Lab	Week 1 2 3 4 5+6 7 8 9 10	<b><u>Skills and the process of science:</u></b> The scientific method—designing an experiment How to evaluate the outcomes of experiments Reading of seminal papers—how to and how to evaluate Writing science—what is an experimental paper and what is a review? Astronomical Field Trip—evening field trip required Geological Field trip—Examples of different geologic epochs in New Mexico Field trip to the Natural History Museum—Origins The cell and its parts Microscopes and the microbial world

	11	Diversity –how it is measured and described
	12	Experiments that demonstrate adaptation and natural selection—students must find and recommend
	13	DNA extraction, models and genes
	14	Student projects (experiments designed and carried out)
	15	Student projects (experiments designed and carried out)

**Assessment:**

Class participation (Both Seminar and Lab)

Students will read and discuss seminal papers in each field

Students will work collaboratively to lead a discussion on the differences between the sciences and junk science

Working collaboratively, students will present the basics of experimental design and evaluation

1 end of semester research project –written and presented orally

1 in-lab experiment—students will work collaboratively to lead the lab for one experiment or field trip

Plan for Assessment of Courses in the UG General Education Core Curriculum  
Template

Department Name: *Honors College*

Dept. Assessment Contact:

I. Course Number and Title: #211 *Science in the 21<sup>st</sup> Century*

A. Course Goal #1:    Knowledge

SLO 1: *Demonstrate an understanding of the scientific method and how it is practiced in the disciplines represented in this theme*

Addresses UNM/HED Area    III   , Competencies,    1   ,    5   ,

SLO 2: *Be familiar with the fundamental principles that inform each of these topics*

Addresses UNM/HED Area    III, Competencies,    1   ,

B. Course Goal # 2. Skills

SLO 1: *Be able to design and carry out a scientific experiment*

Addresses UNM/HED Area    III   , Competencies,    1   ,    2   ,    3   ,    4   ,

C. Course Goal #3: Responsibility.

SLO: *Be familiar with the practice of science as a whole, such that they can use this understanding to operate as informed citizens and leaders of the future*

Addresses UNM/HED Area III   , Competencies,    2   ,    3   ,    5   ,

II. How will evidence of learning be gathered?

1. What: For each SLO, identify one or more data collection points in the course. Preferably these are samples of student work already in the syllabus.

2. How: For this course, describe:

a. Will the assessment include evidence from all sections of the course, or some subset of sections? Address the validity of any proposed sample of sections.

*All sections will be included*

b. Will the assessment include evidence from all students in the assessed sections or a sample? Address the validity of the proposed sample of students.

*All students will be included*

- c. Will all student learning outcomes for this course be measured every time? If not, how will the complete set of SLOs for the course be subset for measurement a chunk at a time?

*SLOs will be individually assessed on a 3-year cycle (one course goal per year)*

3. When:

- a. Is assessment of student learning outcomes already underway in this course? If not, in what term (e.g., Fall 2007) will assessment of student learning outcomes commence in this course?

*No, assessment will begin once this course is being taught.*

- b. With what frequency (e.g., every term, a different term each year, etc.) will assessment of student learning outcomes take place in this course?

*SLOs will be individually assessed on a 3-year cycle (one course goal per year).*

- c. On what cycle will the complete set of SLOs for the course be assessed (e.g., all outcomes every term, a subset of outcomes each term with all outcomes every academic year,...)?

*3 years*

4. Who:

- a. Who will administer the measure or collect the student products?

*The faculty of record each semester*

- b. Who will review/mark the products relative to the SLO statements and established qualitative criteria?

*Faculty of record*

- c. Where rubrics (or evaluative criteria) have been developed for assessing student learning for a given outcome, please enclose a copy of the rubric/qualitative criteria.

*Rubrics will be developed by the faculty of record. Since this core course is intended to be team taught and to be designed around a theme such as that mentioned here, it is appropriate that the team set the rubric.*

**D. What process will be used to analyze/interpret the assessment data for this course?**

1. Who will participate?

*An Honors College faculty committee*

2. How will recommendations be communicated?

*a. In a memo to the faculty*

- b. *Included in the annual report*
- c. *At a semi-annual meeting of Honors faculty addressing assessment and pedagogy*

3. When will interpretation and recommendations take place?

*In the weeks immediately following the end of the term*

**E. How will results of assessment in this course be used for improvement?**

Note: This process may be different for each course or the same for all courses in the dept.

1. Describe the process for consideration of the implications of assessment for change:

- a. to assessment mechanisms themselves,

*As the number of offerings and section change, assessment mechanisms may need to change (evidence from students, sections and assessment scheduling).*

- b. to course design, and/or

*Those assessing the course may suggest changes in course features:*

*Length of class sessions.*

*Frequency of class meetings*

*The allotment of time to course topics*

- c. to pedagogy

*Those assessing the course may suggest changes in teaching methods*

*Reading requirements*

*Discussion facilitation methods*

*Number and nature of assignments and oral presentations*

*The configuration of class activities (field, lab, short lecture, small group discourse, writings, etc.)*

2. Who participates in this discussion/decision making.

*Honors faculty members*

3. How will recommendations be communicated? *Orally and in memo form*

4. When will this discussion/decision making take place? *Following the meeting held to discuss*



Required attachment for adding core course as required by the instructions, "Criteria for adding core curriculum courses"

- a. Statement of the core area course will fit in, rationale: how will course benefit UNM students, why does it belong in the core curriculum:

This new core course in the Physical and Natural Sciences area will benefit honors students by helping them remain and complete the Honors College curriculum. Currently too many students are forced to drop the program due to scheduling difficulties and problems fulfilling all their university graduation requirements including those for their major, minor, honors, and university core requirements. Allowing them to count a number of specific honors core courses towards their honors requirements will alleviate one of the more common problems for honors students. The honors version of the core course will also enhance the university core curriculum because it will introduce intense foci on interdisciplinarity and primary source materials.

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We predict these courses will fill at the Honors class maximum size of 17 students per course.

- d. Budget/Faculty Load Statement: budget impact statement, resources (faculty/facilities) that the department has for teaching the course, memo from Dean or College Curriculum Committee regarding financial support for 5-10 yrs.

*Budget impact statement:*

See below.

*Resources (faculty/facilities) that the department has for teaching the course:*

The current honors full-time and adjunct faculty are prepared to teach these courses. The projected budget for the new Honors College projects hiring 3-6 new faculty over the next several years and they also will be a resource to teach the new core courses.

*Memo from Dean or College Curriculum Committee regarding financial support for 5-10 yrs: See below.*

For "Budget Impact Statement"

APPENDIX E



**APPENDIX E**  
**Cost Estimation and Sources of Funding**

**COST ESTIMATION**

<b>Faculty</b>	
Dean	\$ 160,000
Associate Dean - SAC and course buy-out	40,000
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T/TT Faculty	75,000
T/TT Faculty	75,000
Honor Fellows (6) - 4 course buyouts/year @ \$7000/course (2)	168,000
Lecturer (1)	45,000
Part Time Instructors - 12 courses/year @ \$3,800/ course	45,600
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<b>Benefits</b>	
Fringe Benefits (29%)	\$ 289,134
<b>Total Salary and Benefits</b>	<b>\$ 1,309,734</b>
<b>Other</b>	
Recruitment Budget	\$ 25,000
Supply and Equipment Budget	50,000
	\$ 75,000
<b>Total</b>	<b>\$ 1,384,734</b>

**Tuition & Funding Formula Assumptions**

**Assumptions:**

- 90 new students to the University that graduated within the top 25% of their class.
- Each student averages 26 credit hours per year to graduate in 5
- 85% retention rate
- Half of a student's credit hours are lower division/half upper
- Instruction/Instructional Support Expenditure calculation used by the State Funding Formula.

**Gross Tuition & Formula Revenue**

- Freshman Year 90 students \* 26 ch \* \$151.48 = \$354,463
- Sophomore Year 77 students \* 26 ch \* \$151.48 = \$303,263
- Junior Year 65 students \* 26 ch \* \$242.96 = \$410,602
- Senior Year 55 students \* 26 ch \* \$334.44 = \$478,249
- 5th Year Senior 45 students \* 26 ch \* 334.44 = \$391,295

Total Gross Tuition & Formula Revenue = \$ 1,937,872

Notes: (1) Market Salaries for tenure stream faculty vary widely depending on discipline; \$75000 is an estimated average that would include humanities, physical and social sciences  
(2) Course buy-out costs will depend on current college policies. For example, A&S is moving to a policy that charges 1/8 of annual salary for one course buy-out.



MEMO

TO: Faculty Senate Curriculum Committees  
FROM: Kate Krause, Interim Dean, University College  
RE: Support for Core Courses in Honors  
Date: July 10, 2012

Last spring the Faculty Senate approved the creation of an Honors College. One component of the proposal was the establishment of courses in Honors that satisfy Core Curriculum requirements by delivering content that addresses the learning outcomes established for each disciplinary area. The Honors faculty have developed this course to allow Honors students to satisfy a core requirement in [the social and behavioral sciences]. The long-term plan for the Honors College is to develop courses in each of five (?) core areas.

These courses will be taught by current tenure stream Honors faculty, new hires in Honors, adjunct faculty with special expertise in the area and Honors Fellows whose tenure homes are in a specific discipline. The budget established for the Honors College is sufficient to compensate these faculty members and, in the case of Honors Fellows, to compensate their home departments.

University College is committed to supporting this course now and as the Honors College grows.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1081**

**Fields marked with \* are required**

**Name of Initiator:** Tracy Skipp      **Email:\*** [tjskipp@unm.edu](mailto:tjskipp@unm.edu)      **Date:\*** 08-20-12  
**Phone Number:\*** 505 277-7996      Initiator's Title\* Associate Dean: UC Bachelor of University Studies

Associated Forms exist?\*: Yes ▼

Faculty Contact\* Kate Krause      Administrative Contact\* Bernadette Tafoya  
Department\* UC - University Studies      Admin Email\* mbtafoya@unm.edu  
Branch Main      Admin Phone\* 277-9302

**Proposed effective term:**

Semester Spring ▼ Year 2013 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼  
Name of New or Existing Program \* Integrative Studies Minor  
Select Category Minor ▼ Degree Type BA, BS  
Select Action New ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**

See current catalog for format within the respective college (upload a doc/pdf file)

[BLA-BIS outline.docx](#)  
[BIS Catalog copy.docx](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)

Interdisciplinary Studies minor to be available for BA/BS students in other Colleges/Schools at UNM... see attached memo...

[FormC rationale LAIS.docx](#)  
[FormC1081 memo.doc](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

[Provost Office Approval BLA BIS\[1\].pdf](#)

# Bachelor of Liberal Arts | Bachelor of Integrative Studies

## \* Minor in Integrative Studies

### Degree Outline

**Multidisciplinary Major in Liberal Arts [B.L.A.].** The B.L.A. degree as it is being proposed is essentially the same as the current B.U.S degree with a few specific requirement changes. The addition of an exit essay will allow for more meaningful outcomes assessment. The reduction in program residency from 36 to 21 credit hours will keep from penalizing students who, while having met all other graduation requirements, stop out for three or more semesters and have to start residency again. The degree will require:

- 128 credit hours, 51 of which must be upper-division; \*
- 36 credit-hour plan of study; and
- 21 credit-hour residency in B.L.A. program (*last 21*); and \*
- Entrance/graduation essays (250/500 words) describing plan of study goals and outcomes; and \*
- It may be used as a second degree; and a minor may be declared but is not required – however, it still may not be used as part of a double-major. \*

Students choosing this major are expected to be returning non-traditional students who are preparing for the workforce or are currently in the workforce. The broad multidisciplinary nature of the major will prepare students for the workforce where a degree is necessary for employment or potential career development on a more advanced career track.

**Major in Integrative Studies [B.I.S.].** The new B.I.S. degree is the option, under the current B.U.S degree, less frequently used to prepare motivated students for advanced or creative learning opportunities. The creation of this degree specifically targets students who require or would benefit from closer collaboration, including research projects, with a faculty mentor or faculty-led problem solving teams. The degree will require:

- A 2.0 cum gpa for admission to the major, and graduation;
- 128 credit hours, 51 of which must be upper-division;
- 36 credit-hour plan of study; and
- 36 credit-hour residency in B.I.S. program (*last 36*); and
- Entrance essay (250 words) describing plan of study goals; and
- the approval of a faculty mentor(s); and
- 15 credit hours of Theory & Research in Integrative Studies (LAIS) courses [150, 310, 311, 399 (x3) & 499]
- completion of a substantial Capstone Project (approved by the faculty mentor), i.e. LAIS 499.
- B.I.S. may be declared as part of a double-major, as a dual (or second) degree, and must have a minor.

Students choosing this major are expected to be both traditional and non-traditional students who want to design an individualized program to prepare for unique or advanced learning experiences – including international, cooperative or professional schools. The focused nature of the major and apprenticeship-like experience with a faculty member will better prepare students for advanced study.

\* represents a change to the current BUS degree...

**Minor in Integrative Studies.** The integrative studies minor will be similar to what is currently required of the integrative studies major, and will be awarded to students who complete 21 hours of designated courses. This curriculum will allow creative students who are not in an interdisciplinary major to broaden their academic experience while obtaining a bachelor's degree in their chosen discipline.

1. Completion of 21 credit hours in courses approved by the Associate Dean of Liberal Arts & Integrative Studies (University College) including:
    - a) **LAIS 150** Foundations of Integrative Thought (3), and **LAIS 310** Investigations in Research: Methodologies & Techniques (3); and
    - b) a minimum of 6 credit hours at the 300 or 400 levels.
-

## Bachelor of Integrative Studies

TJ Skipp, Ed.D., Associate Dean  
Liberal Arts & Integrative Studies [LAIS]  
University Advisement and Enrichment Center, Suite 180  
MSC06 3680, 1 University of New Mexico  
Albuquerque, NM 87131-0001  
(505) 277-9302

### Faculty & Administration

#### Dean

Kate Krause, Ph.D., University of Wisconsin

#### Associate Dean, Curriculum & Program Development

Sonia Gipson Rankin, J.D., University of Illinois at Urbana-Champaign

#### Associate Dean, Liberal Arts & Integrative Studies

Tracy Skipp, Ed.D., University of New Mexico

#### Director, Research Service Learning

Dan Young, Ph.D., University of Washington

### Introduction

The faculty of The University of New Mexico offers the degree of Bachelor of Integrative Studies (B.I.S.). This program, initiated in 2012, is administered through University College.

This baccalaureate degree program provides the opportunity for students to develop a unique program of study combining courses from more than one University of New Mexico department and/or college. With the help of a LAIS advisor, students will structure a 36+ credit hour program. The program of study will be an area of focus that is interdisciplinary in nature. Remaining courses will be selected through advisement. The B.I.S. degree specifically targets students who require or would benefit from closer collaboration, including research projects, with a faculty mentor or faculty-led problem solving teams. It may be used as part of a double major or as a second degree, and an existing departmental minor is required.

Strict compliance with B.I.S. requirements is mandatory for admission to and continuation in the program. Changes to approved programs of study may be made only in consultation with an advisor and an approved plan of studies revision form. The advisement of B.I.S. students is under the supervision of the Associate Dean of LAIS. Students in the Integrative Studies program must meet the general academic regulations of the University for admission, academic standing, and graduation. **Students are responsible for familiarizing themselves with both the specific and general current academic regulations.** Students who have not been continuously enrolled must follow the requirements of the current University of New Mexico Catalog upon readmission.

Questions regarding any aspect of the program should be addressed to an advisor in the LAIS office. Please also visit the website at <http://bis.unm.edu>.

### Courses for Which Degree Credit Is and Is Not Given

Credit toward a degree will not be given for:

1. Any course numbered 100 (e.g., ISE 100, ISM 100).
2. Practicum or activity courses which are primarily technical or vocational (e.g., typing, shop work, paralegal studies, business education/technology, etc.) or other courses which lead to separate certificates; professional courses taken in the law or medical school. Students may enroll in these

courses in pursuit of their own interests or professional preparations, but they should not expect degree credit for them unless they have the prior approval of the Associate Dean. (A number of *technical* courses have been approved for credit at each branch campus – see an LAIS advisor for a complete list.)

Credit toward a degree will be given for:

1. Up to 4 hours of nonprofessional physical education (activity courses such as aerobics, weight-training, etc.); and up to 4 hours of music ensemble.
2. Up to 18 hours of problem courses, directed study, readings and research, independent study courses or similar variable-credit courses unless the Associate Dean grants special permission. Only 12 credit hours of these special courses may be taken from within the same department (e.g., dance). Only 6 credit hours of these courses may be taken from the same faculty member. No credit will be given for hours in a course that exceed the maximum number of hours the originating department stipulates for that course in the catalog.
3. Up to 30 hours of correspondence course work (via mail) may be taken towards the completion of the program; however, only 12 hours of correspondence credit may be taken in the last 36 hours of course work prior to graduation.
4. Any approved course work from an accepted Baccalaureate degree program.

**Integrative Studies [B.I.S.] Grade Point Average.** The B.I.S. grade point average is based on all attempted University of New Mexico courses that are acceptable to the Integrative Studies program, as defined above.

#### **Admission to the Bachelor of Integrative Studies program**

Minimum requirements to transfer into the Integrative Studies program are as follows:

1. Demonstrated academic achievement by satisfying the following:
  - a. Completion of the University Speaking and Writing Core.
  - b. Completion of the University Mathematics Core.
  - c. [Completion of the University Language Core.](#)
2. A minimum cumulative grade point average of 2.00 or higher.
3. Twenty-six or more hours of earned credit applicable to this program.
4. Application to the Integrative Studies program includes the following: An entrance interview with a LAIS Academic Advisor. The interview is the student's opportunity to discuss their ideas and goals for their degree, share a draft of their proposed Plan of Study, and if necessary, make any appropriate revisions to their Plan of Study before admission to the program. Please refer to the website for details on designing a Plan of Study, FAQs, Forms and Downloads, and Helpful Hints. <http://bis.unm.edu>. This interview is the time to ask any questions about the Integrative Studies program or about details in designing such a unique degree.
5. Submission of a comprehensive approved Plan of Study to a LAIS Academic Advisor. This Plan of Study must list the specific courses that the student intends to take to complete their B.I.S. degree. In preparing a Plan, the student must study The University of New Mexico Catalog to find courses appropriate for their Interdisciplinary (area of focus) Plan. This Plan must incorporate all courses for the program of study – both transfer and UNM courses. A University of New Mexico “unofficial transcript” and a Transfer Course Evaluation, if appropriate (both can be found on Loboweb), must be attached to the Plan of Study.
6. Submission of a *Statement of Purpose*, no less than 250 words. This statement should describe how the student has organized courses in the Plan to meet the student's needs as well as exactly to what end the student hopes to use their Integrative Studies degree.
7. Submission of a completed *Qualified Signature* form. Details on this form will be discussed in the initial interview. Admission to the Integrative Studies program for the current term must take



place before the end of the third week of classes. After that time, admission will be for the following or subsequent term (Fall, Spring or Summer). Please see an advisor for more information on our admission requirements.

### **Graduation Requirements**

Students must see an Advisor in the LAIS office to apply for graduation one year prior to that in which they plan to graduate. An “apply to graduate” hold will appear on the student’s account once the student has earned 100 credit hours to remind them of this requirement. At this time, the student and the Advisor will view a Degree Audit specifying the work remaining to be completed for graduation. This audit incorporates any unmet core curriculum, upper-division course work as well as B.I.S. residency to be completed. **It should be noted that students are solely responsible for knowing and completing all requirements for graduation from the Integrative Studies program.** Students must know how to run and read their LoboTrax Degree Audits in order to check on their graduation progress.

In addition to adherence to approved programs of study, specific graduation requirements are as follows:

1. Completion of the University’s core curriculum.
2. A minimum of 128 semester hours of earned credit acceptable to the program as defined above.
3. A minimum Integrative Studies grade point average of 2.00.
4. A minimum of 51 semester hours earned in courses at the upper-division level (courses numbered 300–499).
5. A minimum grade-point average of 2.00 on all upper-division course work attempted at The University of New Mexico.
6. A minimum of 36 semester hours of academic work earned while enrolled in the Integrative Studies program. This is known as the department residency requirement. (Not to include: credit by exam, transfer credit and/or concurrent enrollment, or independent study/problems courses unless specifically approved by the Associate Dean.) These must include the final 36 hours of enrollment prior to graduation from the program.
7. A minimum of 15 credit hours of Integrative Studies [LAIS] core courses; and, an additional 21 credit hours of approved elective Integrative Studies courses must be included in the Plan of Study.
8. A minimum grade of C (2.00) or higher is required in all courses included in a student’s Plan of Study (core & elective).
9. Fulfillment of the University’s residence credit requirement (30 credit hours including 15 after 92).

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### **Major Study Requirements**

The submission of a comprehensive Plan of Study to a LAIS Academic Advisor must be approved before admission to the program is complete.

This Plan of Study must list the specific courses that the student intends to take to complete their B.I.S. degree, including a minimum of 15 credit hours of Integrative Studies core courses (listed below); and, an additional 21 credit hours of approved elective Integrative Studies courses must be included in the Plan of Study. Transfer courses may be included as part of a student’s Plan of Study. *It should also be noted that transfer courses in which credit was earned at a lower-division designation cannot be transferred as upper-division to count towards a B.I.S. degree.*

The minimum residency, which is the final 36 credit hours of academic work, must be earned while enrolled in the Integrative Studies program at The University of New Mexico. In preparing a Plan, the student must study The University of New Mexico Catalog to find courses appropriate for their Interdisciplinary (area of focus) Plan.

This Plan must incorporate all courses for the program of study – the minimum final 36 credit hours, plus any additional courses a student may need to be prepared for further or advanced study.

A typical degree plan might include:

- LAIS 150: Foundations of Integrative Thought (3)
- LAIS 310: Investigations in Research: Methodologies & Techniques (3)
- LAIS 311: Experiential Research (3)
- LAIS 399: Interdisciplinary Synthesis (1)
- LAIS 399: Interdisciplinary Synthesis (1)
- LAIS 399: Interdisciplinary Synthesis (1)
- LAIS 499: Senior Seminar (3)

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Core Courses = 15 credit hours

- Approved Departmental Course \_\_\_\_\_ (3)
- Approved Departmental Course \_\_\_\_\_ (3)
- Approved Departmental Course \_\_\_\_\_ (3)
- Approved Departmental Course \_\_\_\_\_ (3)
- Approved Departmental Course \_\_\_\_\_ (3)
- Approved Departmental Course \_\_\_\_\_ (3)
- Approved Departmental Course \_\_\_\_\_ (3)

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Elective Courses = 21 credit hours

Approved Degree Plan = 36 credit hours (minimum)

### Minor Study Requirements

This Minor in Integrative Studies will allow creative students who are not in an interdisciplinary major to broaden their academic experience while obtaining a bachelor’s degree in their chosen discipline.

Formal requirements for graduation with an Integrative Studies Minor are:

1. Completion of 21 credit hours in courses approved by the Associate Dean of Liberal Arts & Integrative Studies (University College) including:
  - a) LAIS 150 Foundations of Integrative Thought (3), and LAIS 310 Investigations in Research: Methodologies & Techniques (3); and
  - b) a minimum of 6 credit hours at the 300- or 400- levels.

This minor specifically targets students who require or would benefit from closer collaboration, including research projects, with a faculty mentor or faculty-led problem solving teams, but have chosen a traditional major in another Department or College. Students are encouraged to design an individualized program that will prepare them for unique or advanced learning experiences – including international, cooperative or professional schools. The focused nature of the minor and apprenticeship-like experience with a faculty member will better prepare students for advanced study which compliments the discipline of their chosen major.

---



Office of the Dean  
The University of New Mexico  
1 University of New Mexico  
Albuquerque, New Mexico 87131

Thursday, 18 October, 2012

To Faculty Senate Curriculum Committee:

This memo is an explanation of the bifurcation of the existing Bachelor of University Studies (B.U.S.) degree that is later presented in this proposal. The form C *curriculum workflow* process, as it currently exists, is designed to introduce new programs or modify existing programs within their original structure and does not easily allow for what is being proposed here with the current B.U.S. degree.

In this proposal we are seeking to split the existing B.U.S. degree into two separate degrees that will more accurately reflect the need of students.

- The multidisciplinary “theme-based” track of students, which comprise the current majority, will experience only one curricular change – a reduced program residency – and will be renamed the Bachelor of Liberal Arts (B.L.A.) degree. **Form #1079**
- The interdisciplinary “area of focus” track for students, which now represent less than a third of students, will experience three curricular modifications – their plan of study will require the approval of a faculty mentor, they will complete a senior capstone project, and a core of integrative studies courses requirement – and it will be named the Bachelor of Integrative Studies (B.I.S.) degree. **Form #1080**
- We are also creating a minor in Integrative Studies to provide opportunities for students in traditional majors. **Form #1081**

This split of the current B.U.S. degree is not strictly the creation of a new degree, nor is it the typical requirement modification of an existing degree – it is the modification of one degree by dividing it into two distinct parts, or two degrees and a minor. It’s basic administration and function would remain the same in the University College structure.

When reading through the supporting documentation you will see the same proposal attached for both form C’s – seemingly extraneous information about the B.I.S. degree in the B.L.A. proposal, and vice versa. This is necessary to explain the balancing halves of a current whole B.U.S. degree. With two very distinct student populations in the current B.U.S. degree, a distinct split into two degrees serves their future academic and career-oriented needs much better. Creation of a minor allows students to pursue an interdisciplinary path as a complement to a traditional disciplinary major. The College of Arts & Sciences has already agreed to accept the new minor in fulfillment of their graduation requirements.

If you require any additional information or wish to discuss this matter further, please do not hesitate to contact me directly, [tjskipp@unm.edu](mailto:tjskipp@unm.edu), (505) 277-7996.

A handwritten signature in black ink, appearing to read "Tracy J. Skipp".

Sincerely,  
Tracy J. Skipp, Ed.D.  
Associate Dean, University Studies



Office of the Dean  
The University of New Mexico  
1 University of New Mexico  
Albuquerque, New Mexico 87131

*Monday, 22 October, 2012*

*Faculty Senate Curriculum Committee:*

*The following **Form #C1081** addresses the revision of the Bachelor of University Studies degree by creating a minor in Integrative Studies. This new program will provide opportunities for students in traditional majors to learn interdisciplinary research methods and fields of study.*

### **Minor in Integrative Studies**

*Title & Requirements:*

This Minor in Integrative Studies will allow creative students who are not in an interdisciplinary major to broaden their academic experience while obtaining a bachelor's degree in their chosen discipline.

Formal requirements for graduation with an Integrative Studies Minor are:

1. Completion of 21 credit hours in courses approved by the Associate Dean of Liberal Arts & Integrative Studies (University College) including:
  - a) XDIS 150 Introduction to Interdisciplinary Studies (3), and XDIS 310 Interdisciplinary Investigation (3); and
  - b) a minimum of 6 credit hours at the 300 or 400 levels.

*Rationale:*

This minor specifically targets students who require or would benefit from closer collaboration, including research projects, with a faculty mentor or faculty-led problem solving teams, but have chosen a traditional major in another Department or College. Students are encouraged to design an individualized program that will prepare them for unique or advanced learning experiences – including international, cooperative or professional schools. The focused nature of the minor and apprenticeship-like experience with a faculty member will better prepare students for advanced study which compliments the discipline of their chosen major.

If you require any additional information or wish to discuss this matter further, please do not hesitate to contact me directly, [tjskipp@unm.edu](mailto:tjskipp@unm.edu), (505) 277-7996.

Sincerely,

A handwritten signature in black ink, appearing to read "Tracy J. Skipp".

Tracy J. Skipp, Ed.D  
Associate Dean, University Studies



# Bachelor of Liberal Arts | Bachelor of Integrative Studies

## \* Minor in Integrative Studies

### Degree Outline

**Multidisciplinary Major in Liberal Arts [B.L.A.].** The B.L.A. degree as it is being proposed is essentially the same as the current B.U.S degree with a few specific requirement changes. The addition of an exit essay will allow for more meaningful outcomes assessment. The reduction in program residency from 36 to 21 credit hours will keep from penalizing students who, while having met all other graduation requirements, stop out for three or more semesters and have to start residency again. The degree will require:

- 128 credit hours, 51 of which must be upper-division; \*
- 36 credit-hour plan of study; and
- 21 credit-hour residency in B.L.A. program (*last 21*); and \*
- Entrance/graduation essays (250/500 words) describing plan of study goals and outcomes; and \*
- It may be used as a second degree; and a minor may be declared but is not required – however, it still may not be used as part of a double-major. \*

Students choosing this major are expected to be returning non-traditional students who are preparing for the workforce or are currently in the workforce. The broad multidisciplinary nature of the major will prepare students for the workforce where a degree is necessary for employment or potential career development on a more advanced career track.

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- 36 credit-hour residency in B.I.S. program (*last 36*); and
- Entrance essay (250 words) describing plan of study goals; and
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- 15 credit hours of Theory & Research in Integrative Studies (LAIS) courses [150, 310, 311, 399 (x3) & 499]
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\* represents a change to the current BUS degree...

**Minor in Integrative Studies.** The integrative studies minor will be similar to what is currently required of the integrative studies major, and will be awarded to students who complete 21 hours of designated courses. This curriculum will allow creative students who are not in an interdisciplinary major to broaden their academic experience while obtaining a bachelor's degree in their chosen discipline.

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    - b) a minimum of 6 credit hours at the 300 or 400 levels.
-

## Bachelor of Integrative Studies

TJ Skipp, Ed.D., Associate Dean  
Liberal Arts & Integrative Studies [LAIS]  
University Advisement and Enrichment Center, Suite 180  
MSC06 3680, 1 University of New Mexico  
Albuquerque, NM 87131-0001  
(505) 277-9302

### Faculty & Administration

#### Dean

Kate Krause, Ph.D., University of Wisconsin

#### Associate Dean, Curriculum & Program Development

Sonia Gipson Rankin, J.D., University of Illinois at Urbana-Champaign

#### Associate Dean, Liberal Arts & Integrative Studies

Tracy Skipp, Ed.D., University of New Mexico

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Dan Young, Ph.D., University of Washington

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4. Any approved course work from an accepted Baccalaureate degree program.

**Integrative Studies [B.I.S.] Grade Point Average.** The B.I.S. grade point average is based on all attempted University of New Mexico courses that are acceptable to the Integrative Studies program, as defined above.

#### **Admission to the Bachelor of Integrative Studies program**

Minimum requirements to transfer into the Integrative Studies program are as follows:

1. Demonstrated academic achievement by satisfying the following:
  - a. Completion of the University Speaking and Writing Core.
  - b. Completion of the University Mathematics Core.
  - c. [Completion of the University Language Core.](#)
2. A minimum cumulative grade point average of 2.00 or higher.
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4. Application to the Integrative Studies program includes the following: An entrance interview with a LAIS Academic Advisor. The interview is the student's opportunity to discuss their ideas and goals for their degree, share a draft of their proposed Plan of Study, and if necessary, make any appropriate revisions to their Plan of Study before admission to the program. Please refer to the website for details on designing a Plan of Study, FAQs, Forms and Downloads, and Helpful Hints. <http://bis.unm.edu>. This interview is the time to ask any questions about the Integrative Studies program or about details in designing such a unique degree.
5. Submission of a comprehensive approved Plan of Study to a LAIS Academic Advisor. This Plan of Study must list the specific courses that the student intends to take to complete their B.I.S. degree. In preparing a Plan, the student must study The University of New Mexico Catalog to find courses appropriate for their Interdisciplinary (area of focus) Plan. This Plan must incorporate all courses for the program of study – both transfer and UNM courses. A University of New Mexico “unofficial transcript” and a Transfer Course Evaluation, if appropriate (both can be found on Loboweb), must be attached to the Plan of Study.
6. Submission of a *Statement of Purpose*, no less than 250 words. This statement should describe how the student has organized courses in the Plan to meet the student's needs as well as exactly to what end the student hopes to use their Integrative Studies degree.
7. Submission of a completed *Qualified Signature* form. Details on this form will be discussed in the initial interview. Admission to the Integrative Studies program for the current term must take

place before the end of the third week of classes. After that time, admission will be for the following or subsequent term (Fall, Spring or Summer). Please see an advisor for more information on our admission requirements.

### **Graduation Requirements**

Students must see an Advisor in the LAIS office to apply for graduation one year prior to that in which they plan to graduate. An “apply to graduate” hold will appear on the student’s account once the student has earned 100 credit hours to remind them of this requirement. At this time, the student and the Advisor will view a Degree Audit specifying the work remaining to be completed for graduation. This audit incorporates any unmet core curriculum, upper-division course work as well as B.I.S. residency to be completed. **It should be noted that students are solely responsible for knowing and completing all requirements for graduation from the Integrative Studies program.** Students must know how to run and read their LoboTrax Degree Audits in order to check on their graduation progress.

In addition to adherence to approved programs of study, specific graduation requirements are as follows:

1. Completion of the University’s core curriculum.
2. A minimum of 128 semester hours of earned credit acceptable to the program as defined above.
3. A minimum Integrative Studies grade point average of 2.00.
4. A minimum of 51 semester hours earned in courses at the upper-division level (courses numbered 300–499).
5. A minimum grade-point average of 2.00 on all upper-division course work attempted at The University of New Mexico.
6. A minimum of 36 semester hours of academic work earned while enrolled in the Integrative Studies program. This is known as the department residency requirement. (Not to include: credit by exam, transfer credit and/or concurrent enrollment, or independent study/problems courses unless specifically approved by the Associate Dean.) These must include the final 36 hours of enrollment prior to graduation from the program.
7. A minimum of 15 credit hours of Integrative Studies [LAIS] core courses [150, 310, 311, 399 (x3) & 499]; and, an additional 21 credit hours of approved elective Integrative Studies courses must be included in the Plan of Study.
8. Completion of a substantial Capstone Project approved by the faculty mentor [LAIS 499].
9. Graduation/Exit essay (500 words) describing goals achieved in the plan of study including future plans.
10. A minimum grade of C (2.00) or higher is required in all courses included in a student’s Plan of Study (core & elective).
11. Fulfillment of the University’s residence credit requirement (30 credit hours including 15 after 92).

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### **Major Study Requirements**

The submission of a comprehensive Plan of Study to a LAIS Academic Advisor must be approved before admission to the program is complete.

This Plan of Study must list the specific courses that the student intends to take to complete their B.I.S. degree, including a minimum of 15 credit hours of Integrative Studies core courses (listed below); and, an additional 21 credit hours of approved elective Integrative Studies courses must be included in the Plan of Study. Transfer courses may be included as part of a student’s Plan of Study. *It should also be noted that transfer courses in which credit was earned at a lower-division designation cannot be transferred as upper-division to count towards a B.I.S. degree.*

The minimum residency, which is the final 36 credit hours of academic work, must be earned while enrolled in the Integrative Studies program at The University of New Mexico. In preparing a Plan, the

student must study The University of New Mexico Catalog to find courses appropriate for their Interdisciplinary (area of focus) Plan.

This Plan must incorporate all courses for the program of study – the minimum final 36 credit hours, plus any additional courses a student may need to be prepared for further or advanced study.

A typical degree plan might include:

- LAIS 150: Foundations of Integrative Thought (3)
- LAIS 310: Investigations in Research: Methodologies & Techniques (3)
- LAIS 311: Experiential Research (3)
- LAIS 399: Interdisciplinary Synthesis (1)
- LAIS 399: Interdisciplinary Synthesis (1)
- LAIS 399: Interdisciplinary Synthesis (1)
- LAIS 499: Senior Seminar (3)

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Core Courses = 15 credit hours

- Approved Departmental Course \_\_\_\_\_ (3)
- Approved Departmental Course \_\_\_\_\_ (3)
- Approved Departmental Course \_\_\_\_\_ (3)
- Approved Departmental Course \_\_\_\_\_ (3)
- Approved Departmental Course \_\_\_\_\_ (3)
- Approved Departmental Course \_\_\_\_\_ (3)
- Approved Departmental Course \_\_\_\_\_ (3)

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Elective Courses = 21 credit hours

Approved Degree Plan = 36 credit hours (minimum)

### Minor Study Requirements

This Minor in Integrative Studies will allow creative students who are not in an interdisciplinary major to broaden their academic experience while obtaining a bachelor’s degree in their chosen discipline.

Formal requirements for graduation with an Integrative Studies Minor are:

1. Completion of 21 credit hours in courses approved by the Associate Dean of Liberal Arts & Integrative Studies (University College) including:
  - a) LAIS 150 Foundations of Integrative Thought (3), and LAIS 310 Investigations in Research: Methodologies & Techniques (3); and
  - b) a minimum of 6 credit hours at the 300- or 400- levels.

This minor specifically targets students who require or would benefit from closer collaboration, including research projects, with a faculty mentor or faculty-led problem solving teams, but have chosen a traditional major in another Department or College. Students are encouraged to design an individualized program that will prepare them for unique or advanced learning experiences – including international, cooperative or professional schools. The focused nature of the minor and apprenticeship-like experience with a faculty member will better prepare students for advanced study which compliments the discipline of their chosen major.

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Office of the Dean  
The University of New Mexico  
1 University of New Mexico  
Albuquerque, New Mexico 87131

Thursday, 18 October, 2012

To Faculty Senate Curriculum Committee:

This memo is an explanation of the bifurcation of the existing Bachelor of University Studies (B.U.S.) degree that is later presented in this proposal. The form C *curriculum workflow* process, as it currently exists, is designed to introduce new programs or modify existing programs within their original structure and does not easily allow for what is being proposed here with the current B.U.S. degree.

In this proposal we are seeking to split the existing B.U.S. degree into two separate degrees that will more accurately reflect the need of students.

- The multidisciplinary “theme-based” track of students, which comprise the current majority, will experience only one curricular change – a reduced program residency – and will be renamed the Bachelor of Liberal Arts (B.L.A.) degree. **Form #1079**
- The interdisciplinary “area of focus” track for students, which now represent less than a third of students, will experience three curricular modifications – their plan of study will require the approval of a faculty mentor, they will complete a senior capstone project, and a core of integrative studies courses requirement – and it will be named the Bachelor of Integrative Studies (B.I.S.) degree. **Form #1080**
- We are also creating a minor in Integrative Studies to provide opportunities for students in traditional majors. **Form #1081**

This split of the current B.U.S. degree is not strictly the creation of a new degree, nor is it the typical requirement modification of an existing degree – it is the modification of one degree by dividing it into two distinct parts, or two degrees and a minor. It’s basic administration and function would remain the same in the University College structure.

When reading through the supporting documentation you will see the same proposal attached for both form C’s – seemingly extraneous information about the B.I.S. degree in the B.L.A. proposal, and vice versa. This is necessary to explain the balancing halves of a current whole B.U.S. degree. With two very distinct student populations in the current B.U.S. degree, a distinct split into two degrees serves their future academic and career-oriented needs much better. Creation of a minor allows students to pursue an interdisciplinary path as a complement to a traditional disciplinary major. The College of Arts & Sciences has already agreed to accept the new minor in fulfillment of their graduation requirements.

If you require any additional information or wish to discuss this matter further, please do not hesitate to contact me directly, [tjskipp@unm.edu](mailto:tjskipp@unm.edu), (505) 277-7996.

A handwritten signature in black ink, appearing to read "Tracy J. Skipp".

Sincerely,  
Tracy J. Skipp, Ed.D.  
Associate Dean, University Studies



Office of the Dean  
The University of New Mexico  
1 University of New Mexico  
Albuquerque, New Mexico 87131

Monday, 22 October, 2012

Faculty Senate Curriculum Committee:

The following **Form #C1080** addresses the revision of the Bachelor of University Studies degree by creating part 2 of 2 parts the Bachelor of Integrative Studies (B.I.S.) degree. This new program is the interdisciplinary “focused concentration” track of students, which now represent less than a third of students, will experience three curricular modifications – their plan of study will require the approval of a faculty mentor, they will complete a senior capstone project, and a core of integrative studies courses requirements.

### **Major in Integrative Studies**

#### *Title & Requirements:*

The major in Integrative Studies is intended to offer, as part of the modification of the existing University Studies degree, the option for students to build concentrated, faculty-mentored interdisciplinary plans of study.

Students who complete the Integrative Studies curriculum will experience three curricular modifications – their plan of study will require the approval of a faculty mentor, they will complete a senior capstone project, and a core of classes (12 credit hours) in interdisciplinary theory and research.

Formal requirements for graduation with an Interdisciplinary Major in Integrative Studies are:

- 128 credit hours, 51 of which must be upper-division, and a 2.0 cum gpa;
- 36 credit-hour plan of study; and
- 36 credit-hour residency in B.I.S. program (*last 36*); and
- Entrance essay (250 words) describing plan of study goals; and
- the approval of a faculty mentor(s); and
- 15 credit hours of Theory & Research in Integrative Studies (LAIS) courses [150, 310, 311, 399 (x3) & 499]
- completion of a substantial Capstone Project (approved by the faculty mentor), i.e. LAIS 499.

It may be declared as part of a double-major, as a dual (or second) degree, and must have a minor.

#### *Rationale:*

The B.I.S. degree as it is being proposed is a significant modification the current B.U.S degree with its goal to prepare motivated students for advanced or creative learning opportunities. The creation of this degree specifically targets students who require or would benefit from closer collaboration, including research projects, with a faculty mentor or faculty-led problem solving teams. Students choosing this major are expected to be both traditional and non-traditional students who want to design an individualized program to prepare for unique or advanced learning experiences – including international, cooperative or professional schools. The focused nature of the major and apprenticeship-like experience with a faculty member will better prepare students for advanced study.

If you require any additional information or wish to discuss this matter further, please do not hesitate to contact me directly, [tjskipp@unm.edu](mailto:tjskipp@unm.edu), (505) 277-7996.

Sincerely,

A handwritten signature in black ink, appearing to read "Tracy J. Skipp".

Tracy J. Skipp, Ed.D  
Associate Dean, University College  
Director, University Studies



TO: Elizabeth Barton, Associate Registrar,  
Michael Dougher, Sr. Vice Provost,  
Kate Krause, Interim Dean, University College

FROM: Gregory Heileman, Associate Provost

DATE: August 2, 2012

SUBJECT: Approval of New Baccalaureate Degrees: Bachelors of Liberal Arts (BLA),  
Bachelors of Interdisciplinary Studies (BIS) and Minor in Interdisciplinary Studies

CC: Chaouki Abdallah, Provost

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The Bachelor of University Studies (BUS), a program administered out of University College, has served UNM since 1969. The Director of the BUS and the Interim Dean of University College have determined that a single BUS degree does not adequately serve our students. They are proposing bifurcating that degree into two distinct bachelors' degrees.

The original BUS allowed students to design their own multidisciplinary major. It accommodated non-traditional students and other students who did not meet the requirements of any single major or degree offered by another college. It gained a somewhat non-rigorous reputation, stigmatizing students who earned the BUS. Currently about one-third of BUS students are pursuing rigorous interdisciplinary programs of study; about two-thirds are seeking a BUS degree as an expeditious path to graduation. These two very separate paths call for separate degrees.

I have reviewed the New Baccalaureate Degree Preliminary Review And Proposal Outline: Major Modification of BUS degree and Creation of New Degree to be offered in University College at UNM (attached) and have found that it satisfies the requirements for preliminary approval of a new Baccalaureate degree. This memo serves as my permission to move forward with development of specific degree curriculum and requirements.

By copy of this memo to Kate Krause, Interim Dean of University College, I instruct her to develop a full proposal that is consistent with the preliminary outline and that complies with all NMHED requirements. That will require timely submission of a Form C for each new degree (the two bachelor's degrees and the minor) and documentation of all elements required by the document titled New Baccalaureate Degree Preliminary Review And Proposal Outline dated January 2008.

Attachment: New Baccalaureate Degree Preliminary Review And Proposal Outline: Major Modification of BUS degree and Creation of New Degree to be offered in University College at UNM

## **NEW BACCALAUREATE DEGREE PRELIMINARY REVIEW AND PROPOSAL OUTLINE: Major Modification of BUS degree and Creation of New Degree to be offered in University College at UNM**

The B.U.S program was created by the faculty in 1969 and has historically been administered through University College. Each year, approximately 900 to 1200 students are enrolled with the B.U.S. program, making it one of the largest degree-granting majors, regularly graduating the second- or third-most degrees of any college each year at UNM. Enrollments fluctuate each semester as many non-traditional students take only one or two courses every other semester as they balance work, family, and school commitments.

Currently students seeking the B.U.S. degree complete all courses required in the University Core Curriculum and design an individual 36+ credit plan of study leading to a baccalaureate degree. Plans of study may be thematically based, or specialized in two or more specific subject areas. These programs of study reflect a broad spectrum of academic areas. While the majority of students focus on several disciplines within the College of Arts & Sciences, many design their curriculum with courses from two or more of UNM's other colleges. The B.U.S. degree program is ideal for students with academic and career aspirations that require inter- or multi-disciplinary study. Other students, particularly those returning to the university after years away, or those with full-time jobs, choose the B.U.S. degree because they have specific job-related academic needs that can be met most efficiently through the B.U.S. program.

### **1. Program Description**

The B.U.S. program needs to re-define itself as the degree completion program that offers innovative and flexible fields of study, that supports many UNM graduation initiatives, that delivers online courses offerings, and that serves the needs of non-traditional student populations that would otherwise be under-served on campus and across the State. The primary structure of this re-definition is the evolution of the current University Studies program into two separate tracks – *Liberal Arts* [multidisciplinary and thematic] for returning and career-oriented students, and *Interdisciplinary Studies* for students who seek an interdisciplinary undergraduate degree.

#### *Bachelor of Liberal Arts [BLA degree]*

The first step in this proposal is to change the name from University Studies to Liberal Arts, resulting in a change in the name of the degree from a BUS degree to a BLA degree. The BLA degree would target students who want a broad and well-rounded approach to their studies. Representing approximately two-thirds to three-fourths of the students in the current program, this degree is a multi-disciplinary, theme-based program of study. Students generally take four to six areas from the catalog and build a degree program focused on their academic and professional interests.

For example, “Women & Leadership” is a thematic plan of study where coursework is drawn from History, Sociology, Anthropology, Communication, Psychology and Women’s Studies. Beyond the obvious gender emphasis, students who pursue this track could arrange courses by ethnicity, geography or a particular period in time.

This type of multi-discipline organization of study is very popular with academically mature non-traditional students who are honing or focusing their previously broad distribution of liberal arts and sciences core classes into a long developed interest that is particularly relevant to them personally. The primary challenge these students face in furthering their future academic and career interests and goals after completing this type of program is that the success of each student is completely dependent on that student’s ability to effectively market his or her individualized, multidisciplinary degree — in effect, market the uniqueness of what they have designed.

### *Bachelor of Interdisciplinary Studies [BIS degree]*

The second step of this proposal is to create a BIS [Bachelor of Interdisciplinary Studies] degree for creative students seeking a truly interdisciplinary degree. The new BIS degree would take an integrative approach to academic course design under faculty supervision for an intense focus on a new emerging field of study — for example, forensic science. This field of study is interdisciplinary in the sense that the material from two or more disciplines is integrated into a single focus. Between one-fourth and one-third of the students currently in the B.U.S program follow this model when designing their plan of study. Our experience over the last decade is that interdisciplinary students tend to have graduate or professional education (law school or medical school) as a goal more often than their multidisciplinary classmates.

The BIS degree could also offer multiple interdisciplinary “plans of study” pre-designed by a committee of interested faculty to reflect the liberal studies and interdisciplinarity of the program. A faculty mentor would of course, supervise each student. The new concentrations that are faculty designed could reflect the current A&S group requirements, for example: Interdisciplinary – Humanities, Interdisciplinary – Social Science, and Interdisciplinary – Arts & Letters, or could focus on an inherently interdisciplinary issue like sustainability, innovation and technology, or globalization.

The new BIS degree would function much like the proposed Honors degree with one primary difference – it would be available to students who either do not want to participate in the honors degree or cannot qualify for honors admission. Offering the BIS to interdisciplinary-minded students will reinforce the relationships being built between the University Honors program and the disciplines across campus. Because of its interdisciplinary focus, the BIS might increase student participation in the Honors College experience itself.

The proposed timeline is as follows:

Curriculum Workflow process to change the name of B.U.S to BLA: Fall Semester 2012.

Development of Curriculum for IS Major, minor: Fall 2012, to be submitted for Faculty Senate approval Fall 2012.

## **2. Evidence of Need**

The university studies major, or B.U.S degree as it is currently known, is in need of a major revision. When first conceptualized as a broad general studies program in 1969 the name “university



studies” was inclusive of any creative efforts that a student put together toward graduation, and was not allowed to be used as a double-major, completed as a second degree, or include any minor. It is also one of the oldest degree programs of its kind in the country and in many ways has been a model for similar programs nationally.

The need for revision has become clear in the last few years as two distinct populations of student have completed the program to achieve their academic and professional goals. Almost every other university also has a degree program similar to our degree (B.U.S), however almost everyone calls it something different. In fact, only the University of Utah still uses this name. The most widely accepted names at top institutions are the Bachelor of Liberal Arts (BLA degree) and the Bachelor of Interdisciplinary Studies (BIS degree); this includes educational innovators such as Harvard and the University of California respectively.

Listed in the “Review and Recommendations for University College” (Goering, 2008) a number of UNM initiatives would be significantly and positively impacted by these changes, most notably:

- Online Degree Programs (EU),
- Evening Weekend Degree Programs,
- Staff as Students,
- Graduation Project and other graduation initiatives,
- And the faux/undeclared “majors” in the College of Arts & Sciences.

A number of other student communities would benefit from a revised BLA degree including student-athletes seeking to retain eligibility, transfer students entering with a lot of credits, and “non-rated” ROTC graduates in line for being commissioned in the Armed Forces.

We have also designed an Allied Health Sciences track for students trying to complete requirements for Nursing or Pre-Med curricula, or are preparing for admission to Physical Therapy, Physician Assistant, and other Allied Health programs on North campus. The BLA would offer an alternative to the highly competitive admission eligibility of these programs at the Nursing and Medical School.

**NOTE:** We have recently been approached to create a similar track for the Law Enforcement career field by San Juan College, and an additional Allied Health track for Santa Fe Community College. In support of these recent developments, the new BLA program could be a perfect 2+2 completion companion to many additional UNM Branch campus and CNM Associate-level degrees, based on discussions Associate Dean Skipp has had with senior administrators at these institutions.

### **3. Program Content and Quality**

#### **Curricula and Courses; Student Services**

We propose three changes to the current University Studies degree [B.U.S], with a name change, the creation of a new major/minor, and the allowance for use with existing minors. This division of University College would offer

- a multidisciplinary bachelor’s degree, or major [BLA];
- an interdisciplinary bachelor’s degree, or major [BIS]; and
- an interdisciplinary minor [IS].

The BLA/BIS degrees will continue to operate as the current B.U.S degree does in terms of admission to, advisement in, and graduation from both majors, with a few specific changes to Catalog requirements (detailed description will follow in this section). Additionally, a specific curriculum (course) will be the senior capstone project that will be required of all BIS majors and interdisciplinary minors. Any new courses will be developed for review and approval by the Faculty Senate contingent upon Provost approval of this proposal.

**Multidisciplinary Major in Liberal Arts [BLA].** The BLA degree as it is being proposed is essentially the same as the current B.U.S degree with a few specific requirement changes. The addition of an exit essay will allow for more meaningful outcomes assessment. The reduction in program residency from 36 to 21 credit hours will keep from penalizing students who, while having met all other graduation requirements, stop out for three or more semesters and have to start residency again. The degree will require:

- 128 credit hours, 50 of which must be upper-division;
- 36 credit-hour plan of study; and
- 21 credit-hour residency in BLA program (*last 21*); and
- Entrance/graduation essays (250/500 words) describing plan of study goals and outcomes; and
- 3 credit hours of Service Learning or Community Based Learning (designated) courses.

Students choosing this major are expected to be returning non-traditional students who are preparing for the workforce or are currently in the workforce. The broad multidisciplinary nature of the major will prepare students for the workforce where a degree is necessary for employment or potential career development on a more advanced career track.

**Major in Interdisciplinary Studies [BIS].** The new BIS degree is the option, under the current B.U.S degree, less frequently used to prepare motivated students for advanced or creative learning opportunities. The creation of this degree specifically targets students who require or would benefit from closer collaboration, including research projects, with a faculty mentor or faculty-led problem solving teams. The degree will require:

- 128 credit hours, 50 of which must be upper-division;
- 36 credit-hour plan of study; and
- 36 credit-hour residency in BIS program (*last 36*); and
- Entrance essay (250 words) describing plan of study goals; and
- the approval of a faculty mentor(s); and
- 6 credit hours of Service Learning or Community Based Learning (designated) courses.
- completion of a substantial Capstone Project (approved by the faculty mentor).

Students choosing this major are expected to be both traditional and non-traditional students who want to design an individualized program to prepare for unique or advanced learning experiences – including international, cooperative or professional schools. The focused nature of the major and apprenticeship-like experience with a faculty member will better prepare students for advanced study.

**Minor in Interdisciplinary Studies.** The interdisciplinary studies minor will be similar to what is currently required of the interdisciplinary studies major, and will be awarded to students who complete 21 hours of designated courses. This curriculum will allow creative students who are not in an interdisciplinary major to broaden their academic experience while obtaining a bachelor's degree in their chosen discipline.

**Senior Capstone course.** A senior capstone seminar will be designed to distill and reflect upon the interdisciplinary experience of each student in the program leading to the creation of a skills portfolio. Other capstone courses offered through other majors will also be allowed to satisfy this requirement.

#### **4. Governance Structure**

As a division of University College, the Liberal Arts & Interdisciplinary Studies programs will be overseen by an Associate Dean and staffed by 3 Senior Academic Advisors.

Administrative and support services will be provided by the University College structure.

Minimum personnel requirements will be the following:

1. Associate Dean,
2. 3 full-time advisors dedicated exclusively to Liberal Arts, and Interdisciplinary Studies (2 currently).

#### **5. Required Resources**

##### **Associate Dean**

The current Associate Dean is nationally certified as a Master Advisor, Career Development Facilitator, and a Workforce Development Professional and in this role trains Advisors especially at the branch campuses and EU education centers. In this role the AD meets with departments and programs campus-wide and system-wide to develop and manage curriculum. Additionally, he reviews petitions and exceptions and resolves curricular discrepancies, reviews all certifications for graduation, probation and suspension, honors designations, athletic eligibility, and military commissioning. He also develops all new initiatives for continued program development.

##### **Senior Academic Advisors**

The current team of two senior academic advisors will need to be augmented by one additional advisor to continue providing quality counseling for students in the BLA/BIS majors to meet NACADA guidelines. Interdisciplinary advisement is more time intensive than academic advisement in traditional degrees in that knowledge of degree completion requirements is not the only goal for students. Each student's individualized program of study must be developed and approved. Knowledge of post-collegiate requirements (graduate programs and workforce skills) as well as knowledge of and cooperation with other interdisciplinary campus programs are a necessity. For example, international study abroad programs, cooperative education initiatives, and corporate and governmental internships are a necessity to prepare truly interdisciplinary students with the skills required to compete in the real world following graduation. To achieve *deep integrative learning* academic advisors must assist students in translating their classroom experiences to life beyond the university.

Please refer to Appendix A for Cost Estimates.

#### **6. Projected Enrollment**

When initially formulated in 1969 enrollment in the B.U.S degree was projected to be approximately 300 students. The student response to this creative initiative exceeded all expectations by swelling to more than 1500 students in the first year.

While this is not likely to occur in the current population, the change of name and requirements may provide initial increased enrollments, as perceptions of the degree will change significantly among students, staff and faculty. I expect that enrollments will stabilize at our current count of between 900-1200 total students over the next few years – 700 to 900 in the BLA, and 200 to 300 BIS students.

In addition, collaboration with Research Service Learning and the Center for Academic Excellence and Leadership Development will allow for additional opportunities for students as minors are developed in those areas. Other interdisciplinary programs on campus – i.e. Peace Studies, Sustainability Studies, Holistic Health, Social Justice, among numerous others – will provide students with creative curricula to draw on to create BLA/BIS plans of study as well as complementary minors to pair with majors in traditional departments.

The current BUS practice of using existing minors from across campus to build these concentrations is one way to reduce the impact of this change on other departments. Institution of the BIS will not require departments to offer more sections of courses than they currently offer. With more students participating in the existing departmental minors these faculty would see a higher degree of student participation, rather than just an influx of more students.

#### Appendix A: COST ESTIMATION

<b>Admin Professional Staff</b>			
Associate Dean - SAC and course buy-out	\$75,000	<i>Salary is currently in the B.U.S budget</i>	<i>New Funding</i>
<b>Technical Staff</b>			
Sr. Academic Advisors (3) [\$36,000 ea.]	\$108,000	<i>2/3 salaries (\$66,000) currently in the B.U.S budget</i>	Additional funding required = <b>\$42,000</b>
<b>Other</b>			
Supply and Equipment Budget	\$10,000	<i>\$6,000 currently in the B.U.S budget</i>	Additional funding required = <b>\$4,000</b>
<b>TOTAL ESTIMATED COSTS</b>	<b>\$193,000</b>		<b>\$46,000</b>

## **Changes Not Addressed**

Under the pre-Banner classification of undergraduate students in University College there are three primary divisions of students –

- **College 16** (degree-granting programs),
- **College 12** (degree seeking undergraduates), and
- **College 14** (non-degree undergraduates & graduates).

The BLA/BIS proposal above only deals with students listed as “College 16”.

*If you have any questions, please do not hesitate to contact Associate Dean Tracy Skipp, [tjskipp@unm.edu](mailto:tjskipp@unm.edu), 505 414-9214 (cell#).*

**University College**  
**Integrative Studies, B.I.S.**

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**Broad Learning Goals**

- A. THEORY: appreciation of basic disciplinarity and relationship to a more inclusive holistic view. LAIS 150/499
- B. CONTENT ANALYSIS: familiarity with mixed methods research in context of solving a problem. LAIS 310/311 Research I & II (3, 3)
  - a. Qualitative methodologies
  - b. Quantitative techniques
- C. CRITICAL THINKING: ability to apply, evaluate, and critique interdisciplinary learning. LAIS 310/311
- D. DIVERSE WORLD: awareness of peoples, cultures, and ideas and develop a sense of personal responsibility – positionality (identity). LAIS 150 Intro to ... (3)
- E. CIVIC ENGAGEMENT: analyze role of community oriented learning. LAIS 150
- F. SYNTHESIS: through reflection and discussion make sense of the theory/practice and personal knowledge. LAIS 499 Capstone (3)  
\*LAIS 399 Recitation CR/NC (1)

**Student Learning Outcomes**

- A1. Explain, document, and analyze key components of multi-, inter-, and trans-disciplinarity in a local/global context. UNM SLG: KNOWLEDGE
- A2. Understand theory as an articulated set of propositions that describe an aspect of reality, and may be modified as data are understood in new ways. UNM SLG: SKILLS
- B1. Students learn to interpret qualitative/quantitative data. UNM SLG: SKILLS
- B2. Students perform research with data from primary/secondary sources. UNM SLG: SKILLS
- B3. Learn to select a research method that is appropriate to the question. UNM SLG: SKILLS
- C1. Students evaluate self-assumptions and knowledge through written/oral projects. UNM SLG: RESPONSIBILITY

- C2. Critique a position using relevant criteria through written/oral projects. **UNM SLG: SKILLS**
- C3. Self-advocacy in designing their degree. **UNM SLG: RESPONSIBILITY**  
 C3A. Creating degree plan.  
 C3B. personal statement essay.
- D1. Students will recognize social/cultural systems and communicate an analysis of the way societies are structured. **UNM SLG: KNOWLEDGE**
- D2. Students will assess positionality within this framework. **UNM SLG: RESPONSIBILITY**
- D3. Discuss the impacts of structural inequality. **UNM SLG: KNOWLEDGE**
- E1. Students will demonstrate a sense of personal/social responsibility for constructive community engagement. **UNM SLG: RESPONSIBILITY**
- E2. Students will demonstrate leadership in civic activities. **UNM SLG: RESPONSIBILITY**
- E3. Demonstrate a commitment to work collaboratively across and within community contexts and structures to achieve a civic aim. **UNM SLG: SKILLS**
- F1. Understand the relationship of analysis and synthesis. **UNM SLG: KNOWLEDGE**
- F2. Produce a coherent oral/written presentation of a synthesis of personal experience, academic knowledge, and community engagement. **UNM SLG: SKILLS**  
 F2A. Portfolio (presented/defended)

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### University of New Mexico Student Learning Goals \*

University of New Mexico students will develop the following aptitudes and habits of mind in the course of their general and major study at UNM:

- **KNOWLEDGE** of human cultures and the natural world, gained through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts.
- **SKILLS**, both intellectual and applied, demonstrated in written and oral communication, inquiry and analysis, critical and creative thinking, quantitative literacy, information literacy, performance, teamwork and problem solving.
- **RESPONSIBILITY**, both personal and social, that will be manifested in civic knowledge and engagement, multicultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning.

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\* The University of New Mexico has adopted this set of common learning goals to guide the development of assessment rubrics across its several campuses. They are based on the liberal education outcomes articulated by the American Association of Colleges and Universities, a consortium of the nation's leading liberal arts and research institutions dedicated to "making excellence inclusive" and "taking responsibility for the quality of every student's liberal education."

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1110**

**Fields marked with \* are required**

**Name of Initiator:** Catherine Krause      **Email:\*** [kkrause@unm.edu](mailto:kkrause@unm.edu)      **Date:\*** 09-24-12  
**Phone Number:\*** 505 277-3429      Initiator's Title\* Professor: Economics and Dean, Honors and UC  
Associated Forms exist?\*: No ▼  
Faculty Contact\* Kate Krause      Administrative Contact\* Bernadette Tafoya  
Department\* University Honors Program      Admin Email\* mbtafoya@unm.edu  
Branch      Admin Phone\* 277-9302

**Proposed effective term:**

Semester Spring ▼ Year 2012 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼  
Name of New or Existing Program \* Honors College Designation  
Select Category Emphasis ▼ Degree Type  
Select Action New ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**

See current catalog for format within the respective college (upload a doc/pdf file)

[Honors College Designation.doc](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)

The Honors Designation allows students to receive a transcribed designation of Honors by completing 15 credit hours, some of which can be satisfied by completing Honors coursework in a discipline. This Honors path allows students who major in disciplines that allow for few electives to participate in Honors. This request follows from the Honors College proposal adopted by the Faculty Senate in March, 2012.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

[Justification and Impacts of Honors Designation.doc](#)



## **Honors College Designation**

The Honors College Designation is to be awarded to high-achieving students who do not earn a major or minor in the Honors College, but who gain an Honors experience by completing a program of Honors coursework. Students who complete the requirements for the Designation will be expected to produce work that integrates ideas and methods from different disciplines, to analyze and evaluate foundational and primary works and to demonstrate strong skills in written and oral communication. These expectations form the Designation's learning outcomes and will be the basis for program assessment.

### **Requirements:**

- Admission to the Honors College,
- Maintenance of a 3.20 GPA, and
- The successful completion of 15 credit hours in Honors classes to include
  - A minimum of 3 credit hours in 100 level Honors College courses;
  - A minimum of 3 credit hours in 200 level Honors courses; and
  - A minimum of 6 credit hours in 300/400 level Honors courses.

At least 9 credit hours must be completed in Honors College courses. Up to 6 credit hours in Honors courses offered by other units may be used to satisfy Designation requirements.

## Justification and Impacts of Honors Designation

The University Honors Program historically offered a transcribed designation of participation in Honors upon completion of 24 credit hours, including a capstone requirement. Many students were unable to accommodate that credit load into their degree requirements. They chose to forego the Honors Program and instead completed Honors in their majors.

The Honors College intends to accommodate more students by offering multiple pathways to Honors participation. The Designation pathway is designed primarily for students who complete some of their Core Curriculum coursework in Honors but who do not complete a Minor or Major in Honors. By allowing up to six credit hours in disciplinary Honors to count toward completion, the Designation path accommodates students seeking depth in their major field while gaining the interdisciplinary exposure of the Honors College as part of their Core Curriculum requirements.

This Designation will not require more faculty or increased workloads. Honors students are already required to enroll in Honors Legacy courses (the 100-level offerings) and will enroll in the Core Curriculum courses in the ordinary course of UNM completion. Many are already completing disciplinary Honors or Honors Program capstones. This Designation will formally recognize these efforts by these students.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1108**

**Fields marked with \* are required**

**Name of Initiator:** Catherine Krause      **Email:\*** [kkrause@unm.edu](mailto:kkrause@unm.edu)      **Date:\*** 09-21-12  
**Phone Number:\*** 505 277-3429      Initiator's Title\* Professor and Dean  
Associated Forms exist?\* Yes ▼  
Faculty Contact\* Kate Krause      Administrative Contact\* Bernadette Tafoya  
Department\* University College      Admin Email\* mbtafoya@unm.edu  
Branch      Admin Phone\* 277-9302

**Proposed effective term:**  
Semester Fall ▼      Year 2012 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼  
Name of New or Existing Program \* The Honors College  
Select Category Degree ▼      Degree Type  
Select Action New ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**

See current catalog for format within the respective college (upload a doc/pdf file)

[Honors College Admission Requirements.docx](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)  
This request is intended to initiate creation of administrative codes and processes for the Honors College that was approved by the Faculty Senate on March 27, 2012 (attached). The approval appears as Item 5 in the minutes. REGISTRAR'S NOTE: SEE ALSO ATTACHMENT WITH ADMISSION REQUIREMENTS.  
[Honors College Proposal 1-20-12.pdf](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

[FS Minutes Mar27.pdf](#)

## **Admission Requirements**

The following are the minimum requirements for admission to the Honors College:

1. A high school cumulative G.P.A. of 3.5 or higher and an ACT cumulative test score of 29 (or higher) or SAT score of 1860 (or higher).
2. Transfer or Current UNM students must have a cumulative G.P.A. of 3.20 or higher.
3. High School applicants with scores at or below a 3.4 G.P.A./ 28 ACT or 1859 SAT, and college applicants with a G.P.A. at or below 3.1 must also include a 1-page personal essay. The 1-page essay should be about you, your goals, and your interest in the Honors College. Special consideration is given to essays which demonstrate community/academic involvement and strong written communication.
4. All students are required to submit an application for admission to the Honors College. Application deadlines are:
  - Start in Fall Semester: February 12 for early decision and May 1 final deadline.
  - Start in Spring Semester: Deadline is November 1.

# FACULTY SENATE SUMMARIZED MINUTES

2011-2012 FACULTY SENATE  
MARCH 27, 2012

The Faculty Senate meeting for March 27 was called to order at 3:04 p.m. in the Roberts Room of Scholes Hall. Faculty Senate President Tim Ross presided.

## 1. ATTENDANCE

**Guests Present:** Ronald Aldrich (School of Public Administration), Senior Program Manager Veronika Becker (Public Health Program), Chair Patricia Boverie (Educational Leadership and Organizational Learning), Associate Dean Nancy Dennis (University Libraries), Director Udai Desai (School of Public Administration), Senior Vice Provost Michael Dougher (Office of the Provost), Planning and Assessment Officer Mark Emmons (University Libraries), Associate Professor Doug Fields (Committee on Governance), Professor Charlotte Gunawardena (Educational Leadership and Organizational Learning), Assistant Professor Kun Huang (School of Public Administration), Assistant Professor Amy Jackson (University Libraries), Instructional Media Project Manager Eliot Knight (Health Sciences Center Library and Informatics Center), Acting Director Kate Krause (University College), Sunny Liu (Residence Education Program), Professor Tim Lowrey (Committee on Governance), Associate Professor Teresa Neely (University Libraries), Instructional Media Project Manager Mark Pugsley (New Media and Extended Learning), President Katie Richardson (Graduate and Professional Student Association), Isaac Romero (Associated Student of The University of New Mexico), Professor Mark Salisbury (Educational Leadership and Organizational Learning), Assistant Professor Suzanne Schadl (University Libraries), Assistant Professor Codruta Soneru (Anesthesiology), Chair Charlie Steen (Admissions and Registration Committee), and Deputy Dean Fran Wilkinson (University Libraries).

## 2. APPROVAL OF THE AGENDA

The agenda was approved as written.

## 3. APPROVAL OF SUMMARIZED MINUTES FOR FEBRUARY 28, 2012 MEETING

The minutes were approved as written.

## 4. FACULTY SENATE PRESIDENT'S REPORT

Faculty Senate President Tim Ross reported the following:

- The Board of Regents tentatively approved the Fiscal year 2013 budget. There are some increases in funding to the main campus. There is a line-item of \$4.2 million for the provost's strategic plan. The funds are planned to address salary compaction and gender and equity issues, money for small stipends for distinguished professors, and support for graduate students.
- There is a provision in the budget for a small faculty compensation increase. President Ross notified the regents that the faculty would prefer an increase to base rather than a one-time payment. The Board of Regents said that they could support the increase to base if the University could prove it can provide it. Instead of one-time monies, the University would have to prove it had recurring funding. President Ross will keep the senators informed of any progress.
- The Deans Evaluation instrument presented by Past President Richard Wood has been implemented. All deans, including the two academic deans at the School of Medicine, and branch directors, are being evaluated. These evaluations are different than the five-year continuity of the dean vote. The evaluation results go to President Ross, Provost Abdullah, President Schmidly, and to the individual dean or director being evaluated. Results are

anonymous and only the statistics are being provided.

- President Ross has asked the Research Policy Committee to finish a policy on how to manage internally funded research and development which is implemented by the Research Allocation Committee (RAC). The Operations Committee would like to see a move from the present \$150,000 in funding to \$1.5 million every year. Changes in how the grants are solicited, awarded and disbursed through the RAC are necessary.

## **5. HONORS COLLEGE PROPOSAL**

President Tim Ross reported that he received comments on the proposed Honors College. A faculty member said that the proposal results in a two-tiered system by recruiting top students but does not strengthen admissions criteria at the lower end. Another commented that the proposal is a great idea. It will help UNM in many different ways, more than just the honors students themselves.

President Ross is asking the senate to approve the formation of the college under Faculty Handbook Policy A88 Policy and Procedures for New Units and Interdisciplinary Reorganization of Academic and Research Units at UNM. Subsequent to that, there is a group working under Acting Director Kate Krause (University College) and Senior Vice Provost Michael Dougher to develop a proposed curriculum and a proposal for two new degrees and one new certificate; that process will take a little longer and continue over the summer. They should be ready to submit the necessary Forms C to the committee process in the early fall of 2012.

Senator Patricia Risso (History) commented that no new faculty should be needed. There are many existing faculty that would love to teach honors courses. President Ross replied that there are eight faculty in the Honors Program and the proposal would add four more in addition to a dean. There are about 40 faculty across campus that are contributing to the program.

Senator Ann Gibson (College of Education) asked about the vacancies in Arts and Sciences and should those be addressed first. Provost Abdallah replied that A&S is hiring 40 new faculty; 20 each year in the approved budget to address vacancies and grow the faculty

Senator Howard Snell (Biology) asked what is the real cost. Provost Abdallah replied that it is new money, part of the \$8 million from the state. Senator Snell suggested the University recover what it has lost over the past several years before starting something new.

Operations Committee member Vageli Coutias (Math and Statistics) asked if there is any evidence of a benefit. Senior Vice Provost Dougher replied yes, but at other schools.

Senator Margot Milleret (Spanish and Portuguese) asked what the Senate is being asked to vote on. President Ross replied that the vote is on the proposed Honors College under the authority of FHB A88.

Associate Professor Doug Fields (Physics and Astronomy) asked if departments will be required to teach honors courses. Senior Vice Provost Michael Dougher replied no, they will request departments' participation.

The motion to approve the report's suggestion comes from the Operations Committee and therefore does not need a second. The Honors College proposal was approved by unanimous voice vote with one abstention.

### **HONORS COLLEGE PLANNING COMMITTEE REPORT**

(Submitted February 24, 2012)

**Committee Members:** Michael Dougher and Kate Krause (co-chairs), Harold Delaney, Robert Doran, Kate Henz, Walt Miller, Manuel Montoya, Mark Ondrias, Rosalie Otero, Pamela Pyle, Ursula Shepherd, Kiyoko Simmons, Jamesina Simpson, and Mary Wolford.

In the fall of 2010, President Schmidly and Provost Ortega charged an Honors Task Force Committee with exploring transformation of the current UNM Honors Program to an Honors College. In May 2011 the Task Force completed its final report. The key findings were:

The appointed Task Force unanimously recommends the establishment of an Honors College at the University of New Mexico. UNM should establish an Honors College that would form an academic community by bringing UNM's best undergraduate students and finest faculty together, fostering advanced and interdisciplinary study. This community would have available a designated residence hall and social programs that support its academic goals. The Honors College should offer the most committed students at UNM a more intense and inspiring academic environment than is available elsewhere.

Built on the current Honors Program, the new College will have the authority to admit students who are otherwise admitted to the University, and such admission will provide the opportunity to live in the separate Honors College residence. The Honors College will also be able to endorse undergraduate degrees granted by the University (as the current Honors Program does) when students meet the academic requirements established by the College. Finally, the College will be given the status necessary to demonstrate its importance to the University in attracting the best students from New Mexico and elsewhere.

Subsequent to this report, Professor Timothy Ross, President of the Faculty Senate, called on Interim Provost Chaouki Abdallah to develop a proposal for the establishment of an Honors College for the Senate's consideration. Interim Provost Abdallah appointed an Honors College Committee to prepare this proposal. The Committee unanimously and strongly agreed with the general conclusions of the Task Force Report and identified several critical components for inclusion in a formal proposal. Those components form the structure and content of the present proposal.

## **6. FACULTY SENATE REORGANIZATION PROPOSAL**

Faculty Senate President Tim Ross presented the Faculty Senate Reorganization Proposal. He explained that the Provost is receiving a budget line-item for the Faculty Senate of \$100,000. Of that, \$45,000 is for Special Administrative Components (SACs) or course releases for the six council chairs. The President Elect will receive a \$5,000 SAC or course release. Two Full Time Equivalent (FTEs) administrative support personnel have been approved for the Office of the University Secretary to provide support for the restructure.

Senator Floyd Kezele (UNM Gallup) recognized Committee on Governance Chair (COG) Ursula Shepherd. Chair Shepherd asked for Committee on Governance member Doug Fields (Physics and Astronomy) to present the following resolution unanimously approved by the Committee on Governance. He explained that the resolution was passed to ensure that the Senate restructure is not abridging the by-laws.

It is the finding of the Committee on Governance that the Faculty Senate Restructuring Proposal presented is a draft and that, following the vote of the Faculty Senate with whatever final amendments are included, if the proposal is adopted, Rules of Order shall be written including a specific time during which they shall be in force and specific statements of responsibilities for decision making and Council and Committee charges in compliance with the Faculty Constitution. This document will be evaluated and reviewed by the Faculty Senate Parliamentarian, a Faculty Senate Policy Committee member, and a member of the Committee on Governance to determine if there are any elements that would call for a vote of the faculty or which are in non-compliance with the Faculty Constitution. These Rules of Order will then be ratified by the Faculty Senate and, if necessary, by the entire University faculty. If ratified, the Rules of Order will become the Operating document of the Faculty Senate for the specified period.

Senator Howard Snell (Biology) stated he likes the restructure idea and would like to vote and move along; but he is not calling the question. Senator Mark Parshall (College of Nursing) commented that at the end of the 2-year period, changes to governance may need to go to the full faculty for a vote.

President Ross explained that he included revisions to address the concerns of the Committee on Governance. The Operations Committee has not reviewed the version President Ross presented. Senator and Parliamentarian Scott Hughes (Law) noted that the version presented is not the one approved by the Operations Committee and therefore the amendments will need to each be approved. In lieu of approving each amendment individually, the amendments could be approved as a group and then the presented document could be considered as amended in its entirety.

Senator Snell called the question and Senator Christopher Butler (Political Science) seconded. The amendments were unanimously approved.

The full proposal as amended comes as a report from the Operations Committee and does not need a second. Senator Butler called the question on the amended proposal. The Faculty Senate Restructure Proposal was approved with two dissents and one abstention.

**Preamble for the Proposal to Reorganize  
the UNM Faculty Senate  
March 27, 2012**

"The following proposal is limited to a pilot project for a restructuring of the Faculty Senate. Since no revisions to the Faculty Constitution or the Senate By-Laws will be made during this two-year pilot, the responsibilities and authority of the University Faculty as outlined in Section 2 of the Faculty Constitution, and the transfer of those to the Faculty Senate as outlined in Section 6(a) of the Faculty Constitution, shall not be abridged."

Hereinafter, this pilot period is referred to as a 2-year transition period.

**Proposal for the Reorganization  
of the UNM Faculty Senate  
March 2012**

### Prologue

The University of New Mexico Faculty Senate Operations Committee created a Task Force in 2009 on Senate Organizational Structure to form a proposal for restructuring the Faculty Senate to be more responsive and flexible to the needs of the faculty, administration, and the University as a whole. The 2009 Task Force was led by Prof. Douglas Fields, then the President of the Faculty Senate. The conclusions of the Task Force resulted in a presentation that was provided to various faculty groups throughout the academic year 2010-2011. A special meeting of the Faculty Senate, called on May 9, 2011 by then Senate President Richard Wood, was held to discuss this sole topic – Senate Reorganization – with the faculty Senators. Several questions, issues, concerns, and hopes were expressed at that meeting. The hopes were consistent with the notion that since the University was undergoing a major realignment in shared governance, in response to a critique from the Higher Learning Commission within the university's accreditation agency, this would be an ideal time to consider changes in the structure of the Senate to align itself with proposed changes in the Administration and to affect a better posture for shared governance in the future. The Senate reorganization proposal provided here takes into account the comments by Senators at the special meeting, as well as suggestions from other groups since May, such as the Committee on Governance and the current Operations Committee. In addition, some materials added from historical archives at UNM and materials collected from other universities on their Faculty Senate structures have provided additional insight into some of the features of this plan.

### A Need for Change

It continues to be increasingly difficult for the Faculty Senate (FS), the FS President, and the Operations Committee (OPS) to adequately meet all the legitimate needs and time demands of their respective roles. It is also increasingly difficult for the Faculty Senate to respond to new initiatives and weigh in proactively on strategic directives coming from the Administration, the Regents, and our wider organizational environment. If shared governance within the University is to work well, and if it is to lead UNM in the best strategic pursuit of its academic mission in the future, we believe we simply have to have a structure that both embodies democratic practice and is capable of responding in an efficient way where the structure is less centralized in the person of the FS President. The UNM Central Administration has indicated that they are open to suggestions for change to our shared governance model. This proposal represents an improved structure of the Faculty Senate, which will be integrated easily into the current model of governance by the administration. Due to the complexity of our university committee system, it makes sense to compartmentalize committees into councils of committees that deal with similar issues. This will in no way add to the number of people in the reporting chain as each council will be made up of the Heads of the Committees that comprise it. Each Council will decide among its members who will serve as the Council Chair. As you can see by comparing the two charts (current and proposed, below), it will be much easier for Senate leadership to assist committees in a timely and thoughtful way if the committees are grouped together and represented by this intermediary council structure.

### Current Faculty Senate Structure

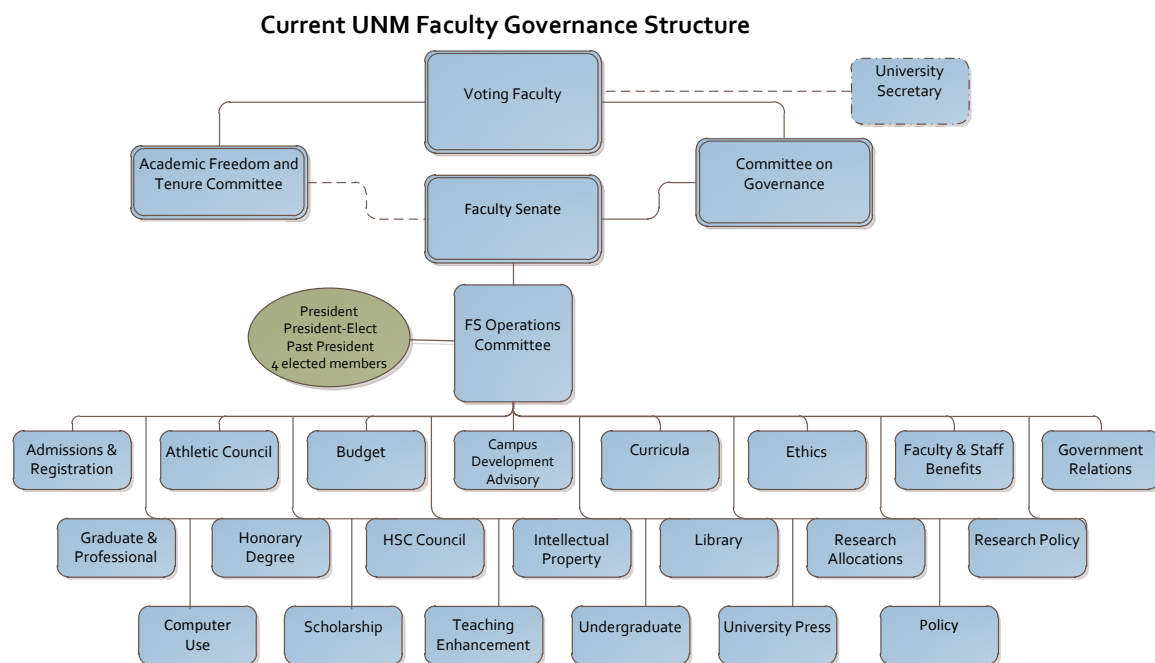
The current structure of the UNM Faculty Senate (FS) is comprised of Senators elected from the entirety of the UNM campus, including the branch campuses. There are 73 Senators divided among the various academic units, with 8 at-large Senators included in this total. There is one executive committee, known as the Operations Committee (OPS) of the Faculty Senate. It is comprised of the FS President, the President-elect, the past-President and 4 members of the Senate, all elected annually by the Faculty Senate. The charge of this committee is to oversee the workings of the FS Committees, to set the agendas for the Faculty Senate



Meetings, and to be a conduit between the administration and the FS Committees and Faculty Senate. The twenty-one (21) standing Committees of the Faculty Senate are:

- Admissions and Registration
- Athletic Council
- Budget
- Campus Development Advisory
- Computer Use
- Curricula
- Faculty Ethics and Advisory
- Faculty and Staff Benefits
- Governmental Relations
- Graduate and Professional
- Health Science Center Council
- Honorary Degree
- Intellectual Property (duties currently assigned to RPC)
- Library
- Policy
- Research Allocations
- Research Policy
- Scholarship
- Teaching Enhancement
- Undergraduate
- University Press

Currently, each of these committees has, in its charge, a definition of the voting members and administrative, staff, and student ex-officio (non-voting) members. The faculty membership usually is defined in such a way as to have representation on the committee by as diverse a group as possible. The schematic shown below gives the structure of the current Faculty Senate and its committees.



The number of committees reporting directly to the OPS committee and, hence the Senate President, is unwieldy. There is simply no current method to organize all the information coming from 21 committees in an effective and efficient manner. It places too high a burden on the Senate President to be able to deal with all the outputs from committees and, at the same time, deal with the many ad-hoc, unforeseen, and disparate duties that befall the Senate President as he/she also represents the overall faculty to the Administration and to the Regents. The large number of committees makes it difficult to organize the many tasks that are conducted by the committees. Additionally, the current structure makes it difficult for the general faculty, unit and department Chairs, academic Deans, and members of the university Administration to decide which Senate committees to go to with issues and concerns and for faculty to understand the responsibilities of each committee so they know for which committee to volunteer. The large number of committees serves to dilute the authority and power of each committee on their overall impact of the Senate and its decisions. The current large number of committees makes it impractical to offer compensation or release time to the chairs of large

and time-consuming committees (e.g. Curriculum, Graduate, Undergraduate, Policy, Research Allocations, Teaching Enhancement, etc.). The "rigidity of charges" to the current committees makes it difficult to shift the charge when the external and internal trends would be a reasonable option, without resorting to the effort of getting the full Senate to approve such changes. Implementation of the changes to charge, and the associated approval for such changes can be separated by months, or even a full academic year. Moreover, there is some rigidity in the membership of committees, where an appropriate distribution of faculty members is required on the committee. Sometimes vacancies on committees prevent membership to some faculty who would otherwise be effective and enthusiastic members of the committees except for the distribution requirements on those committees. Finally, the current structure does contain some inactive committees that should be reorganized, eliminated, or have charges transferred to other existing committees. Currently, two of our 21 committees rarely meet, one is comatose, and another meets traditionally one time per year. Hence, we could label our committees as being standing, sitting or sleeping.

Within the current structure of the Faculty Senate there are two existing Councils. One is the Athletic Council, which is essentially a committee named a "Council." It operates as a committee in the current structure, but could be reconstituted into a Council under the proposed plan by adding 3 Faculty Senators and adding some breadth to the current responsibilities; this could be easily addressed in a change to the charge of this committee. The second Council, the Health Science Center (HSC) Council, is a bona-fide Council in the definition of a Council. All of the HSCs 23 Senators are members of this Council. It was in a pilot mode in its first year of existence, and the organization and operation of this Council was so successful at the conclusion of the pilot year, that the Faculty Senate approved adding this Council to the committee structure at the April 26, 2011, faculty senate meeting.

The bottom line on the proposed reorganization of the Senate is that the work of the Senate should not rest upon the shoulders of a few members, that is on the Operations Committee and the Senate President and President-elect, but should be shared as much as possible by all. In the proposed reorganized structure we have the makings for a true paradigm of shared governance. On many of the proposed councils there will be ex-officio participation by members of the Administration, and by some staff members and a few students.

#### What would NOT Change

This proposal does not recommend changes in any of the following for the first two years of implementation (see page 12 for details on 2 year transition):

- The way that faculty committees are constituted
- The charge of existing Senate committees (except for the Athletic Council)
- The way that faculty are appointed or elected to the committee membership
- The election of the President of the Senate
- Any of the structure of the constitutionally provided committees, i.e., the Committee on Governance or the Academic Freedom and Tenure Committee
- The way that Faculty are elected as Senators
- The elections of Senate members to the Senate Operations Committee
- The charge of the Operations Committee

#### Proposed Structure of Senate

The basic premises on which rest the proposed new organizational structure are as follows:

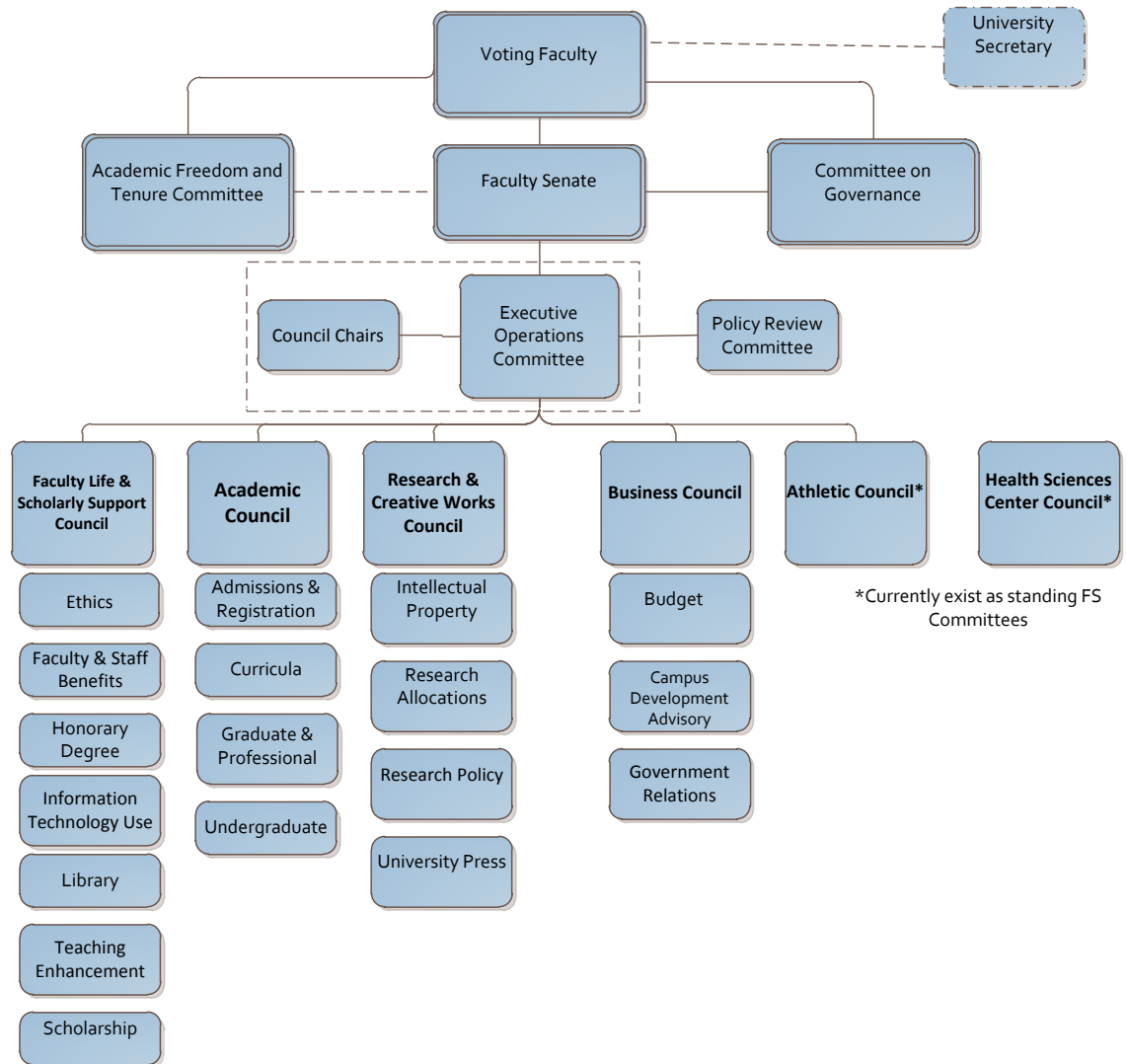
First, for purposes of efficiency and coordination of efforts among the various committees and Councils, there should be a direct and unambiguous relationship between the basic current Senate committee structure and the structure of the Councils reporting to the Operations Committee.

Second, any Senate structure must provide a seamless way about which we can go about reorganizing the work now distributed among a disparate, system-less array of standing, sitting, and sleeping committees.

Third, the new council structure will represent a group of bodies to study the current set of committees to see what committees should be kept, consolidated, restructured, or eliminated and will examine those areas in general to see what academic needs are NOT being taken care of either through committees or otherwise. A basic requirement of each council will be to review, on an annual basis, the efficiency of its constituent committee structure.

Finally, there is no way in which either the Senate as a whole or an Operations Committee can deal with all the matters over which 21 committees, larger numbers of administrators, and even larger numbers of individual faculty members are likely to send for Senate consideration. To paraphrase the words of UNM Faculty Senate President Steven Proust in 1976: We must have a mechanism for an effective system that steers, clears, and prepares business for full Senate debate and deliberations (see Appendix A on the initial attempt at the UNM Senate organization in 1976).

## Proposed UNM Faculty Governance Structure



### Faculty Senate

The proposed new structure of the Senate is shown above. The current Policy Committee and the group of Council Chairs will report directly to the Operations (OPS) Committee. The President-elect of the Senate will preside over the group of Council Chairs when they meet, generally on the order of twice per month for the purpose of coordination among themselves. The Council Chairs will meet with the Operations Committee once per month for the purpose of communicating issues of importance to the OPS Committee. Since the President-elect will convene meetings of the Council Chairs, he/she will bring useful information to the Operations Committee on a weekly basis.

The Faculty Senate is the representative body that oversees the work of the Councils and gives final faculty approval to new policies and resolutions that represent the faculty body. Senators are elected from the various colleges with numbers of representatives determined by the relative proportion of faculty in the college. Many senators would be allowed to become members of any one of the proposed 6 Councils depending on their interest; each Council would have a maximum of 3 Senators per Council. These Senate representatives would be ex-officio on the Councils, but would then bring the knowledge of the Council that they represent to the Faculty Senate body.

### Faculty Senate Councils

The Councils of the Faculty Senate are created paralleling the divisions of university life:

- Graduate Research & Creative Works Council

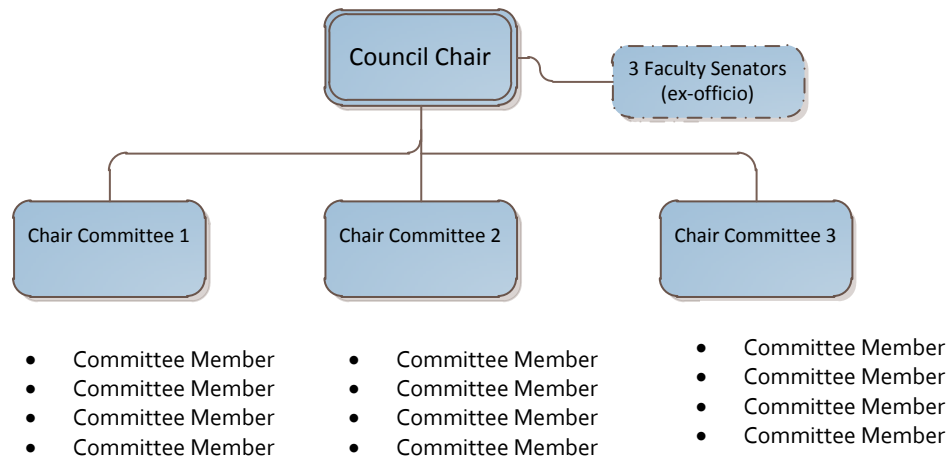
- Academic Council
- Business Council
- Faculty Life and Scholarly Support Council
- Health Sciences Center Council
- Athletic Council

During the first two years of this reorganization, each Council will be comprised of the existing set of Senate committees that best fit within that Council (see graphic, page 6). The leadership of the Councils will be comprised of the Chairs of the current Senate committees and a maximum of 3 faculty Senators. The Senators who are elected by the Senate for the Council assignments will serve a 2-year term on these Councils, coincident with their Senate terms. The overall Council Chair will be elected from among the group of Faculty Senate committee chairs that make up that Council, or from the membership on the committees that make up that Council. The authority of each Council Chair will be that authority granted to them by the Chairs of the Council's committees. Such authority, collectively, will not exceed the authorities granted in the charges of each committee that constitutes the Council. Generally speaking, it shall be the responsibility of the Council Chairs to report the results of their work to the Operations Committee on a regular basis.

There shall also be, in non-voting positions on each Council, members of the Administration, Staff, and Students where appropriate as determined by the current charge of each committee. In this way the Council structure will facilitate dialog between UNM Central administration and faculty governance structures. Each Council's leadership initially (for a period of 2 years; see Transition Philosophy, page 14) will have standing Faculty Senate Committees assigned to it, but they are charged with the design of each committee's charge, membership, and duration of existence after the initial two-year transition period.

The figure shown below reveals how a typical Council is organized. The Chairs of the committees within the Councils will be responsible for conducting the charges of their committees and in coordinating these activities among the committees within the Council. The committee chairs will meet before the start of the academic year to elect a Council Chair. The Council Chair can be any of the committee Chairs or any member of the committees within the Council. The term of the Council Chair will be for 2 years, with one additional 2-year appointment possible.

### Typical Council



### Membership on Faculty Senate Councils

After the first two years of the new organizational structure, during each Council's first meeting of the academic year, committees of the council are formed (or continued), and faculty in attendance are placed into these committees according to their interest and the committees' needs. The intent is that this self-organization, driven by interest (rather than first-come, first served), will put more dedicated and knowledgeable faculty into committee service. Committees will then elect their chairs, who would serve on the Council as voting members. The Councils would generally meet monthly, unless a more aggressive schedule is deemed appropriate by the members of that Council.

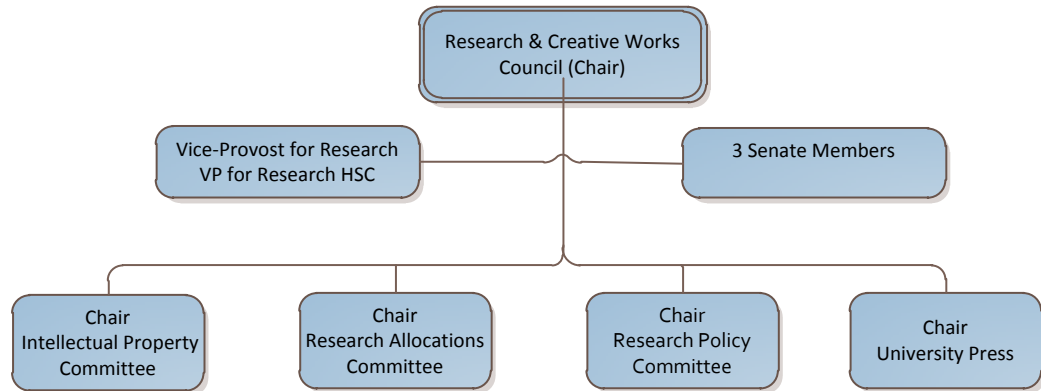
### Operations Committee

The Operations Committee of the Faculty Senate will be composed of the President of the Faculty Senate (who chairs the committee), the past-President, the President-elect, and four members of the Senate, elected annually by that body; this follows the current bylaws of the Senate. The charge of the Operations Committee is

specified in the Faculty Handbook, policy A60, Section I, paragraph B. (2). These duties will remain in effect during the transition period of the reorganization.

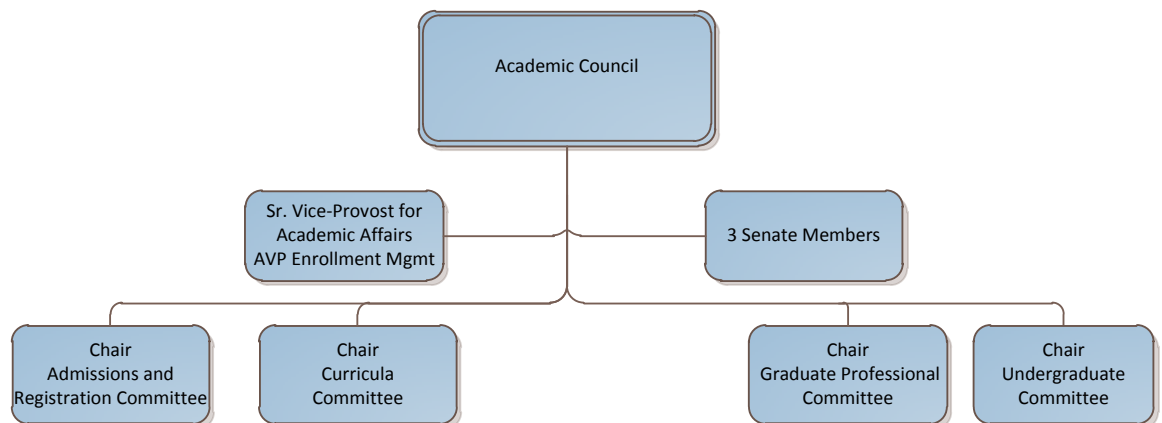
### Research and Creative Works Council

The Research and Creative Works Council is charged with oversight of the research endeavor of the university including both “big-science” and smaller, unfunded or underfunded creative works. Members of the council are: the Chair (elected to a two-year term by a vote of the Chairs of the committees in the Council), three members of the Faculty Senate (elected by that body for 2-year terms), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Vice-Provost for Research, the 3 faculty Senators, and the HSC Vice-Provost for Research. The configuration of the initial Research and Creative Works Council shall consist of the current Senate committees of: Intellectual Property (which is currently an inactive committee), Research Allocations, Research Policy and the University Press.



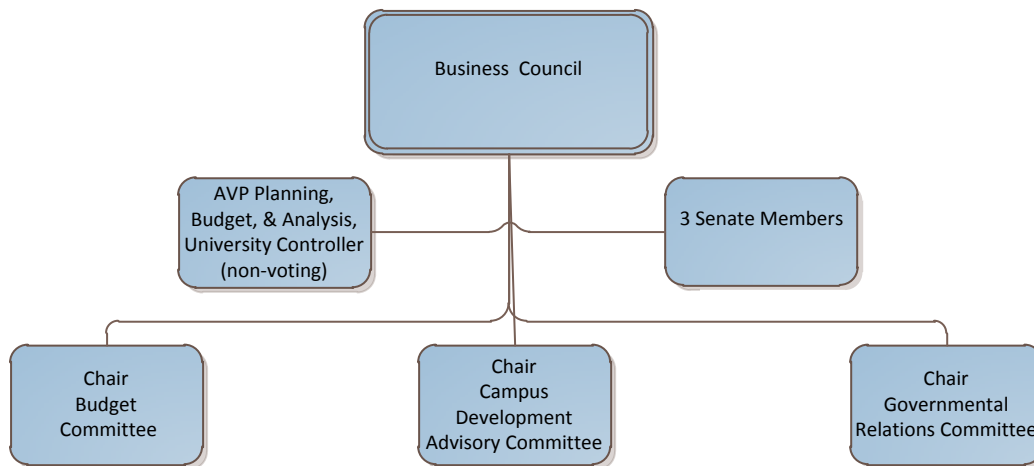
### Academic Council

The Academic Council is charged with oversight of the teaching and curricula of the university including the undergraduate, graduate, and professional levels. Members of the council are: the Chair (elected to a two-year term by a vote of the committee chairs within the Council), three members of the Faculty Senate (elected by that body for two-year terms), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Vice-Provost for Academic Affairs, the 3 faculty Senators, and the VP for Enrollment Management. The configuration of the initial Academic Council shall consist of the current Senate committees of: Admissions and Registration, Curricula, Undergraduate, and Graduate/Professional.



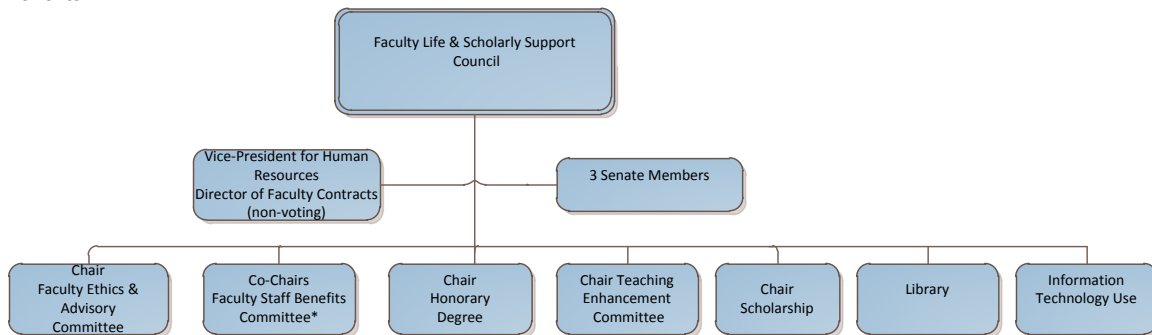
### The Business Council

The Business Council is charged with oversight of the business aspects of the university including the budget, government relations, campus planning, capital projects, etc. Members of the council are: the Chair (elected to a two-year term by a vote of the committee chairs of that Council), three members of the Faculty Senate (elected by that body for two-year terms), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Associate Vice-President for Planning, Budget, and Analysis, the 3 faculty Senators, and the University Controller. The configuration of the initial Business Council shall consist of the current Senate committees of: Budget, Campus Development Advisory, and Government Relations.



### Faculty Life & Scholarly Support Council

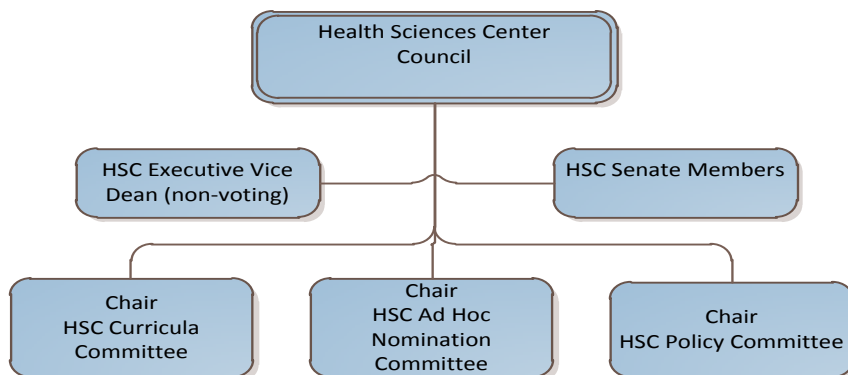
The Faculty Life Council is charged with oversight of faculty benefits, faculty responsibilities, faculty ethics, as well as the Faculty/Staff Club. Voting members of the council are: the Chair (elected to a two-year term by a vote of the committee chairs within that Council), three members of the Faculty Senate (elected by that body for two-year terms), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Vice-President for Human Resources, the 3 faculty Senators, and the Director of Faculty Contracts. The configuration of the initial Faculty Life Council shall consist of the current Senate committees of: Scholarship, Honorary Degree, Faculty Ethics and Advisory, Teaching Enhancement, Library, Information Technology Use, and Faculty/Staff Benefits.



### Health Sciences Council

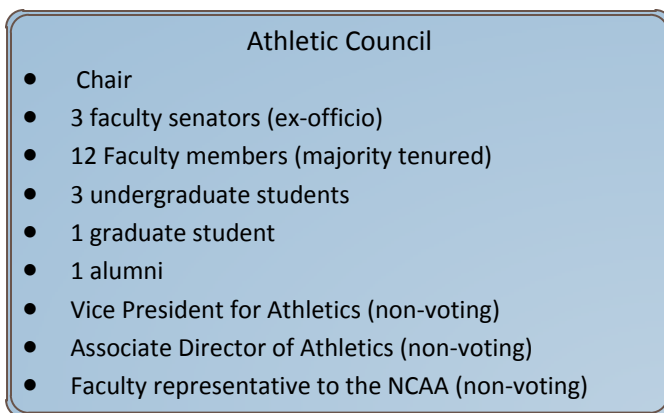
The Health Sciences Council is charged with oversight of faculty issues that are unique to the Health Sciences Center and the School of Medicine. Voting members of the council are: the Chair (elected to a two-year term by a vote of the members of the Council), all members of the Faculty Senate from the Health Sciences Center,

and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Health Sciences Center Executive Vice Dean.



### Athletic Council

The Athletic Council is charged with oversight of intercollegiate and intramural athletics. It currently has the title of a Council, but it presently operates as a committee. The proposed makeup of the Council would be as follows. Voting members of the council are: the Chair (elected to a two-year term by a vote of the members of the Council twelve faculty members (with a majority having tenure), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). The 12 faculty members shall all come from a minimum of four schools/colleges consistent with the current charge. Non-voting members of the Council are: the Vice President for Athletics, the Associate Director of Athletics, 3 Faculty Senators (elected by that body for two-year terms), and the faculty representative to the National Collegiate Athletic Association (NCAA).



### Policy Committee

The Policy Committee will report directly to the Operations Committee. The charge to this committee is essentially the same as it exists now:

- Review, as necessary, policies of the Regents' Handbook, Faculty Handbook, Constitution, University Business Policies and Procedures, and the Pathfinder;
- Consult and collaborate with administrators with respect to policies in documents other than in the Faculty Handbook;
- Communication of policies across the campuses after Faculty Senate approval, full faculty approval, or as per policy history; and
- Review policies developed by other standing committees.

The Policy Committee membership will be comprised of seven voting faculty (from at least three schools and colleges including the Health Sciences Center and none of whom are from the same department) and one non-voting member of the Faculty Senate. At the committee's request, an attorney from the University Counsel's

office with primary responsibilities for policy issues shall attend committee meetings and provide legal advice to the Policy Committee; this member will be in an ex-officio status. The terms of office for the non-Senate members shall be for three years, set up on a staggered basis so that the terms of at least three members will expire each year. The non-Senate members can be appointed for a second three-year term. The term of office for the Senate member will be two-years, who will also be ex-officio. The chair is elected by the Committee and normally will serve a renewable two-year term. The Committee annually selects a Vice-Chair to serve in place of the chair in his/her absence. In addition to the Committee members, subcommittee membership will be augmented with other faculty, administrators, staff, and students as required for specific subcommittee tasks.

### Faculty Senate Council Budgets

The Budgets of the Councils should reflect the importance of the mission to which they are associated, the number of committees which comprise the Council, and the scope of activities and responsibilities taken up by the committees within the Council. Each year the FS President-elect will negotiate with the University Provost for the Budget of the entire Senate and then, in turn, negotiate with each Council Chair the operating budget for each Council. The Budgets will take into account the size of the Council in terms of faculty participation, the amount of work assigned to the Council by the Executive Committee, and any special financial circumstances of a particular council. In general SACs or release time will be provided to each Council Chair, to the President, and to the President-elect. For the first year of this proposal the Senate President will request from the Provost the following amounts and support for the Council structure. Each Council Chair may elect to take a SAC (supplementary administrative compensation) or be released from one course. These monies would be added to the current Faculty Senate budget. Each year, the Senate President will negotiate with the Provost the budget for the following year based on experience gained in the previous year.

Council Chairs: \$30,000 for six chairs (to be distributed based on size of each Council)

Council Administrative Support: 2.0FTE (about 0.3FTE per Council)

President-elect: \$5,000 SAC or one-course release

President: \$10,000 SAC and two-course release (the current model)

### Transition Philosophy – Going from Now to the Future

In order to provide for a smooth transition between our current Senate structure and the proposed Council structure, it is suggested that the Councils keep the current Senate committees that comprise their initial charge for a period of 2 academic years without changes. After one year, the Senate President shall conduct a review of the workings of the Council Structure and report to the Senate on any suggested corrections for the operation of the second year of this transition period. After the 2-year transition period, if the Councils are working effectively, then the changes proposed in the previous section, dealing with Council self-organization, could be implemented. For example, in the beginning the Council leadership will be comprised of the 3 elected Senate members and the Chairs of the current Senate committees. After working in the new structure for a period of 2 years, the make-up of the Council Leadership, the number and kind of existing committees, committee membership, and other details would become a matter to be dealt with by the Council itself. The President of the Faculty Senate shall commission a group of Senators, Council Chairs, members of various Council committees, and selected members of the Administration to write a report in the Spring 2014 to document the value of the Senate under the Council structure. Based on the findings of the report, the Senate shall vote in the spring of 2014 on whether to make the Senate Council structure permanent, or to revert back to the current committee structure.

There is one issue that remains as a matter of determination during the 2-year transition phase. It has been suggested that the six Council chairs become voting members of the Operations Committee instead of being advisory to that committee. While this seems to be a useful change to the proposed scenario since it would give the Council Chairs more voice in the operation of the Senate, the current Senate bylaws require that all members of OPS are elected by that body and shall also be Senators at the time of their election. Since many of the members and chairs of the Senate committees are not senators, it is likely that Council Chairs will not be Senators. The bylaws may need to be changed to allow for the Senate to "appoint" the Council Chairs as voting members of the Operations Committee, or to allow for a directly election of the Council Chairs by campus voting faculty. It is suggested that this model be studied during the 2-year transition period, and if the Senate feels that this new structure will be more effective, then the Operations Committee should engage the Committee on Governance to ask for faculty permission to alter the bylaws in determining how to elect the Council Chairs to become voting members of the Operations Committee.

Following approval of this draft proposal by the Faculty Senate, Special Rules of Order, as provided in Roberts Rules of Order, Section 2, paragraphs 1 through 9, shall be developed to guide the actual implementation of this reorganization. These Rules shall be reviewed by the representative of the Committee on Governance, a member of the Senate Policy Committee, and the Senate Parliamentarian to determine whether there are issues that require a vote of the full faculty. These rules shall then be reviewed by the Senate Operations Committee and by the Senate as per Roberts Rules.



## Executive Summary

The current structure of the UNM Faculty Senate is not optimized for flexibility and responsiveness. It is proposed to create integration structures (Councils), led by the Chairs of the existing Senate committees. These Councils would have broad authority and budgets within their domains to create and define committee structures and to make operational decisions in collaboration with the Faculty Senate and central Administration representatives. Policies formed by Councils (or committees of the Councils) would be taken to the Faculty Senate for adoption or rejection. The charge of each Council for the first two years will be the charge of the committees that comprise it. After that point, the councils can choose to self-organize subject to the approval of the full Senate. Although improved responsiveness and increased flexibility are important goals of this proposal, the overarching goal is to get Senators directly involved in the work of Faculty Senate and to become active participants in shared governance. In addition, this proposed Council structure will provide training to Council chairs in the area of academic administration and enable these individuals the ability to move into more permanent positions within academic administration should they choose to do so later in their careers.

## Appendix A: Historical Precedent at UNM for Senate Restructuring

Prior to 1976, instead of a representative body, all Voting Faculty comprised the governing body with the Faculty Policy Committee and about 30 other committees performing the work of the body. The Faculty Policy Committee had been in place for over 20 years when it was abolished on July 1, 1976 and the operational functions it performed were delegated to the Faculty Senate as we know it today. At that time an ad-hoc Executive Committee on the Structure of the new Senate was formed "with the idea that it make recommendations within four weeks as to a permanent structure for the Committee." (Oct 6 memo from the first Faculty President Prouse to the Senate).

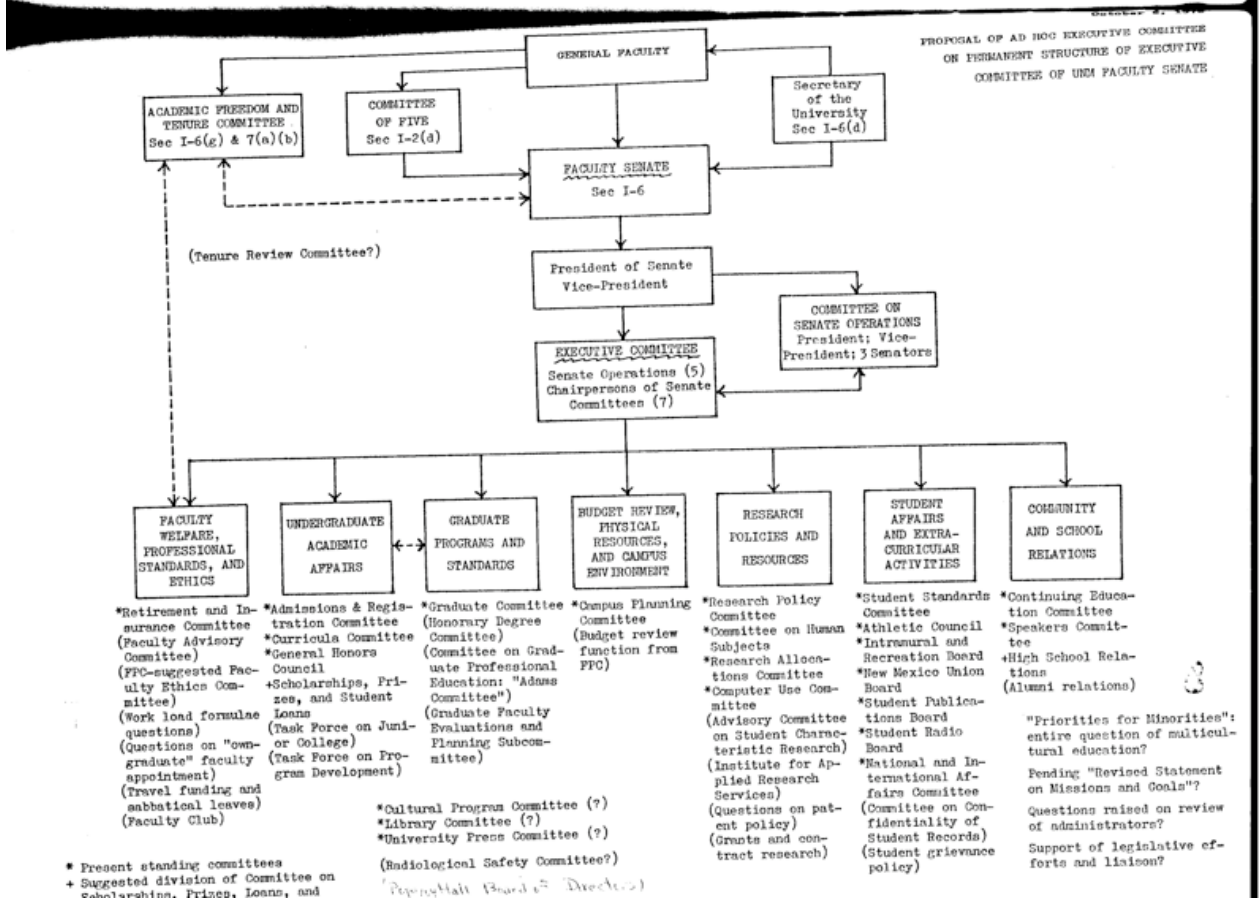
Faculty President Prouse came up with a preliminary organizational chart that looks surprisingly similar to what we are proposing now. The chart follows on page 17. He wrote in a memo in 1976 to the members of the faculty senate:

*As you will see by examining the revised organizational chart that is now submitted to you as a representation of the committee's basic proposal, the most central element in the structure of the proposed permanent Executive Committee is that the elected chairpersons of seven basic Senate Committees organized to deal with broad and fundamental areas of faculty responsibility and concern shall become members of the Executive committee.*

Further, he wrote:

*There is no way in which either the Senate as a whole or an Executive committee can deal directly and de novo with all of the matters which some three dozen committees or committee-like bodies, larger numbers of administrators, and even larger numbers of individual faculty members are likely to send for Senate consideration; there must be some effective system for steering, clearing, and preparing business for full Senate debate and determination.*

As can be seen in the proposed structure of 1976 the Committee of Five is our Committee on Governance, the AF&T committee is the same as we have now, and the University Secretary is still a major feature in the Faculty Governance structure. In addition, many of our existing committees were in place in 1976. It appears, in reviewing the minutes of 1976 and 1977 that the Senate did not approve the structure shown in the chart below, but simply provided for an Executive Operations committee to deal with all of the standing committees of the new Senate.



**Appendix B: Summary of other University Senate Structures**

A survey of the structures of faculty senates of twenty universities showed a vast array of organizational outlines. The schools reviewed were those with student body populations ranging from 13,000 at the University of Northern Colorado to the State University of New York, which serves 465,000 students over a combined total of 64 campuses. The majority of schools contain roughly the same number of students as UNM, though only a few have a Senate structure like we are proposing here. The table, below, shows the statistics on the twenty (20) schools studied.

Faculty Senate Committees and campus population (2011)

UNIVERSITY	COMMITTEES	STUDENTS
Iowa State University*	17	26,000
Ohio State University	20	55,000
State University of New York	11	465,000
University of AZ	14	40,000
University of CA Berkeley	31	25,000
University of CO Boulder*	14	29,000
University of Illinois-Urbana	19	80,000
University of Kansas	6	29,000
University of Michigan	19	60,000
University of Minnesota*	11	52,000
University of Nebraska	14	22,000

University of Northern CO	6	13,000
University of Oklahoma	6	31,000
University of Oregon	5	22,000
University of Tennessee	13	31,000
University of TX El Paso*	18	20,000
University of Toledo	9	23,000
University of Utah	10	28,000
University of Virginia	11	60,000
University of Washington	5	45,000

\*Faculty Senates with Council-like organizational structures

At one institution, the University of Colorado, the President of the Faculty Senate is also the President of the University; the Chair of the Faculty Council, the intermediary layer of responsibility between the faculty committees and the Faculty President, is the Vice President of the Senate. Of the twenty (20) schools surveyed, only the University of California at Berkeley has more committees than UNM, at 31.

The University of New Mexico serves far fewer students than universities with the same number of committees and presumably number of faculty. Universities that have a roughly equal number of committees to UNM serve many more students than does UNM. The UNM faculty senate is the same as the University Senate at The Ohio State University which has 20 committees while OSU has 55,000 students. The University of Michigan has 19 committees on its faculty senate, but they serve 60,000 students. The faculty senate at the University of Illinois consists of 19 committees as well, but Illinois serves 80,000 students.

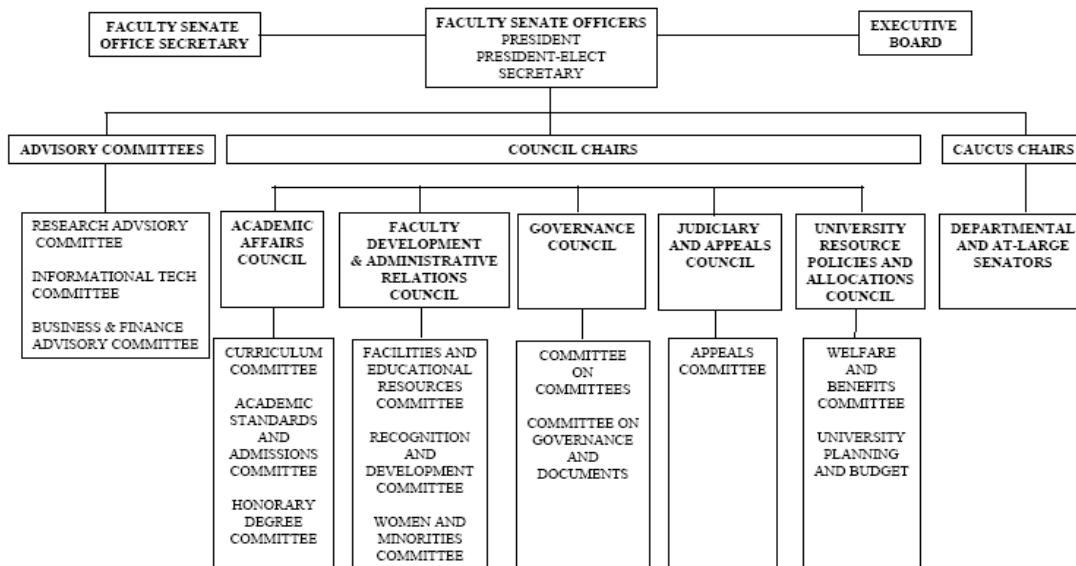
Two schools whose faculty senates contain 18 committees each follow the kind of structure we propose at UNM, i.e., a Council-like structure. The faculty senate at the University of Texas at El Paso has an Executive Council composed of 8 people who meet with Senate President John Wiebe and update him on the activities of the committees. At Iowa State University, the 17 faculty senate committees report to Faculty President Steve Freeman through 7 councils. The council chairs meet with the faculty senate executive board (the Iowa State structure is included here for comparison to the one proposed at UNM).

Some schools that have a smaller number of committees within their senate structure don't particularly need an intermediate layer of committee management. These include The University of Utah, which has 28,000 students and 10 senate committees, the University of Toledo, which serves 23,000 students and has 9 senate committees, the University of Northern Colorado, which serves 13,000 and has 6 senate committees, the University of Washington, which has 45,000 students and only 5 senate committees, the University of Oklahoma, which has 31,000 students and only 6 senate committees, and the University of Oregon which has 22,000 students and 5 senate committees.

The University of Minnesota has 52,000 students. Its Faculty Senate is one of 5 Senates on campus and even it has a Faculty Consultative Committee (FCC) which oversees its 11 committees. These committees report to the Faculty Senate through the FCC. Interestingly, the president of the University serves as the chair of the Faculty Senate and presides over its meetings, much like the process at the University of Colorado.

In looking at the size of the committees on the faculty senates studied, we see that all of the eleven committees at SUNY contain around 12 members. This is much smaller than a typical committee at UNM. Most of the eighteen committees at UTEP have around 11 members. In most cases there is a wide range of committee membership. The smallest committee at the University of TN, for instance, the Committee on Benefits and Professional Development, has 10 members and the largest committee, the Undergraduate Council, contains 49 members! UNM averages about 12-13 faculty per Senate committee.

**FACULTY SENATE STRUCTURE**



**CONSENT AGENDA TOPICS**

**7. FORMS C FROM THE CURRICULA COMMITTEE**

The following Forms C were approved by voice vote of the Faculty Senate:

- New Clinical Chemistry Certificate in Medical Laboratory Sciences, School of Medicine
- New Health Systems, Services, and Policy Concentration in Master of Public Health, School of Medicine
- Revision of College of Arts and Sciences Admission Requirements, College of Arts and Sciences
- Revision of BS in Athletic Training, College of Education
- Revision of BS in Construction Engineering, School of Engineering
- Revision of BS in Civil Engineering, School of Engineering
- Revision of BS in Mechanical Engineering, School of Engineering
- Revision of Degree in Doctor of Pharmacy, College of Pharmacy
- Revision of Degree in PhD of Nanoscience and Microsystems, School of Engineering
- Revision of Dual JD and MBA Degree, School of Law
- Revision of Major in AA of Studio Arts, UNM Los Alamos
- Revision of Majors in All Degrees of Organization Learning and Instructional Technology, College of Education
- Revision of Concentrations in PhD of Economics, College of Arts and Sciences
- Revision of Sports Medicine Concentration in MS of Physical Education, College of Education
- Revision of Undergraduate CFA Degree Program, College of Fine Arts
- Revision of Undergraduate CFA Degree Program, College of Fine Arts

## **8. 2011-2012 FACULTY SENATE COMMITTEE APPOINTMENTS**

Additions to the 2011-2012 Faculty Senate Committees were approved by unanimous voice vote of the Faculty Senate.

## **AGENDA TOPICS**

### **10. FORM D – NEW MASTER OF HEALTH ADMINISTRATION**

Director Udai Desai (School of Public Administration) presented the request for approval of the Form D to create a new Master of Health Administration.

The purpose of this program is to establish a professional graduate program of study leading to a Master of Health Administration (MHA) degree in the School of Public Administration (SPA).

There is no professional graduate degree program in New Mexico to provide graduate level professional education and training in healthcare administration.

The students in this program will be drawn largely from New Mexico. It will provide a 'homegrown', group of highly educated healthcare administrators. The State as a whole will benefit by having its own residents trained for administrative and executive level positions.

The proposed program will meet the overall need for agencies that provide healthcare to Latino and Native American communities. These communities have specific needs for health administrators who are trained in the cultural competencies necessary to work in and with medically underserved communities.

Healthcare organizations across the state have articulated a compelling need for the professional education and training of senior healthcare administrators and executives.

Senior leadership in healthcare systems in northern and central NM, including hospitals, healthcare networks, state government health and healthcare agencies have strongly supported the MHA degree program proposal.

The New Mexico Department of Workforce Solutions reported the educational & health services industry was the only industry to continue expanding employment. This is also a national trend. The US Department of Labor predicts that the health administration and management will experience an employment growth of 16% by 2018.

The MHA program will complement the existing Master of Public Health (MPH) program in the UNM School of Medicine. The MHA program draws upon and includes quite a few health-related course offerings from different academic units, including MPH program, College of Nursing, School of Law, Departments of Economics, Political Science, Sociology and Women Studies program in the College of Arts and Sciences. The Dean of the School of Nursing and the Director of the MPH program have helped develop and support the MHA program.

The nearest regional programs offering professional master's program in health administration are: University of Oklahoma, Arizona State University, University of Colorado-Denver, and Trinity University in San Antonio, Texas. However, all of these programs focus on private sector and business management perspectives in healthcare systems.

Senator Sever Bordeianu (At-Large) moved that the Form D be approved. Senator Paul McGuire (Surgery) seconded. The Form D for a new Master of Health Administration was unanimously approved.

## **11. HEALTH SCIENCES CENTER COUNCIL CHARGE**

President Tim Ross presented the revised Health Sciences Center (HSC) Council charge. It has been reviewed by the Operations Committee, the HSC Council, the Committee on Governance, and the Faculty Senate Policy Committee.

### Charge of the Health Science Center Council

The purpose of the HSC Council is to serve as an advisory board to the Faculty Senate, to enhance the role and visibility of the Health Sciences Center faculty in shared governance, and to represent the UNM Faculty Senate in all matters relating to faculty governance and shared governance of the HSC, consistent with the UNM Faculty Constitution, Faculty Handbook, Faculty Senate Bylaws, and with the policies of the Board of Regents and the University. In matters pertaining to faculty governance and shared governance of the university as a whole, the HSC Council shall represent the faculty of the UNM HSC to the Faculty Senate.

The HSC Council shall have the right or duty to consider and advise the Faculty Senate on behalf of HSC faculty on:

- a) Institutional aims and strategic plans of the HSC;
- b) Organizational structure and creation of new departments and divisions;
- c) Major curricular changes and other matters that, in the opinion of the Chancellor for Health Sciences or of the Faculty, affect the HSC as a whole;
- d) Matters of general concern or welfare for HSC faculty.

The foregoing purposes do not supplant the rights and responsibilities of faculty within their respective academic units, nor replace the authority of the Faculty Senate. Rather, the HSC Council shall serve as a forum and voice for the HSC faculty as a whole in representing the interests of HSC Faculty to the Board of Directors and Office of the Chancellor for Health Sciences as well as to the UNM Faculty Senate.

Membership shall consist of all duly elected senators of the Faculty Senate representing the HSC campus. Membership may be increased by a quorum vote of the Council to include non-senators.

A chair shall be elected every two years. Midway through the term of the chair, a chair-elect shall be elected to serve for one year as chair-elect, prior to taking office as chair. The retiring chair shall serve as past chair for at least the first year of the term of newly elected chair.

Senator Howard Snell (Biology) moved that the HSC Council charge be approved. Senator Robert McDaniels seconded. The HSC Council charge was unanimously approved

## **12. WITHDRAW PASS/WITHDRAW FAIL/WITHDRAW POLICY REVISION**

Admissions and Registration Committee Chair Charlie Steen (History) presented the following motion to revise the University Withdrawal Policy. President Tim Ross explained that the revision has been vetted by all the Arts and Sciences (A&S) chairs. It has also been reviewed by the Faculty Senate Graduate and Undergraduate Committees. All the A&S chairs thought it was a good idea, ad hoc faculty think it is a good idea; there are however members of the Graduate and Undergraduate Committees that do not want a change to policy. Many want to maintain the Withdrawal Fail (WF) option as a punitive measure. Notwithstanding those objections, the proposal comes from the Admissions and Registration Committee as a motion for approval.

Chair Charlie Steen explained that the proposal is a simplification of the grading process. It was initiated by the Registrar based on conversations with other registrars and other people in admissions. It is

another tool to address retention and the overall flow of students. The change will have an influence on how the students use their financing. The change would be implemented in the 2013-2014 academic year.

"We move to abolish the WP/WF/WNC grades and replace them all with a grade of W (withdraw). Such a grade will be student-initiated without prejudice, and will be the same grade as now exists for an instructor-initiated withdrawal."

#### INFORMATION

The following data on the current grades is given below for information purposes:

- WP and WNC do not impact GPA but can impact completion rates for financial aid.
- WF impacts GPA just as an F and can also impact completion rates for financial aid.
- The W grade will not impact GPA but can impact completion rates for financial aid (just as a WP or WNC does now).

President Elect Amy Neel spoke in favor of the proposal. Many universities do not share the same 'Byzantine' grading system; it needs simplification. Her main concern is that there needs to be a mechanism for students to get advising on any scholarship or financial aid implications that may arise from dropping a class. The punitive process does not work.

The motion comes from a Faculty Senate committee and does not need a second. President Ross called the question and the revision was approved with five dissention and none abstaining.

### **13. BUDGET ISSUES AND COMPENSATION FOR FACULTY, FISCAL YEAR 2013**

President Ross stated that he covered this agenda item in his prior President's Report.

### **14. NEW BUSINESS AND OPEN DISCUSSION**

Faculty Senator Howard Snell (Biology) requested that the senate consider a possible motion shown below. Senator Snell expressed concern of a conflict of interest in the way the University solicits proposals for healthcare coverage its employees.

#### **Resolution on negotiations for the cost of employee healthcare provided by UNM Health Sciences (Hospitals?)**

Whereas the costs of health insurance as a benefit for the UNM community continues to rise, and

Whereas UNM's notable achievements in containing prior potential increases in the costs of health insurance through self-insurance appear stagnated in the face of future increases, and

Whereas negotiations for the costs of actual employee-healthcare (not insurance) provided by UNM Health Sciences (Hospitals?) are carried out by third party insurance administrative organizations, and

Whereas those third parties also have their own providers of healthcare that actually compete with UNM Health Sciences (Hospitals), and

Whereas that situation appears to cause UNM Health Services to be the most expensive provider of employee-healthcare for UNM employees,

Be it resolved that the Faculty Senate of the University of New Mexico requests that UNM's Human Resources Department negotiate the cost of employee healthcare provided to UNM by UNM Health Sciences (Hospitals?) directly, and that UNM envisions the provision of employee healthcare by UNM Health Sciences (Hospitals?) similarly to the provision of educational opportunities to employees by the main campus community.

Senator Snell moved that the senate pass the resolution. Pamela Pyle seconded the motion. Howard Snell added that there is no rush on the resolution. President Tim Ross will ask the HSC Council and the Faculty Staff benefits Committee for investigation.

**15. ADJOURNMENT**

The meeting was adjourned at 5:03 p.m.

Respectfully submitted,

Rick Holmes  
Office of the Secretary



## **Resolution to the Faculty Senate**

Developed by the Research Policy Committee

Walter Gerstle, Chair

February 8, 2013

WHEREAS the Faculty Senate Intellectual Policy Committee has been inactive for many years;  
and

WHEREAS there have been very few intellectual property ownership disputes at UNM in recent  
years; and

WHEREAS, Faculty Policy E-70, Intellectual Property, has a robust process for resolving such  
disputes; and

WHEREAS the Research Policy Committee has an Intellectual Property Subcommittee; be it

RESOLVED that the Faculty Senate Intellectual Property Committee be dissolved immediately;  
and further be it

RESOLVED that Faculty Policy A61.13 be eliminated from the Faculty handbook.

**A61.13***Policy***INTELLECTUAL PROPERTY COMMITTEE**

The Intellectual Property Committee (IPC) was established as an official, standing Faculty Senate committee. The initial Intellectual Property Committee (IPC) was formulated by the Administration, through the Vice Provost for Research. The purpose of the Intellectual Property Committee (IPC) is to provide faculty oversight of intellectual property management by the University and the Science and Technology Center. It makes recommendations about pursuit of intellectual property protection and about commercialization of UNM intellectual property. It adjudicates and mediates intellectual property rights.

(The Intellectual Property Committee (IPC) shall comprise one faculty representative from each College, including the University Libraries, and two faculty representatives from among the Level II and Level III centers that report to the Vice Provost for Research. The Vice Provost for Research, the Vice-President for Health Sciences, the Patent Administrator, and the President of the Science and Technology Center, or their designees respectively, are non-voting members ex-officio. At all times, the Intellectual Property Committee (IPC) shall include at least three faculty members who are creators of Technology Works.) The term of each office shall be for three years set up on a staggered basis. The chairperson is elected by the Committee.)

COMMENTS TO: <a href="mailto:handbook@unm.edu">handbook@unm.edu</a>	<a href="#">FACULTY HANDBOOK HOME</a>	<a href="#">TABLE OF CONTENTS</a>	<a href="#">TABLE OF POLICIES</a>	<a href="#">UNM HOME</a>
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## Proposal for Faculty Senate Community-Engaged Scholarship Task Force

The charge of the committee shall be as follows:

1. Recommend ways in which UNM can facilitate community-engaged scholarship such as
  - a. Working with UNM administration to establish a central contact point on campus where community members and organizations can contact UNM faculty, staff, and students engaged in community based learning and scholarship
  - b. Publishing information on community engaged scholarship and projects occurring at UNM..
  - c. Establishing structures to bring faculty, staff, and students together to discuss community-engaged scholarship projects and funding opportunities.
2. Recommend ways for departments, college and schools, and provost's office to recognize community-engaged scholarship in tenure, promotion, post-tenure review, and merit pay decisions.
3. Discuss and make recommendations regarding other issues related to community-engaged scholarship.
4. Write a report containing recommendations regarding community-engaged scholarship at UNM to be distributed to the Faculty Senate, Provost, HSC Chancellor, Vice President for Research, President and others as appropriate.

The Task Force shall be comprised of at least one faculty member from each college or school on the main campus and the Health Sciences Center Campus. The Faculty Senate Operations Committee shall appoint initial members of the Task Force, but additional members may be invited by the Task Force. The Task Force members shall select a chair and vice-chair at their initial meeting. The Task Force shall communicate its written recommendations to the Faculty Senate on or before December 1, 2013. The Task Force shall be dissolved after communicating its recommendations to the Faculty Senate.