12-11-1990

Faculty Senate Meeting Minutes, 12/11/1990, vol 15, p 266-299

UNM Faculty Senate

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TO:

Members of the UNM Faculty Senate

FROM:

Anne J. Brown, Secretary

SUBJECT:

December Meeting

The UNM Faculty Senate will meet on Tuesday, December 11, 1990, at 3:30 pm in the Kiva.

The agenda will include the following items:

1. Summarized Minutes of November 13, 1990
2. Memorial Minutes for Professor Harry Nadler — Professor Nick Abdalla
3. Senate President's Report — Professor Gloria Birkholz
4. Reconsideration of Repeat Grade Policy — Professor Mary Harris
5. Amendment to University Suspension Policy — Professor Connie Thomson
6. Recommendation re Center for Global Environmental Technologies — Professor Robert Tapscott
7. Items from the Curricula Committee — Professor Leonard Stitelman
   a. New Concentration in Philosophy — Pre-law
   b. New Program — Aging Studies
   c. Revision of Nutrition/Dietetics Program
   d. Revision of MBA Concentration in Management Science
8. Committee Replacements — Professor Connie Thomson
9. Open Discussion — Proposal concerning a Faculty Services Office — Professor Pauline Turner
10. New Business

November 30, 1990
The December 11, 1990 meeting of the Faculty Senate was called to order by President Gloria Birkholz at 3:30 p.m. in the Kiva.

Senators present: Gloria Birkholz (Nursing), Douglas Brooks (A&S), Sherrill Burg (Law), Robert Cogburn (A&S), Carl Gora (Medicine), Marion Gottrell (Engineering), Daniel Denos (Medicine), Paul Ehrens (Dental Progs), Marilyn Fletcher (Library), Gregory Franchini (Medicine), Mary Harris (Education), Richard Harris (A&S), Gordon Horse (A&S), Donald Lee (A&S), Joseph Martinez (Education), David McPherson (A&S), Helen Muller (Management), David Null (Library), Peter Pabish (A&S), Susan Pearson Davis (Fine Arts), Gunn Raynor (Pharmacy), Jose Rivera (Public Admin), Priscilla Smith (Gallup), Russell Snyder (Medicine), Charle Steen (A&S), Alexander Stone (A&S), Connie Thorsen (Library), James Thomson (A&S), Pauline Turner (Medicine), Donald Vichick (Medicine), Sonja Walker (Medicine), Charles Wallace (Medicine), Eric Wilkins (Library), Jan Woodside (A&S).

Absent: Jerry Born (Pharmacy), Blith Cherry (Arch & Planning), James Dawson (Gallup), Michele Diel (Valencia Branch), Peter Dorato (Engineering), Walter Farnan (Medicine), Kenneth Gardner (Medicine), Douglas George (Fine Arts), Eulinda Gonzalez-Berry (A&S), Mary Grizzard (Fine Arts), Shyan Gurtz (Engineering), Shizuo Kamo (Engineering), Jerry King (Medicine), Kathleen Mathews (University College), Elizabeth Nielsen (Education) Elinor Staudinger (Pharmacy), Ron Storey (Medicine), Margaret Werner-Washburne (A&S) and William Woodside (Medicine).

Minutes of November 13, 1990. The minutes of November 13, 1990 were approved as distributed.

Senate President's Report. Senate President Gloria Birkholz reported that a task force has been created to study enhancement of honors study at UNM and also to consider the establishment of an Honors College. She said there is no new information on the University Planning Council although there is displeasure with the proposed representation on the council.

Since Professor Ronald Blood will be retiring and he was scheduled for an administrative review, Dean John Rinaldi of the University College will be reviewed instead.

Birkholz said she is in the process of establishing two new task forces: one on spousal hiring and the other on part-time faculty (benefits, salaries and tenure). The search committee for the dean of the Law School is in progress and the first review of Centers is also in progress. The Center for Aging Research, Education and Service and the Institute for Criminal Justice Studies are currently being reviewed.
questions have been received regarding the Flexible Spending Account. Money not spent by the participant by the end of the time period is lost - that is an IRS ruling and not a UNM policy. She encouraged concerned individuals to write their Congressmen.

Birkholz next reported that at the Regents meeting a brief report was presented on the OIE's proposal to the Legislative Finance Committee. The OIE proposes to recommend 75% of the peer institution funding and also, they have taken credit for a 10% tuition increase i.e. the allocation to the University of New Mexico will be decreased by 10% as if we had a 10% tuition increase.

January 21 will be an official UNM holiday in honor of Martin Luther King.

A suggestion has been received from Senator Silvana Karni to add a new agenda item, "limited questions". If questions for a specific staff or administrative employee are submitted to President Birkholz, she will arrange for that person to attend a Senate meeting to address the issue. She asked Senators to send any questions to her.

Reconsideration of Repeat Grade Policy. Senator Mary Harris explained that although she had voted against the proposed Policy at the last meeting, she would like to now move that the Senate reconsider the motion. ASUNM Senator Adam Hathaway spoke in favor of reconsideration and the Senate voted to reconsider the Policy.

Following a long discussion of the pros and cons of the Policy, Senator Mary Harris proposed an amendment to the motion stating that any course acceptable toward an undergraduate degree can be repeated one time for improvement of a grade and the higher grade will have the effect of removing the lower grade from the GPA.

After extended discussion of the amendment, the Senate voted to approve the Repeat Grade Policy as amended by a vote of 24 for and 13 against. The approved, amended Policy follows:

Any course acceptable toward an undergraduate degree can be repeated one time for improvement of a grade. The higher grade will have the effect of removing the lower grade from the GPA.

Hours earned will only be counted one time.

Only 12 hours of courses may be repeated for improvement of grade.

No grade may be changed after a degree has been awarded.

This process will not be automatic. After a student has completed a course with a higher grade, he must notify the Records Office that this repeat is to be used for grade improvement.

Recommendation re Center for Global Environmental Technologies. Professor Bill Walters presented the proposal for a Center for Global Environmental Technologies. The CGET will identify, promote, and lead interdisciplinary efforts at UNM in research, development, and informational services in
technologies to (1) mitigate the impact of man-made pollutants on environmental problems that cross regional and national boundaries (transboundary problems) and (2) to mitigate the impact on government, society, and industry from global environmental problems and resulting regulations. The emphasis is on technological solutions rather than problem study.

Initially, the Center will emphasize stratospheric ozone depletion and global warming; however, GEF will eventually develop capabilities in other transboundary areas - acid rain and protection of the global commons.

The Senate approved the recommendation.

Items from the Curricula Committee. Upon recommendation of Professor Leonard Stitleman for the Curricula Committee, the Senate approved 1) a new pre-law concentration in Philosophy, 2) a new program in Aging Studies, 3) a revision of the Nutrition/Dietetics Program and 4) a revision of the MBA concentration in Management Science (Mgmt. 536, p. 33, will not be deleted).

Committee Replacements. Upon recommendation of Senator Connie Thorson, the Senate approved the following committee appointments and replacements: Charlotte O'Steen (Training & Learning Technologies) for Gay Nelson (Training & Learning Technologies) on the Computer Use Committee; Greg Max (Los Alamos Branch) on the Curricula Committee; Michael Borowski (Arch & Plng) for Elith Cherry (Arch & Plng) on the Undergraduate Committee.

Appointments not needing Senate approval were: Keith Auger (CMIE) for Wayne Bains (Counseling & Family Studies) on the Core Curriculum Committee; and Diana Robin (M&CL) on the KUNM Board.

Senator Thorson also said that the Core Curriculum Committee, the Teaching Enhancement Committee and the BES Advisory Committee were in need of additional members as well as the Senate Curricula, Budget, and Campus Planning Committees. Any persons interested in serving on these committees were asked to call Professor Thorson.

Open Discussion re Proposal concerning a Faculty Services Center. Senator Pauline Turner explained that the Operations Committee had been discussing a proposal for a Faculty Services Center. The proposed Center would include Senate offices, meeting rooms, an insurance office as well as other support services centrally located.

There was considerable support for the concept but no action was taken as this was an information item only.

The meeting adjourned at 4:55 p.m.

Respectfully submitted,

[Signature]
Anne J. Brown, Secretary
SUBJECT: Suspension Policy

REQUESTED ACTION: To amend the first suspension policy to read: Automatic re-admission to the University, not the unit.

BACKGROUND INFORMATION:

The Faculty Senate passed the following Suspension Policy in April 1989. As written, the policy says that the colleges suspend the student, but after the first suspension, which is one semester, the student is automatically re-admitted to the unit. Some colleges currently have longer suspension times and wish to retain their jurisdiction over re-admitting a suspended student.
TO: Deans and Departments
FROM: William R. Haig, Registrar
RE: Suspension Policy
DATE: May 3, 1990

The Faculty Senate unanimously approved the following changes to the University Suspension policy at its meeting on April 10, 1990. These policy changes were recommended by the Admissions and Registration Committee. They are planned for implementation in the Fall 1990 semester.

The intent of these changes is to make the suspension policy instructive in nature rather than punitive. These changes were recommended in the light of our changing educational environment, i.e., better prepared students, higher retention rates, the increased emphasis on articulation and the availability of alternative education options, such as TVI.

These changes, although a departure from the current policy, are not designed to alter the college role in the suspension decision or to impose a university standard on the colleges. Rather, it is hoped that the uniformity of the university policy will aid the colleges in their decision making process and present the student with positive options rather than negative consequences.

Suspension Policy Changes Approved

University Suspension: Automate the suspension/probation process so that a university-wide academic standard (2.00 cumulative gpa) can be applied and a uniform message can be sent to the student prior to any college decision to actually suspend the student. Probation and eligible-for-suspension messages (such as displayed below) will be printed on the student grade report and/or sent separately to the student to notify the student and explain this status. A separate list of these students' names will be sent to their college for the actual suspension action. The college makes the final decision to suspend the student, as in the present system.

Sample Message on Grade Report:

***Warning!*** You are on Academic Probation. You may be suspended from the University at the end of next term. See your academic advisor at once.

Suspension Period: The length of the suspension period will depend on the suspension action, i.e., First suspension - One academic semester (Summer sessions excluded); Second suspension - One academic year; Third suspension - Five academic years.
Transfer Credit: The University will accept valid transfer credits from students, even if the credits were earned while on suspension from UNM.

Automatic Readmission: A suspended student who has satisfied the terms of their suspension, i.e., the suspension period, will be automatically readmitted upon application to the unit from which suspended if it is the first suspension. Subsequent suspensions will require college review prior to readmission.

Intervention Plan: A task force will be established to develop and implement a more defined intervention plan to be followed during the probation period to achieve a higher rate of success rather than failure.

More information will be forthcoming on the actual implementation plan for Fall 1990. A general information campaign will be initiated at the beginning of the Fall semester to inform students and advisors of the new policy.

Questions or comments may be addressed to me or Susan Deese, Chair of the Admissions and Registration Committee.

cc: College Advisement Centers
SUBJECT: Recommendation re Center for Global Environmental Technologies

REQUESTED ACTION: Approve the establishment of the Center

BACKGROUND INFORMATION: See following proposal
THE CENTER FOR GLOBAL ENVIRONMENTAL TECHNOLOGIES (CGET)
PROPOSAL SUMMARY
November 1990

Robert E. Tapscott, Manager, APT Division, NMERI
Delmar E. Calhoun, Director, NMERI
Mary Ann Smith, Assistant Professor, College of Pharmacy
Bruce M. Thomson, Department of Civil Engineering
Edward A. Walters, Professor, Department of Chemistry
Maurice W. Wildin, Professor, Department of Mechanical Engineering

OVERVIEW

This summarizes a proposal for the establishment of a Center for Global Environmental Technologies (CGET) at the University of New Mexico. A detailed full proposal has been submitted to the Research Policy Committee.

CGET will identify, develop, promote, and lead interdisciplinary efforts at UNM in research, development, and informational services in technologies to (1) mitigate the impact of man-made pollutants on environmental problems that cross regional and national boundaries (transboundary problems) and (2) to mitigate the impact on government, society, and industry from global environmental problems and resulting regulations. The emphasis is on technological solutions rather than problem study.

Since 1985, the New Mexico Engineering Research Institute (NMERI) of the College of Engineering has been funded to develop technologies to mitigate stratospheric ozone depletion and global warming. Present funding is over $1 million/year, and NMERI has become recognized nationally and internationally as a center of expertise in the development of new technologies in these areas. This work provides the University with a proven funding base, reputation, expertise, and facilities to launch the proposed Center. CGET will provide valuable educational experience for students and research opportunities for faculty and staff. Initially, the Center will emphasize stratospheric ozone depletion and global warming; however, CGET will eventually develop capabilities in other transboundary areas - acid rain and protection of the global commons.

INTRODUCTION

A. NEED FOR A CENTER: Concerns about transboundary environmental problems are leading to increasing international action. The Montreal Protocol on stratospheric ozone depleting chemicals and the U.S. 1990 Clean Air Act are placing restrictions (up to a complete phaseout) on the consumption and use of some of our most useful chemicals: chlorofluorocarbons (CFCs), halons, and related materials (halocarbons). International environmental regulations on materials that contribute to global warming will almost certainly be enacted in the near future, and Federal and state legislation has
already been enacted or is now being planned. International treaties are now in place or planned to address acid deposition and oceanic pollution. These concerns and actions lead to unprecedented economic, social, energy, and technological impacts.

The initial emphasis will be on stratospheric ozone depletion and global warming through mitigation of halocarbon emissions; other pollutants, in particular carbon dioxide, will be addressed as opportunities and expertise are identified. The specific objectives for CGET are (1) to provide research and development (R&D) for equipment, processes, instrumentation, engineering approaches, and alternative chemicals to limit the emissions of substances having global environmental impacts; (2) to assess the environmental impact, toxicity, materials compatibility, energy-use impact, and hazards of alternative chemicals; (3) to develop treatment, cleanup, disposal, waste minimization, and handling techniques for materials now being used and for replacement chemicals; (4) to create, store, maintain, and update databases on technologies to address transboundary problems; (5) to serve as an information and technology transfer center for new technologies to protect the global environment; (6) to provide information on global problems to the general public, to state and Federal government, and to industry; (7) to provide research and educational opportunities for faculty, staff and students; and (8) to seek opportunities for commercialization of equipment, products, and processes that result from R&D.

B. OPPORTUNITIES AFFORDED BY A CENTER: The proposed Center will (1) facilitate effective promotion of University expertise, (2) provide a formal structure for designation of papers and technologies as coming from a single source to afford name recognition, (3) identify expertise through which interdisciplinary activities (including forums, short courses, colloquia, and seminars) can be developed, and (4) provide a central repository for data, papers, reports, and other information.

C. ADVANTAGES TO UNIVERSITY: The proposed Center will be the first academic center of expertise whose mandate is technological solutions to transboundary environmental problems. The Center will allow the University to (1) take advantage of a broad range of expertise, (2) develop collaborative opportunities, (3) develop a broad range of funding sources, (4) open experimental facilities to a range of interests, (5) provide increased educational opportunities, (6) fund additional research, (7) obtain international visibility, and (8) benefit financially through patents and copyrights.

D. ADVANTAGES TO FACULTY: The Center will (1) develop opportunities for faculty and staff research, (2) provide enhanced visibility, (3) promote participation in multidisciplinary efforts, and (4) provide opportunities for expanded and improved use of facilities, new instrumentation, and generation of start-up funds.
PLANS

A. STARTING AND POTENTIAL STRUCTURE:

1. Administrative Components: Administrative components will be kept informal. CGET Management will initially reside within the Advanced Protection Technologies (APT) Division of NMERI, but will involve staff and faculty from other University units. Department Affiliates from other units will be named as the Center develops.

2. Accountability: There will be no change in current accountability or academic relationships. Academic faculty will continue to be responsible to the appropriate Department Chairmen and Deans. NMERI Staff will be accountable through the NMERI structure, to the NMERI Director and to the Dean of Engineering. The Center will be ultimately responsible to the Vice President for Research.

3a. 3-Year (Phase 1) Goals: During the first year, a major effort will be the identification of additional University faculty and staff who have expertise and interest in the areas needed to meet CGET objectives. A parallel effort will expand current information on the rapidly evolving market and actively promote CGET’s capabilities. The following specific goals have been established for Phase 1: (1) development of a detailed strategic plan; (2) identification of contributing University components and personnel; (3) identification of opportunities and development of additional contacts needed to attract funding; (4) a totally self-supporting, viable research organization; (5) a national reputation for the development of solutions to stratospheric ozone depletion and greenhouse warming involving halocarbons; (6) a strategic plan and opportunity assessment for expansion of CGET into other global environmental areas during the Phase 2 effort; and (7) $3 million/year in outside funding, a conservative figure based on market size and present NMERI funding in this area.

3b. 5-Year (Phase 2: Years 3 and 4) Goals: During Phase 2, growth opportunities in other transboundary areas will be pursued. The specific 5-year goals are (1) identification of faculty and staff with expertise and interest in technologies to mitigate carbon dioxide emission and in problems associated with global change; (2) identification of opportunities and development of contacts needed to attract research funding in new expansion areas; (3) international recognition as a leader in the development of technologies to limit reliance on ozone-depleting and greenhouse halocarbons; (4) a growing reputation for the development of technologies to limit carbon dioxide emissions and in studies of problems associated with global change; (5) demonstrated ability to attract researchers, faculty, students, and staff from throughout the world; (6) a major source of funding and research opportunities for units throughout the University; (7) a strategic plan and opportunity assessment for three far-term initiatives -- technologies to address impacts from climate change, technologies for atmospheric cleanup and climate modification, and protection of the global commons -- and one near-term initiative, technologies to combat acid rain; and (8) $5 million per year in outside funding.
4. **Review:** The full proposal discusses the review process in detail. Reviews include (1) external informal review through interaction with other academic institutions and with national laboratories and government agencies and (2) formal internal and external reviews performed at the end of 3 years and 5 years to evaluate accomplishments against the established goals. Reports will be submitted to the Research Policy Committee, the Dean of Engineering, the Vice President for Research, the NMERI Director, and others designated by appropriate University authorities.

5. **Interdisciplinary Aspects:** CGET provides a unequalled opportunity for interdisciplinary research: all areas of engineering, the physical and life sciences, and business and economics.

6. **Teaching:** CGET will be involved in instruction only through specialized training and/or seminars for industry and government agencies. Center personnel may contribute to unique short courses upon request from departments or colleges; however, such course offerings will remain within the established departmental structure. Involvement by participating students in seminar programs is planned.

7. **Non-University Component Implementation:** Collaborative interactions with non-University units (including national laboratories, and other facilities along the Rio Grande corridor) will be investigated during the first 3 years. Copyright and patent issues will be reviewed with the Vice President for Research, University counsel, and, as needed, other University components prior to making any formal arrangements. No need to locate graduate students in non-University facilities is expected.

B. **FACULTY RECRUITMENT:** Though the Center is expected to greatly increase the University's competitive edge to attract established faculty by providing opportunities for expanded facilities, new instruments, and generation of start-up research funds, the Center will not be involved in direct faculty recruitment.

C. **SPACE:** Central administrative functions of the Center will use existing NMERI facilities and will eventually be located within the NMERI Complex under construction. Experimental work will continue through existing laboratory space operated by NMERI and other departments. Any expansion of laboratory and office space will be done only when it can be demonstrated that financial advantages to the University exceed cost or when outside funding is available.

D. **SUNSET PROVISIONS:** The Center will be abolished if (1) it is no longer self-supporting or (2) serves no useful marketing, research, or educational function. Though assets will be assigned to Center use, physical facilities and equipment will be placed on property lists of NMERI or other University components through which they were purchased and will continue to reside within those components if the Center is abolished.
FUNDING

A. CURRENT SUPPORT: NMERI funding in the areas covered by this proposal has amounted to $2.85 million with approximately $1.3 million for 1990. An additional $0.7 million has been received for efforts indirectly related to global problems. This funding serves as a base to make contacts and acquire experience at no cost to the University. The detailed proposal provides a (now incomplete) list of recent and present projects in the global environmental area. No general University funding is now being utilized.

B. FUTURE SUPPORT: There are and will be significant funding opportunities. The 1990 Federal budget calls for a 5-fold increase over the 1989 budget in global climate change research (though most is not for mitigation). Acid rain research funding is now over $80 million a year. The 5-year Clean Coal Technology Program is being supported at $5 billion. NMERI has developed a large number of contacts with agencies interested in global environmental capabilities. These include divisions of the U.S. Air Force and Navy, the U.S. Army, the U.S. Coast Guard, the EPA, and national laboratories.

All Center operating, and marketing costs will come from established internal budget allocations, research grants, and contracts. At least in the initial stages, each participating unit will be responsible for costs associated with their portions of proposal preparation. When the economic viability of the Center becomes firmly established, partial funding for the Director and for support staff will come from within the research unit's portions of indirect cost return, and/or future negotiated indirect cost agreements that specifically provide for such administrative costs. University support may be requested to respond to specific opportunities.

Two forces drive participation of industry: regulatory impact and economic opportunities. The total value of all products depending both directly and indirectly on CFCs is $135 billion. The CFC Alliance estimates a cost of $5.5 billion to the U.S. economy for a transition to alternative technologies. The full proposal lists those companies that have approached NMERI/APT owing to concerns about impacts of regulations concerning CFCs and halons and discusses additional opportunities.

C. OVERHEAD RETURN: It is proposed that departments and other University units having a major role in a given effort prepare separate budgets as part of the proposal package. The overhead rate given for the entire project will be the average rate for the combined effort. Funds received will be placed in separate accounts for the major contributing units and will be managed separately by those units. The present policies will then be applied by the separate units to their budgets for overhead return.

D. EQUIPMENT ACQUISITION AND MAINTENANCE: Extensive equipment needs are not anticipated. Equipment needed for research funded through the Center will be acquired through outside funding. Maintenance of equipment will be performed with outside funding if used primarily in Center research.
E. 3-YEAR NEEDS: No specific funding needs are anticipated during the establishment of a Center other than needs that may arise to respond to marketing opportunities. Such needs will be met through existing University, NMERI, or departmental funds designated for such ventures. The Center is expected to be totally self-supporting from the start.

PERSONNEL

A. CURRENTLY AVAILABLE: Dr. Robert E. Tapscott will serve as the initial Director of the Center. Dr. Mary Ann Smith, Dr. Bruce Thomson, Dr. Edward Walters, and Dr. Maurice Wildin will continue to actively participate in the development of the Center and will serve as initial Affiliates from their units. As NMERI Director, Mr. Delmar Calhoun will review the formation and activities of the Center. Biographical sketches of these principals are contained in the full proposal. Other existing academic and staff researchers will be identified as the Center develops.

B. DIRECTOR: The Center Director will work in cooperation with representatives from participating units within the University and will be responsible for the overall budgeting of research generated by the Center. The Director will provide intellectual leadership and guidance for the Center and will be responsible for coordinating the efforts of the Center with those of other University units, institutions, and agencies. The Director's primary responsibility will be to interact with the outside scientific, business, and governmental communities, as well as with University units, as needed to meet the objectives of the Center. With the Center operating within the NMERI structure, it is proposed that the Center Director serve at the pleasure of the NMERI Director and the Dean of College of Engineering in consultation with the Vice President for Research.

C. SUPPORT PERSONNEL: Request for University support in anticipation of funding is not anticipated for any personnel. A number of professionals, students, and staff are now involved in funded NMERI work which would fall under the Center. Additional technical staff will be obtained as needed and as outside funding allows.

D. CURRICULUM VITAE: Curriculum Vitae for key personnel are provided in the full proposal.

E. COMMITMENT: Because the Center is Self-Supporting, the percent of time that will be committed by personnel to CGET will be controlled by the level of funding and the involvement required by their particular discipline to accomplish the tasks.

F. DEPARTMENTAL RECRUITMENT: This work has permitted contacts that can be used in meeting staffing requirements. In particular, the availability of multidisciplinary research and funding will increase opportunities to attract and fund graduate and postdoctoral student participants.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: September 27, 1990
CIP CODE

Russell B. Goodman
(Name of Individual initiating curricular change form)

Assoc. Prof., Chair
(Title, position)

Philosophy
(Dep't., Div., Prog.)

UNIT PREPARES IN QUADRUPPLICATE
Routing (All four copies)
1. Dean of Library Services
2. CIRT (Comp & Inform Res & Tech), if necessary
3. College Curriculum Comm. if necessary
4. College or School Faculty
5. College or School Dean
6. FS Undergraduate Academic Affairs Comm. and/or FS Graduate Comm.
7. Office of Graduate Studies (For grad. level changes)
8. FS Curricula Committee
9. VP of Academic Affairs
10. Faculty Senate

This form is for Philosophy Major, Pre-law Concentration
Name of New or Existing Program
This program is or would be located in current catalog page 158

I. Major Change-Mark appropriate category

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<th>Revision of existing major</th>
<th>Revision of existing minor</th>
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<td>Concentration</td>
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Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

Philosophy Major, Pre-law Concentration

II. Minor Change-

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

Minor program revision (3-5 hours) Please specify below:

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall, 1991

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes____ No X

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

Signature: B. Goodman
Department Chair

Approvals:
Dean of Library Services
Date:
CIRT
Date:
College Curricula Committee
Date:
(If necessary)
College of School Faculty
Date:
College or School Dean
Date:
FS Undergraduate Ac. Affairs
Date:
FS Graduate Committee
Date:
Office of Graduate Studies
Date:
FS Curricula Committee
Date:
Assoc. VP of Academic Affairs
Date:
Faculty Senate
Date:
Philosophy Major, Pre-law Concentration

For students considering law school, and those who wish a philosophy major with a concentration in ethics, legal, and social philosophy.

156, Introduction to Logic, QG 257 Introduction to Symbolic Logic
201, Greek Philosophy
202, Modern Philosophy
358, Ethical Theory
352, Theory of Knowledge
371, Classical Social and Political Philosophy, QG 372, Modern Social and Political Philosophy
380, Philosophy of Law & Morals

Three electives, two of which must be at the 300 level or above.

Outside the department, the following courses are recommended: Pol Sci 315 or 316 (Constitutional Law).
Philosophy Major, Pre-law Concentration

Reason for request:

This concentration provides a route through the Philosophy major appropriate for students who wish to go on to study law. Courses are regularly taught by the Philosophy Department. There are no new faculty or budgetary implications. This change is supported by the Law School Dean, Ted Parnell. (See attached statement)
To: Ted Parnall, Dean, UNM School of Law  
From: Russell Goodman, Chair, Department of Philosophy  
Subject: Pre-law Concentration in Philosophy

The Philosophy Department is considering adding a pre-law track through the philosophy major, much as the departments of English and Economics have done. We would appreciate your suggestions and comments concerning our proposed curriculum, which I append below.

Pre-law Concentration in Philosophy  
(proposed)

For students considering law school, and those who wish a philosophy major with a concentration in ethics, legal, and social philosophy.

156. Introduction to Logic, or 257. Introduction to Symbolic Logic  
201. Ancient European Philosophy  
202. Modern European Philosophy  
355. Ethical Theory  
352. Theory of Knowledge  
371. Classical Social and Political Philosophy, or 372. Modern Social and Political Philosophy  
380. Philosophy of Law & Morals  
Three electives, two of which must be at the 300 level or above.

Outside the department, the following courses are recommended: Pol Sci 315 or 316 (Constitutional Law).
**FORM C**

**MAJOR AND MINOR CURRICULAR CHANGES**

Date: October 16, 1990

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<tr>
<td>Program New [ ]</td>
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</tbody>
</table>

This program is or would be located in current catalog page 360

**AGING STUDIES (attached)**

II. Minor Change -

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

New Name of Program

Minor program revision (3-5 hours) Please specify below:

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Spring, 1991

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes [ ] No [X]

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

Signature: ____________________________

Department Chair: ____________________________

**Approvals:**

<table>
<thead>
<tr>
<th>Approval</th>
<th>Date</th>
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<tr>
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<td>FS Curricula Committee</td>
<td>10/26/90</td>
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<tr>
<td>Assoc. VP of Academic Affairs</td>
<td>10/26/90</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>10/26/90</td>
</tr>
</tbody>
</table>
The Center for Aging Research, Education and Service (CARES) was established in March 1987 by the Research Policy Committee of the Faculty Senate. Its education goal is to develop a cohesive interdisciplinary aging curriculum at UNM.

In November 1989, the Vice President for Academic Affairs approved the "designation of the Aging Studies Program as a recognized academic program of studies." This Form C request is to formalize his decision so that the Aging Studies Program can appear in the UNM Catalog under Interdisciplinary Studies and Special Programs. The courses offered in the academic departments would appear in the University Schedule of Courses each semester.

As the Vice President noted, all courses are offered through existing academic units, and no curriculum modification is requested.

The courses below, planned for offering in the spring 1991 semester and should be cross listed under Aging Studies. The attached sheet is the Catalog statement, and includes courses currently offered in academic departments. We are following the model of other Studies programs, including Native American and Chicano.

There are no budgetary, faculty load, or library implications involved. It gives our students the opportunity to consider existing courses in a program area, and permits
departmental advisement to become aware of this area when students inquire.

Spring 1991 Courses

Anthropology 243 Aging: Worldwide Ways

Nursing 593 Social & Political Issues in Gerontology

Physical Education
PEP 487 Aging and Physical Activity
PEP 509 Public Relations
PEP 493 Fitness Leadership
PEP 595 Field Experiences in Fitness Leadership

Family Studies 415 Aging and the Family

Psychology 450-006 Psychology in Aging (Topics)
650-006 Psychology in Aging (Topics)

Public Administration 560 Public Policy and Aging
DATE: November 21, 1989

TO: Wayne Moellenberg, Director of Education, CARES

FROM: P. Chris Garcia

SUBJECT: Status of Aging Studies Program

This memo is in reference to your November 7 memo to me regarding the status of our Aging Studies Program. As you know, I have been favorably impressed with and supportive of the Aging Studies academic program and the multifaceted programs of CARES. On the basis of my authority as vice president for academic affairs, I am approving your request for designation of the Aging Studies Program as a recognized academic program of studies and as its coordinating and planning group, the Aging Studies Coordinating Committee. For the meantime, the arrangements designated on the "Proposed Administrative Structure for an Aging Studies" chart attached to your "Proposed Structure" memo of April 18 are appropriate, with the modifications you mention in your October 6 memo. The idea of solidifying the relationship between the Aging Studies Committee and CARES by designating the CARES director of education as the chair of the Aging Studies Coordinating Committee is also a commendable idea and is approved.

Since no major modification of the curriculum is requested at this time, and since all programs are offered through existing academic units, I do not believe that there is any further additional approval that is needed, such as from the Commission on Higher Education. Of course, if there is a modification of existing academic structures or programs, and certainly if an academic degree is to be offered, then the appropriate university and extra-university approvals must be secured.

As do you, I believe that the present arrangement with CARES will allow us to continue to develop in a careful way, maximizing our success. As we proceed, we can clarify the workings of the program and study the relative advantages and disadvantages of alternative arrangements, including any administrative organization that may be recommended.
It was gratifying to learn that Drs. Amrhein and Kidd will be contributing to our Aging Studies Program.

As I leave my active status as academic vice president, I wish to commend you, Paula Thomas, and others involved with CARES and the Aging Studies Program for the thoughtful and effective way you have nurtured and developed this very successful and significant program and wish you continued success.

veo

XC: F. Lee Brown
Vice President Paul Risser
Aging Studies was established in 1987 as the education component of the Interdisciplinary Center for Aging Research, Education and Service (CARES). Courses are offered through academic departments. Course content and topics vary from semester to semester. Consult current Schedule of Classes for latest offerings.

CARES recognizes the most significant demographic change facing our society—the numbers and needs of senior citizens. It serves as the University resource center on gerontology and geriatrics. CARES cosponsors a graduate certificate in Gerontology Administration with the Public Administration Division.

Anth 243, Aging: Worldwide Ways (3)
Anth 543, Anthropology of Aging (3)
A ch 471, Psycho-social Aspects of the Environment (3)
Comm 490, Communication and Aging (3)
Ed Fdn 513, Aging and Education (3)
P S 415, Aging and the Family (3)
H Ed 473, Health Issues in Death and Dying (3)
H Ed 477, Stress Management (3)
Nure 593, Social and Political Issues in Gerontology (3)
PEP 487, Aging and Physical Activity (3)
Pub Ad 560, Public Policy and Aging (3)
Soc 310, Sociology of Aging and the Aged (3)
**FORM C**

**MAJOR AND MINOR CURRICULAR CHANGES**

Date: March 27, 1990
Health Promotion, Physical Education and Leisure Programs (Dept., Div., Prog.)

**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

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<table>
<thead>
<tr>
<th>I. Major Change</th>
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</tr>
<tr>
<td>Major</td>
<td>New x x x x x x x x</td>
</tr>
<tr>
<td>Minor</td>
<td>New x x x x x x x x</td>
</tr>
<tr>
<td>Concentration</td>
<td>New x x x x x x x x</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 indicating summary of proposed changes and new 4-year plan.

---

<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>

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

**Effective Date of Proposed Change:** Spring 1991

Budgetary and Faculty Load Implications: (attach statements)
Might this change impinge in any significant way on student or departmental programs? Yes No x (attach statement)

Signature:
Department Chair

**Approvals:**

- Dean of Library Services: [Signature]
- College Curricula Committee (if necessary): [Signature]
- College or School Faculty: [Signature]
- College or School Dean: [Signature]
- FS Undergraduate Ac. Affairs: [Signature]
- FS Graduate Committee: [Signature]
- Office of Graduate Studies: [Signature]
- FS Curricula Committee: [Signature]
- Provost: [Signature]
- Faculty Senate: [Signature]

- Date: 4/23/90
- Date: 4/24/90
- Date: 4/24/90
- Date: 1/13/90
- Date: 11/16/90
- Date: 11/25/90
Nutrition/Dietetics Program

Form C Reason for Request for Change in Existing Degree

The undergraduate program in Nutrition/Dietetics is conducting an extensive program evaluation, required by the American Dietetics Association (ADA) as part of the reapproval process. ADA is the professional organization that approves undergraduate programs in dietetics. Graduation from an approved program is essential for continuation to post-bachelors supervised practice programs (Dietetic Internship or Approved Pre-Professional Practice Program) leading to eligibility to write the national exam to become Registered Dietitians.

The Standards of Education from ADA form the foundation for program approval. One of the Standards deals with the Knowledge Requirements for undergraduate didactic programs (Plan V). In comparing the existing nutrition/dietetics curricula (Plan IV) to the new Standards a number of curricula changes are needed in order to maintain approval status. The following page outlines the curricula changes recommended by the faculty. Copies of the appropriate Form A's or B's are attached.

FORM A

FORM A

FORM A

FORM A

FORM B

FORM B

FORM B

FORM B

FORM B

Change in course number NUTR 321L to NUTR 321
Change in course title NUTR 428
New Courses:

NUTR 344 Energy Nutrients in Human Nutrition (3)
NUTR 345 Vitamins and Minerals in Human Nutrition (3)
NUTR 446 Applied Nutrition and Exercise (3)
NUTR 429L Applied Clinical Nutrition Lab (1)
### Summary of Recommended Curricula Changes

<table>
<thead>
<tr>
<th>PLAN IV (OLD PROGRAM)</th>
<th>PLAN V (NEW PROGRAM)</th>
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<tr>
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<td><strong>Nutr 344 Energy Nutrients in (3)</strong> Human Nutrition 39 cr</td>
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<td>CHANGE Nutr 325 Adv Nutr (3) to Nutr 344 Energy Nutrients in (3) 6 cr</td>
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<tr>
<td>Biology/Chemistry 32 cr</td>
<td>Biol 237/247L (4) 38 cr</td>
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<td>CHANGE Biol 136/139L (4) to Biol 237/247L (4) 4 cr</td>
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<tr>
<td>Math/English - no change</td>
<td>Math/English - no change 15 cr</td>
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<td>Other Required Courses 21 cr</td>
<td>Other Required Courses 21 cr</td>
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<tr>
<td>No change in total hours</td>
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Changes involve:
- Delete choice Soc 101 or Psych 102
- Delete choice Econ 200 or 201
- Delete Anth 130
- Delete Hist 316
- Delete Comp 221
- Ed Fnds 303

Restrictive Electives 16 cr

Humanities/Fine Arts 6 cr

Free Electives 6 cr

TOTAL HOURS 128 cr
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<tr>
<td><strong>Math 121 College Algebra</strong></td>
<td><strong>Math 125 Intro Math</strong></td>
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<tr>
<td><strong>Biol 121L Gen Biol I</strong></td>
<td><strong>Biol 121L Gen Biol I</strong></td>
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<tr>
<td><strong>Eng 101 Writing &amp; Reading</strong></td>
<td><strong>Chem 121L Gen Chem I</strong></td>
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<td><strong>Psych 102 Gen Psych</strong></td>
<td><strong>Eng 102 Analyt Writing</strong></td>
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<td>16</td>
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<tr>
<td><strong>NUTR 225 Food, Nutr &amp; Soc</strong></td>
<td><strong>Chem 212 Organic/Biochem</strong></td>
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<td><strong>Chem 122L Gen Chem II</strong></td>
<td><strong>(or Chem 301-303L Organic I)</strong></td>
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<td><strong>Biol 237 Hum Ann/Physio I</strong></td>
<td><strong>Biol 238 Hum Ann/Physio II</strong></td>
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<td><strong>Biol 247L Hum Ann/Physio Lab</strong></td>
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<td><strong>Math 145 Statistics</strong></td>
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<td><strong>NUTR 344 Ener Nutrients</strong></td>
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<td><strong>Biol 239L Microbiology</strong></td>
<td><strong>NUTR 320 Methods Nutr Ed</strong></td>
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<td><strong>Eng 219 Tech Writing</strong></td>
<td><strong>Biol 429 Cell Biology</strong></td>
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<td><strong>EduEd 322 Human Growth &amp; Dev</strong></td>
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<td><strong>NUTR 427L Quantity Food</strong></td>
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<td><strong>NUTR 426 Nutr Life Cycle</strong></td>
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<td><strong>NUTR 445 App Nutr &amp; Fitness</strong></td>
<td><strong>Comm Nutr</strong></td>
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<td><strong>Comm 364 Interviewing</strong></td>
<td><strong>Clin Nutr</strong></td>
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<td><strong>App Clin Nutr Lab</strong></td>
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<tr>
<td><strong>Hours of 300-400</strong></td>
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| (need 40 hrs.) | }
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: May 23, 1990
Unit: Anderson Schools of Management (Dept., Div., Prog.)

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

See attachment, part I

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 attachment, part 2

Effective Date of Proposed Change: Spring, 1991

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? (attach statement)

Signature: ____________________________

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

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

Date: 6/1/90
Date: 5/29/90
Date: 5/29/90
Date: 5/29/90
Date: Oct 27/90
Date: 
Date: 9/28/90
Date: 10/31/90
Part 1: "Title and Requirements"

Production and Operations Management.

Required courses are:

- MGT 432, 433, 434, and 462.
- Three courses from MGT 337, 346, 459, 484, 486, CS 452, Math 347, ME 356, or other courses as approved by faculty advisor.

21 hours

Part 2: "Reasons for Request"

The Production and Operations Management (POM) program is being revised to better serve the needs of the state's growing service industries and to increase student interest and enrollment. The revised POM concentration will place a greater emphasis on service operations management and quality management. These objectives will be met through a new required course in the Management of Service Operations (MGT 433, see form B), and in the requirement that all POM majors take an existing course in quality management (MGT 462). Other changes in the curriculum include the renumbering and deletion of several existing courses (see Form A's).

Part 3: "Budgetary and Faculty Load Implications"

Under the revised curriculum, one new course is being added (MGT 433) and two existing courses are being deleted (MGT 331 and 431). Consequently, no additional resources are required.
# SUMMARY OF CURRICULUM CHANGES

for

MANAGEMENT SCIENCE/MANAGEMENT INFORMATION SYSTEMS AREA

R.O. ANDERSON SCHOOL OF MANAGEMENT

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<tr>
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<td>531  535</td>
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<td>533  537</td>
<td>533  525*</td>
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<tr>
<td>538</td>
<td>527*</td>
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* = new course

<table>
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<td>331</td>
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<td>431</td>
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<td>432</td>
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>BBA concentration in Management Science</td>
<td>Deletion of concentration</td>
</tr>
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</table>

Note: Changes in an existing concentration

Form A1: Deletion of two courses

NET 439: Operations Analysis and Decision Making
SUMMARY OF FORMS

• MBA Concentration in Operations & Management Science
  Form C: Changes to existing concentration in Management Science.
  Form B: Six new courses:
  - MGT 521: Production and Inventory Management.
    (co-offered as MGT 434)
  - MGT 523: Service Operations Management.
    (co-offered as MGT 433)
  - MGT 524: Cases in Operations Management.
    (co-offered as MGT 423)
  - MGT 525: Management of Quality.
    (co-offered as MGT 462)
  - MGT 527: Strategy and Technology in Manufacturing
  - MGT 529: Intermediate Operations Research
  Form A: Deletion of one course
  - MGT 536: Quantitative Methods in Health Systems Mgt.

• BBA Concentration in Production and Operations Management
  Form C: Changes in an existing concentration
  Form B: One new course
  - MGT 433: Service Operations Management
    (co-offered with MGT 523)
  Form A: Renumber one course
  - MGT 332: Production and Inventory Control (to MGT 434).
  Deletion of two courses
  - MGT 331: Production Systems Design
  - MGT 431: Selected Topics in Production and Operations Management.
  Change prerequisites for two courses: MGT 432 and CS 452

• Removal of BBA Concentration in Management Science
  Form C: Changes in an existing concentration
  Form A: Deletion of two courses
  - MGT 439: Operations Analysis and Decision Models
The Faculty Senate Operations Committee would like to submit a proposal to the President for the establishment of a Faculty Center. The committee is committed to taking a pro-active position for the faculty rather than merely a reactive one. We recognize that faculty morale needs to be significantly improved. One of the ways of boosting morale, of course, is to continue to press for increased salaries which would bring us at least to the average of our peer institutions. We are committed to that goal. Another way of boosting morale is to provide more attractive fringe benefits for faculty. The notion of a Faculty Center is in that category.

We take the position that faculty represent the most enduring constituency of the University, yet we have the fewest support services, perhaps with the exception of staff. Students have both a Student Union Building and a Student Services Center, which together house dining facilities, offices for student government and other student organizations, leisure activities, and a wide array of services. Even the alumni have a building of their own. The faculty do not have even the Faculty Senate nor consistently available space for committee meetings; services for faculty are spread all over the campus; and the UNM Club offers minimal dining facilities and is supported by only a fraction of the faculty.

The Faculty Center Concept

The basic concept of a Faculty Center is of a building that combines services, offices, meeting rooms, dining, and leisure programs. The following might be included:

- Faculty Senate offices
- Committee meeting rooms
- Committee secretarial services
- Retirement counseling
- Insurance offices with health insurance counseling
- Faculty Development office
- CARS Program
- Services for emeritus faculty
- Dining facilities, including a coffee shop and deli
- Space for social events that could be scheduled by faculty, e.g., parties, receptions, private lunches or dinners

If we really want to think big, we could add the following:

- Travel services
- Credit Union loan officer
- Post Office (or at least stamps)
- Guest rooms for visitors
- Small bookstore

One issue for discussion is a Faculty Center vs. a Faculty/Staff Center. We would like your input on this concept during the Open Discussion at the December Senate meeting. Both the President and Vice President Mc Kinney are aware that this proposal is being developed.
The University of New Mexico

To: Faculty Senate
From: Operations Committee
Subject: Committee Replacements

DATE: December 11, 1990

The following are submitted for Senate approval:

COMPUTER USE COMMITTEE

CURRICULA COMMITTEE
Greg Munz, Los Alamos Branch, 1992 for new branch appointment

INTERGRADUATE COMMITTEE

ANNOUNCEMENTS (NOT FOR SENATE APPROVAL):
2. Diana Robin (MSCJ) will serve on the KUNM Board.