To: Members of the Faculty Senate

From: David Kaufman, Faculty Senate President

Subject: March Senate Meeting

The March meeting of the Faculty Senate will be held Tuesday, March 20, 1984, at 3:30 p.m. in the Riva Lecture Hall. Note that this is the third Tuesday, not the second. The second Tuesday falls during Spring Break.

Agenda material for the March 20 meeting will be mailed shortly.

DK/bf
To: All Faculty Members  
From: David Kauffman, Faculty Senate President  
Subject: Report on General College  

A major report on the General College is to be submitted to the Faculty Senate at its next meeting, Tuesday afternoon, March 20, 1984, at 3:30 in the Kiva Lecture Hall. The report was prepared by an Ad Hoc Committee appointed by the Senate president in April, 1983, and chaired by Associate Professor Joann Weiss, College of Nursing.

The report makes the following recommendations:

1. Phase out the General College over a period of three to five years and encourage the establishment of an alternate institution apart from the University to meet the identified needs for remedial and technical education. This may mean, however, increased funding to General College during the phase-out period to assure adequate functioning of the programs in the interim. The programs should be transferred in good health.

2. The University of New Mexico community (administration and faculty) should cooperate with other institutions in planning and developing a community college for the Albuquerque area independent of the University.

3. The University of New Mexico should maintain tutoring and study skills centers to meet the needs of students qualified to enter the University but who experience academic difficulty.

Copies of the full report are being distributed to all Senators with the March agenda. If you are interested in this topic, I urge you to read your Senator’s copy. All faculty are welcome at the Senate meeting and will be given opportunity to speak.

DK/bf
TO: Members of the Faculty Senate
FROM: Anne J. Bro~cretary
SUBJECT: March Meeting

The Faculty Senate will meet on Tuesday, March 20, 1984 at 3:30 p.m. in the Kiva.

The agenda will include the following items:

1. Summarized minutes of February 14, 1984
2. Memorial minute for Harold Walker, Professor Emeritus -- Professor Richard Clough
3. President's Report -- Senate President David Kauffman
4. General College Report -- Professor Joann Weiss
5. Report from Ad-Hoc Bookstore Advisory Committee -- Professor Howard Smith
6. Open Discussion
7. Changes in Graduate Bulletin/GA-TA Policy -- Professor Paul Pohland
8. Resolution from Faculty-Staff Benefits & Welfare Committee -- Professors Pauline Turner and Richard Tomassen
9. Recommendation for two new departments in the School of Medicine -- Dean Leonard Napolitano
10. Change in membership of the Curricula Committee -- Professor David Kidd
THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MEETING

March 20, 1984

(Summarized Minutes)

The March 20, 1984 meeting of the UNM Faculty Senate was called to order by President David Kauffman at 3:30 p.m. in the Kiva.

Kauffman announced that with the consent of the Senate, Item #5 will be deleted and a discussion of Presidential Search Procedures as announced by the Regents will be added to the agenda.

The minutes of February 14, 1984 were approved as distributed.

Memorial Minute. Professor Richard Clough presented a memorial minute for Professor Emeritus Harold L. Walker. The Senate adopted the minute in a rising vote and Secretary Brown was asked to send a copy to Mrs. Walker.

President's Report. President Kauffman said that the Athletic Council has reported that action taken by the Senate on November 8, 1983 concerning review of courses designed primarily for student athletes or taught by members of the athletic department has been reviewed by the administration, and objection has been expressed about some of the language in the resolution. The Athletic Council is attempting to resolve the problem and hopes to report to the Senate before the end of the semester.

The Operations Committee continues to discuss the matter of the review of administrators, adopted by the Senate on April 13, 1982, and there seems to be some progress in this area. Several administrators have volunteered to have their performances and the structure of their offices reviewed as specified in the procedures.

Legislative Report. Provost McAllister Hull told the Senate that at last report the legislature had passed the money bill. The bill has not been published, however, it is understood that it contains a 6% compensation package and it is believed that it contains the institutional component of the 25 year retirement.
This means that approximately 8/10% paid by the institution will be available to the institution and not taken out of the operational budget. The allowance for the land and permanent fund over and above the formula for building maintenance has been disallowed, and the capital projects are still under discussion. It is understood that the Christmas tree projects which were added at the beginning of the special session have been eliminated. The Management/Social Sciences Building and the Science and Engineering equipment budget are still intact.

Provost Hull said that the situation could change at any moment.

Report on the General College. By general consent, the Senate received the report on the General College prepared by an Ad Hoc Committee of the Faculty Senate and included in the agenda. A motion was made and seconded to adopt the recommendations as follows:

1. Phase out the General College over a period of three to five years and encourage the establishment of an alternate institution apart from the University to meet the identified needs for remedial and technical education. This may mean, however, increased funding to General College during the phase-out period to assure adequate functioning of the programs in the interim. The programs should be transferred in good health.

2. The University of New Mexico community (administration and faculty) should cooperate with other institutions in planning and developing a community college for the Albuquerque area independent of the University.

3. The University of New Mexico should maintain tutoring and study skills centers to meet the needs of students qualified to enter the University but who experience academic difficulty.

During discussion, the following points were made:

- The mission of the General College is twofold (1) to prepare those students who are underprepared for admission into mainstream programs, and (2) to establish, develop, and maintain associate degree programs.

- The mission of the Committee was too broad and the perspective had to be narrowed.
Since the General College has been in existence for only two years, it is much too early to speak to any long-term consequences of the program.

The Committee focused on the issues of faculty and students of the General College in relation to resources and programs in relation to mission and goals of UNM.

The description of the Electronics Technology program should reflect that the program is administered by the College of Engineering.

A General College is not needed in order to offer associate degrees. Some colleges have been offering associate degrees for years.

The primary consideration is how the General College fits into the mission and goals of a university.

On numerous occasions the UNM faculty has rejected the idea of having a community college at UNM.

The General College is meeting the needs of the citizens of the state, and the concept is compatible with the mission of the university.

A proposed amendment to delete all reference to the Electronics Technology program in the report was ruled out of order.

The Senate did not adopt the recommendations. The vote was 26 in favor of adoption, and 41 opposed.

Presidential Search Procedures. Senate President Kauffman distributed a copy of a motion, adopted by the UNM Board of Regents at their meeting of March 6, which outlined procedures to be followed in the search for a president for UNM. The procedures call for a consultant to be retained to assist the Board of Regents with the work of the search, screening and interviewing, and stipulate that the Board of Regents will act as a committee to conduct the search. Faculty, administrators, staff, students and alumni, as well as other interested parties, are encouraged to nominate qualified candidates.

Upon recommendation by Professor Richard King, for the Operations Committee, the Senate passed the following resolution:

WHEREAS, the ten procedural statements outlined for the "Presidential Search Process" provide limited opportunities for students, staff, faculty, alumni, or other interested persons from the State of New Mexico to be involved in the selection of the next President;

WHEREAS, there is noticeable lack of direct involvement of these groups and individuals in the following procedures (a) establishing...
criteria for review and selection processes, (b) screening of applicant dossiers to determine a final pool, and (c) interviewing and ranking of finalists for ultimate regential action, and

WHEREAS, there is great concern for the establishment of effective working relationships between the next President and all constituent groups both on and off campus;

NOW THEREFORE BE IT RESOLVED that the UNM Faculty Senate:

1. urges the Board of Regents to provide opportunities for meaningful involvement of students, staff, faculty and alumni through respective organizations, as well as other constituent groups outside the University, in identifying criteria, selecting a final pool of candidates, and interviewing and ranking candidates in the final pool; and

2. urges the Board of Regents to extend the search process to include a reasonable time period for conducting a respectable national search for qualified candidates in full accord with affirmative action requirements.

Changes in the Graduate Bulletin. Professor Paul Pohland, Chairman of the Senate Graduate Committee, explained that the recommended changes in the Graduate Bulletin, as outlined in the agenda, are necessary to clarify the policy regarding teaching assistants and graduate assistants, and to establish a policy for research and project assistants.

Upon recommendation by the Graduate Committee, the Senate approved the changes as presented.

Resolution from the Faculty and Staff Benefits and Welfare Committee. Upon recommendation by Professor Richard Tommason for the Faculty and Staff Benefits and Welfare Committee, the Senate endorsed the following resolution to be sent to Frank Ready and Educational Retirement Board:

Faculty and Staff at the University of New Mexico strongly urge that immediate consideration be given to proposing legislation that would enable retirement benefits to be based on the average of the three highest years.

An amendment to add to the resolution the words "that all earned service credit be computed at the rate of 2% failed to carry and President Kauffman asked the Committee to study this proposal in the near future.

Departments in the School of Medicine. Dean Leonard Napolitano asked for Senate approval to establish two new departments in the School of Medicine. He explained that the faculty of the School
of Medicine had approved change of the existing Division of Dermatology to the Department of Dermatology and the establishment of a Department of Anesthesiology.

The Senate approved the request as outlined.

Change in Membership on the Curricula Committee. Professor David Kidd, chairman of the Curricula Committee, asked the Senate to approve enlarging the membership of the Committee from fourteen to fifteen in order that there may be representation from the General College.

The Senate approved the change in membership of the Curricula Committee.

The meeting adjourned at 5:20 p.m.

Respectfully Submitted,

Anne J. Brown, Secretary
Report on General College

Prepared by Ad Hoc Committee of Faculty Senate

Members: Professors Joann Weiss (Chairperson), Peter Dorato, Bea Hight, Tom Paez, Steven Perls

February 20, 1984
This summary was prepared by a special task force of faculty appointed by the senate in the Spring of 1983. The task force was given the broad task of studying the mission, role and functioning of the General College at UNM. A framework of assumptions were identifiable within the group as our study developed. These included the main beliefs that:

1. UNM has a special role in the State of New Mexico and the local community. This involves providing higher education toward baccalaureate and higher degrees in the arts, humanities, sciences and the professions, along with scholarship, research and creative leadership in these areas as primary missions of the institution.

2. There is a need for a system of education which serves the remedial and supplemental educational needs of the Albuquerque area population in basic academic skills such as reading, writing and math. There is also an expanding need for technical education in some areas. If adequately supported, such an educational system would be very large.

A. Background on the General College

In 1979-80, with advice from faculty and administrators at UNM and T-IV, the Albuquerque Urban Observatory conducted a survey of the post-secondary educational needs in the Albuquerque metropolitan area. The survey showed there was a need for an educational program that would upgrade workers' current job skills, and would teach workers skills for new jobs. Interest especially was expressed for courses in business, computer skills and technology, and a need for people to earn college credit for postsecondary studies that would enable them to receive two year associate degrees. At the same time it was noted that students had not received basic educational skills in writing, mathematics, and reading. They required supplemental coursework in those areas to fulfill the local industry's current and future projections of needs for their workers. Industry also wishes for a "broadened scope in vocational training options," including "a strong need for training in high technology areas."

Proposal to the Board of Regents of the University of New Mexico for New Admission Requirements and for a General College. October 21, 1981. (This document provides historical background, goals, chronology of actions, estimates for a General College at UNM. Appendices include faculty by date, descriptions of the needed associate degree programs, and the first year budget.) p. 2.
Although most communities create community colleges for this type of education, it was thought that "such an approach in Albuquerque would be duplicative, unnecessary and cost inefficient," because the University and TVI basically already had programs that if enhanced and enlarged would be able to cope with those educational requirements of citizens and industry. Associate degrees were being offered in several areas of the University: Community Services (became Human Services in 1981-82) from the Department of Psychiatry in the School of Medicine; Paraprofessional training in education or in secretarial studies and office supervision from the College of Education; Pre-engineering; Radiologic Sciences from the School of Medicine; Dental Hygiene from the Division of Dental Programs. In 1981-82 an Associate degree of Applied Science in Electronic Technology and in Laser/Optic Technology was offered by the College of Engineering in cooperation with TVI. Presently these programs continue in the named departments, outside of the General College.

Two of three specific goals which the UNM administration proposed were "to provide a new unit of the University which is responsive to changing educational needs of a growing metropolitan area" and "to improve the chances of academic success for students, whether enrolled in sub-baccalaureate or baccalaureate programs."

On February 19, 1980, UNM President Davis asked for "a new entry policy and offering of sub-baccalaureate degree programs, basic skills instruction, adult and continuing education, and improved advisement and counseling." A task force of faculty members was formed February 27, 1980, and its recommendations were taken to 1980-81 Faculty Senate Committees. The Senate as a whole in March, 1981 approved the "support of existing two year associate degree programs as requested, and creation of new programs as needed," and the need to "house and support developmental education programs such as Basic Skills."

In May, 1981 the Faculty Senate further resolved that, "at such time as the Regents approve and the state funds the General College, a Task Force will be appointed by the Operations Committee. This task force will be charged with the task of developing, in concert with the appropriate administrative personnel, the details of the operation of the General College. The Task Force will make its report directly to the Faculty Senate."
The General College Task Force, appointed at the December, 1981 Faculty Senate meeting, worked on a report that included recommendations concerning the academic structure of the General College voted upon by the Faculty Senate, plus its own recommendations. These were forwarded to the Office of the Provost.

General College officially opened its doors Fall semester, 1982. The Undergraduate Academic Affairs Committee of the Faculty Senate compiled an "Interim Report on the General College" informing the Senate of the College's accomplishments during the 1982-83 academic year, quoting selected comments by faculty members, questioning the relationship of the General College and general education, and suggesting that the Senate create a special temporary committee to study the mission and role of the General College. This is the report of that Committee.

B. Brief Description of General College Programs

1. Associate Degree Programs: The General College currently offers three Associate degrees. They are as follows:
   a. Business Technology. This two year degree prepares people for positions in basic retail management or entry-level accounting or bookkeeping through taking 15 credit hours in specialty courses within retailing or bookkeeping/accounting, 21 credit hours in core courses of Business such as a) Economics of the Firm, b) Business Communication, c) Basic Management and 24 General Education credit hours for a total of 60. Seventy-two students were enrolled as of Fall Semester 1983.7
   b. Computer Programming: The Associate of Applied Science in Computer Programming is offered to students who want to become computer programmers or to continue studies in Computer Science. Sixty-three credit hours are required for completion of the program. There are 12 General Education credits required and 51 Mathematics, Computer Science and field specific electives. There are three options from which students can choose to specialize. They are Computer Science, Scientific Programming, and Business Programming. One-hundred and seventy-eight students were enrolled as of Fall 1983.8
   c. Electronics Technology: This program prepares students for careers as electronics technicians in a wide range of industries where graduates perform support functions for engineers and are generally responsible for the construction, repair, and maintenance of equipment designed by engineers. The program requires joint participation with TVI in that 43 credits of technical courses must be taken at that institution and then a transfer to UNM with subsequent completion of 33 additional hours of math, general physics, engineering, computing, circuit analysis, English, speech communication, and field placement. Eighty-seven students were enrolled as of Fall, 1983.9

7,8,9 Enrollment figures from UNM General College Fact Sheet: Academic year 1983-84, prepared by the General College. Enrollments exclude non-degree students.
2. Supplemental Skills Program (Basic Skills):

The skills program is designed to assist students who do not have the academic preparation to succeed at college level work. Students are identified for these courses through a) low scores on the American College Test and b) unfulfilled high school subject matter requirements. Courses are offered in English, Math, Natural science, Social Science. The courses are smaller than most lower division classes enabling some individualized teaching to occur. In addition, students enrolled in these 100 level courses have access to free tutoring at the University Skills Center, which is located in Zimmerman Library. Six hundred and thirty nine students were enrolled as unclassified students in fall, 1983.10 (Unclassified students in the skills courses are undecided or preparing to apply to an associate degree program.)

C. Resources of the General College

The General College is funded entirely through the University at this time; there are no outside sources of funding. The total instructional budget for 1982-83 was $435,800, divided as follows:

<table>
<thead>
<tr>
<th>Department</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Technology</td>
<td>$53,000</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>$39,000</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>$103,200</td>
</tr>
<tr>
<td>Supplementary Education</td>
<td>$239,800</td>
</tr>
</tbody>
</table>

The General College employs 42 individuals in a variety of capacities as follows:

- 29 Supplemental Staff (P.T., T.A., G.A., Work Study)
- 4 English Faculty
- 2 Science Faculty
- 1 Social Science Faculty
- 2 Business Technology Faculty
- 1 Electronics Technology Faculty
- 1 Computer Programming Faculty
- 1 Administrative Secretary
- 1 Dean

Thirteen of the faculty members have doctorates, in the following areas: English (6), Education (2), American Studies (1), Communication (2), and Zoology (1). Some of these individuals are part-time faculty. Graduate students from Counselor Education serve as the only advisees in staff besides Dean John Rinaldi. The graduate assistants are students in various departments of the University such as English, History, Sociology, American Studies, and Computer Science.

10. Enrollment figures from UNM General College Fact Sheet: Academic year 1983-84, prepared by the General College. Enrollments exclude non-degree students.
11. All material on resources and faculty was provided by the General College Administration.
At present, John Rinaldi and David Kidd are the only tenured faculty. The reported process of merit review is the same for General College faculty as for the rest of the University. The ICES ratings are used for course evaluations. Several of the instructors were recognized as excellent teachers in Spring 1983 evaluations.

Commentary on Resources:

1. The faculty and staff of General College have served large numbers of students with minimal resources. General College appears to be underfunded for the task that has been assigned to it. Faculty have heavy teaching loads (9-12 hrs.) and larger than hoped for classes (25-36 students). The advisement and coordinating staff that are implied in proposal documents have not been funded.

2. One staff person provides service to all the faculty and teaching assistants, plus serving as administrative assistant to the Dean. This appears to be an extraordinary load for one secretary.

3. The salary levels of instructors in the Skills program are approximately $15,500 which will very likely serve as a poor incentive in recruitment of qualified and motivated faculty who are expected to carry out the full roles of University faculty. The salaries of those at higher ranks and in the vocational programs are at least more competitive with other departments.

4. Several questions arose in examining the issue of General College faculty. We question the reality of the expectation that the criteria for tenure and promotion will be the same for General College Faculty as for the rest of the University faculty. Given the heavy teaching loads of the faculty, the likelihood of much research being accomplished is low. While it has been stated in several documents that the General College faculty will be carrying out research into educational matters (pedagogy), it appears that only two current faculty members are prepared for this type of research. How will the expertise of the rest of the faculty in educational theory and research be facilitated? Will it be recognized by peers in the subject matter disciplines? Will faculty members in the subject matter departments have input into decisions of tenure and promotion for General College faculty?
B. Student Characteristics in the General College

The General College is in its second year of operation and thus it is difficult to describe any trends in student characteristics but they may be compared with other entering University students. Tables 1 and 2 provide comparisons of General College students with other freshmen on age, sex, ethnic background and ACT averages.

Table 1
Comparison of General College Students to Regular Undergraduates and Non-Degree Students (First Time at UMD, New Transfers, and Readmits) Fall 1982 and 1983

<table>
<thead>
<tr>
<th></th>
<th>1982 Mean</th>
<th>1983 Mean</th>
<th>1982 Median</th>
<th>1983 Median</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General College (Unclassified)</td>
<td>21.4</td>
<td>20.3</td>
<td>19.5</td>
<td>18.9</td>
<td>250</td>
</tr>
<tr>
<td>General College (AA, AS)</td>
<td>28.0</td>
<td>29.2</td>
<td>27.8</td>
<td>27.7</td>
<td>102</td>
</tr>
<tr>
<td>Non-Degree</td>
<td>31.1</td>
<td>30.9</td>
<td>29.5</td>
<td>29.4</td>
<td>266</td>
</tr>
<tr>
<td>Regular Undergraduates</td>
<td>20.3</td>
<td>20.6</td>
<td>18.5</td>
<td>18.6</td>
<td>3433</td>
</tr>
<tr>
<td>SEX</td>
<td></td>
<td></td>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General College (Unclassified)</td>
<td>46.0%</td>
<td>44.1%</td>
<td>56.0%</td>
<td>58.2%</td>
<td>750</td>
</tr>
<tr>
<td>General College (AA, AS)</td>
<td>43.7%</td>
<td>43.9%</td>
<td>51.7%</td>
<td>52.2%</td>
<td>107</td>
</tr>
<tr>
<td>Non-Degree</td>
<td>58.2%</td>
<td>58.3%</td>
<td>60.0%</td>
<td>60.5%</td>
<td>2865</td>
</tr>
<tr>
<td>Regular Undergraduates</td>
<td>48.2%</td>
<td>50.6%</td>
<td>54.1%</td>
<td>54.4%</td>
<td>3433</td>
</tr>
<tr>
<td>ETHNICITY</td>
<td></td>
<td></td>
<td>Anglo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General College (Unclassified)</td>
<td>50.4%</td>
<td>45.1%</td>
<td>68.6%</td>
<td>62.9%</td>
<td>250</td>
</tr>
<tr>
<td>General College (AA, AS)</td>
<td>68.6%</td>
<td>71.2%</td>
<td>73.6%</td>
<td>62.9%</td>
<td>182</td>
</tr>
<tr>
<td>Non-Degree</td>
<td>73.6%</td>
<td>72.4%</td>
<td>2865</td>
<td>2795</td>
<td>2795</td>
</tr>
<tr>
<td>Regular Undergraduates</td>
<td>63.3%</td>
<td>63.7%</td>
<td>2865</td>
<td>2795</td>
<td>3433</td>
</tr>
<tr>
<td>AVERAGE ACT COMPOSITE TEST SCORE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General College (Unclassified)</td>
<td>17.0</td>
<td>17.1</td>
<td>17.7</td>
<td>16.9</td>
<td>242</td>
</tr>
<tr>
<td>General College (AA, AS)</td>
<td>18.1</td>
<td>17.7</td>
<td>28.2</td>
<td>27.6</td>
<td>28</td>
</tr>
<tr>
<td>Non-Degree</td>
<td>20.5</td>
<td>20.3</td>
<td>16.8</td>
<td>16.2</td>
<td>168</td>
</tr>
<tr>
<td>Regular Undergraduates</td>
<td>18.9</td>
<td>19.5</td>
<td>3011</td>
<td>2581</td>
<td>2581</td>
</tr>
</tbody>
</table>
In summary, General College unclassified students (those enrolled in Supplementary Skills) are noticeably younger than the Associate Degree students and non-degree students, with about the same mean age as regular undergraduates. There are higher percentages of males in both General College programs than among other undergraduates. Of the groups compared, the General College Unclassified Students have the highest percentage of non-anglos. It should be noted that the Associate Degree students have ACT composite scores relatively close to the regular undergraduates. In terms of changes in one year, it appears that there is a larger proportion of females in the Associate Degree programs in 1983 and a larger proportion of non-anglos in the unclassified status.

Commentary on Student Characteristics:

1. The Division of Institutional Research projects that the new freshmen admissions formula will cause the proportion of General College Unclassified students to increase to approximately 35% of the new freshmen cohort by 1988, assuming the same range of admission test scores. This should produce a commensurate reduction in new freshmen entering the University College, and require more faculty in General College and/or heavier teaching loads for existing faculty.

2. The housing and administration of two types of programs, remedial/supplemental and vocational/technical together in General College has served to blur the distinctions between these student populations. Substantially different types of advisement will be needed for these two groups, particularly since they appear to be substantially different in academic ability.
E. Student Progress

It is too early to evaluate the effectiveness of the General College programs in terms of the progression of students into other programs or in terms of percentages successfully completing Associate Degrees. Given the academic difficulties of the unclassified students in the Supplemental Skills program, it is not surprising that they all do not succeed in their coursework in General College. The data from 1982 indicates the following rates of successful course completion in the Basic Skills course:

Table 3*: Percentages of General College students passing Basic Skills courses (C or better).

<table>
<thead>
<tr>
<th>School yr. 1982-83</th>
<th>1983 Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 100</td>
<td>44%</td>
</tr>
<tr>
<td>Math 100</td>
<td>49%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>47%</td>
</tr>
<tr>
<td>Science 100</td>
<td>43%</td>
</tr>
</tbody>
</table>

The percentages of students completing their first semester in good academic standing in General College as compared with University College are as follows:

Table 4*: Comparison of General College and University College students completing their first semester in good academic standing, Fall 1982 and 1983.

<table>
<thead>
<tr>
<th>General College</th>
<th>University College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 82</td>
<td>Fall 83</td>
</tr>
<tr>
<td>50%</td>
<td>77%</td>
</tr>
<tr>
<td>Fall 83</td>
<td>57%</td>
</tr>
<tr>
<td>57%</td>
<td>81%</td>
</tr>
</tbody>
</table>

Note: GC "good standing" means a GPA of 1.4 or better.

*Sources: General College, Dean's Office and University College, Dean's Office.
Commentary on Program:

1. The infancy of the General College makes it impossible to assess prospective rates of matriculation to other colleges within the University. An evaluation of the earlier UNM Basic Skills Program done by UNM Testing Division provides data which provides some frame of reference for estimating reasonable expectations. A 1979 Fall cohort of students assigned to basic skills courses due to low achievement test scores was compared with a 1978 cohort of students with the same characteristics without such remedial courses as a control group. The cohorts were studied over a 3 year period. The study indicated that no retention effect could be found that could be attributed to the Basic Skills courses but the program did appear to improve the students likelihood of taking traditional follow-on courses as well as passing them. The studies showed that about 35% of students in the lower ACT score groups continue to be enrolled at UNM by the sixth semester, regardless of whether or not they had Basic Skills courses. Students in the "regular" cohorts for those same years were 54% retained by the sixth semester.12

2. It may have been assumed by some that the addition or expansion of AA programs at UNM would eventually add to enrollment in baccalaureate enrollments as students expanded their career goals. There is reasonable doubt that this will occur however, as the nationwide matriculation of AA students to baccalaureate programs has been falling steadily and dramatically over the past 30 years.13

F. Faculty/Community Opinions About the General College

During the fall semester, 1983, a memo was sent to fifty people, including UNM administrators, faculty and staff, and off campus individuals who had either knowledge of, or special interest in, the General College. The memo solicited comments about the contribution of the General College to the University and to the local community, asked about the possible changes that would improve the college's role, and requested opinions about the future of General College. Eighteen written responses were received and several others responded verbally.

12. UNM Testing Division, Rodney Young Director, Third Evaluation of the University Skills Program, 1982.
All respondents agreed that the functions carried out by the General College are needed in the Albuquerque area and that programs addressing these needs should be adequately supported whether operated by UNM or independently. Some respondents stated that a healthy community college program in the Albuquerque area would have an enrollment of many thousands (perhaps tens of thousands) of students.

About half of the respondents opposed the continuation of the General College at UNM. Their comments elaborating on this opinion included the following: (paraphrased)

1. UNM should seek excellence at a national level for its academically superior undergraduate, graduate and professional programs.

2. The University cannot easily deal with the diverse requirements of programs, faculty and students in vocational and remedial programs while strengthening its other undergraduate, graduate and professional programs.

3. An independent community college should be opened in the Albuquerque area.

4. An effort should be made to protect UNM's budget from serious cutbacks due to a funding formula based on enrollments in the period when a community college outside of UNM is being established. Eventually a steady-state enrollment will be reached between the respective schools.

5. If the General College remains a part of UNM, and if it is funded at the appropriate level, there is a danger that its funding will be at the expense of other programs.

The other half of the respondents either expressed some support for the General College at UNM or gave no opinion regarding its continuation. Some of those expressing support for the General College commented that an independent community college might be as desirable as one run at UNM.

There were several comments about the success of the General College in identifying academically weak students and helping them improve their skills and improved preparation of students for University level coursework. Suggested areas for improvement were:

1. Academic advisement needs to be funded and should be mandatory.

2. Career advisement needs to be funded.
3. The University skills programs should become a full-fledged (some say separate) program with a full-time faculty (some say tenured, some say non-tenure track positions).

4. The skills programs should be monitored closely since these students may feed the degree programs eventually.

5. Communication within the University regarding the role of the General College must be improved as well as advertising (of all programs) outside the University.

6. Students admitted to the skills program should not be misled about their chances of remedying deficiencies and of being admitted to degree granting programs.

7. Status of Faculty within the General College must be clarified.

8. The wisdom of administratively combining AA programs with remedial supplemental programs was questioned.

Opinions about the future of the General College are widely divergent. Those who opposed the continuation of the General College have already been commented on. Some who did not oppose UNM's continuation of a General College stated that it should be run at a separate location, with its own provost and faculty. A few suggested that the General College should be maintained at UNM and more fully incorporated into the University structure. All who commented on funding stated that the General College must be adequately funded. Even those who opposed UNM's continuation of a General College stated that if it must be operated at UNM, it should be done well. The proponents of continuation suggested that General College activities and courses should be coordinated with TVI and University of Albuquerque. Further, it should be actively advertised, it should be given a strong client orientation and tuition should be lowered.

Commentary on the Opinions Solicited

There appears to be substantial difference of opinion among those solicited for comments about the wisdom of the continuation of a General College at UNM. A poll of faculty was taken by the UNM Long Range Goals Task Force recently which included items related to a community college orientation at UNM. Information from that report should be combined with this survey to assess the degree of support for General College within the University in particular. Our information suggests that there is weak support at this time.
G. Conclusions and Recommendation

Conclusion

1. There is considerable disagreement about the wisdom of expanding and/or continuing the General College within the University of New Mexico. The primary concern appears to be that the investment in remedial and technical/vocational education deflects the primary missions of the University.

2. Thus far, the General College has been functioning satisfactorily but the initial mission has been compromised by inadequate funding.

3. The visibility of the General College is low, both on and off campus. There is considerable confusion about the vocational/technical and remedial/supplental programs and how they do or do not relate to each other.

4. There will be difficulty in maintaining a General College faculty using the same standards of evaluation for tenure and promotion as for the rest of the University.

5. It is questionable whether the General College will provide a "feeder" system to other University programs beyond what was accomplished with previous skills programs.

Recommendations

1. Phase out the General College over a period of three to five years and encourage the establishment of an alternate institution apart from the University to meet the identified needs for remedial and technical education. This may mean, however, increased funding to General College during the phase-out period to assure adequate functioning of the programs in the interim. The programs should be transferred in good health.

2. The University of New Mexico community (administration and faculty) should cooperate with other institutions in planning and developing a community college for the Albuquerque area independent of the University.

3. The University of New Mexico should maintain tutoring and study skills centers to meet the needs of students qualified to enter the University but who experience academic difficulty.
APPLICANTS

Students seeking advanced degrees may apply for financial aid in the form of service awards (assistantships) and non-service awards (fellowships). Nonservice awards are available only in limited numbers.

The application for financial aid and forms for letters of reference are available from the Office of Graduate Studies.

Teaching Assistantships (TA) and Graduate Assistantships (GA) are awarded each year in open competition; these are available to applicants from UNM's undergraduate and graduate programs as well as to applicants from outside the university. Given good work performance and satisfactory academic progress, contracts may be renewed.

Applicants will be informed in writing of the results of the evaluation of their applications as soon as appointments to GA/TA positions are completed and confirmed. Applicants placed on a "stand-by" status will be so informed in writing.

DEADLINES

For application deadlines see departmental sections of this Bulletin.

ASSISTANTSHIPS AND FELLOWSHIPS

General Principles

1. All assistantships and fellowships discussed are primarily given in recognition of the academic promise qualifications of the student and to enable the student to pursue graduate work. Financial need may also be considered.

2. These awards are made only to students currently enrolled, or about to be enrolled, in graduate study as a regular graduate student.

3. To be eligible for appointment, reappointment, or continuation as an assistant or fellow, the student must meet the admission requirements of the Department of New Mexico and must present averages of at least B in his/her last two undergraduate years and in the major or relevant field.

4. Appointments are not ordinarily given to students enrolled in graduate status. Please consult the Office of Graduate Studies.

5. All awardees are expected to make good academic progress toward their respective degrees.

6. Ordinarily, awards are made to doctoral students for a maximum of five semesters and to master's degree students for a maximum of five semesters, exclusive of summers. Exceptions may be made only by the Dean of Graduate Studies. Ordinarily awards are made to master's degree students for a maximum of five semesters and to doctoral students for a maximum of five semesters, exclusive of summers. Exceptions may be made only by the Dean of Graduate Studies.
2. Minimum of ten semesters, exclusive of summers. During one's graduate career at UNM, no student may hold an assistantship/fellowship award for more than twelve semesters.

7. Graduate, teaching, and research assistants are subject to the provisions of Section 15.1 of the Faculty Handbook, "Policy on Academic Freedom and Tenure". Assistants must maintain a GPA consistent with No. 3 above. Assistants will be notified of termination by the department chair with a copy of this notice conveyed to the Graduate Dean. Appeals may be made consistent with the charge to College Graduate Committees, Section 15.1.E., B-8 of the Faculty Handbook.

Assistants may be terminated under the provisions of Section 15.1 of the Faculty Handbook, "Conditions of Employment."

8. Teaching assistants and teaching associates will not normally be approved to teach courses for graduate credit.

9. In the interest of the equitable distribution of aid, a given student will normally hold only a single award administered by the University (assistantships, fellowship, scholarship, etc.) during a given semester or summer session. Exceptions require the written permission of the department chairperson and the Dean of Graduate Studies.

ASSISTANTSHIPS

1. Graduate assistants, teaching assistants, teaching associates.

a. Definitions

1) Graduate assistant: one whose duties are related to instruction but not directly involved in producing student credit hours.

2) Teaching assistant: one who is directly involved in producing student credit hours, as by being responsible for one or more classes or lab sections. (Note: the teaching assistant should be used whenever the assistant is specifically responsible for one or more separate labs or discussion sections, even when those sections do not carry separate credit hours).

3) Teaching associate: an advanced teaching assistant who holds the master's degree (or equivalent) and who directly produces student credit hours by being responsible for one or more classes or sections. The teaching associate is funded from departments of assistant- mental sources other than the original allocation of assistantships made to the department; the account number to be charged must be indicated on the Assistantship Recommendation and Contract (ARC) form. The teaching associate may be employed to teach up to 6 hours (FTE=.50) if not yet advanced to doctoral candidacy, or up to 9 hours (FTE=.75) if advanced to doctoral candidacy. This category is not to be used for graduate student employment not related to instruction, and the teaching
3. 

3.1

b. In general, assistantship appointments are made by departments with graduate programs; these appointments, whether as TA or GA, are not made for functions unrelated to instruction. In teaching assistantships, emphasis is placed upon teaching ability. Renewals of appointments are made upon the recommendation of the department in accordance with departmental policy described under "General Principles". 

2) Except in rare instances, appointments are made for an academic year, a semester, or a summer session. Assistants are expected to be available for service one week before each semester (or summer session) of appointment. Assistants should be provided with a clear understanding of their major responsibilities as assistants. These responsibilities, both teaching and nonteaching, must be noted on the Assistantship Recommendation and Contract (ARC) form. 

3) Normally an assistant's academic and assistantship responsibilities should constitute a full-time commitment. Assistantship appointments are made for FTE=.50 (no more than 20 hours of service per week, on the average), or for an FTE of .25 or .17; in exceptional cases other fractional appointments may be made, but none to exceed .50. In all cases assistants are to be treated equitably, and the FTE and stipend must correspond to the prevailing rate. TAs and GAs receive the same stipend; differential stipends are received by pre-master and post-master assistants. 

4) Assistants are eligible for a tuition waiver of up to 12 hours per semester when the FTE=.50 (prorated for other FTEs). Unused hours of waived tuition may be carried over from the fall semester to the spring semester (but not beyond), or from the spring semester to the summer session (but not beyond), provided the student does not hold some other award (research assistantships excepted). An assistant paying for hours beyond the tuition waiver is eligible for the resident tuition rate, provided his or her FTE is .25 or higher. 

5) TAs and GAs classed as "Regular" are funded under the basic allocation made to the department; those classed as "Special" are funded from other sources. In the case of Specials, the account to which the stipend and the tuition waiver are to be charged must be indicated on the ARC form. 

6) The assistant is expected to complete 6 to 9 hours of graduate credit each semester with 15 hours being the limit. An assistant working on a dissertation should enroll for 9 hours. 

692: The assistant must enroll in at least six hours of course work.
work each semester and is expected to complete 12 hours of graduate credit during the first academic year, exclusive of summers, and 6 hours of graduate credit each semester thereafter. Fifteen hours of credit is the limit for assistants. An assistant working on a dissertation must enroll for 9 hours of 699 each semester.

7. The TA or GA may not accept additional employment (University or non-University) without written permission, renewed each semester, from the department chairperson and the Dean of Graduate Studies. Such employment may not exceed 10 hours per week when FTE=.50 or 20 hours per week when FTE=.25; the maximum FTE is thus .75.

8. Appointment as TA or GA at FTE .50 during the summer session carries a 3-hour tuition waiver (normally the student must enroll for 3 hours) and a stipend approximating 2/9 of that for the academic year.

9. If an assistant's appointment is terminated prematurely, either by voluntary resignation or involuntary dismissal, the stipend shall be prorated for the period during which she/he was engaged. This period shall include a possible period of suspension as stated in the Faculty Handbook under Section 15.1 relating to academic freedom of assistants. If the assistant's termination occurs during the first half of the semester, her/ her tuition waiver shall be cancelled on a prorated basis; otherwise the tuition waiver remains in effect.

10. A TA or GA who is on academic year appointment at a .50 FTE and who suffers a serious medical condition requiring his/her absence from the campus for two consecutive weeks may be granted, upon written request to the department chairperson, a two-week sick leave without loss of stipend. After a two-week sick leave, the student will be paid only for the time she/he meets assistantship responsibilities, at the rate of 1/36 of the academic year stipend per week worked. The department chairperson must notify the Payroll Department and the Graduate Office whenever he/she grants an assistant a two-week sick leave, and must notify those offices of the date the assistant returns to her/his post.

RESEARCH & PROJECT ASSISTANTS

General Principles

1. Research assistantships and project assistantships are given to students undertaking graduate research in fields for which students have been awarded research grants, contracts or other funds have been awarded to the University. Such awards usually support research being undertaken by a faculty member or group of faculty members, and the research director the principal investigator (P.I.) for the faculty member who is the principal investigator (P.I.) for the research director and directs these projects. The P.I. appoints, reappoints or recommends continuation of students to
serve as research assistants and project assistants based upon the student's ability to perform the research demanded by a funded project, the student's interest in the project, and in the case of Research Assistantships, the student's potential for gaining educational benefits from the research experience.

2. These awards are made only to students currently enrolled or about to be enrolled as regular graduate students.

3. All awardees are expected to make progress toward the degree, including earning at least 6 hours of credit each semester.

4. No limitations are imposed upon the number of semesters for which a research assistant or project assistant is appointed.

5. Graduate, teaching and research assistants are subject to the provisions of Section 15.1 of the Faculty Handbook "Policy on Academic Freedom and Tenure".

6. In some cases only a partial research or project assistantship may be available; in such instances, a student may hold a teaching assistantship along with some research responsibilities. In these cases, the policies governing graduate and teaching assistantships apply (i.e., load, academic expectations, additional employment and the like).

4. Research assistant:

1) assists in research work that is relevant to and ultimately used for the assistant's thesis, dissertation, or other requirement for a graduate degree.

2) is employed for a period not less than one academic semester or the summer period between semesters; generally, the period of appointment is at least one academic semester or the summer period between Spring and Fall.

3) is employed by being placed on an Employment Form.

4) is paid according to published scales on a monthly basis with no requirement for hourly reporting; is employed at a fixed monthly salary determined by the principal investigator based upon the department's salary guidelines; these guidelines are on file in the Office of Graduate Studies.

5) does not receive a tuition waiver, but is eligible for the resident tuition rate, provided her/his FTE is at least 0.25 OA. An RA receiving a monthly salary at least equivalent to that of a 0.25 OA in the same department will be considered a 0.25 FTE RA.

6) is usually employed for 20 hours per week. A research assistant who has been advanced to candidacy has completed all formal course requirements may, with the approval of his or her super-
visor, the administrator of the degree-granting unit, and the Dean of Graduate Studies, be employed more than half-time. Further, a research assistant may be employed up to a maximum of 40 hours per week during the period between the fall and spring semesters and during the summer session if not registered for classes.

The pay scale for the pay period is as follows:

<table>
<thead>
<tr>
<th>Position</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project assistant:</td>
<td>$6.50/hr</td>
<td>$9.00/hr</td>
</tr>
<tr>
<td>Research assistant:</td>
<td>$7.15/hr</td>
<td>$9.50/hr</td>
</tr>
</tbody>
</table>

b. Project assistant:

1) is employed by means of the Employment Form to work on an hourly basis in a research or other project performing research or other work required by a research grant, contract or other funding source that is not necessarily directly related to his/her degree requirement;

2) is paid via the biweekly payroll, at a rate at least equal to the federal minimum rate is employed at an hourly rate, determined by the principal investigator and based upon a department’s P.A. salary guidelines; these guidelines are on file in the Office of Graduate Studies. The rate is at least equal to the federal minimum wage and is paid via the biweekly payroll.

The period of employment is determined by the funds available and the time required to complete the work;

3) is employed by being placed on an Employment Form;

4) does not receive a tuition waiver but is eligible for the resident tuition rate, provided she or he is employed for at least one semester or summer session at an FTE of .25 or higher, (i.e., at least 10 hours per week);

5) is usually employed for 20 hours per week. A project assistant who has completed all formal course requirements may, with the approval of his or her supervisor, the administrator of the degree-granting unit, and the Dean of Graduate Studies, be employed more than half-time. Further, a project assistant may be employed up to a maximum of 40 hours per week during the period between the fall and spring semesters and during the summer session if not registered for classes.
The Faculty-Staff Benefits/Welfare Committee desires Senate endorsement of the following resolution to be sent to Frank Ready and the Educational Retirement Board:

Faculty and Staff at the University of New Mexico strongly urge that immediate consideration be given to proposing legislation that would enable retirement benefits to be based on the average of the three highest years.

This change would be consistent with benefits provided by most other state educational retirement plans.
THE UNIVERSITY OF NEW MEXICO
SCHOOL OF MEDICINE
DEAN'S OFFICE

DATE: March 1, 1984

TO: Anne Brown, University Secretary
FROM: Leonard D. Mopolitano, Ph.D., Director of the Medical Center and Dean of the School of Medicine
SUBJECT: Establishment of Two New Departments in the School of Medicine

In accordance with The University of New Mexico Faculty Constitution, I am submitting to you for presentation to the Faculty Senate a recommendation from the faculty of the School of Medicine and the Committee of Chairmen at the School of Medicine to establish a Department of Dermatology and a Department of Anesthesiology in the School of Medicine. The rationale for the creation of these two new departments is discussed below.

1. Proposed Department of Dermatology

There currently exists a Division of Dermatology within the Department of Medicine in the School of Medicine. Dr. Larry Becker, Associate Professor of Medicine and Chief of the Division of Dermatology, will be resigning effective June 30, 1984 to the Army as Director of Dermatology Research. Approximately 75% of medical schools now have separate Departments of Dermatology. Ralph C. Williams, Jr., M.D., Chairman of the Department of Medicine, officially proposed to me the creation of such a department in order to recruit a highly qualified replacement for Dr. Becker and to enhance the stature of the residency training program. This recommendation was considered by the Committee of Chairmen on August 31, 1983, and it was unanimously approved to propose to the faculty of Medicine the establishment of a Department of Dermatology. This recommendation was then forwarded to the faculty of the School of Medicine; it was first considered and discussed at a scheduled faculty meeting on January 5, 1984. At a scheduled meeting on February 28, 1984 the faculty formally approved (without dissent) the establishment of a Department of Dermatology in the School of Medicine.

2. Proposed Department of Anesthesiology

There is presently an Anesthesiology Service which had been directed by A. W. Talley, M.D., who retired on January 1, 1984. At the present time Robert Jones, M.D. is the Acting Director of the hospital anesthesiology service. Nationally, only seven medical schools do not have separate Departments of Anesthesiology. W. Sterling Edwards, M.D., Chairman of the Department of Surgery, recommended to me the establishment of such a department to recruit highly qualified faculty members and to strengthen the teaching programs, both to medical students and house officers in programs within the School of Medicine. Also, there is a relative shortage of anesthesiologists in New Mexico. The University of New Mexico Hospital and the Veterans Administration Medical Center provide care for the most critically ill patients in Albuquerque. After discussions with Dr. Edwards, I introduced this proposal to the Committee of Chairmen on June 8, 1983. On August 3 the Committee of Chairmen unanimously voted to recommend to the Faculty of Medicine the establishment of a Department of Anesthesiology. This recommendation was then forwarded to the faculty of the School of Medicine; it was first considered and discussed at a scheduled faculty meeting on January 5, 1984. At a scheduled meeting on February 29, 1984 the faculty formally approved (without dissent) the establishment of a Department of Anesthesiology in the School of Medicine.

I would respectfully request that the Faculty Senate consider this recommendation from the faculty of the School of Medicine. If I can provide you with any additional information, please do not hesitate to contact me. Thank you for your attention to this request.
The curricula committee on 6 February approved the following suggested change in the wording for the committee in the faculty handbook given on p. A-18:

'Fifteen faculty members, at least seven from the senior ranks, including the chair, nominated by the Faculty Senate, with one from the faculty of the General Library, one from a UNM branch campus, and one from General College, and four from each of the following groups...'

cc. Dick King
To: Faculty Senate
From: Rhonda Hill, Director
Electronics Technology
Date: March 14, 1984
Subj: Response to "Report on General College", Feb. 20, 1984, by Ad Hoc Committee, Prof. Joann Weiss (Chairperson)

It is appropriate that universities, colleges within universities, and programs within colleges be reviewed as to mission, role, and functioning. However, it is reasonable to assume that such review will take into account the views of the persons who work in the areas being reviewed. In particular, the first level of administration (Director, Chair) should be consulted. The faculty in the areas under review should also be interviewed.

In the case of the subject report I was not consulted by any member of the Ad Hoc Committee. I have checked with the members of the Advisory Committee for electronics technology and none of them were contacted. The result is that the report is, with respect to the electronics technology program, very inaccurate.

The most glaring example of this is that the program identified under item B.1.c as "Electronics Technology" is not the program of which I am the Director! Furthermore, the program identified under item B.1.c has never been in the General College. Finally, this program has been terminated for all students who enroll at T-VI after January 1, 1984.

The electronics technology program at UNM is adequately funded (at its present level), has full responsibility for all advising and admissions decisions, and is responsive to the needs of the industrial community of Albuquerque and New Mexico. The program, except for the location of the faculty, is being administered by the College of Engineering. The criteria for admission into electronics technology are: no "Basic Skills" deficiencies and placement into Math 150.

The electronics technology program at UNM was established to meet a specific need by local, high technology industries for graduates at its present level who are trained at the associate degree level. An advisory committee has been organized with representatives from leading local industries. They have indicated a strong desire to keep this program at UNM. Responses from several of these industries are attached to this memorandum and made a part hereof by reference.

I recommend to the faculty senate that the report and the recommendations contained therein, as it pertains to the electronics technology program, be rejected or tabled.
Ms. Rhonda Hill  
Director  
Electronics Technology  
University of New Mexico  
Albuquerque, NM 87131

March 20, 1984

Dear Ms. Hill:

This is in response to a recent report on the status of the General College prepared by the Ad Hoc Committee of the Faculty Senate. As you know, Sandia has expended considerable time and resources in the development of the Electronics Technology (ET) Associate Degree program in the General College: we provided a part-time administrator who also served as an instructor to help in the initial development of the ET curriculum, and we provided the necessary start-up equipment (some $60K-$75K worth of equipment is still on loan to the ET program).

In addition, we have, and continue to provide, at no expense to UNM, the services of our technology consultant, Mr. Stephen Cheshier, President, Southern Technical Institute, to assist the ET program in achieving accreditation by the Accreditation Board for Engineering and Technology (ABET). In addition, we have expended much staff time in initiating a Pulsed Power Technology trainee program in conjunction with the Associate ET degree program; this is a unique one-of-a-kind effort that could receive national recognition as the only such program to train technicians knowledgeable in this specialized field. Further, we continue to participate in the ET program development by allowing time to two staff members to participate in the activities of the ET Industrial Advisory Board.

Aside from the considerable commitment of resources mentioned above, my concern for the retention of the ET Associate degree program also stems from a strong need for Sandia to have a local source of highly trained technicians. At present, no such source exists. On the average, Sandia employs between 100-150 Associate level technologists per year. The majority of these are employed in electronics, and most of these highly qualified technicians are recruited from out-of-state schools accredited by ABET. Recently, with the interest high tech industry has taken in the Rio Grande Corridor, the demand for such technicians has increased while the supply has lagged behind. More importantly, industry's input through participation in the UNM Industrial Advisory Board insures that these Associate level technicians remain viable in the marketplace and are able to meet the continually changing technical requirements of industry.
Ms. Rhonda Hill
Director, Electronics Technology Department
Engineering Annex
The University of New Mexico
Albuquerque, NM 87131

Dear Rhonda:

Here is my response to the questions you asked regarding the Electronics Technology program.

1. Should the ET Associate in Science program continue at UNM? The common element of the high-quality ET programs visited by Sandia recruiters in the nation is the balance between analytical and hands-on skills required of graduates. Trade schools and community colleges normally do not insist on the analytical content which is essential for ABET accreditation. Also, entering students must be screened in order to maintain reasonable success rates and to sustain the necessary high quality of educational content. Student screening is contrary to the purposes of trade schools and community colleges. Continued UNM parentage of this program is critical.

2. Is the ET program responsive to our needs? Yes. Two graduates have been hired, several more are likely to receive offers soon. The graduates to date appear to be competitive with those of other colleges recruited by Sandia.

3. As a member of the ET Advisory Committee, was I contacted by anyone regarding a study of the status of the General College. No.

Sincerely,

[Signature]
Stan L. Love, Supervisor
Education & Training-3522
Dear Ms. Hill:

Recently we had the opportunity to read the Report on General College written by Faculty Senate President David Kauffman. The report brings out some issues which we think should be addressed.

The Associate Degree in Electronics Technology now being offered at the University of New Mexico is one of the finest examples of the university supporting the needs of local industry and business. But, more importantly, this and similar programs also meet the educational needs of a large number of New Mexico citizens who are striving for a higher degree of training than that which is available through vocational training institutions. As a state-supported institution, UNM should be providing these educational opportunities to the taxpayers of New Mexico. We feel the addition of the associate degree program to the Engineering curriculum strengthens the reputation of UNM and its engineering school.

We are also concerned that major employers of the state's citizens have not been contacted for input into this crucial issue. The need for training at the associate level is an important issue for the state of New Mexico, if we are to continue to retain and attract clean industries and employers into the state and provide employment opportunities beyond entry level for the citizens of our state. We would urge that this report and the issue of associate degrees be given into consideration by all citizens after a discussion of the issues by both the university and representatives of business and industry.

March 20, 1984
Rhonda Hill
Director, Electronics Technology
College of Engineering
Engineering Annex, Room 106
University of New Mexico
Albuquerque, N.M. 87131
March 14, 1984

Rhonda Hill
Electronics Technology Program
Engineering Annex, Room 106
University of New Mexico
Albuquerque, NM 87131

Dear Rhonda,

As an advisor to the Electronics Technology Program, please know of my sincere concern for future plans and development of this Program. There has been no contact from the University to me as a member of the Advisory Committee, or from the committee reporting on possible suggested changes in the administration of the General College.

Kindly accept this letter as an indicator of direct support for this very important contribution to the needs of the semiconductor industry. It is very critical to maintain the Electronics Technology Program at the University of New Mexico. The Associate Degree curriculum supplies the technical understanding needed by the student as preparation for positions in high technology. There will be a degradation to the established value of this degree if there is a loss of classes taught by the University and the College of Engineering.

The Albuquerque Area industrial interest in the Electronics Technology Program has been demonstrated. It would be an error to hand the responsibility for the program to a lower level of expertise. Together we can grow to fill the need for training at this high level; let’s not expand existing vocational training programs that will not fill this need.

Very truly yours,

Robert Dort
Manager Equipment Engineering
March 14, 1984

The University of New Mexico
Engineering Annex, Room 106
Albuquerque, NM 87131

Attn: Rhonda Hill, Director
Electronics Technology

Dear Rhonda:

I am writing in response to our telecon of March 14th during which you informed me of a recommendation that has been made to remove the Electronics Technology program from the University and place it elsewhere. I am not in favor of such a move. As an employer of electronics technology graduates, we here at Tektronix have long awaited a program such as UNM now has in place. In the past, we have had to rely on either TVI graduates or military trained individuals to fulfill our requirements. Although we have been successful and have many individuals now working for us from this background, it has taken a significant amount of additional training on our part to bring them up to a productive level.

I have been involved with the program at UNM and feel that it is an outstanding program that will be responsive to our future needs.

It is my understanding that a survey of employers was conducted and their inputs evaluated prior to reaching a decision on their recommendation. To the best of my knowledge, Tektronix was not one of the companies surveyed so I am taking this opportunity to make an input.

Yours truly,

Ron Johnston
Field Service Supervisor
Tektronix, Inc.

RJ: dln