12-13-1988

Faculty Senate Meeting Minutes, 12/13/1988, p 185-230

UNM Faculty Senate

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TO: Members of the Faculty Senate
FROM: Anne J. Brown, Secretary
SUBJECT: December Meeting

The Faculty Senate will meet on Tuesday, December 13, 1988 at 3:30 p.m. in the Kiva.

The agenda will include the following items:

1. Summarized Minutes of November 8, 1988
2. Memorial Minute for Instructor Fred M. Rutan -- Professor George Omer
3. Senate President's Report -- Professor Garrett Flickinger
4. Address by Ken Johns, President of the UNM Board of Regents
5. Open Discussion (Senators may speak on any subject of interest; however, no motions may be made. This is not an action item)
6. Proposal re Center for Research on Addictive Behavior -- Professor Sidney Solomon
7. Items from the Curricula Committee -- Professor Ronald DeVries
   a. New Major in Physical Education
   b. New Major in Asian Studies
   c. New Degree in Radiation Therapy Technology
8. Change in Name and Charge of Budget Review Committee -- Professor Shyam Gurbaxani
9. Honorary Degree Nominations -- Professor Donald Partridge
10. Resolution re Size of Faculty Senate -- Professor Pauline Turner
11. Committee Replacements -- Professor Marion Cotrell
12. Items for Information Only
   a. Rest Student Essays Competition
   b. Change in Academic Calendar re Summer Session
THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MEETING

December 13, 1988

(Summarized Minutes)

The December 13, 1988 meeting of the UNM Faculty Senate was called to order by President Garrett Flickinger at 3:30 p.m. in the Kiva.

Senators present: Garland Bills (A&S), Gloria Birkholz (Nursing), Carl Cords (Medicine), Paul Davis (A&S), Stephen Dent (Arch & Plng), Marilyn Fletcher (Gen Library), Garrett Flickinger (Law), Gregory Franchini (Medicine), Douglas George (Fine Arts), Phillip Gonzales (A&S), Shyan Gurbaxani (Engineering), Brian Hansen (Fine Arts), George Hozier (Management), Hugh Kabat (Pharmacy), Astrid Kodric-Brown (A&S), Tom Kyner (A&S), Wayne Maes (Education), Clara Miera (Dental Programs), Jose Rivera (Pub Admin), Linda Saland (Medicine), Jerome Shea (Univ College), Pauline Turner (Education), Richard Van Dongen (Education), and Mel Yazawa (A&S).

Absent: Alonzo Atencio (Medicine), Cecilia Fenoglio-Freiser (Medicine), George Huaco (A&S), William Litchman (A&S), Priscilla Smith (Gallup Branch), Ron Storey (Medicine), Donald Vichick (Medicine), and William Woodside (Medicine).

Minutes of November 8, 1988. The minutes of November 8, 1988 were approved as distributed.

Memorial Minute. A memorial minute for Instructor Fred M. Rutan was presented by Professor George Omer. The Senate adopted the minute by rising vote and Secretary Brown was asked to send a copy to the next of kin.

Address by Ken Johns. Ken Johns, President of the UNM Board of Regents, said that instead of making an address to the Senate, he had asked Regents Siegfried Becker and Robert Sanchez to come to the meeting with him and that they would be glad to answer questions concerning issues which the faculty wants to discuss. During the question and answer period the following points were made:

- If the Senate wants more input into the budget process, the Budget Review Committee should contact Vice President David Mc Kinney and the Regents' Finance and Facilities Committee.

- Money realized from the increase in tuition cannot be designated for faculty salaries because it is the responsibility of the Regents to manage the entire university budget and it would be unrealistic to try to separate those monies.

- The UNM 2000 Committee has been expanded to include more faculty members and is now under the direction of Vice President Risser. It has been suggested that perhaps there should be two documents published by the Committee, one a very specific document for internal use and the other a more general statement for external constituencies. Comments and input from Senators regarding the final content of the report will be welcome.
Regent priorities for this year are: (1) a final UMM 2000 Report; and (2) student recruitment and financial aid.

The role of the Regents in the area of funding for the University is to work more actively with the Commission on Higher Education to explain U MM's position in regard to the budget; to make sure that the University has a strong lobbying program during the legislative session; to be available to help the UMM Foundation in its fund-raising efforts; and to meet one-on-one with legislators to help articulate the importance of higher education in the state of New Mexico.

Franklin J. and Reggie Garcia are the UMM lobbying team along with Vice President David McKinney who is the internal technician. It is anticipated that within the next two years there will be a person on campus who can interact with legislators on a daily basis.

The Regents and the administration proposed to the CHE a 9% increase for faculty and staff salaries; however, this was decreased to 3.5% by the CHE.

In view of the austere increases anticipated in the next budget, Senator Garbaxani requested the Regents to advise a "flexible freeze" in administrative salary adjustments.

Senate President's report. President Garrett Flickinger said that Dewayne Matthews, Executive Director of the Commission on Higher Education, will address the Senate in February. Copies of the CHE report "2005" will be distributed well in advance of the meeting and Flickinger asked that Senators read the report and be prepared to ask questions about it.

The new UMM 2000 Committee is composed of 10 faculty members, 2 students, 3 staff, 1 alumnus, the President, 6 Vice presidents, and 3 deans.

The tuition policy guidelines were passed by the Board of Regents. The rate of tuition plus fee increases for full-time resident undergraduate students will not exceed ten per cent per year and for full-time resident graduate and professional school students will not exceed fifteen per cent. Over any five-year period increases for full-time resident undergraduate students will not exceed a total of 50% and for full-time resident graduate and professional students will not exceed a total of 60%.

Senator Jose Rivera has agreed to be a faculty representative to the Racial Awareness Task Force recently established by President May. Also being formed is an assessment task force which will consist of four subcommittees (1) committee on student outcome assessment, (2) faculty performance and productivity assessment, (3) staff assessment, and (4) program assessment. President Flickinger asked senators who are interested in serving on any of the subcommittees, to contact him.

There is pressure from the CHE and the legislature for better articulation of courses from one institution of higher education to another.

A Task Force on Course Fees has been formed. The Operations Committee has suggested that course fees apply only to items which will be consumed by the student in the course. This will not include basic maintenance or other costs which are covered in the I & G budget.
The Operations Committee submitted the names of Ruth Kovnat (Law), Diana Rebolledo (M&CL), David Kauffman (Chern & Nuc Engr), and Mary Ann Smith (Pharmacy) for membership on the Sexual Harassment Committee.

The Operations Committee suggested the following persons as members of the KUNM Committee: Mary Jo Cochran (Theatre Arts), Nelson Valdez (Sociology), and David Dunaway (English).

It was suggested to the President of the Board of Regents that it would improve communications with faculty if the Regents could meet with the Operations Committee on a regular basis. Regent Johns has agreed that there will be one such meeting each semester.

Open Discussion. Senator Melvin Yazawa expressed concern about the approval process for the changes in Section B of the Faculty Handbook. These changes can only be made after approval by the voting faculty. The Academic Freedom and Tenure Committee prefers that the faculty vote on the changes by responding to a mail ballot. The exact procedure will be announced at a later date.

Proposal for a Center for Research on Addictive Behavior. Professor Sidney Solomon for the Research Policy Committee explained that studies concerning addictive behavior is an area receiving increasing support from a number of sources at Federal, state and private levels. Many grants in the past have been directed at research on addiction to a single substance; however, more recently, interest has been shown in supporting integrated studies on addiction in general. The Subcommittee on Integrated Research, a subcommittee of the Research Policy Committee, developed the proposal for a Center for Research on Addictive Behavior (CRAB) which is presented in the agenda. If the Center is approved, CRAB would provide a mechanism by which a group of faculty representing different disciplines could obtain project funding which would probably be unavailable to a single faculty member. All concerned parties have been consulted, the proposal has been approved by the Research Policy Committee, and the Senate is now asked to approve the proposal.

After a brief discussion, the proposal was amended to add the Dean of the College of Education to the Governing Board, and to delete the "and" in "end/or" in Section II. B, "Sunset Provisions." The proposal was then approved as amended.

Items from the Curricula Committee. Upon recommendation by Professor Dodd Bogart for the Curricula Committee, the Senate approved (1) a new major in Physical Education; (2) a new major in Asian Studies; and (3) a certificate program in Radiation Therapy Technology.

Change in Name and Charge of the Budget Review Committee. Senator Shyam Gurbaxani, chairman of the Budget Review Committee, recommended that the name of the committee be changed to "Budget Committee" and that the charge to the committee as printed in the current Faculty Handbook be changed to read as follows:
The Budget Committee has the responsibility for advising the budget office in developing the university budget. In particular, the functions of this committee include, but not limited to:

(a) Present to the Senate an annual analysis of last year's disbursement of the incremental resources at the September meeting (prior to finalizing the budget for next year); and

(b) Develop with the central administration the university budget for presentation to the regents.

The Senate approved the changes as presented.

Honorary Degree Nominations. Upon recommendation by Professor Donald Partridge for the Honorary Degree Committee, the Senate approved three nominations for honorary degrees to be presented at the Commencement Ceremony in May 1989. It was stressed that the names are to remain confidential until the persons have been notified and have accepted.

Since a quorum was no longer present, the meeting was adjourned at 5:35 p.m.

Respectfully submitted,

[Signature]
Anne J. Brown, Secretary
SUBJECT:
Center for Research on Addictive Behavior

REQUESTED ACTION:
Request for Implementation

BACKGROUND INFORMATION:
Addictive behavior is an area receiving increasing support from a number of sources at Federal, state and private levels. Many grants in the past have been directed at research on addiction to a single substance. More recently interest has been shown in supporting integrated studies on addiction in general.

Accordingly, a group of faculty have combined efforts and produced a plan for establishment of a Center for Research in Addictive Behavior. This establishment of this center has the support of the relevant administrative office of this University. The proposal has been reviewed by the Subcommittee on Integrated Research of the Research Policy Committee. Both groups have approved its establishment. Accordingly we recommend that the Senate also approve the establishment of the center.
Proposal for the Development of a CENTER FOR RESEARCH IN ADDICTIVE BEHAVIORS (CRAB)

1. Introduction

I.6. Why is the Center Advisable?

"Addictive behaviors" is a contemporary term referring to a set of problem behaviors which are maintained by powerful short-term reinforcement at the expense of long-term damage to health and functioning. This includes problems subsumed under the heading of "substance abuse" (alcohol, tobacco, and other drugs), as well as other compulsive behaviors not involving the abuse of chemicals (e.g., eating disorders, pathological gambling, and sexual compulsions).

The importance of the addictive behaviors is difficult to overestimate. Annual social costs from alcohol abuse alone have been estimated at $120 billion in the United States. When the social costs of all the addictive behaviors are combined, they approximate the U.S. defense budget. In the United States alone, tobacco use accounts for an estimated 500,000 excess deaths per year, and alcohol abuse contributes to 200,000 premature deaths annually. The leading causes of death in the U.S. - heart disease and cancers - have been directly and causally linked to the addictive behaviors.

The University of New Mexico currently has among its faculty an impressive number of professionals involved in research on addictive behaviors. UNM already holds a number of research, training, and service grants in this area. Specialized courses on addictive behaviors are now offered in several departments and colleges. A standardized curriculum is being implemented at UNM to train Certified Alcohol and Drug Abuse Counselors according to national certification standards.

These diverse efforts have not yet, however, been coordinated at a campus-wide level. Indeed, research teams have often operated without knowledge of each other’s presence or programs. The proposed Center Research in Addictive Behaviors (CRAB) would provide a mechanism for communication and cooperation among the excellent resource people already at UNM.

Furthermore, several major efforts now underway depend upon campus-wide cooperation and coordination. The above-mentioned certification curriculum should involve a broad range of UNM faculty. A current training grant from the National Institute on Alcohol Abuse and Alcoholism, funded as of 1 July 1987, involves personnel from several departments as well as from the community. UNM has been awarded a grant from the Department of Education, Fund for the Improvement of Post-secondary Education (DOE-FIPSE), to create and evaluate a comprehensive campus-wide alcohol and drug abuse prevention program. Present and future efforts of such major scope would be benefited by the development of an integrative Center focusing on the area of addictive behaviors.
I.B. What Would the Center Make Possible?

The primary value of the proposed Center would be its fostering of communication and cooperation among UNM faculty who are currently and actively involved in work on addictive behaviors. Although some cooperative proposals have been developed, such communication has been largely lacking in the past. The Center would provide a common point of identification and communication for faculty working in this area.

Such communication is virtually guaranteed to increase important new work. Collaborative grants, educational events, and curricula are likely to emerge.

The Center could also become a resource center for information on addictive behaviors. The DOE-FIPSE grant includes plans for the development of a teaching resource library for faculty wishing to incorporate contemporary information on addictive behaviors into their courses. Central files of specialized grant sources could also be maintained.

I.C. Advantages to the University

The University of New Mexico already has an international reputation in the area of addictive behaviors. UNM has co-sponsored four International Conferences on the Treatment of Addictive Behaviors held in Taos, NM (1979), Grand Canyon, AZ (1981), Edinburgh, Scotland (1984), and Bergen, Norway (1987). We have been awarded a 5-year grant from the National Institute on Alcohol and Abuse and Alcholism to train psychologists in treatment evaluation. Several UNM faculty regularly publish research in professional journals in this area. The presence of an identified Center for Research in Addictive Behaviors would consolidate this already favorable international reputation.

Collaboration through the Center would also be likely to increase UNM's extramural support for research in addictive behaviors. The presence of an identified research center is frequently helpful when seeking grant support.

Another important benefit to the University would be further collaboration between north campus and main campus departments. Interest and research in addictive behaviors clearly spans Lomas Boulevard, and a Center would regularly stimulate contact across colleges. The proposed Center has also been integrated into current plans for an eventual UNM facility for addictions treatment, education, and research on campus (currently called the Center for Alcohol and Other Addictive Behaviors). The State Legislature has already been approached regarding this concept, and the development of CRAB could help to strengthen UNM's case for the timeliness of this facility.

No center of this type exists on the campus. It would be important to involve existing programs, however, to avoid duplication or concerns about competition.
I.D. Advantages for Affiliated Faculty

The principal advantage for affiliated faculty would be the stimulation of increased contact and collaboration with colleagues having common interests and expertise. The network engendered by the Center would also substantially facilitate the development of cooperative grant proposals. Affiliated faculty would likewise be assisted in acquiring and organizing new knowledge from research on addictive behaviors. Furthermore, the Center would be likely to increase opportunities for involvement in research, educational events, and training programs for affiliated and nonaffiliated faculty alike.

II. Plans for Center Development

II.A.1. Administrative Components

The Center would be established directly under the Vice President for Research. The policies and functioning of CRAB would be overseen by a Governing Board consisting of the following individuals:

- Vice President for Research
- Dean, School of Medicine
- Dean, College of Arts and Sciences
- Director, Alcoholism Division, UNM Mental Health/Mental Retardation Center
- Director, Drug Abuse Treatment Division, UNM Mental Health/Mental Retardation Center
- Director, New Mexico Poison and Drug Information Center
- Chair, Department of Psychology
- Director, UNM Wellness Centers
- Director, Alcohol and Drug Abuse Studies Program
- Director of the Center
- Chair, Professional Advisory Board
- or designated representative

A larger Professional Advisory Board would consist of the faculty of the Center as well as other interested and qualified professionals from the University or the larger community. Persons will be appointed annually to the Professional Advisory Board of CRAB by action of the Governing Board. The Professional Advisory Board, in turn, will have an appointed Chair who will serve on the Governing Board for a two-year term. All other persons on the Governing Board are members by virtue of their respective administrative offices. This Board would meet at least annually to review current activities of the Center, generate input and ideas for future activities, and enhance opportunities for University-community interaction in this interest area.
The Director of the Center will be a UNM faculty member, appointed by and reporting to the Vice President for Research. The Director will be given one-third release time for both fall and spring terms, and a summer stipend in order to fulfill his or her duties with the Center. The appointment will normally be for a three-year period, renewable at the discretion of the Vice President for Research. The Director's duties shall include:

1. Overseeing the ongoing operations of CRAB
2. Supervising the Administrative Assistant
3. Coordinating the Center's educational programs
4. Facilitating applications for extramural research grants
5. Maintaining active liaison with the Governing Board, the Professional Advisory Board, and the University administration

The Administrative Assistant will be a full-time Program Specialist II. As the only initial full-time staff of the Center, this person will need to use a variety of skills in the performance of duties including:

1. Scheduling and administration of the Center's educational programs
2. Managing the Center's budget and fiscal affairs
3. Staffing the Center's telephone
4. Assisting with the preparation of research grant proposals
5. Maintaining the Center's teaching resource library

The UNM Alcohol and Drug Studies Institute (ADASI) began its operation within Continuing Education. This professional training program would, however, more properly be housed within an academic college. If the State Legislature eventually funds the Center for Alcohol and other Addictive Behaviors on campus, this would be an ideal location for ADASI. In any event, regardless of its administrative location, cooperation with ADASI would be important. Because of its complexity, the Alcohol and Drug Abuse Studies Program requires its own Director, who will serve on the Governing Board. (This position is self-supporting, through income generated by the Program). Support staff for ADASI are also currently supported by income from training classes.
II.A.2. Accountability

The relatively simple administrative structure of CRAB is outlined in the following diagram.

II.A.3. Goals

It is hoped that within three years the Center will have accomplished the following goals:

1. to establish a core of at least fifteen affiliated faculty who are actively involved and collaborating in research on the addictive behaviors, and who represent a broad range of disciplines.

2. to cooperate with ADASI to establish a coordinated program of alcohol and drug abuse studies appropriate for the training of Certified Alcoholism and Drug Abuse Counselors.

3. to establish and coordinate a library of teaching resources on addictive behaviors and publicize its availability to UNM faculty and the larger community.

4. to establish a rapid communication system whereby requests for proposals (RFPs) in the area of addictive behaviors are identified and called to the attention of faculty in timely fashion.
5. to attract funding of at least three new major research grants in the area of addictive behaviors

6. to establish a monthly on-campus program of colloquia and special educational presentations on addictive behaviors

Longer-range (5 year) goals include:

1. to identify the unique strengths of the UNM Center group and attract specific extramural funding for support of the center (e.g., NIAAA or NIDA center grant)

2. to attract new, outstanding faculty with expertise in the addictive behaviors

3. to establish a post-graduate training program for psychologists, physicians, nurses, and other health professionals to obtain specific expertise in the research and treatment of addictive behaviors

4. to establish an annual national summer school or conference on addictive behaviors

5. to establish the Center as a permanent, self-supporting entity by (1) merging the Center with the proposed center for addictions treatment, education, and research, and (2) seeking full support of Center staff and operations through extramural funding

II.A.4. Review Processes

An annual evaluation of the Center's operations would be conducted by the Chair of the Professional Advisory Board, in consultation with the members of the Governing Board and of the Professional Advisory Board. The Chair would constitute an appropriate evaluation team to include, in addition to the Chair, one tenured faculty member of the Professional Advisory Board and one member of the Governing Board (other than the Director). The Chair will submit an annual evaluation report to the Vice President for Research by July 1.

At the end of three to five years, at its own discretion, the Research Policy Committee will conduct its own review of the Center, replacing the above-mentioned review for that calendar year. Following this first formal RPC review, ad hoc reviews would be conducted at the discretion of RPC, working in cooperation with the above-mentioned internal review process. It is recommended that at least two external experts in the field of addictions research be included in the RPC review processes.
II.A.5. Interdisciplinary Aspects

The Center will be, from the outset, a broadly interdisciplinary enterprise. Regular and active participation on the faculty and boards of the Center is anticipated from many departments, including the Departments of Anthropology, Counseling and Family Studies, Family Practice, Health Education, Pediatrics, Psychiatry, Psychology, and Sociology, involving at least the Colleges of Arts and Sciences, Education, Law, Medicine, Nursing, and Pharmacy. In addition the Center would actively involve components of the UNM Mental Health/Mental Retardation Center, including the Alcoholism Division and the Drug Abuse Treatment Division), the Children's Psychiatric Hospital, Programs for Children, the New Mexico Poison and Drug Information Center, and the campus Wellness Centers.

Interdisciplinary contact and collaboration will be promoted by a variety of Center activities including cooperative grants, regular board meetings, a campus-wide alcohol and drug abuse prevention program, colloquia and educational programs.

II.A.6. Plans for Teaching

A comprehensive UMN Alcohol and Drug Abuse Studies Program has already been planned and initiated by Dr. Maria T. Fagnan. It includes a sequence of 205-215 classroom hours in eight core courses, plus electives and clinical internship. This curriculum has been accepted and endorsed by several key national and local organizations to meet their educational requirements for certification, including:
- The National Association of Alcohol and Drug Abuse Counselors (NAADAC),
- The New Mexico Alcoholism and Drug Counselor Association,
- The New Mexico Health and Environment Department, BHS Division,
- The New Mexico Department of Education, and
- The New Mexico Board of Nursing.

The primary audience for these courses will be alcoholism and drug abuse counselors in preparation for state certification.

A variety of other courses in addictive behaviors are already offered at the University of New Mexico. These include:

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<th>Course</th>
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<tr>
<td>Health Ed. 475</td>
<td>Drug Education</td>
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<tr>
<td>Nursing 407</td>
<td>Understanding Addictive Behaviors</td>
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<tr>
<td>Psychology 452</td>
<td>Alcoholism</td>
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<tr>
<td>Psychology 453L</td>
<td>Alcoholism Lab</td>
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<td>Psychology 447</td>
<td>Drugs of Abuse</td>
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<td>Psychology 547</td>
<td>Psychopharmacology</td>
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<tr>
<td>Psychology 600</td>
<td>Clinical Practicum in Alcoholism Treatment</td>
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<tr>
<td>Sociology 211</td>
<td>Social Problems</td>
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These courses involve both undergraduate and graduate students from several colleges. No special degree program is proposed. CRAB is not intended to be a degree-granting entity, or to have a graduate program of its own. Rather it is designed to encourage specialization in the addictive behaviors within other departments and disciplines.
Within the Department of Psychology, the National Institute on Alcohol Abuse and Alcoholism has funded a National Research Service Award to support a predoctoral training program in treatment and prevention research. Begun in July, 1987, this grant supports six predoctoral trainees per year. The initial period of the grant is five years, renewable twice, for a total potential grant period of fifteen years. Trainees in this program will be clinical psychology predoctoral students, who will complete a specialized training curriculum in program evaluation research.

II.A.7. Non-University Involvement

Professionals from the community who are involved or interested in research in addictive behaviors will be invited to participate in the activities and governance of the Center. The Professional Advisory Board will include some such individuals. Announcements of the Center's colloquia and other educational programs will be mailed to a broad range of community professionals working in this specialty area.

The National Research Service Award program includes placement of six predoctoral trainees in community sites, where they are involved in clinical and research activities. Stipends for these trainees are paid by the federal training grant.

No significant conflicts of interest are foreseen at this time. Research of the type envisioned for the Center does not typically result in patent or copyright proceedings. In the event that such issues arose, normal University procedures would be followed, in consultation with the Vice President for Research.

II.B. Faculty Recruitment

Letters of participation are appended from UNM faculty currently involved in on-campus research on addictive behaviors. Faculty for the Alcohol and Drug Abuse Studies Program are recruited by the Coordinator of that program, Dr. Maria Fagnan. New faculty will be welcomed into the Center's community of scholars as they come to our attention. CRAB will not have faculty of its own. Rather participants will be regular faculty of other departments. All promotion and tenure procedures will be handled through ordinary departmental and university channels.

The Director is proposed to receive one-third release time in compensation for her or his administrative duties at the Center. The Coordinator of the Alcohol and Drug Studies Program will be compensated from income generated by that program. No substantial regular duties are proposed for other faculty outside their normal teaching and research duties. As collaborative grants are developed, faculty will derive salaries and/or release time from extramural sources to perform the duties required by their grants.
II.C. Requested University Support

Space to house the Center would constitute the major ongoing resource contribution from the University. None of the cooperating programs or departments currently has surplus space in which the Center could be housed. Though space requirements would not be large, the Center would require at least a reception area, office space for the Director and Administrative Assistant, and a conference room. Standard office furniture and equipment, a telephone system, and two IBM XT personal computers would also be needed. The research and educational activities of the Center’s faculty could probably be accommodated in existing facilities within individual departments and classroom buildings. An ideal space would be centrally located between main and north campuses, providing ready access for faculty from collaborating departments.

Requested initial funding from the University is for administrative support: partial salary for the faculty Director and a full-time salary for an Administrative Assistant.

II.D. Sunset Provisions

Funding for the Center would be terminated if (1) there proved to be insufficient faculty interest in maintaining a collaborative research facility of this kind, and/or (2) the Center failed to attract sufficient extramural funding to become sufficiently self-supporting within a five-year period. This decision for termination of funding would be made by the Vice President for Research, with advisement from the Governing Board.

The hoped-for termination of CRAB as a free-standing Center, however, would be through merger with the planned Center for Addictions Research, Education, and Treatment. This plan is discussed in more detail below.

III. Funding

III.A.1. Grants

The University has already attracted substantial extramural support for research in addictive behaviors. Among currently funded projects are:

Alcohol and Drug Abuse Prevention and Treatment Evaluation. Training grant from the National Institute on Alcohol Abuse and Alcoholism, 7/87-6/92, $332,872 (W. R. Miller, PI)

Interventions to Suppress Post-treatment Urges and Drinking. Research grant from the National Institute on Alcohol Abuse and Alcoholism, 3/87-2/90, $362,019 (W. R. Miller, PI)

Effectiveness of the Community Reinforcement Approach. Research grant from the National Institute on Alcohol Abuse and Alcoholism, 1/89-12/91, $764,678 (W. R. Miller, PI)

Effects of Prenatal Alcohol Exposure on GGT. National Institute on Alcohol Abuse and Alcoholism, 1986-88. $161,705. (E. Reyes, PI)

III.A.2-3. University Support

The university is already providing various kinds of support for research in addictive behaviors. In many departments, faculty who are actively involved in research have their efforts acknowledged in a reduced teaching load. Indirect costs recovered from existing grants in this area help to provide administrative support for research efforts. General bond funds have been allocated as matching funds for some grants in addictive behaviors, and have been expended to purchase needed equipment when such grants have been awarded.

III.B.1. Planned Future Grants

Several additional grant proposals are already being planned. These include:

- Intervention with Alcohol-impaired medical/surgical patients to Reduce Long-range Health Risks and Health-care Costs. (W. R. Miller, in collaboration with V.A. Medical Center Internal Medicine Department)

- The Drinker's Check-up: Controlled Clinical Trial of a Preventive Intervention for Problem Drinkers (W. R. Miller, in planning)


- Role of Exercise in Therapy for Addictions (D. Lobstein, in planning)

- Ph.D. Training grant, National Institute on Alcohol Abuse and Alcoholism (F. A. May, submitted, under review)

- Analysis of deterrent effects of jail sentences for first offenders (in planning, H. L. Ross)


Other major proposals for extramural funding would emerge from the unique collaborations engendered by the Center.
III.B.2-3. Planned Future University Support

The University is currently developing a request funding from the State Legislature for a more comprehensive facility for additions treatment, education, and research. If funded, this would become an ideal site to house the incorporate the proposed Center. CRAB's research functions could then be integrated into the larger operations of this facility, providing a substantial research component.

A campus-wide planning committee is now developing components of a proposal for the State Legislature, with hopes of funding within five years. The development of CRAB would provide a significant head-start for the research component of this campus facility. In the event that this proposal succeeds, there would need to be a clear understanding regarding the separation of resources derived from and devoted to activities on the main campus versus the north campus. One plausible plan would be to maintain separate accounts for overhead derived from grants by main campus versus north campus faculty. If CRAB is eventually merged into the larger addictions center, this plan would have to be negotiated between the Vice President for Research and the Dean of the School of Medicine. As a step in this direction, it would be desirable to work out such an agreement for the initial functioning of CRAB, inasmuch as CRAB will involve grant proposals from both main- and north-campus faculty.

Space allocated by the University for the Center would be a continuing need in the future. Costs associated with maintaining this space should be compensated by indirect costs accruing to the University from Center-related grants.

It is planned that within five years the salary requirements of the Center would be covered primarily or wholly by extramural funding. Nevertheless, it would be desirable for the Center to have assets in reserve to cover periods between grants, special equipment needs, and other contingencies.

III.B.4. Other Support

Additional specific support for the Center could be solicited from a variety of sources. Several private foundations currently fund research on addictive behaviors (MacArthur, DSCUS, Alcoholic Beverage Medical Research Foundation). Large blocks of funding for substance abuse research and services are currently dispensed to the State through a formula-grant system, and the Center could apply for support from these funds. Local businesses or hospitals might be persuaded to support applied research in the addictive behaviors. Limited but accessible funds are available from the National Institute on Alcohol Abuse and Alcoholism and from the National Institute on Drug Abuse to provide specific support for research centers of this kind.

We also have a successful record in providing conferences. The International Conference on Treatment of Addictive Behaviors, sponsored by the University of New Mexico, has now held four successful meetings, and future conferences in this series are planned. When well-planned, such conferences can be significant sources of income.
III.C. Overhead Returns

Pending negotiation, a fixed proportion of indirect costs recovered by the University from Center-related grants could be returned to the Center (e.g., from funds normally retained by the Vice President for Research or the Dean of the School of Medicine). A "Center-related" grant would be defined as a new or continuation grant proposal submitted after the initiation of the Center, prepared with assistance drawn from the resources and personnel of the Center, and so-designated by the Principal Investigator.

III.D. Equipment Acquisition and Maintenance

A substantial amount of equipment needed for research on addictive behaviors is already on campus, purchased through prior and current grants. All funds for purchase of additional equipment needed for research, and for maintenance of such equipment, would be included in extramural grant proposals.

III.E. Budgetary Support Needed for Years 1-3

The following would be needed for the initial three years of the Center's operation:

**PERSONNEL (12 months, Year 1)**

<table>
<thead>
<tr>
<th>Position</th>
<th>Salary</th>
<th>Fringe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center Director (replacement for release)</td>
<td>6,000</td>
<td>0</td>
</tr>
<tr>
<td>Summer stipend</td>
<td>5,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Administrative Assistant (1.0 FTE)</td>
<td>15,000</td>
<td>3,000</td>
</tr>
<tr>
<td><strong>Year 1 Total Personnel</strong></td>
<td>26,000</td>
<td>4,000</td>
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</tbody>
</table>

**EQUIPMENT**

<table>
<thead>
<tr>
<th>Item</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Equipment and Furniture</td>
<td>2,500</td>
</tr>
<tr>
<td>2 IBM XTs, printers, software</td>
<td>7,000</td>
</tr>
<tr>
<td>Telephone Equipment</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Total Equipment</strong></td>
<td>10,500</td>
</tr>
</tbody>
</table>

**SUPPLIES AND EXPENSES**

<table>
<thead>
<tr>
<th>Item</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone, postage</td>
<td>600</td>
</tr>
<tr>
<td>Photocopying</td>
<td>900</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>500</td>
</tr>
<tr>
<td><strong>Year 1 Total Supplies &amp; Expenses</strong></td>
<td>2,000</td>
</tr>
</tbody>
</table>

**SUMMARY BUDGET**

<table>
<thead>
<tr>
<th>Year</th>
<th>Salaries</th>
<th>Fringe</th>
<th>Equipment</th>
<th>Supplies &amp; Expenses</th>
<th>ANNUAL TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>26,000</td>
<td>0</td>
<td>10,500</td>
<td>2,000</td>
<td>42,500</td>
</tr>
<tr>
<td>Year 2</td>
<td>27,300</td>
<td>0</td>
<td>9,200</td>
<td>2,300</td>
<td>38,800</td>
</tr>
<tr>
<td>Year 3</td>
<td>28,665</td>
<td>0</td>
<td>9,000</td>
<td>2,600</td>
<td>39,865</td>
</tr>
</tbody>
</table>
III.F. Self-Supporting Status

It is anticipated that the Center would become self-supporting within five years.

IV. Personnel

IV.A. Currently Available Personnel

The following UNM faculty and staff are already engaged in research and teaching on addictive behaviors, and could become involved in the Center's activities:

Patrick J. Abbott, M.D.
  Clinical Director, Alcoholism Division

Edward Bernstein, M.D.
  Assistant Professor, Family, Community, & Emergency Medicine
  Director, Alcohol and Substance Abuse Prevention Program

Rafael M. Diaz, Ph.D.
  Associate Professor of Psychology

Michael J. Dougher, Ph.D.
  Associate Professor of Psychology

Patsy L. O. Duphorne, M.N.
  Assistant Professor of Nursing

P. J. Elias Duryea, Ph.D.
  Associate Professor of Health Education

Maria T. Fagnan, Ph.D.
  Director of Clinical Services, Community Services Program,
  Department of Pediatrics

Douglas P. Ferraro, Ph.D.
  Professor and Chair of Psychology

Mary B. Harris, Ph.D.
  Professor of Educational Foundations

Gordon K. Hodge, Ph.D.
  Associate Professor of Psychology

Jane C. Hood, Ph.D.
  Assistant Professor of Sociology

Rebecca Jackson, M.D.
  Medical Director, Family Practice Center

Lorraine LaFond
  Educational Coordinator, New Mexico Poison and Drug
  Information Center

Dennis Lobstein, Ph.D.
  Assistant Professor, Health Promotion and Physical Education
  Director, UNM Adult Fitness Program

Philip May, Ph.D.
  Associate Professor of Sociology

Robert Mayers, M.S.
  Outpatient Program Manager, Alcoholism Division

William R. Miller, Ph.D.
  Professor of Psychology
  Director of Clinical Training

Edward Reyes
  Associate Professor of Pharmacology

H. Laurence Ross, Ph.D.
  Professor of Sociology
IV.B. Director

The directorship of the Center should not be permanent, but should rotate among scientists involved in research on addictive behaviors. Any of several current senior faculty could serve as Director of the Center. The decision as to the most appropriate Director will be made by the Vice President for Research, as planning for the Center progresses.

IV.C. Support Personnel

The only anticipated support personnel needed for operation of the Center would be a full-time Administrative Assistant. Additional part-time work/study help may be appropriate as special projects emerge. Secretarial help needed for grant projects would be supported by extramural funding.

IV.D. Key Personnel

Director (to be appointed)  .33 FTE
Coordinator, Alcohol & Drug Abuse Studies Institute (Currently Cont. Ed.) Maria T. Fagnan, Ph.D.  .50 FTE
Administrative Assistant (to be hired) 1.0 FTE
IV.E. Other Personnel

The extent of time commitment to Center-related work will vary. A minimal level of involvement would be .05 FTE, to attend the Center’s administrative meetings, participate in colloquia and educational events, and provide consultation.

Faculty and professionals who are included in Center-related grant proposals would commit a larger proportion of their time to these research activities, commensurate with level of salary support from extramural funding. For example, a Center faculty member may submit a collaborative grant which includes .50 FTE of his or her academic salary. For the duration of the grant period, he or she would maintain this level of time commitment.

IV.F. Recruitment

As indicated above, UNM already has a large contingent of faculty involved in research and teaching on addictive behaviors. No special additional recruitment would be required to meet Center needs. It is clear, however, that the presence of the Center on campus would be helpful in recruiting top researchers in addictive behaviors for UNM.

V. Endorsement

See appended letters of support.

(NOTE: Letters of support are not included with the agenda. Copies are available in the Office of the University Secretary for anyone who wishes to read them.)
SUBJECT: Items from the Curricula Committee

REQUESTED ACTION: Senate is asked to approve these items which have previously been approved by all appropriate committees

BACKGROUND INFORMATION:
**FORM C**

**MAJOR AND MINOR CURRICULAR CHANGES**

**Date:** April 6, 1988

**Unit:** Health Promotion, PE & Leisure Programs

(Dept., Div., Prog.)

**Elementary Major in Physical Education**

<table>
<thead>
<tr>
<th>I. Major Change</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>New</td>
</tr>
<tr>
<td>Major</td>
<td>New X</td>
</tr>
<tr>
<td>Minor</td>
<td>New</td>
</tr>
<tr>
<td>Concentration</td>
<td>New</td>
</tr>
</tbody>
</table>

Revision of existing degree
Revision of existing major
Revision of existing minor
Revision of existing concentration

Deletion
Deletion
Deletion
Deletion

Give exact title and requirements as they should appear in the catalog in the space provided or on attached sheets. See attached

<table>
<thead>
<tr>
<th>II. Minor Change</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor name change of existing degree, major, minor, or concentration.</td>
<td></td>
</tr>
<tr>
<td>Minor program revision (3-5 hours)</td>
<td></td>
</tr>
</tbody>
</table>

**Reasons for Request** (attach extra sheets if necessary) Need to meet the new endorsement requirements issued by the State Department of Education.

**Effective Date of Proposed Change:** Fall Semester, 1988

**Budgetary and Faculty Load Implications:** (attach statements)
Might this change impinge in any significant way on student or departmental programs? Yes [ ] No X
If yes, have you resolved these issues with department involved? [ ]

**Approvals:**

- Dean of Library Services
- College Curricula Committee
- College or School Faculty
- College or School Dean
- FS Undergraduate Ac. Affairs
- FS Graduate Committee
- Office of Graduate Studies
- FS Curricula Committee
- Provost
- Faculty Senate

**Signature:**

**Date:** 6/8/88

**Date:** 9/12/88

**Date:** 1/21/88

**Date:** 6-8-88

**Date:** 9/21/88

**Date:** 9/10/88

**Date:** 11/10/88

**Date:** 10/05/88

University of New Mexico (Revised 5-1-81)
Department of Health Promotion, Physical Education, and Leisure Programs

Undergraduate Elementary Physical Education Major

This document is in response to new requirements for licensure in Physical Education, which were adopted by the State Board of Education. This document outlines the proposed Undergraduate Physical Education Teacher Preparation Program.

Undergraduate Program in Elementary Physical Education

Completion of the proposed course sequence will lead to Elementary Licensure with an endorsement in physical education. There are three major program components and two minor components:

(a) General Education Requirements 54 hours
(b) Professional Education 29 hours
(c) Teaching Field 36 hours
(d) Additional Requirements 7 hours
(e) Electives 3 hours

TOTAL 129 hours

Each component is explained individually in the following narrative, with detailed information included in the appendix.

(a) General Education Requirements (54 hours)

The General Education requirements are found in Appendix A. The proposed requirements reflect the general areas which were specified by the State Board of Education, as well as the specific inclusion of coursework in American History and Western Civilization. Higher level coursework in these areas, as long as it meets the general outlines of specified areas, can always be substituted for students with advanced placement credits on high test scores.

(b) Professional Education (29 hours)

The Professional Education sequence (Appendix B) has been designed to prepare prospective physical education teachers to instruct elementary level students. The initial coursework (PE 245) is a field experience and seminar to allow students to discuss their early experiences with public school children. This experience is designed to be completed in the freshman or sophomore year.

PE 444 (Teaching PEI), PE 301 (Teaching of Team Sports), and PE 310 (Teaching of Dance) comprise the Fall Junior Block. This core of courses includes a five week pre-student teaching experience in the public schools. The Spring Junior Block (PE 445, Motor Development in Children) also includes a five week pre-student teaching experience.

Appendices A and B provide additional information on the requirements for licensure in Physical Education.
Student teaching is the culminating practical experience and occurs during the senior year.

The six additional hours required in the professional education sequence are EDUCATION Foundations 303 and 310 (Learning in the Classroom and Child/Adolescent Development). These two courses are required for all undergraduate education majors at UNM.

(c) Teaching Field (36 hours)

Appendix C lists the courses required in the teaching field. Nine of the 36 hours involve the learning and refinement of motor skills which are frequently taught in the public schools. The remaining coursework involves content that a physical education teacher needs in order to direct a quality program which meets the needs of all students.

(d) Additional Requirements (7 hours)

Additional courses outside the field of physical education and which do not fit into the general education requirements (SB 106) are necessary for the prospective physical educator to be adequately prepared. These courses and the competencies included in them are listed in Appendix D.

A matrix outlining how the state specified elementary competencies will be incorporated into coursework is found in Appendix E.

Appendix F outlines how the state specified physical education competencies will be incorporated into all coursework. Brief course descriptions are contained in Appendix G. A program plan form for the proposed Elementary Physical Education Major, which would be completed by each student, is included in Appendix H.
UNIVERSITY OF NEW MEXICO
GENERAL EDUCATION REQUIREMENTS
PHYSICAL EDUCATION MAJORS
54 HOURS

English 12 Hours

English 101
English 102
6 Hours Electives

History 12 Hours

History 101 or 102
History 161 or 162
6 Hours Electives

Math 6 Hours

Math 121
Math 145

Government, Economics, Sociology, Psychology 6 Hours

Psychology 101 or 102
3 Hours Electives

Science 12 Hours

Biology 136 & 139
8 Hours Electives

Fine Arts 6 Hours

6 Hours Electives
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 245-002</td>
<td>Professional Laboratory Experiences in PE</td>
<td>2</td>
</tr>
<tr>
<td>EdSt 303</td>
<td>Child/Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>EdSt 310</td>
<td>Learning in the Classroom</td>
<td>2</td>
</tr>
<tr>
<td>PE 301</td>
<td>Teaching of Team Sports</td>
<td>3</td>
</tr>
<tr>
<td>PE 310</td>
<td>Teaching of Dance in Schools</td>
<td>3</td>
</tr>
<tr>
<td>PE 444</td>
<td>Teaching PE I</td>
<td>2</td>
</tr>
<tr>
<td>PE 309</td>
<td>Teaching of Gymnastics</td>
<td>2</td>
</tr>
<tr>
<td>PE 400</td>
<td>Elementary Student Teaching</td>
<td>12</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Hours</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>PE 231</td>
<td>Basketball, Volleyball, Flag Ht. Flickerball</td>
<td>1</td>
</tr>
<tr>
<td>PE 232</td>
<td>Golf/Dance</td>
<td>1</td>
</tr>
<tr>
<td>PE 233</td>
<td>Soccer, Speedway, Racquetball</td>
<td>1</td>
</tr>
<tr>
<td>PE 234</td>
<td>Track and Field</td>
<td>1</td>
</tr>
<tr>
<td>PE 235</td>
<td>Tennis/Acrobics</td>
<td>1</td>
</tr>
<tr>
<td>PE 236</td>
<td>Personal Defense, Archery</td>
<td>1</td>
</tr>
<tr>
<td>PE 237</td>
<td>Softball, Team Handball, Badminton</td>
<td>1</td>
</tr>
<tr>
<td>PE 239</td>
<td>Dance</td>
<td>1</td>
</tr>
<tr>
<td>PE 115 or 117</td>
<td>Gymnastics</td>
<td>3</td>
</tr>
<tr>
<td>PE 286</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>PE 289</td>
<td>Tests and Measurements in PE</td>
<td>3</td>
</tr>
<tr>
<td>PE 277</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PE 326</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PE 378</td>
<td>Principles of PE</td>
<td>3</td>
</tr>
<tr>
<td>PE 479</td>
<td>Organization &amp; Administration of PE</td>
<td>3</td>
</tr>
<tr>
<td>PE 466</td>
<td>Special PE</td>
<td>3</td>
</tr>
<tr>
<td>PE 217</td>
<td>Elementary PE</td>
<td>3</td>
</tr>
<tr>
<td>PE 445</td>
<td>Motor Development in Children</td>
<td>3</td>
</tr>
</tbody>
</table>
ADDITIONAL COMPETENCIES
(7 HOURS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutr 125</td>
<td>Introduction to Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Ed 124</td>
<td>Computer Awareness</td>
<td>1</td>
</tr>
<tr>
<td>HE 164</td>
<td>First Aid</td>
<td>3</td>
</tr>
</tbody>
</table>

1. Know how to evaluate a diet for nutritional adequacy.
2. Understand the relationship between nutritional status and overall physical and emotional health status.
3. Be able to critically evaluate nutrition issues.
4. Understand and respect cultural differences in food preferences.
5. Apply knowledge to evaluation of individual and family concerns related to nutrition and food: vegetarianism, advertisements, popular literature, nutrient fortification, food safety, weight loss diets.
6. Explain factors influencing different nutritional requirements (size, age, pregnancy, physical activity, stress, etc.).
7. Ability to make computer applications in education.
8. Ability to perform CPR.
# Major and Minor Curricular Changes

## I. Major Change

<table>
<thead>
<tr>
<th>Degree</th>
<th>New</th>
<th>Revision of</th>
<th>Deletion</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td>existing degree</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>New</td>
<td>Revision of</td>
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<td></td>
<td></td>
<td>existing major</td>
<td></td>
</tr>
<tr>
<td>Minor</td>
<td>New</td>
<td>Revision of</td>
<td>Deletion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>existing minor</td>
<td></td>
</tr>
<tr>
<td>Concentration</td>
<td>New</td>
<td>Revision of</td>
<td>Deletion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>existing concentration</td>
<td></td>
</tr>
</tbody>
</table>

Give exact title and requirements as they should appear in the catalog in the space provided or on attached sheets. see attached sheet—Appendix D

## II. Minor Change

Minor name change of existing degree, major, minor, or concentration.

Minor program revision (3-5 hours)

Reasons for Request (attach extra sheets if necessary) see attached proposal

Effective Date of Proposed Change: Spring '89

Budgetary and Faculty Load Implications: see attached proposal

Might this change impinge in any significant way on student or departmental programs? Yes X No

If yes, have you resolved these issues with department involved? (attach statement)

Signature: __________

Department Chair

Approved: Dean of Library Services

College Curricula Committee

College or School Faculty

College or School Dean

FS Undergraduate Ac. Affairs

FS Graduate Committee

Office of Graduate Studies

FS Curricula Committee

Provost

Faculty Senate

Date: 9/20/88

Date: 11/10/88

Date: 11/4/88

Date: 11/21/88
PROPOSAL FOR AN ASIAN STUDIES MAJOR

The Asian Studies Committee believes that Asia should be an important part of the University's curriculum. UNM should anticipate the widely-expected increase in both the need and the demand to study Asia in the next decades.

The Committee proposes a major in Asian Studies in addition to the existing minor. At present, 15-20* students are pursuing the minor. Some of these students and others have expressed to faculty members an interest in a major. In addition to this informal indication of interest, the Committee has results from a survey conducted during the Spring semester, 1988. The 128 responding students were all taking courses related to Asia at the undergraduate level. A substantial number (37) said they would either definitely choose or would consider an Asian Studies major; many juniors and seniors (61) might have considered the major had they not been close to graduation (see Appendix A). Also, the number of students enrolled in courses relating to Asia has risen over the last several years (see Appendix B). Asian language offerings have increased beyond the point considered necessary by the Committee to support and enhance a major program (see Appendix C). For all these reasons, the Committee believes that introducing a major would be appropriate, would meet a demonstrated need, and would benefit the University as a whole.

Expansion to a major program would not, in the foreseeable future, entail the hiring of any new faculty. The added responsibilities (e.g., supervising and reading senior theses) would be assumed by Asian Studies faculty and should be counted in the respective departments toward merit. The new major would not significantly raise the Committee's operating expenses.

Specific requirements for the proposed major are given in Appendix D. The 36 hours include 12 of language(s) and 3 for a senior thesis (453). The Asian Studies Committee is simultaneously submitting a request for the appropriate change in the catalog description of History 453 (cross-listed: Philosophy, Geography, Political Science). This change is, of course, dependent on approval of the Asian Studies major.

*The exact figure is not available because we must depend on informal student contact with faculty to know which students have declared a minor in Asian Studies.
Appendix A

Response to a survey question (Spring 1983): "Would you major in Asian Studies if such a major were offered beginning next year?"

<table>
<thead>
<tr>
<th>Possible responses</th>
<th>Seniors</th>
<th>Juniors</th>
<th>Sophomores</th>
<th>Freshmen</th>
<th>Non-degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes definitely</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>I would consider it</td>
<td>6</td>
<td>6</td>
<td>14</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>No, I'm too close to graduation</td>
<td>36</td>
<td>25</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>No, I'm not interested</td>
<td>1</td>
<td>12</td>
<td>12</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>
Appendix B

Enrollments in Asian Studies Courses*

<table>
<thead>
<tr>
<th>Subject</th>
<th>1981/82</th>
<th>1982/83</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>251 Traditional Eastern Civ.</td>
<td>36</td>
<td>26</td>
</tr>
<tr>
<td>252 Modern Eastern Civ.</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>250 Traditional China</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>351 Japan</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>353 Revolutionary China</td>
<td>21</td>
<td>39</td>
</tr>
<tr>
<td>356 Middle East to 1500</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>358 Modern Middle East</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>359 India</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>311 Jewish History to 1492</td>
<td>29</td>
<td></td>
</tr>
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<td>370 U.S. Diplomatic History</td>
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<td>19</td>
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<td>371 U.S. Diplomatic History</td>
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<td></td>
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<tr>
<td>Philosophy</td>
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<td></td>
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<tr>
<td>107 World Religions</td>
<td>70</td>
<td>85</td>
</tr>
<tr>
<td>253 Eastern Religions</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>334 Indian Philosophy</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>336 Chinese Philosophy I</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>337 Chinese Philosophy II</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>341/453 Ch'an &amp; Zen Buddhism</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>342 Comparative Philosophy</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>441 Self in Indian Philosophy</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Chinese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>101 Beginning Chinese I</td>
<td>11</td>
<td>49</td>
</tr>
<tr>
<td>102 Beginning Chinese II</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>201 Intermediate</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>297 Intermediate</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Japanese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>101 Beginning I</td>
<td>17</td>
<td>40</td>
</tr>
<tr>
<td>201 Intermediate I</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>297 Intermediate II</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>359</td>
<td>579</td>
</tr>
</tbody>
</table>

*This represents only part of the course list available to Asian Studies students. These courses were included because they are offered regularly and because the enrollment figures were available.
Appendix C

Asian language courses now available

Modern and Classical Languages:

- Chin 101/102 Elementary Chinese
- Chin 201/202 Intermediate Chinese
- Chin 301/302 Advanced Chinese
- Japan 101/102 Basic Japanese
- Japan 201 Intermediate Japanese
- Japan 297 Intermediate Japanese

Courses approved by M & CL and offered through Continuing Education, Resident Extension:

- M Lang 101 T/Beginning Persian
- M Lang 101 T/Arabic I
- M Lang 102 T/Arabic II
- M Lang 201 T/Intermediate Arabic I
- M Lang 202 T/Intermediate Arabic II

Philosophy:

- Phil 341/441 Sanskrit I
- Phil 342/442 Sanskrit II

Religious Studies:

- Relig 109/110 Biblical Hebrew
APPENDIX D

UNDEGRADUATE MAJOR

The interdepartmental major requires 36 hours from the approved Asian Studies course list. Of these, 21 must be 300-level or above. 36 credit hours total: 3 hrs Senior Thesis (Hist, Geog, Phil, Pol Sc 453); 6 hrs History; 6 hrs Philosophy or Religious Studies; 3 hrs Geography, Anthropology, Economics, Political Science or Sociology; 12 hrs an Asian language; 6 hrs elective; 453 may not be counted twice.

Each student will be required to declare a regional concentration and to have the proposed course distribution approved by the Asian Studies Committee at the beginning of the junior year. Regional concentrations are: East Asia, South Asia, and the Middle East.

A Senior Thesis is required. The student may choose a topic within a single discipline or culture or may elect an interdisciplinary and/or cross-cultural approach. The Asian Studies Committee will appoint two thesis readers, normally the primary supervisor and another Committee member from an appropriate field. Two copies of the thesis must be submitted.

Modification of the language requirement may be made on an individual basis with the approval of the Committee Chair.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

September 29, 1988

School of Medicine/Allied Health Sciences
Radiation Therapy Technology Program

UNIT PREPARES IN TRIPlicate
Routing (All three copies)
1. Dean of Library Services
2. College Curriculum Comm. if necessary
3. College or School Faculty
4. College or School Dean
5. FS Undergraduate Academic Affairs
Comm. and/or FS Graduate Comm.
6. Office of Graduate Studies (For grad.
level changes)
7. FS Curricula Committee
8. Provost
9. Faculty Senate

I. Major Change

Degree
New
Revision of
existing degree
Deletion

Major
New
Revision of
existing major
Deletion

Minor
New
Revision of
existing minor
Deletion

Concentration
New
Revision of
existing concentration
Deletion

Give exact title and requirements as they should appear in the catalog in the space provided or on attached
sheets.

II. Minor Change

Minor name change of existing degree, major, minor, or concentration.

Minor program revision (3-5 hours)
See attached.

Reasons for Request (attach extra sheets if necessary)
See attached.

Effective Date of Proposed Change: Fall 1989

Budgetary and Faculty Load Implications: (attach statements)
Might this change impinge in any significant way on student or departmental programs? Yes No
If yes, have you resolved these issues with department involved?

Signature:

Department Chair

Approvals:
Dean of Library Services
College Curricula Committee
(if necessary)
College or School Faculty
College or School Dean
FS Undergraduate Ac. Affairs
and/or
FS Graduate Committee
Office of Graduate Studies
FS Curricula Committee
Provost
Faculty Senate

Date: 10/1/88
Date:
Date:
Date:
Date:
Date:
Date: 11/10/88
Date:
Date: 11/5/88
Date: 11/21/88

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RADIATION THERAPY TECHNOLOGY

THE PROFESSION

Radiation Therapy is an allied health profession concerned with the treatment of patients with malignant diseases using high energy radiation and radioactive materials.

Radiation therapy technologists perform under the direction of a radiation oncologist. Upon completion of the program, the technologist should be able to: deliver a planned course of radiation therapy; verify the mathematical accuracy of the prescription, maintain daily records and document technical details of treatment administered; observe the clinical process of patients undergoing radiation therapy; provide patient care essential to radiation therapy procedures; detect equipment malfunctions; apply the rules and regulations for radiation safety; understand the function of the equipment and its accessories; assist with brachytherapy procedures; assist with equipment calibration; perform quality assurance checks; participate in patient follow-up programs.

There is a nationwide demand for professional registered radiation therapy technologists. In addition, with experience, the career of a radiation therapy technologist may go in various directions such as administration, research, education, dosimetry and commercial sales.

THE PROGRAM

The Radiation Therapy Program is co-sponsored by The University of New Mexico School of Medicine, Allied Health Sciences and St. Joseph Hospital Cancer Center.

The course of study begins in August of each year and ends after twelve consecutive months of didactic and clinical education. Courses include introduction to radiation oncology, radiation protection, technical radiation oncology, pathology, patient management, dosimetry/treatment planning, physics, radiobiology, oncology, seminars in radiation oncology, anatomy/physiology and quality assurance.

The program utilizes instructional personnel and resources from the University of New Mexico Cancer Center and St. Joseph Hospital Cancer Center. Students will rotate through both institutions for their clinical education.

The program is accredited by the American Medical Association Council on Allied Health Education and Accreditation (CAHEA) and the Joint Review Committee on Education in Radiologic Technology (JRCERT). Graduates of the program will receive a certificate in radiation therapy technology and be eligible to take the national certifying examination. Upon successful completion of this exam, the national registry will award the credentials of R.T.(T).
ADMISSION AND APPLICATION PROCEDURES

In order to be considered for admission into the Radiation Therapy Technology Program, each applicant must meet the following requirements:

- UNM entrance requirements.
- Must hold certification or be board-eligible as a radiologic technologist.
- Have a minimum GPA of 2.8 on all post-secondary course work attempted.
- Completion of the following pre-requisite courses (or its equivalent):
  - RAD T 252T Radiation Physics
  - BIO 136 and 139L Human Anatomy and Physiology for Non-Majors
  - MATH 121 College Algebra
- Completion of a meeting with a program faculty member and a visit to a clinical education center.
- Application, transcripts and career goals statement must be received by March 1st of the year in which you wish to enter. Application is made directly to the Radiation Therapy Technology Program.
- Personal interview by the Admissions Committee is required of all qualified applicants.

TUITION AND EXPENSES

Tuition and refund policies for the Radiation Therapy Technology Program are the same as those established for undergraduate students at UNM.

In addition to tuition the cost of uniforms, books, health insurance and living expenses during the training program must be assumed by the student.

Various types of financial aid are available to UNM students. Contact Student Financial Aid and Career Services, 1030 Mesa Vista Hall for qualifications and availability of funds.
PROFESSIONAL CURRICULUM

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RTT 310</td>
<td>Introduction to Radiation Oncology</td>
<td>2</td>
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<tr>
<td>RTT 311</td>
<td>Radiation Protection</td>
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<tr>
<td>RTT 315</td>
<td>Technical Radiation Oncology</td>
<td>3</td>
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<tr>
<td>RTT 316</td>
<td>Pathology</td>
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<td>RTT 320</td>
<td>Clinical Education I</td>
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<td>RTT 350</td>
<td>Radiation Physics I</td>
<td>2</td>
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<tr>
<td>RTT 357</td>
<td>Human Anatomy and Physiology</td>
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<td>Anatomy for Radiation Oncology</td>
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**SPRING SEMESTER**

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<td>Patient Management</td>
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<tr>
<td>RTT 355</td>
<td>Clinical Education II</td>
<td>4</td>
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<tr>
<td>RTT 360</td>
<td>Radiation Physics II</td>
<td>3</td>
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<tr>
<td>RTT 368</td>
<td>Oncology</td>
<td>4</td>
</tr>
<tr>
<td>RTT 402</td>
<td>Dosimetry/Treatment Planning</td>
<td>3</td>
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</table>

**SUMMER SESSION**

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<tr>
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<tr>
<td>RTT 340</td>
<td>Radiobiology</td>
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<tr>
<td>RTT 380</td>
<td>Special Topics in Radiation Oncology</td>
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<td>RTT 370</td>
<td>Quality Assurance</td>
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<td>RTT 400</td>
<td>Clinical Education III</td>
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**ADDITIONAL INFORMATION**

Communications regarding information and applications should be addressed to the Program Director, Radiation Therapy Technology Program, Allied Health Sciences, School of Medicine, The University of New Mexico, Albuquerque, New Mexico 87131.
SUBJECT: Functions & responsibilities of the Budget Review Committee.

REQUESTED ACTION: Passage of the B R C resolution.

BACKGROUND INFORMATION: For years we have found ourselves in the helpless situation of not knowing how the resources were allocated the year before and then hearing the reasons for another year of meager salary and support increases. This resolution provides an avenue for informing the faculty regarding previous year's allocations and affords a timely opportunity to make our views known vis-a-vis other pressures on the budget. As the primary generators of revenues (whether due to SCH produced or research funded) the faculty should justifiably have a voice in the allocation of these revenues.

WHEREAS: The faculty of the University of New Mexico realizes that the prescription for the health and well-being of the University is written in the UNM budget; and

WHEREAS: The faculty of the University of New Mexico has always been the primary generator of revenues - be it state funds or tuition earned for student credit hours or research and public service contracts procured; and

WHEREAS: The Faculty of the University of New Mexico has not, in the past, been involved in the development, presentation and implementation of the University budget;

BE IT THEREFORE RESOLVED that the Faculty Senate Budget Review Committee be given the responsibility to develop analyses for the development and implementation of the University budget.

BE IT FURTHER RESOLVED that the following two modifications be effected to ensure the full compliance, in spirit, form and substance, intended by this resolution.

1. Drop the word "Review" from the designation of the committee. (Rationale: To free the committee from being a body which reacts after the fact and allowing it to get involved with the budget from scratch); and

2. Revise the Faculty Handbook description (page A-15, 19/18 edition) to include specific duties and functions. (Rationale: other standing committees here their duties and functions similarly spelled out. In fact, much of the wording here has purposely been plagiarized).

"The Budget Committee has the responsibility for advising the budget office in developing the University budget. In particular, the functions of this committee include, but are not limited to:
(a) Present to the Senate an annual analysis of last year's disbursements of the capital expenditures at the September meeting (prior to finalizing the budget for next year); and
(b) Working with the central administration the University budget for presentation to the regents."

The wording inside the quotation marks will then replace the following existing word: "the functions of the Budget Review Committee are to consult with the central administration during the budget process and to report budgetary policy questions, problems, and recommendations to the Senate as they arise."
RESOLUTION REGARDING SIZE OF FACULTY SENATE

WHEREAS effective faculty governance is a crucial component of an effective higher education institution, and
WHEREAS academic decision-making is both a right and responsibility of faculty, and
WHEREAS there are 1250 full-time faculty members at UNM, and
WHEREAS these 1250 faculty members are represented by only 35 elected senators, and
WHEREAS a substantial portion of the work of the Faculty Senate is accomplished through its standing committees led by chairpersons elected by these committees,

THEREFORE BE IT RESOLVED that the Faculty Senate recommends to the Committee on Governance that the size of the Faculty Senate be increased by the number of elected chairpersons of Senate standing committees effective the 1989-90 academic year.
UNM FACULTY SENATE

SUBJECT: Resolution re Size of Faculty Senate

REQUESTED ACTION: Approve Resolution

BACKGROUND INFORMATION: When the Faculty Senate was established in 1976, voting membership consisted of 52 representatives from schools and colleges; 20 at-large members representing the entire faculty; 2 vice presidents; and 3 deans for a total of 77 voting members.

In 1985, after surveying the general faculty concerning the effectiveness of the Senate, the Committee on Governance recommended a change in the Faculty Constitution which would reduce the size of the Senate to its current membership (35). The number of representatives from each school or college was reduced proportionately and the categories of at-large members, vice presidents and deans were eliminated. As required by the Faculty Constitution, the amendments were discussed at two general faculty meetings and mail ballots were distributed to all voting faculty. A two-thirds majority of those faculty responding to the mail ballot voted in favor of the amendment and the Regents subsequently ratified the action.

The Operations Committee believes that Senate membership should now be increased by including the chairs of the Senate standing committees as voting members. There are at present 17 Faculty Senate Standing Committees. If the Senate approves the proposed resolution the Procedure as outlined above will be followed.
SUBJECT: Best Student Essays Competition and Change in Academic Calendar

REQUESTED ACTION: These two items are presented to the Senate for Information Only.

BACKGROUND INFORMATION:

The Student Publications Board of Student Publications Board is soliciting a project to publish an essay competition for the best one submitted by students in each of the first two years of study. The competition is open to all currently enrolled students, and the essays will be evaluated based on originality, research, and writing skills. The winner will receive a monetary prize and recognition in the UNM Faculty Senate newsletter.

The academic calendar change is aimed at aligning the submission and evaluation periods for the best student essays competition. The new calendar date will be announced shortly, and interested students are encouraged to submit their essays before the deadline.

The Senate will vote on the initial plans for the competition and calendar change. After the votes are taken, a final decision will be made on the new submission dates and calendar changes.
Dear Professor:

The Student Publications Board of the University of New Mexico is initiating a project to publish the BEST STUDENT ESSAYS by UNM students at the end of each academic semester. We are inviting you as a faculty member to nominate undergraduate and graduate papers for the initial issue which will include papers from Fall 1988.

Student essays may be on any topic of academic interest within any field of scholarship. They should, however, be non-fictional and non-technical. Manuscripts should conform to the MLA stylebook guidelines and be typed double-spaced. We will consider manuscripts of any length within 1200 to 3500 words. Submissions in the form of floppy disks would also be gladly accepted.

We ask that professors who intend to submit essays ask their students to sign a slip granting permission to publish if the essay should be accepted. The professor who submits the essay should also include the student's name, major, class year, address and phone number.

Those faculty members who nominate student work should include a signed cover letter, briefly noting the paper's scholastic merit, its analysis and presentation of the topic, or any other elements you think make this an excellent student work. The editorial board may decide to publish your comments as an introduction to the paper. We also ask that each faculty member submit no more than two papers per term from his own students.

Nominations from the fall semester are due in the Business office of Marron Hall by January 30, 1989. Please address them as follows:

Best Student Essays
Student Publication Board
Marron Hall Room 131
University of New Mexico
Albuquerque NM 87131

Manuscripts will be read by an editorial board selected by the Student Publications Board and including at least one faculty member as advisor. We anticipate publishing about 8-10 student papers in this initial issue which will be distributed to departments and other selected campus locations during the early part of the spring semester. The board will make a distinction...
between graduate and undergraduate submissions, so that there will be no competition between these two groups. The cost of publishing will be assumed by the Student Publications Board.

We expect this publication to become a regular event every semester to showcase the writing of students who show a high standard of academic achievement through writing, but who might not normally enter competitions or attempt to publish their work on their own. We see it as a significant recognition of academic excellence on this campus. It can only show success, however, if we have the support of a wide spectrum of faculty members who are willing to take the small amount of extra time needed to encourage their excellent students in this way. We ask you to please submit work by your own students and encourage your colleagues to do the same.

Sincerely,

Paul Bleicher
Warren Smith
TO: Gerald May, President
FROM: William R. Haig, Registrar, and Chair, Academic Calendar Committee
RE: 1989-91 Academic Calendar
DATE: November 7, 1988

The Academic Calendar Committee is submitting the attached 1989-91 biennial academic calendar for your approval. All dates and calendar issues have been reviewed by the Calendar Committee which is listed below.

Please note that the Summer Session for both 1989 and 1990 is scheduled to start one week later than the original projected date. This is to accommodate the Albuquerque Public Schools calendar and permit their academic year to finish before our summer session begins. Because of this there will only be two weeks interval between the end of summer and the beginning of Fall semester instead of the usual three weeks. There are no other changes to the calendar.

With your approval this biennial calendar will be published and distributed to all faculty, staff and in catalogs, and other publications as the official academic calendar of the University. Thank you for responding to me as soon as possible.

Copies to:
Academic Calendar Committee members:
Gerald May, President
Gary Ness, Athletic Director
Anne Brown, University Secretary
David Colton, Dean, College of Education
Karen Glaser, Dean of Students
F. Chris Garcia, VP Academic Affairs
Karen Abraham, Alumni Relations
Joanna Bartlett, Faculty Contracts
Richard Griego, Dean, Graduate Studies
Rupert Trujillo, Dean, Continuing Education
Phillip Alarid, Director, Personnel
Dave Stuart, Evening & Weekend Programs
Robert Schulte, Director, Housing
Redd Eakin, Director, Centennial Center
Garrett Flickenger, Faculty Senate President
James Spehr, ASUNM President
John Schoeppner, GSA, President