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FACULTY SENATE SUMMARIZED MINUTES

2004-2005 Faculty Senate April 26, 2005

The Faculty Senate meeting for April 26, 2005 was called to order at 3:10 p.m. in the Lobo Room (3037) of the Student Union Building. Senate President Ed De Santis presided.

1. ATTENDANCE

Guests Present: Chief Information Officer Bill Adkins (Project LINK); Director Terry Babbitt (Recruitment Services); Acting Provost Reed Dasenbrock; Associate Professor Mark Emmons (University Libraries); Associate Professor Mary Ellen Hanson (Graduate Committee); Director Gail Houston (Women's Studies); Student and Academic Director Liz Jenkins (Project LINK), Finance Representative Ava Lovell (Project LINK); Communication Director Frank Martinez (Project LINK); Associate Professor Barbara Overman (College of Nursing); Associate Professor Laurie Schatzberg (Project LINK Faculty Representative); Registrar Kathleen Sena; Acting Associate Dean of Arts and Sciences Jane Slaughter; Professor Emeritus Hugh Witemeyer (English); Associate Provost Amy Wohlert; and Coordinator Fred Youberg (Project LINK).

2. APPROVAL OF THE AGENDA

The agenda was approved as written.

3. APPROVAL OF SUMMARIZED MINUTES FOR MARCH 22, 2005 MEETING

The minutes for the March 22, 2005 meeting were approved.

4. FACULTY SENATE PRESIDENT'S REPORT

The Faculty Senate President reported on the following:

- Professor Barry Kues (Earth and Planetary Sciences) thanked President De Santis for his efforts throughout the year and during the legislative session. Professor Kues also thanked President De Santis for meeting with various administrators on behalf of the faculty and the senate. He explained that the level of conversation the operations committee and President De Santis has had with administrators was greater than in previous years.
- President-Elect Chris Smith (Electrical and Computer Engineering) thanked President De Santis. President-Elect Smith stated that the work of the Operations Committee this year was collegial, intuitive and thoughtful. He thanked Professor Kues for his efforts on the Library Committee and the Budget Committee.
- Associate Professor Anita Obermeier (English) stated it is much different on the Operations Committee than in the senate. There has been more discussion and more facilitation of discussions. She is pleased to see how many people are running for officers of the senate this year.
- Past President Beverly Burris (Sociology) commented it has been a good year. The senate had a good Operations Committee and President De Santis has done a good job. The Lobo Room of the Student Union Building is a much better venue for senate meetings. The senate and faculty re-established the Faculty Club. Past-President Burris encourages faculty to utilize the club.
- Professor Bill Bramble (Education Leadership and Organizational Learning) mentioned that at the Faculty Senate Retreat in September, the senate had a discussion and listed four or five items on which to focus this year. The senate has done a good job of accomplishing some of those goals, for example the ad hoc Committee on Junior Faculty Mentoring.
- The Dean's Evaluation Committee data has been given to Acting Provost Reed Dasenbrock with the exception of the Dean of Graduate Studies. No reply has been received from Vice President Phil Eaton (Health Sciences Center) to review the Health Sciences Center (HSC) data. The HSC participation was low. Main campus and Law School participation was 52.3 percent, a 14 percent increase over last year. President De Santis asked the Dean's Evaluation Committee Chair Edl Schamiloglu (Electrical and Computer Engineering) to continue as the

chair of this committee for at least another year.

- The ad hoc committee on junior faculty mentoring is preparing a survey instrument that will be online in September 2005.
- The Faculty Senate Undergraduate Committee is preparing an inquiry into the status of undergraduate advisement. This inquiry has been delayed due to the fact that the Undergraduate Committee has been asked to aid in Project LINK.
- A major infrastructure concern is the state of the Faculty Senate standing committees. Some committees do not meet, some meet without agendas or objectives, and some continually contribute to the work of the senate. The Ethics and Advisory Committee and the Governmental Affairs Committee need to be overhauled as part of strengthening faculty governance. The Governmental Affairs Committee should have an institutional connection with the Director of Governmental Affairs. One item that the Governmental Affairs Committee should address is the growing tuition credit taken by the legislature.
- Executive Vice President for Finance David Harris is working on a line item budget for the Faculty Senate. President De Santis has also asked Executive Vice President Harris for a half-time secretarial assistant for the Faculty Senate President and the Operations Committee. This assistant will aid in scheduling standing committee meetings, notifying members, taking minutes, keeping a record of committee activity, and assisting committee chairs.
- President Ed De Santis expressed thanks to University Secretary Vivian Valencia. Throughout the academic year, he relied heavily on her knowledge and good judgment.
- President Ed De Santis has asked Executive Vice President David Harris to provide in the budget, a home for the International Student Center. The center originated in 1967. The old building for the center was torn down to make room for Dane Smith Hall. There are three or four vacant buildings on Sigma Chi Road that may work.
- Deans should not appoint Faculty Senators. Every senator should be elected by his or her constituents. The Operations Committee, other senators from the school or college, or at-large senators should aid in the filling of vacated seats. Chairs and Deans should not have veto power over faculty members who choose to run for President-Elect or the Operations Committee. An incident occurred within the last month.
- The meeting with University President Louis Caldera is Thursday, April 28, 2005 in Mitchell Hall 120 from 3-4 p.m.
- The reception for the Faculty Senate is Thursday, May 5, 2005 from 4-6:30 p.m. in the Faculty Club. The 2004-2005 Senate, 2005-2006 Senate, and the Dean's Evaluation Committee are invited. The 2005-2006 Operations Committee and President-Elect will be introduced
- Operations Committee member and North Campus Caucus member Tom White (Family and Community Medicine) commented on the Faculty Senate and presented a report on the status of the north campus and the North Campus Caucus.
 - The north campus Senators have formed a North Campus Caucus in order to have more organization for faculty from the School of Medicine, College of Nursing, College of Pharmacy, and the Law School. The faculty have the opportunity to discuss issues, concerns, and raise questions once a month.
 - Senator White thanked all the North Campus Senators and Faculty that have participated.
 - A representative of the north campus Faculty will make a presentation at the Health Science Center Regent's Committee meeting each month.
 - A few senators from the north campus are running for the Operations Committee.
 - A concerted effort was made to remain linked with main campus. There has been crucial support provided by President Ed De Santis, President-Elect Christopher Smith, and Past President Beverly Burris.

CONSENT AGENDA

5. APPROVAL OF FORMS C FROM THE CURRICULA COMMITTEE

The following Forms C were approved by unanimous voice vote of the Faculty Senate:

- Delete M.A. in Art, *Art and Art History*
- Delete B.F.A. in Art History, *Art and Art History*

- Delete Minor in Art History, *Art and Art History*
- Delete Minor in Art Studio, *Art and Art History*
- Revision of Minor in Arts, *Art and Art History*
- Name Change of B.F.A. in Art to B.A. in Art, *Art and Art History*
- Revision of Minor Chicano Hispano Mexicano Studies, *University College*
- Revision of Minor Chicano Hispano Mexicano Studies, *University College*
- New Certificate in Pre-Professional Secondary Education
- New A.A. in Pre-Professional Secondary Education
- New A.A. in Pre-Professional Elementary Education
- New Certificate in Pre-Professional Elementary Education

6. APPROVAL OF SPRING 2005 DEGREE CANDIDATES

The Spring 2005 Degree Candidates were approved by unanimous voice vote of the Faculty Senate.

AGENDA TOPICS

7. APPROVAL OF FORM D FROM THE CURRICULA COMMITTEE

Director of the Women's Studies Program, Gail Houston, presented the Form D for New Graduate Certificate in Women's Studies. The Women's Studies Program was established at UNM in 1972. It is one of the first Women's Studies programs in the United States. In 1999, the B.A. in Women's Studies was established. Approximately 500 students per year take classes for the major and minor. Many other students also take the courses. There are 27 states with graduate level programs (M.A. and/or Ph.D.). As the flagship university of the state of New Mexico, UNM should have some kind of graduate element to the program. The only other graduate level program in the state is offered by New Mexico State University. Their program is a nine hour minor. The Form D proposal is for a 15 hour certificate. The ultimate goal is to have a graduate program with an M.A. The Form D was approved by unanimous voice vote of the Faculty Senate.

8. SENATE GRADUATE COMMITTEE PROPOSED POLICY CHANGES FOR 2005 CATALOG

Graduate Committee Chair Mary Ellen Hanson presented the proposed changes to the 2005 University Catalog. After minor discussion, the changes passed by unanimous voice vote.

SGC PROPOSED POLICY CHANGES FOR 2005 CATALOG

ONE: Graduate Certificates: (Inclusion of newly approved certificates and addition of minimum/maximum regulations.

A graduate certificate is a prescribed course of study consisting of a collection of graduate courses that, when completed, affords students a formal record of accomplishment (i.e., transcribed) in either a single or interdisciplinary area of study. Graduate certificates may be offered in conjunction with master's or doctoral degree programs, or they can be offered as stand-alone programs. Only units/programs that offer graduate academic degrees and that have faculty with graduate approval are eligible to offer graduate certificate programs. A graduate certificate is not a concentration within a degree program. Contact the academic programs and the Office of Graduate Studies for additional information.

The University of New Mexico currently offers the following transcribed graduate certificates:

Post Master's Certificate in Management

Educational Specialist Certificate (NOTE: These are the EdS certificates offered in numerous fields in COE)

Historic Preservation and Regionalism

Post Masters Certificate in Nursing

Scientific and Engineering Computation Computational Science and Engineering

Town Design

Admission Requirements

Applicants to a graduate certificate program must either be current graduate students at the University of New Mexico, or they must comply with the Graduate Admission Processes and Policies described earlier in this catalog. The certificate program may establish additional admission requirements.

General Requirements

To meet general requirements for a graduate certificate a student must:

Complete a minimum of twelve (12) hours of graduate course work, of which at least six (6) credits must be 500 level or above;

Fulfill any additional requirements established by the certificate program;

Maintain a minimum cumulative GPA of 3.0;

Have a Program of Studies approved by the Dean of Graduate Studies;

At least 50% of the course work required for the certificate must be completed after admission to the certificate program, unless further restricted by the graduate certificate program;

No more than one-fourth (1/4) of the total course work credits required for the degree may be graded C, C+ or CR (See Grade Point Average policy);

Must complete 75% of the course work credits required for the certificate at UNM; and

Must be enrolled at the time certificate requirements are completed.

Time Limit for Completion of Graduate Certificates

All work used to meet requirements for a stand-alone graduate certificate must be completed within a three (3) year time period immediately preceding awarding of the certificate. Graduate units may impose a stricter limitation on the time limit for a graduate certificate. Requirements for certificates taken in conjunction with a graduate degree must be completed within the time limits for the graduate degree.

Program of Studies for Graduate Certificates

A graduate certificate student must file a Program of Studies with the Office of Graduate Studies by October 1 for Spring graduation, March 1 for Summer graduation and July 1 for Fall graduation. The Dean of Graduate Studies must approve the Program of Studies. The form may be obtained from the academic unit offering the certificate, the Office of Graduate studies or from the OGS web page (<http://www.unm.edu/grad/forms/forms.html>).

Shared Credit Hours Between Graduate Certificates and Degrees

As long as courses taken for a graduate certificate fall within the prescribed time limits for a graduate degree, the University will allow for shared course work between graduate certificates and a master's or doctoral degree. Programs may have additional restrictions on the number of shared course work credits between graduate certificate and degree programs.

If the certificate is a stand-alone program, completed before the student is admitted to a graduate degree program, the student may use 100% of the course work credit for the certificate toward a future graduate degree.

If the student completes the certificate in conjunction with a graduate degree program, the student may use 100% of the certificate course work toward a graduate degree.

Course work from a completed graduate degree may count for up to 50% of the course work required for a graduate certificate.

TWO: Clarification of CR/NC limitations for all graduate programs.

No more than 6 credit hours of course work in which a grade of C (2.0), C+ (2.33) or CR (grading option selected by student) was earned may be credited toward a graduate degree. Courses offered only on a CR/NC basis and required by the graduate program are excluded from this limitation.

THREE: The Master's Thesis/Doctoral Dissertation (Addition of language that allows non-traditional/hybrid options for manuscripts.)

Thesis:

UNM accepts both traditional and non-traditional (hybrid) theses. If a graduate unit accepts both thesis options, the student, in consultation with his/her thesis committee, must decide which format is appropriate.

A traditional thesis is a single written document, authored solely by the student, presenting original scholarship. A non-traditional (hybrid) thesis, as defined by the graduate unit, consists of a collection of related articles prepared/submitted for publication or already published. Each thesis must include "introduction" and "conclusion" sections. The student must meet the general manuscript format criteria set forth in the UNM Catalog/website on manuscript guidelines. Students must adhere to copyright policies for obtaining permission to use a previously published manuscript.

Dissertation:

UNM accepts both traditional and non-traditional (hybrid) dissertations. If a graduate unit accepts both dissertation options, the student, in consultation with his/her dissertation committee, must decide which format is appropriate.

A traditional dissertation is a single written document, authored solely by the student, presenting original scholarship. A non-traditional (hybrid) dissertation, as defined by the graduate unit, consists of a collection of related articles prepared and/or submitted for publication or already published. Each dissertation must include "introduction" and "conclusion" sections. The student must meet the general manuscript format criteria set forth in the UNM Catalog/website on manuscript guidelines. Students must adhere to copyright policies for obtaining permission to use a previously published manuscript.

FOUR: Thesis/Dissertation Committees (Addition of language that clarifies the role of emeriti faculty as thesis/dissertation committee chairs.)

Thesis:

If the graduate unit approves, Emeriti/Emeritae faculty are allowed to continue to chair existing thesis committees for up to one calendar year from the date of their retirement. They may not be appointed chair of any new thesis committees once retired. If the student has not completed his/her thesis within one year of the chair's retirement, the retired faculty member may continue to serve on the thesis committee as a co-chair or member of the committee.

Doctoral/MFA:

If the graduate unit approves, Emeriti/Emeritae faculty are allowed to continue to chair existing dissertation committees for up to one calendar year from the date of their retirement. They may not be appointed chair of any new dissertation committees once retired. If the student has not completed his/her thesis within one year of the chair's retirement, the retired faculty member may continue to serve on the thesis committee as a co-chair or member of the committee.

FIVE: Thesis (599) Credit/Dissertation (699) Credit (Change in reinstatement process, charging a flat fee (to be determined) instead of tuition plus fees; eliminates grade for missed semesters. Change made at suggestion of legal counsel.)

Thesis:

Students who have enrolled in 599 and subsequently stopped enrollment for one or more semesters (not including summers) must petition for reinstatement and pay a reinstatement fee, the tuition and fees (including late fees) for each missed semester in order to reestablish their standing in their program.

(Procedures for reinstatement are available on the OGS Web site <http://www.unm.edu/grad>.) The thesis director will submit a grade of PR, NC or RS (reinstate) for each missed semester.

Dissertation:

Students who have enrolled in 699 and subsequently stopped enrollment for one or more semesters (not including summers) must petition for reinstatement and pay a reinstatement fee, the tuition and fees (including late fees) for each missed semester in order to reestablish their standing in their program. (Procedures for reinstatement are available on the OGS Web site <http://www.unm.edu/grad>.) The dissertation director will submit a grade of PR, NC or RS (reinstate) for each missed semester.

SIX: Type 3: Incomplete Grades (Change in GPA/Probation calculations counting “I” as 2.0 points per credit hour. Instead this type of probation will limit the actual number of credit hours of “Incompletes” a student may have on their academic record.)

A student whose cumulative grade point average drops below 3.0 due to the impact of Incomplete grades in graduate-level courses taken in graduate status (see previous section on Grade Point Average) will be placed on Type 3 academic probation. A student who receives 6 or more credit hours of “Incomplete” grades in graduate level courses will be placed on Type 3 academic probation. Type 3 probation will end when the credit hours of “Incompletes” drop below 6, as soon as the student completes all necessary work for the “I” course(s) and is awarded a grade. However if the student fails to complete the necessary work, or if the final grade is low enough, the student may become subject to Type 1 or Type 2 probation. Students may not take master’s examinations, doctoral comprehensive examinations, defend theses or dissertations, or graduate while on Type 3 probation. They may provisionally hold assistantships for one semester, if their semester GPA is 3.0 or higher.

9. PROPOSED REVISION OF ACADEMIC ADMISSION STANDARDS

Director of Recruitment Services and Interim Director of Admissions Terry Babbitt presented the Proposal for Revision of Admissions Standards. The proposal came from the Enrollment Management Team. After some discussion, the proposed revision passed by voice vote with four abstentions.

Proposal for Revision of Admissions Standards to Increase Student Success and Preserve Student Access

Students who are prepared for college-level work when they begin their studies at UNM improve their ability to complete their degrees at UNM. Institutional data show that students who began their studies in Fall, 1998 with three areas of insufficient preparation (mathematics, reading, and English) had a six-year graduation rate of 18%; those who began with two areas of insufficient preparation had a graduation rate of 24%; while those who began with one area of insufficient preparation had a graduation rate of 30%. This compares to a graduation rate of 46% for students who began with no areas of insufficient preparation.

In order to enhance students' success while continuing to provide good access for the full range of qualified students, the following changes in admissions standards and academic supports for beginning students are proposed:

1. Students will not be admitted to UNM if they are not ready to begin college-level coursework in two or more areas, as identified by ACT, SAT, COMPASS, or equivalent placement test scores.

Students can be admitted if there is only one area in which they are not ready to begin college-level coursework, so long as they meet all other admission requirements. However, they will be required to remedy that area of insufficient preparation by the end of the first semester of their enrollment.

- Students who meet all other admission requirements but need preparatory work in two or more areas may become eligible for admission in either of the following ways:

Take (or retake) a placement test and achieve the cutoff score.

Pass developmental (also known as Introductory Studies) courses in the identified areas so that no more than one area of insufficient preparation remains.

In AY 2004-2005, 379 students were admitted to UNM with three areas of insufficient preparation based on their ACT scores. After placement testing, 137 students (4.4% of the entering class) continued to show insufficient preparation. These students would need to pass two IS courses in order to achieve the proposed standard. Another 417 students were admitted with two deficiencies based on their ACT scores. After placement testing, 299 (9.7% of the entering class) remained who would need to pass one IS course in order to meet the proposed standard. The ethnic composition of this group appears in the following table.

Breakout by Number of Developmental Classes Needed

After COMPASS and Other Evaluations

Ethnicity	Classes Needed	
	2	3
American Indian	31	18
African American/Black	13	9
Asian/Pacific Islander	11	4
Hispanic	141	78
White, non-Hispanic	90	22
No Response	13	6
Total	299	137

Percent of total number of Freshmen in each ethnic group:

Ethnicity	Classes Needed	
	2	3
American Indian	16.9%	9.8%
African American/Black	11.3%	7.8%
Asian/Pacific Islander	10.9%	4.0%
Hispanic	12.2%	6.8%
White, non-Hispanic	6.6%	1.6%
No Response	7.3%	3.4%
% of Total Number of Freshmen	9.7%	4.4%

Five initiatives are suggested for preserving the highly valued diversity of our student body and supporting continued success for motivated students:

- Provide automatic admission to all NM high school students who graduate in the top ten percent of their class, regardless of their ability to meet other admission requirements. High school GPA is a strong predictor of future academic performance. This measure allows the university to recognize students' achievement and foster geographic diversity.
- Cooperate with public schools to ensure that high school juniors take appropriate college placement tests (such as the COMPASS tests) so they have an opportunity to improve areas of insufficient preparation while still in high school. This effort is the focus of HB136 in the current legislative session.
- Provide a summer bridge program for students who are denied admission due to insufficient preparation. The program would be presented at our branch campuses in order to reach students from many areas of the state, with the branch campus providing the developmental courses and UNM main campus staff providing other college readiness activities and advisement. For the main campus, the developmental courses would be provided by TVI. Admission to UNM would be automatic if the program is completed successfully (as measured by attendance and passing the requisite developmental courses). Funds currently used for Bridge Scholarships could be used to support this program.
- Increase the number of freshman academic choices so that within a few years every freshman will

- participate in one of the five types of freshman academic choices. Developmental coursework would not be included in these academic choices, but would be an additional requirement for those with a remaining area of insufficient preparation to resolve. President's Club funds could be used as one of the means to expand the current offerings so that all students could benefit from these supportive learning environments.
5. Inform potentially impacted populations of the requirements and assist prospective students in addressing insufficient preparation through coordinated outreach, recruitment, and admissions initiatives. Additional interventions designed to preserve the highly valued ethnic diversity of UNM's student body will be implemented.

ADMISSION REQUIREMENTS (draft for application/catalogue)

The University of New Mexico is committed to student access, excellence, and success. Students who are prepared for university-level work when they begin their studies are more successful in achieving the ultimate goal of earning a degree from UNM. Rigorous high school preparation is the best predictor of success in college.

In order to enhance student success, the University has developed the following admission standards.

Plan 1 : In continuous efforts to preserve the valued diversity of the student body and support success for motivated students, high school graduates who rank in the top 10% of their high school class will be automatically admitted. Students who graduate from high schools that do not rank will be admitted under this category with a 3.9 or greater cumulative grade point average.

The University uses scores from the American College Test (ACT) and the Scholastic Aptitude Test (SAT) to determine levels of academic preparation. Students who score at or below a certain level on subject areas of these exams are required to complete additional preparation in English, math, and/or reading. Students may satisfy the requirement for any additional preparation by earning the required subject scores on the ACT (19 or above in English and math, 18 or above in reading and 19 or above in science reasoning) or SAT (450 and higher on critical reading for English, 450 or higher on math, and a combined critical reading and math score of 910 or better for reading placement); by demonstrating proficiency through the COMPASS; by earning AP credit (math or English); or by satisfactorily completing the introductory coursework.

Students needing additional introductory coursework in more than two areas will not qualify for admission under Plan A or B below .

Plan A : Earn a minimum 2.25 cumulative grade point average. on a 4.0 scale plus a 2.25 in 13 units of college preparatory coursework:

- 4 English, including one in the 11th or 12th grade in composition;
- 3 math (Algebra I, Algebra II, Geometry, Trigonometry, or higher math);
- 2 natural science, including one lab science;
- 2 social science, including one in US History;
- 2 in one foreign language.

or

Plan B : Earn a minimum 2.25 cumulative grade point average. plus a formula based on ACT or SAT scores and class rank:

ACT Composite Rank

- 18-20 Top 25%
- 21-24 Top 50%
- 25-28 Top 75%
- 29 or higher No rank requirement

SAT Math and Critical Reading Rank

- 860-970 Top 25%
- 980-1120 Top 50%
- 1130-1270 Top 75%
- 1280 or higher No rank requirement

Plan C : A limited “Special Admissions” category.

Students who do not qualify for admission under Plan 1, A, or B may request “special consideration” through an appeal. A combination of quantitative and subjective factors is used in making these admissions decisions.

10. REVISION OF FACULTY HANDBOOK SECTION F70 ARTICULATION

Professor Emeriti Hugh Witemeyer (English) presented the following proposed revision to Section F70 of the Faculty Handbook. The version below reflects changes made after it was presented at the March 22, 2005 Faculty Senate Meeting. Associate Provost Amy Wohler has been working on this issue with the branch college administrators and Extended University. After brief discussion, the proposed revision was passed by majority voice vote.

F70 Policy ARTICULATION: DEGREE APPROVAL, TRANSFER OF COURSE CREDIT, AND FACULTY APPROVAL

Articulation: Though the branch colleges operate under an admissions policy different from that of the main campus, their degree offerings are approved by the University of New Mexico and many of their courses carry transfer credit toward UNM baccalaureate degrees. This connection or articulation of programs means that branch college faculty members may be required to meet a more specific set of approval standards in order to teach transferable courses than to teach non-transferable courses. The policies which govern the articulation of degree programs, course credit, and faculty approval between the UNM branch colleges and the main campus are presented below.

A. Degree Approval

1. All associate degree programs offered at the main campus in Albuquerque are authorized to be offered at the branches, upon approval by the appropriate college and department or program on the Albuquerque campus.
2. To meet local needs, the branches are authorized to develop and offer, with the approval of the Undergraduate Committee, the Curricula Committee, and the Faculty Senate, programs leading to the degrees of Associate of Arts and Associate of Sciences. The branches are also authorized to develop and offer, with the approval of the Office of the Provost/Executive Vice President for Academic Affairs, programs leading to the degree of Associate of Applied Sciences. The transferability to the main campus of credit for courses in these programs will be determined in accordance with the policy statements B. 1, 2, and 3 below.

B. Transfer of Course Credit

The University will accept baccalaureate credits earned by students at any UNM branch college, in accordance with the following policy:

1. Credits earned in lower division courses that appear in the UNM Catalog and/or UNM Schedule of Classes, which have been submitted by the branches and approved for credit by the appropriate department or program and the UNM Curricula Committee, and the

branch instructor, content, and level of performance for said courses having been approved by the appropriate main campus department or program, will be accepted by the University as though they were earned on the main campus at the University in Albuquerque.

2. New lower division courses which do not appear in the UNM Catalog and/or the UNM Schedule of Classes will be accepted by the University as though they were earned on the main campus if they have been designed by the branches in cooperation with the appropriate main campus department or program and college; approved for credit by the appropriate department or program and college and by the UNM Curricula Committee; and approved for their instructor, content, and level of performance by the appropriate main campus department or program.

3. New and existing lower division courses designed by the branches which do not appear in the UNM Catalog and/or the UNM Schedule of Classes, and which have not been approved by a main campus department and the UNM Curricula Committee prior to being offered, are generally not acceptable for baccalaureate credit except (a) by petition and approval from the UNM degree granting unit, or (b) if determined to be equivalent to a main campus course by the UNM department or program which offers that course.

4. Special curricular offerings are authorized to meet local educational needs which are not being met by other institutions in the area. The transferability to the main campus of credit for these offerings will be determined in accordance with the policy statements B. 1, 2, and 3 above.

C. Faculty Approval

1. Approval standards for transferable courses. Branch college courses carrying pre-designated transferability shall be offered by approved faculty. Tenured/tenure track faculty, by virtue of the standards required for their appointment, are automatically approved to teach transferable courses in their fields of credentialed expertise. Non-tenured/tenure track faculty, and tenured/tenure track faculty teaching outside their fields of credentialed expertise, must be approved to teach transferable courses before or as early as possible during the first semester in which they offer those courses. To be approved to teach transferable courses, faculty members shall meet written standards appropriate to the courses they are to offer.

2. Formulation of standards. The faculty approval standards for each transferable course shall be formulated in writing and adopted jointly by the appropriate branch college and main campus administrators. Normally these will be the administrators immediately responsible for supervising course offerings in a particular field: e.g., the chairs (or directors or coordinators or heads) of the departments or programs in the relevant discipline. Once formulated, the standards for each course shall be transmitted to, and reviewed by, the Office of the Provost/Executive Vice President for Academic Affairs. The standards shall be kept on file by the Office of the Provost and by the branch college and main campus administrators who formulated them. They shall be transferred to, and applied in a consistent manner by, subsequent administrators, and they shall be revised only by joint written agreement of the appropriate administrators holding office at the time. All revisions shall be promptly transmitted to, and reviewed by, the Office of the Provost/Executive Vice President for Academic Affairs. Approval standards for each transferable course should be submitted to the Office of the Provost no later than June 1, 2006. After that date, and until such time as standards for the course are submitted, the main campus department shall be presumed to approve all instructors employed by the branch to teach that course. The implementation of faculty approval standards for each transferable course, as described in paragraphs 3-5 below, shall not begin until the standards for that course have been formulated, adopted, and reviewed as stipulated in this paragraph.

3. Implementation of standards. The determination that a prospective instructor meets the faculty approval standards for a transferable course shall initially be made by the appropriate administrator (department chair, program director, coordinator, or head) at the branch college. Approval of the instructor shall then be reviewed and confirmed or denied by the college's Dean of Instruction. If the Dean confirms the approval, the branch college may hire the instructor prior to receiving main campus approval. The approval shall then be

forwarded to the Branch Executive Director for recommendation to the appropriate main campus department chair or program director; it shall be submitted no later than the third week of the semester. The approval shall be accompanied by copies of the faculty member's vita and syllabus for the course in question. The main campus administrator shall confirm or deny the approval before or as early as possible during the first semester in which the faculty member offers the course. This decision shall be promptly communicated in writing to the appropriate branch campus administrator, the Dean of Instruction, and, if the approval is denied, the Office of the Provost/Executive Vice President for Academic Affairs.

4. Denial of approval. If faculty approval is denied, the main campus administrator shall communicate the reasons for this decision in writing to the appropriate branch college administrator, the Dean of Instruction, and the Office of the Provost/Vice President for Academic Affairs. This communication shall refer specifically to the written faculty approval standards for the course in question but may include other considerations as well. Courses already in progress shall not be cancelled solely because faculty approval is denied or delayed. If approval is denied, the branch college administrator shall work with the main campus administrator to identify and employ an eligible substitute instructor. If no eligible substitute can be obtained, the faculty member who began the course shall finish it under the supervision of the branch college administrator; but the same faculty member shall not be employed again to teach the same course, or any other course that has comparable approval standards, unless s/he has received branch college and main campus approval to do so before the course begins.

5. Exemptions from standards. Faculty members may teach transferable courses without meeting established approval standards only if the appropriate branch college administrator submits, and the Dean of Instruction supports, a request for an individual exemption from the standards. . The request shall be accompanied by a detailed explanation of the reasons for the request and by the proposed faculty member's vita and syllabus for the course in question. The request shall be submitted to the appropriate main campus administrator no later than two weeks before the semester begins. If the request is not approved by the appropriate main campus administrator before the course begins, the course shall not be offered by the proposed instructor.

6. Non-transferable courses. Branch college courses not carrying pre-designated transferability shall be offered by faculty who meet the appointment standards set forth in the college's statement on appointment and retention (see section F60 below), and who are recommended for appointment by the appropriate branch college administrator (department chair, program director, coordinator, or head), the Dean of Instruction, and the Branch Executive Director. In making recommendations concerning all faculty appointments, administrators shall act in accordance with the standards and procedures set forth in the branch college statement on appointment and retention and in section F60 below. All faculty appointments are subject to review by the Provost/Executive Vice President for Academic Affairs.

11. REPORT ON HEALTH SCIENCE CENTER CAUCUS

Senator and North Campus Caucus member Tom White (Family and Community Medicine) presented his report when he commented on the Faculty Senate during Faculty Senate President De Santis' report.

12. PROJECT LINK

Professor Laurie Schatzberg (Project LINK Faculty Representative) led the Project LINK Update. Professor Schatzberg introduced the other representative from Project LINK. In attendance were Project LINK Chief Information Officer Bill Adkins, Project LINK Student and Academic Director Liz Jenkins, Project LINK Finance Representative Ava Lovell, Project LINK Communication Director Frank Martinez, and Project LINK Coordinator Fred Youberg . The group gave a brief summary and took questions.

- The number one concern is where are reports and where is the data. Many people have said they prefer the old system. There is the same reporting capability in the new Banner System, as well as real time online query

screens within Banner.

- President-Elect Chris Smith asked why the Banner System is taking one percent for overhead in addition to funding from student fees and the legislature. Professor Schatzberg replied that many people worked on the funding plan and a majority of the money has gone into infrastructure costs. Funding is not coming from a single source for all the costs incurred. The total cost of Banner is expected to be approximately \$50-70 million when it is complete. The Banner tax was created to pay the debt service on bonds that UNM has sold in order to fund Banner. The Project LINK representatives said no funding is coming directly from the legislature.
- A comment was made that hopefully the roll out of the Student Component will be much smoother. The students are not as knowledgeable and as diligent as the faculty. Professor Schatzberg responded saying that all the present issues are being taken into consideration for the roll out of the next module.
- UNM's use of Banner is tracking along the technology adaption curve perfectly. The learning curve is typically 18 months.
- Fifteen percent of users are saying they find the system useful. There is less displeasure now than initially in using the system, but no users are reporting they are happy with the system.
- Project LINK is holding an update for the entire campus on Friday, April 29, from 3-5 p.m. in Woodward Hall.
- A senator commented that the next module should not be implemented until the present module is functioning. He asked if the next module has been stress tested and what would happen if ten thousand students try to register. The response was that the vendor has the most experience with the student module and it is more functional and there are less bugs.
- The screens in the finance system are not intended for the general user. They are meant to be used by people in back offices with experience in those systems. Project LINK took a large risk rolling out the system on such a large scale. The student system has a much friendlier interface and will make navigation of forms much easier.
- Other universities that use Banner have said that the full benefit will not be realized until the full system is in place.
- A senator asked if the Banner tax will go away and overhead rate go down after the full system is implemented and functioning. The answer to the Banner tax going away is not known. In the future, the Banner Tax may be used for maintenance.
- As of July 1, 2005 transactions will be disallowed if the budget index account has non-sufficient funds (NSF). Purchases will be rejected. This rule will only apply to Instructional and General (ING) Funds and only at the college, school, or branch level. The improved access to data should aid the department, dean, or director to be aware of the status well ahead of time. By January 1, 2006 the rule will be enforced at the department level.

13. NEW BUSINESS

No new business was raised.

14. ADJOURNMENT

The meeting was not formally adjourned and ended at 5:30 p.m.

Respectfully submitted,

Rick Holmes
Office of the Secretary