4-9-1991

Faculty Senate Meeting Minutes, 04/09/1991, vol 15, p 499-570

UNM Faculty Senate

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THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MINUTES
1990-1991
Volume 15
TO: Members of the UNM Faculty Senate
FROM: Anne J. Brown, Secretary
SUBJECT: April Meeting

The UNM Faculty Senate will meet on Tuesday, April 9, 1991 at 3:30 pm in the Kiva.

The agenda will include the following items:

1. Summarized Minutes of March 12, 1991
2. Memorial Minute for Professor Emeritus Carl Paek — Professor Nick Abdalla
3. Discussion with Regents Gene Gallegos and Arthur Malendres
4. Senate President's Report — Professor Gloria Birholz
5. Report from the Alumni Association — Dr. Gloria Mallory
6. Report from the A P & T Committee — Professor Jane Slaughter
7. Report from the Budget Committee — Professor Dodd Bogart
8. Take from the Table the Core Curriculum Committee Report — Professor Paul Davis
9. Take from the Table the CHE Recommendation for Transfer of D Grade — Professor Susan Deese
10. Items from the Curricula Committee
   a. New Minor in Community Health
11. Items from the Graduate Committee
   a. New Degree — Master of Health Services Administration
   b. New Degree — Masters in Public Health
   c. New Subconcentration — Primary Health Care: Nurse Midwifery
12. Proposal re Emeritus Faculty — Professor Gaynor Wild
13. Proposed Incentive Retirement Policy — Professor David Darling
14. Recommendation re Employment of Relatives or Partners — Professor Connie Thomon
15. Discussion re ROTC Discrimination against Homosexuals — Professor Pauline Turner

16. Proposal re University Library Photo I.D. — Professor Gordon Johnson

17. Discussion of UMM Opportunity Hiring Program — Provost Paul Risser

For discussion of Items 9 and 10, (Note: Please bring with you the Agenda for the March 19, 1991 meeting.)
(Summarized Minutes)

The April 9, 1991 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), Jerry Born (Pharmacy), Douglas Brookins (A&S), Sherri Burr (Law), Edith Cherry (Arch &Ring), Robert Cogburn (A&S), Carl Cordts (Medicine), Marion Cottrill (Engineering), James Dawson (Gallup Branch), Michele Dial (Valencia Branch), Peter Donato (Engineering), Luisa Duran (Education), Paul Edwards (Dental Prost), Marilyn Fletcher (Library), Walter Frenon (Medicine), Gregory Franchini (Medicine), Kenneth Gardner (Medicine), Douglas George (Fine Arts), Mary Grizzard (Fine Arts), Shyam Gurbaxani (Engineering), Mary Harris (Education), Richard Harris (A&S), Gordon Hodge (A&S), Solomon Karim (Engineering), Jerry King (Medicine), Donald Lee (A&S), Joseph Martinez (Education), Kathleen Matthews (University College), David Michelson (Medicine), David Null (Library), Glynn Raymond (Pharmacy), Jose Rivera (Public Affairs), James Standefer (Medicine), Charlie Steen (A&S), Alexander Stone (A&S), Ron Storey (Medicine), Conrie Thorson (Library), James Thompson (A&S), Donald Vichick (Medicine), Benjamin Walker (Medicine), James Wallace (Medicine), Margaret Werner-Washburne (A&S) and William Woodside (Medicine).

Absent: Daniel Derksen (Medicine), Erlinda Gonzalez-Berry (A&S), Helen Muller (Management), Elizabeth Nielsen (Education), David Nill (Library), Peter Pabich (A&S), Priscilla Smith (Gallup Branch), Russell Snyder (Medicine), Pauline Turner (Education), Esthiasam Wilkins (Engineering), and Estelle Zanes (A&S).

Minutes of March 19, 1991. The minutes of March 19, 1991 were approved as distributed.

Memorial Minute for Professor Emeritus Carl Paak. A memorial minute for Professor Emeritus Carl Paak was presented by Professor Nick Abdalla. The Senate adopted the minute by rising vote and Secretary Anne Brann was asked to send copies to the next of kin.

Senate President's Report. Senate President Gloria Birkholz told the Senate that faculty will have the opportunity to meet the five candidates for the position of Provost/Vice President for Academic Affairs. Schedules for open meetings will be published soon.

The Core Curriculum Committee will hold a forum for the faculty on Thursday, April 11. Additionally, a Special Faculty Senate meeting will be held on Wednesday, May 1, from 4:00 until 5:00 p.m. to address and vote on the Core Curriculum proposal.

Senate Bill 83 which would increase retirement benefits by 10% passed the Legislature.

The A+ grade can be utilized in the fall of 1991 and new grade sheets will be available at that time.
President Birkholz urged new senators to run for Senate offices and also to return the ballots for Academic Freedom and Tenure Committee membership, the Committee on Governance, At-Large senators, and the vote for a Constitutional change. The constitutional change, she explained, would permit the Senate to function with a President and a President-Elect, rather than a Vice President. This would ensure continuity.

She introduced Mimi Swanson, President of the Staff Council. Ms. Swanson distributed a document to the Senate regarding policy-making and salary decisions. The document, she explained, was very controversial and had a very close vote in the Council and may be reconsidered. She said the Council wishes to participate in the decision-making processes at UNM. Any comments regarding the document may be forwarded to the University Secretary's Office.

Report from the Alumni Association. Dr. Gloria Mallory, President of the Alumni Association, told the Senate that the Alumni Association had conducted a survey of UNM alumni and she distributed copies of the highlights of the survey. She said that the survey had shown that the work and talents of faculty go far beyond the classroom and make a lasting impression.

She explained also that the Alumni Association is very important to the University in terms of development and fund-raising, in student recruitment and in placement of graduates.

Report from the Academic Freedom & Tenure Committee. Professor Jane Slaughter for the AF&TC, said that the function of the Committee is to assure that University policy on academic freedom and tenure is followed. The Committee is concerned with due process as well as "improper considerations." She explained the screening process and said that this year there had been five cases before the Committee, which is unprecedented.

The Committee has been continuing the work on the revisions for the Faculty Handbook.

Professor Slaughter said that important issues have surfaced over the past year concerning the role of the Committee, procedures and criteria to be used in addressing issues of promotion and tenure. The Committee believes that the Department is the basic unit for evaluations of faculty members. Each faculty member involved has a responsibility to read tenure and promotion files and make an informed decision. She urged faculty to make serious, thoughtful and specific recommendations based on facts. The department file must be comprehensive and accurate and no additional material should be added after the department has made a decision.

She also stressed the need for administrators to make independent judgments. The question is whether an administrator can make a judgment without considering the Departmental recommendation. The Committee believes that department recommendation must be considered.

A second question concerns: the criteria used by administrators. The criteria are not clearly defined and deans, she said, need to be careful about imposing criteria not agreed upon. College tenure and promotion committees are not to be considered a part of the process and are not officially recognized in the Handbook. They are simply advisory to the dean.

The Committee does not deal with quality of materials presented for the tenure review at the present time but rather with criteria and process. Questions have
been raised as to whether or not the Committee should be involved with the issue of quality.

The final issue she mentioned was that of mid-probationary reviews. These reviews can be viewed as quasi-tenure decisions and this also must be clarified.

Discussions with Gene Gallegos and Arthur Melendres. Regent Gallegos introduced himself and Regent Melendres and said that he has great confidence in President Peck and the Board of Regents.

Regent Melendres thanked the Senate for the opportunity to attend the meeting. He said that he too has great confidence in President Peck and the Board of Regents. Also, he feels it is his responsibility to listen and learn about the University. He said it is his hope that the current Board will be able to set in motion a process which will be a model for the country regarding international relations through our Latin American ties.

Regents Gallegos and Melendres then answered questions from Senators. The questions focused primarily on the relationship between Faculty and the Regents, perceived strengths and weaknesses of UNM, why each of them wanted to be a Regent, and what their expectations for UNM are.

Report from the Budget Committee. Professor Dodd Bogart, for the Budget Committee, distributed and explained a report on faculty compensation and salaries. He reviewed highlights of the report which included the following:

1. How well has faculty compensation at UNM kept pace with the rate of inflation?
2. How does faculty compensation at UNM compare with our peer institutions — especially the new peer comparison group?
3. How have increases in faculty compensation at UNM compared with indicators of state, state government and University resources?
4. What other factors (especially growth in faculty size relative to student FTE) require attention with respect to the faculty compensation problem at UNM?

The second report was concerned with administrative salaries and Professor Bogart prefaced his remarks by saying that the Committee considers the report to be only a first step toward a complete version.

This report deals with only the question of salary for various administrative offices over a twelve year period of time. Professor Bogart stressed that 1) the study does not permit any conclusions about the relative growth for the administrative sector at UNM either in positions or allocation of revenues, 2) it does not permit any conclusions about increases in administrative compensation (benefits plus salary), and 3) it does not permit comparisons with any other institution or institutions.

Professor Bogart then returned to the first report and called to the attention of the Senate the recommendations of the Committee. Those recommendations are:

1. That copies of this report be distributed to all faculty members at UNM.
2. That faculty members and academic departments be urged to keep themselves informed of the emerging situation on compensation and salaries.

3. That the current administration be commended for some gains in recent years and urged to continue vigorous efforts to secure and allocate resources commensurate with the University's needs at all faculty rank levels.

4. That the Faculty Senate recommend that "peer increment" and "market adjustment" salary increases for 1991-92 be earmarked to bring Full Professor and Associate Professor salaries and compensation to the same percent of peer means as that of Assistant Professors.

President Birkholz asked if the Senate wished for her to bring recommendation #4 to the Board of Regents at their next meeting and the Senate voted in favor of the endorsement of recommendation #4.

Take from the Table the Core Curriculum Committee Report. Professor Paul Davis, chair of the Core Curriculum Committee, explained that at the March Senate meeting, action on the report was tabled. Given time constraints involved in making a thoughtful decision, Professor Davis requested that action be tabled again until the special meeting of the Faculty Senate on May 1.

He urged the Senators to consider approval of the concept of a core curriculum and not the particulars. Also, more specific recommendations will be made regarding the oversight committee and questions of implementation.

Davis asked that any Senator with suggestions contact him. The Senate voted to table the report until May 1.

Take from the Table the CR Recommendation for Transfer of D Grade. President Gloria Birkholz told the senate that since House Bill 580 was vetoed, the University is not mandated to follow some of the policies included in the legislation.

The Admissions and Records Committee requested that the Senate return the matter of the transfer of the D grade to the Committee for further consideration. The Senate voted to return the issue to the Admissions and Records Committee as requested.

Done from the Curricula Committee. Upon recommendation of the Curricula Committee, the Senate approved a new minor in community health.

Done from the Graduate Committee. Upon recommendation of the Graduate Committee, the following programs were approved: 1) Master of Health Services Administration, 2) Masters in Public Health and 3) a new concentration - Primary Health Care: Maternity Midwifery.

Interim Provost Paul Risser commented on financial considerations of the approval of new programs. He said that historically the Senate had approved new programs in an academic sense and resources may or may not have been available. He suggested that, in the future, an evaluation of resources be attached to proposals for new programs.
Proposal re Emeritus Faculty. At its meeting on March 1, 1991, the Faculty Senate Long Range Planning Committee passed a resolution enjoining the statement below, excluding the phrase about computer use. Independently, the Computer Use Committee adopted a statement about emeritus faculty computer privileges. It is the wish of the two committees, jointly, that the accompanying statement be included in future editions of the Faculty Handbook.

Emeritus faculty have contributed to the well-being of the University. In order to continue and facilitate this involvement, departmental chairmen and deans should endeavor to provide office, laboratory or studio space for those UNM emeritus faculty who desire them. This should be decided on a space-available basis, with priority given to full-time, non-retired faculty. Emeritus faculty shall also be entitled to full computer privileges, letters of introduction, institutional identification and other non-financial privileges enjoyed by non-retired faculty, in order to enable them to conduct research and scholarly activity.

Professor Marion Cottrell urged approval of the proposed statement and told the Senate that there are departments on campus which make no effort to provide office space for Emeritus faculty to meet students, do research, etc. One of the greatest resources of a University, he stated, is its Emeritus Faculty.

The Senate voted to approve the statement as presented.

Proposed Incentive Retirement Policy. Since at least October of 1987, a "draft" set of "Procedures for Handling Faculty Incentive Retirement Requests" has been used on a selective basis to provide retirement incentives for selected faculty. Reports indicate that the use of the "procedures" was handled very unevenly causing significant misunderstanding among a number of faculty and resulting, in many cases, in the deterioration of morale.

The Faculty and Staff Benefits Committee has been working since the fall of 1988 to draft an incentive retirement policy that includes both faculty and staff, meets legal requirements, is fair to all concerned, and is fiscally sound for the University. The policy recommended to the Senate has been approved unanimously by the Council of Deans.

To be eligible to participate in the program, the employee must be eligible for retirement under the provisions of the New Mexico Educational Retirement Act (ERA) and have been employed at UNM for a minimum of 10 years.

The incentive should be in fringe benefits, not cash payment and may be one or a combination of the following:

1. Purchase of military service credit (for those eligible) to ERA.
2. Purchase of out-of-state service credit (for those eligible) to ERA.
3. Purchase of in-state service credit (for those eligible) to ERA.
4. Purchase of an annuity, in either of the following forms:
   a. an annuity which is paid out in three installments, at five (5), ten (10), and fifteen (15) years
   b. an annuity which is paid out in monthly installments
The Senate approved the Policy, as presented by Professor David Darling, for the Faculty and Staff Benefits Committee.

The Policy needs final approval by the Board of Regents.

Recommendation re Employment of Relatives or Partners. Upon recommendation of the Senate Operations Committee, the Senate approved the following recommendation which is to be incorporated into the Faculty Handbook:

B.4.7. EMPLOYMENT OF RELATIVES OR PARTNERS

B.4.7.1. The employment of more than one member of the same immediate family is authorized whether or not the persons concerned are in the same academic or administrative unit, when the members are appointed because of their recognized capabilities and qualifications and only when they have been through a fair competition conducted according to affirmative action guidelines as practiced by the University. In no case will academic appointments be made as a pre-condition of employment for one of the two family members or partners.

Adoption of Motion re ROTC Discrimination against Homosexuals. Upon recommendation of the Senate Operations Committee, the Senate approved the following motion:

The Faculty Senate urges the UNM military ROTC units to officially cease discriminatory policies against homosexuals. It further requests UNM administration to urge ROTC compliance with the University's policy of non-discrimination based on sexual preference.

Proposal re University Library Photo ID. Upon recommendation of the Senate Library Committee, the Faculty Senate approved the motion to require a photo ID, such as a driver's license, in order to check materials out of the General Library. The photo ID must be accompanied by a valid UNM ID card or by a valid UNM General Library card. This policy will be adopted beginning the fall semester 1991.

UNM Opportunity Hiring Program. Interim Provost Paul Risser explained the UNM Opportunity Hiring Program. He said that the usual hiring process is to identify an opening, to form a search committee and to search to fill the opening. That opening is based on characteristics of the position.

There is another alternative — to occasionally have a process by which hiring might be done on the basis of the characteristics of an individual rather than on the characteristics of the position.

He said that such positions would be identified at the beginning of the academic year and would be university-wide. The process would be initiated at the department level. It would be critical to state at the very beginning how many positions would be available. Candidates would then be sought, informally evaluated, a decision would be made and it would then be referred to the dean. It would be a parallel program to the normal hiring process.

The proposed program has been widely discussed and the main concerns are 1) financial implications, 2) that it puts excessive responsibility in the Provost's office and 3) that there is a possibility of misuse of the hiring prerogative by deans.
He said that the program is race, ethnicity, and gender neutral although it may facilitate diversity. The benefits, he said, would be that 1) appointments would based on academic strengths of individuals, 2) it would facilitate interdisciplinary appointments and 3) that it would add coherence to the process of identifying priorities, it would allow for competition and all levels of administration would be involved.

The meeting adjourned at 5:50 p.m.

Respectfully submitted,

Anne J. Brown, Secretary
UNM FACULTY SENATE

SUBJECT: Items from the Curricula and Graduate Committees

REQUESTED ACTION: Approve the courses as listed

BACKGROUND INFORMATION:

The curricula changes as presented in the agenda have been approved by the appropriate committees.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: November 13, 1990

Dr. Cathie Stivers
(Name of individual initiating curricular change form)

Assistant Professor, Health Ed
(Title, position)

HPELP
(Dept., Dir., Prog.)

CIP CODE 13.1307

This form is for Minor Study in Community Health
Name of New or Existing Program

This program is or would be located in current catalog page 198

UNIT PREPARES IN QUADRUPLElicate
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

I. Major Change-Mark appropriate category

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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.

See 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:
Dean of Library Services
CIRT
College Curricula Committee 
(If necessary)
College of School Faculty
College or School Dean
FS Undergraduate Ac. Affairs
FS Graduate Committee
Office of Graduate Studies
FS Curricula Committee
Assoc. VP of Academic Affairs
Faculty Senate

Date: 11/21/90
Date: 02/11/91
Date: 02/27/91
Date: 02/27/91
Date: 02/27/91
Date: 02/27/91
Date: 02/27/91
Form C (cont)

Minor Study in Community Health

A minor in Community Health is comprised of 24 credit hours and must be approved with a faculty advisor in the Community Health Program. The minor provides students with basic skills pertaining to health promotion in the community setting.

H Ed 171 Personal Health
H Ed 212 Fundamentals of Human Sexuality
H Ed 260 Introduction to Health Education
H Ed 365 Professional Applications in Health Education
H Ed 471 Introduction to Community Health
H Ed 475 Alternative Approaches in Drug Education
H Ed 482 Multicultural Health Beliefs
H Ed 470 Methods of Teaching Health Education

Reasons for Request:

The courses above have been recommended to students who desired an area of emphasis in Community Health. Students taking advantage of this option in the past are primarily from Nutrition, Special Education, CIMTE, and Management. We are requesting that an official minor in Community Health be approved so that the students' work can be reflected appropriately in their records and transcripts.

Budgetary and Faculty Load Implications:

These courses are currently taught as part of the regular offerings in the Health Education area as such no additional resources are needed.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: January 21, 1991

F. Lee Brown
(Name of individual initiating curricular change form)

Director
(Title, position)

Public Administration
(Dept., Div., Prog.)

This form is for Master of Health Services Administration.
Name of New or Existing Program
This program is or would be located in current catalog page 173 Graduate

I. Major Change - Mark appropriate category

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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.

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) Please see Executive Summary

Effective Date of Proposed Change: Spring 1992

Budgetary and Faculty Load Implications: (attach statements) Described in Budget section of Proposal

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

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

Signature: Not Applicable

Date: 03/19/91

Approvals: Dean of Library Services
CIRT
College Curricula Committee
(If necessary)
College of School Faculty
College or School Dean
FS Undergraduate Ac. Affairs
FS Graduate Committee
Office of Graduate Studies
FS Curricula Committee
Assoc. VP of Academic Affairs
Faculty Senate

Date: 1/17/91

Date: 1/17/91

Date: 1/18/91

Date: 2/28/91

Date: 3/1/91

Date: 3/19/91

Date: 3/25/91

The University of New Mexico
(Version 8.0)
PROPOSAL FOR ESTABLISHING
A MASTERS DEGREE IN HEALTH SERVICES ADMINISTRATION

Division of Public Administration
University of New Mexico

Rationale:
New Mexico has a complex system of public agencies and private organizations which finance, own, manage, or regulate health care services. These include federal, state, and tribal programs which provide care; insurance plans which reimburse for costs; and prepaid, comprehensive care systems which provide all needed services in return for a fixed monthly premium. New ways of organizing services and payment mechanisms are constantly evolving.

The new graduate degree program proposed here addresses the educational needs required by the changes in the organization, management, and financing of personal health care services. Our intent is to provide a broad, interdisciplinary education in health services administration, which will prepare students for advancement in their careers in both public and private sector organizations. Currently, there are no in-state Health Services Administration programs. This situation has grim implications for New Mexicans, especially for women and minorities who may not be as mobile as others and may not be able to leave the state for graduate training.

Market Studies:
In 1985, a survey of health agencies identified 1445 interested employees within one hour’s driving time from Albuquerque. A 1989 update of this survey supported these findings.

Student Population:
This program will enroll both entry level persons and mid-career professionals. Students will come from a variety of academic backgrounds.

Program Goals:
I. Education
A. To enable graduates to understand important social, economic, legal, and political issues germane to national, state, and local health problems and policies;
B. To enable graduates to understand the history, dynamics, and functions of the various public and private sector health services delivery systems;
C. To enable graduates to understand and be able to apply concepts from organizational theory and ethics to the planning and administration of selected aspects of health service delivery systems;
D. To enable graduates to develop skills in oral and written communication as well as in administrative problem solving.

II. Research

To insure the development, dissemination, and application of interdisciplinary health research especially that pertaining to the Southwestern United States and Latin America.

III. Service

To enhance health policy development and problem amelioration through the interdisciplinary contributions of faculty and students at the local, state, regional, national, and international levels.

Curriculum: The 51 hour curriculum was developed to comply with the 1990 standards developed by the Accrediting Commission on Education for Health Services Administration. The curriculum includes 45 credit hours of required courses and 6 hours of elective courses. Among the required courses, 30 hours are in the Division of Public Administration, 6 hours in the Anderson School of Management, and three hours each in Law, Economics, and Public Health (School of Medicine). See Table 1 for a complete listing of courses (attached).

Institutional Structure: The proposed M.H.S.A. will be academically located in the Division of Public Administration. The Director of the Division of Public Administration will appoint an M.H.S.A. Steering Committee with representation from each of the participating academic units. The Steering Committee will review the curriculum and perform other programmatic functions including the recruitment of students.
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FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: February 14, 1991

CIP CODE
MPH

Drs. Wm. Wiese, MD, Nina Wallerstein, DrPH
(Name of individual initiating curricular change form)

Professor: Asst. Professor

(Department, Program)

UNIT PREPARES IN QUADRUPLECTATE
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

Masters in Public Health

Name of New or Existing Program

This program is or would be located in current catalog page

I. Major Change-Mark appropriate category

Degree
New [x]

Major
New [x]

Minor
New [x]

Concentration
New [x]

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

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.

Masters in Public Health in Community and Preventive Health
within Medical Sciences Program

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, 1992

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature: [Signature]

APPRAISALS:

Dean of Library Services

CIRT

College Curricula Committee

(If necessary)

College of School Faculty

College or School Dean

FS Undergraduate Ac. Affairs

and/or

FS Graduate Committee

Office of Graduate Studies

FS Curricula Committee

Assoc. VP of Academic Affairs

Faculty Senate

Date: 2/21/91

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PROPOSAL FOR ESTABLISHING A MASTERS IN PUBLIC HEALTH (M.P.H.) PROGRAM IN COMMUNITY AND PREVENTIVE HEALTH

Program in Medical Sciences
Center for Community and Public Health at the School of Medicine
University of New Mexico

RATIONALE: New Mexico faces unique public health problems due to its large Hispanic and Native American populations, the state's border with Mexico, the low population density, rural character, and high percentage of impoverished residents.

At present, no graduate education programs in public health exist in New Mexico. Health and government agencies have a shortage of individuals professionally trained in public health. The comparatively few individuals who have the resources to seek out-of-state training often do not return or receive education unrelated to the particular health needs of the Southwest.

NEEDS ASSESSMENTS: In 1988, a survey of the Medical Center found that 64% of the 92 respondents indicated substantial interest: 53 out of 89 faculty; 22 out of 30 residents; and 32 out of 55 students. A 1989 survey to state health professionals found 63% of the 315 respondents interested in pursuing an M.P.H. degree.

STUDENT POPULATION: MPH students will be drawn from a broad range of social science, biomedical science, and clinical disciplines. The projected enrollment will start at 30 FTE students (a combination of full-time and part-time) and grow, within five years, to 40 FTE students annually.

PROGRAM GOALS:
I. Education:
  --to provide public health learning opportunities for clinicians, health professionals, and health students from multiple disciplines;
  --to address the unique problems of minority and socioeconomic groups within New Mexico, the border, the Southwest, and Latin America;
  --to build on the strengths of the Medical Center's experience with community-oriented, problem-based curricula.

II. Research:
  --to serve as an institutional resource for population health research pertaining to the citizens of the state and region.

III. Service:
  --to enhance linkages within University departments around public health issues;
  --to increase the School of Medicine's and University's responsiveness to community health needs.

CURRICULUM: The curriculum content is based on national accreditation requirements from the Council for Education in Public Health, UNM graduate regulations, and the health training needs of the state and region.
Requirements include:

- completion of 42 credit hours:
  (students with advanced standing, such as an M.D., D.O., Ph.D.,
  or another professional masters, may qualify for 32 credit hours)
- five core courses taught at the Medical School:
  MS 551 Principles of Public Health (new course Fall 1990)
  MS 552 International/Cultural Health (new course Fall 1990)
  MS 558 Biometry
  MS Introduction to Epidemiology (Form B to be submitted)
  MS Environmental Health (Form B to be submitted)
- six core subject area of health services or economics, with a
  choice of one of the following:
    PA 530 Health Services Administration
    EC 335 Economics of Health (approved for graduate credit)
    MTH 591 Introduction to Health and Health Care Organizations
- thesis option (for a minimum of 6 credits) or comprehensive exams
- field experience (for 3 credit hour minimum)
- other elective courses taken throughout the University, under the
  supervision of an M.P.H. faculty advisor.

Specialized concentrations include:

- Epidemiology: 18 hours (existing courses in advanced biometry, data
  analysis, and thesis development; new courses to be developed in
  Epidemiologic Research and Chronic Disease Epidemiology);
- Community Health and Prevention for medical students and
  clinicians: 12 credit hours
- Health Services Administration: 18 hours (in collaboration with the
  Division of Public Administration)
- Health Promotion: 18 hours (in collaboration with HHHELP)

Additionl concentrations could be developed in:

- International/Cultural Health (in collaboration with Anthropology,
  IAS, IAI, LAPE, OITEC, SHRI, Chilano, Afro-American and Native
  American Studies & other Medical School Latin American connections).
- Aging (in collaboration with New Mexico State University)

INSTITUTIONAL STRUCTURE: The proposed M.P.H. will be academically
located in the Program for Medical Sciences and administratively housed in
the new Interdepartmental Center for Community and Public Health, at the
School of Medicine. Two standing committees will oversee operations:
- Admissions committee: maintains recruitment standards, marketing,
  and enrollment;
- Curriculum committee: provides academic oversight, develops
  collaboration between departments, and advises on student progress. A
  member of this committee will participate on the steering committee of
  the Program in Medical Sciences.

The M.P.H. task force has been collaborating on curriculum with the
proposed M.H.S.A. at the Division of Public Administration to provide a
continuum of public health and health administration training
opportunities for the students and professionals in New Mexico.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 12/11/90

Joann R. Weiss
(Name of individual initiating curricular change form)

Associate Dean for Graduate Program
(Title, position)
College of Nursing
(Dept., Div., Prog.)

This form is for Primary Health Care: Nurse Midwifery
Name of New or Existing Program
This program is or would be located in current catalog page

I. Major Change-Mark appropriate category

Degree
Major
Minor
Concentration

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.

Primary Health Care Subconcentration with Nurse Midwifery Specialty

II. Minor Change-

Minor name change of existing degree, major, minor, or concentration. Primary Health Care: Nurse Midwifery
New Name of Program

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

Reasons for Request: (attach statement) See attached background materials

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

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

Signature: _______________________

Department Chair

Date: 12/12/90

Approvals:
Dean of Library Services
CIRT
College Curricula Committee
(If necessary)
College of School Faculty
College or School Dean
FS Undergraduate Academic Affairs
and/or
FS Graduate Committee
Office of Graduate Studies
FS Curricula Committee
Assoc. VP of Academic Affairs
Faculty Senate

Date: 9/16/90

Date: 9/13/90

Date: 9/17/91

Date: 3/25/91
EXECUTIVE SUMMARY OF PROPOSAL
College of Nursing
Primary Care Nursing Concentration
Certified Nurse Midwifery Specialization

In response to well identified health needs throughout the state of New Mexico, the College of Nursing is planning to initiate a Primary Care Nursing concentration within its existing Advanced Nursing Practice Program in the Master of Science in Nursing degree program. Two types of nursing roles for which nurses may be prepared in this concentration are the Family Nurse Practitioner (FNP) and the Certified Nurse Midwife (CNM). The Nurse Practitioner specialization received all University approvals as of November 8, 1990. The current request is for approval of the Nurse Midwife portion of the concentration. The relationship of these specializations to the existing programs is indicated in the following diagram.

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Teaching
Nursing Concentrations

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<th>Masters of Science in Nursing</th>
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<tr>
<td>Family Nurse Practitioner</td>
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<tr>
<td>Nurse Midwifery</td>
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NURSE MIDWIFE ROLE: Certified Nurse Midwives are nurses who have specialized education in health needs related to childbearing. Their skills include fertility awareness, family planning and prenatal care. They are prepared to detect problems requiring special follow-up during pregnancy and delivery. They manage normal labor and delivery of infants, and they assist new mothers with the more problematic aspects of infant and child care. In addition they provide routine gynecologic services for older women, emphasizing the health maintenance issues and screening for early signs of disease. Hispanic and American Indian women in this state have particularly high rates of cervical cancer, reinforcing the importance of early cancer detection in our region. With graduate nursing preparation focused on the community, in addition to providing care to individuals, Certified Nurse Midwives also plan programs to serve broad population needs. The role is a collaborative one, working with physicians and other health providers to maximize the efficiency and effectiveness of the entire health care system. An emphasis in the UNM program will be on practice with rural and underserved populations.

CURRICULUM: The Nurse Midwife curriculum consists of five courses in the core curriculum (required for all graduate nursing students), six courses held in conjunction with students from the Family Nurse Practitioner Program (already approved and three new courses specific to the CNM role. A final Advanced Field Work course consisting entirely of supervised practice already exists in the MS in nursing curriculum would be specifically tailored for the Midwife students.
PROPOSAL FOR PRIMARY HEALTH CARE NURSING
(Nurse-Midwifery)

To be included in the existing Advanced Nursing Practice section of the College of Nursing, UNM Graduate Program.

A. MISSION OF THE PROPOSING INSTITUTION

1. Adherence to Role and Scope of Proposing Institution

The mission of the University of New Mexico as printed in the 1989-1991 Catalog (p. 9) includes the offering of graduate degrees in professional fields, conduct of research, scholarly studies and other creative activities in support of the programs, and direct service to the public by applying its capabilities to the resolution of social problems. All of the programs of the College of Nursing fall within these directions, including the nurse-midwifery specialty, whose objectives encompass the educational, service and research missions of the University.

The UNM planning document entitled "UNM 2000 Plan" contains the following, "As an evolving institution, the University recognizes important changes that are occurring in the needs of future work force, in demography and ethnic diversity, in the economic structure of local and global economies, in the international context of society, in technological innovations and in public attitudes and political inclinations. (UNM 2000, p.2). Evidence of the need for the nurse-midwife can be identified from data at the local, state and national levels (see Section J., p. 10). National health care trends support the use of nurses in advanced clinical practice as providers of primary health care services. Due to the rural nature of our state, nature of the health problems, cultural diversity of the population and lower socioeconomic level of many communities, the needs for efficient and accessible primary health care are evident.

2. Consistency of Concentration with the Institution's Plans and Goals

The proposed concentration is consistent with the plans and goals of the university from an educational/service role to the people of this state. The College of Nursing and School of Medicine have had prior experience together in the preparation of nurse practitioners. The concept of expanded roles for nurses in rural primary care was, in fact, developed in New Mexico at the School of Medicine.

3. Purpose of the Concentration

The purpose of the proposed concentration in the Master of Science in nursing program is to prepare qualified nurse-midwives capable of developing new roles and fulfilling established ones in the delivery of maternal and child health care. The course sequence focuses on primary care roles, as well as the specialized clinical aspects of nurse-midwifery practice. By applying nursing theory and research findings in the clinical setting, the nurse-midwife fulfills the professional responsibility to clarify, revise and strengthen current practice. The objectives of the nurse-midwifery specialty.
are adopted from the American College of Nurse-Midwives in Standards for the Practice of Nurse-Midwifery (ACNM, 1987) and Core Competencies in Nurse-Midwifery (ACNM, 1985). Core competencies are the fundamental knowledge, skills and behaviors expected of new graduates. Certain concepts and skills from the behavioral sciences, communication and public health permeate all of nurse-midwifery practice. Nurse-midwifery practice includes a family-centered approach, constructive use of communication, collaboration with other members of the health team, client education, continuity of care, appropriate use of the community resources, health promotion and disease prevention, normalcy of pregnancy, informed client choice and bioethical considerations related to reproductive health. The graduate in nurse-midwifery will:

a. Analyze theoretical and empirical knowledge from the sciences and humanities and apply this knowledge to the care of women and their infants within a family and community context.

b. Identify the influence of economic, social and political trends and the effectiveness of health care delivery to women and infants.

c. Provide safe and satisfying primary health care that supports individual rights and self-determination in a variety of settings with emphasis on underserved and rural populations. This includes clinical management of normal labor and delivery, care of the neonate, and well woman care.

d. Apply skills in health assessment, teaching, and counseling with emphasis on self-help, wellness and the prevention of illness and disability.

e. Communicate both verbally and in writing with various members of the health care delivery system including keeping adequate documentation of nurse-midwifery care.

f. Demonstrate collaborative relationships with other health team members and with community groups for the planning, management and provision of health care for women and their infants.

g. Demonstrate the socialization and conceptual awareness of the role and responsibilities of the nurse-midwife.

h. Demonstrate a commitment to personal and professional growth and the growth of the profession through participation in professional organizations, community and scholarly activities such as research and writing and teaching.

i. Participate in quality assurance activities in the health care setting.

j. Exemplify the ethical and moral obligations of professional service while interacting with clients and society in general.
4. **Priority in the UNM Five-Year Plan**

The program is listed on the UNM five-year plan, which is not prioritized at this time.

5. **Inter Institutional Cooperative Planning**

Faculty in the Parent-Child section of the College of Nursing have been aware of the problems of inadequate prenatal care in the state for some time. Two faculty members were instrumental in focusing legislative attention to the need for state wide action addressing the problem. During the spring and summer of 1989, negotiations were carried out with the Frontier School of Nurse-Midwifery and Family Nursing (FNS) in Hyden, Kentucky to provide nurse-midwifery education to New Mexico by locating a pilot Frontier Nurse-Midwifery Education program in Albuquerque. The community groups involved with prenatal care strongly encouraged the invitation of the program to locate in Albuquerque. With the strong support of the Department of Obstetrics and the Dean and faculty of the College of Nursing, the two schools entered into agreements which were finalized in June of 1990. The College of Nursing provides housing and administrative support with the cooperation of the Department of Obstetrics and the Nurse-Midwifery service of the Division of Nurse-Midwifery, School of Medicine. Funding is provided through a grant from the Division of Nursing, U.S. Public Health Service, through FNS. This program was finalized as a one year offering of the FNS program in New Mexico. The UNM College of Nursing then began to plan for instituting a master's level concentration in nurse-midwifery within their existing MSN program. The arrival of the Frontier Nursing faculty, directed by Dr. Nancy Clark, facilitated this planning. The experience of the FNS faculty in nurse-midwifery curriculum, clinical teaching, faculty practice and pre-accreditation procedures has been invaluable in providing the necessary expertise for planning a UNM program.

In August of 1990, curriculum discussion were held with Dr. Nancy Clark, Dr. Joann Weiss (Associate Dean for Graduate Programs), Dr. Elsie Morosin (FNP program Director), and the graduate faculty from Parent-Child Nursing and the Family Nurse Practitioner program. The curriculum work began with a subcommittee and was then presented to wider and wider groups of faculty after receiving input on drafts. Conversations were held with Dr. Sarto, the Chairperson of OB/GYN, Dr. Napolitano, the Dean of the Medical School, and Kay Sedlor, the director of the Nurse-Midwifery Division. The program philosophy and curriculum outline was approved by the Graduate Committee of the College of Nursing and the total faculty of the College of Nursing in September of 1990. They unanimously supported the addition of the concentration to the 1990. They unanimously supported the addition of the concentration to the 1990. They unanimously supported the addition of the concentration to the existing master's program. Support was obtained from key agencies and professional groups.

A Community Advisory Board was instituted specifically for the Nurse-Midwifery concentration. Members were identified from the agencies that provide rural health care, obstetrical and well women care. The advisory board will serve to keep the faculty informed of community needs, assist with recruitment and dissemination of information about the program and provide feedback on program outcomes.
Letters of support from agencies and institutions are included in Appendix C. The School of Medicine, Department of Ob/Gyn has been most cooperative in program planning.

B. CURRICULUM

The curriculum of the nurse-midwifery concentration is similar in form to the established nursing concentrations. The total program consists of forty-eight credits and requires four semesters to complete. All students take a 14-credit core curriculum in common with all MSN students. The remaining credit hours are devoted to courses focused on primary health care and nurse-midwifery. Completion of all requirements will lead to an Masters of Science in Nursing, which is the existing degree. Graduates will be eligible for licensure as nurse-midwives in New Mexico and certified nationally through the American College of Nurse-Midwives certification process. The requirements are summarized as follows:

Core nursing curriculum
- N501 Nursing Theory I (3 credits)
- N502 Nursing Theory II (2 credits)
- N503 Research in Nursing I (3 credits)
- N504 Research in Nursing II (3 credits)
- N505 Professional Seminar (3 credits)

Primary Care Core courses
- N500 Family Theory (2 credits)
- N540 Health Assessment (2 credits)
- N541 Developmental and Mental Health Issues (3 credits)
- N542 Health Promotion & Maintenance (3 credits)
- N543 Pharmacological Principles (2 credits)
- N549 Primary Health Care Concepts and Practice (2 credits)

Nurse-Midwifery courses
- N548 Womens Health (3 credits)
- N544 Primary Care I (5 credits)
- N550 Labor and Delivery (6 credits)
- N551 Newborn Care (2 credits)
- N595 Advanced Nursing Field Work (4 credits)

Total 48 credits for Plan II non-thesis.

Syllabi for the new courses (NURS 548, 549, 550 and 551) are included with University of New Mexico Forms B6, New Course Approvals (Appendix B). They have received full approval of the College of Nursing.

Since the proposed concentration builds on the existing curriculum, the issues of breadth, depth, theory and practice appropriate to nurse are partially addressed within accreditation documentation prepared for the National League for Nursing (NLN). The Masters program was accredited for national accreditation by the American College of Nurse-Midwives (ACNM), the official accreditation body for the American College of Nurse-Midwives (ACNM).
accreditation body for all nurse-midwifery programs. This process will begin in March 1990 by seeking pre-accreditation status. After one graduating class full accreditation status will be requested through the ACNM. The program meets the guidelines for accreditation. Curriculum consultants have been utilized throughout the planning period. Additional consultants will be obtained as funding permits throughout the next three years.

C. ACADEMIC STANDARDS

Admission, retention, and graduation standards are the same as those required for all other MSN concentrations listed in the attached excerpts from the graduate bulletin of UNM with the following student selection criteria preferences: rural community commitment, speaking knowledge of another language (Spanish or Indian), and maternity nursing experience. These matters are overseen by the Director of the nurse-midwifery concentration and Associate Dean of the Graduate Program. Retention and graduation standards are those required and enforced for all graduate students at the University of New Mexico and listed in the Graduate Bulletin.

D. ASSESSMENT/EVALUATION PLAN

The Graduate program of the College of Nursing has an evaluation plan for all the concentrations offered. Some specific additions were made for the Nurse-Midwifery concentration. This includes evaluations of students, courses, and final competencies of graduates in addition to getting feedback from preceptors in the community. The plan is outlined in Appendix F.

E. PROMOTION OF ENROLLMENT AND RETENTION OF ADEQUATELY PREPARED STUDENTS FROM UNDER REPRESENTED AND ECONOMICALLY DISADVANTAGED GROUPS

An active recruitment effort from areas outside of Bernalillo County is in place and supported by the College of Nursing. The College has 21 sites for off-campus teaching through interactive television (ITV) for registered nurses to obtain bachelors degree in nursing (BSN). An outreach baccalaureate completion program (federally funded) is operational in Gallup, NM. Over 40% of these students are Native Americans. Additionally a Hispanic Nurses Career Mobility Contract, for over $700,000 has just recently been awarded to the College of Nursing to bring in Hispanic Registered Nurses to complete the baccalaureate degree. These graduates will add to the pool of minority students for the nurse-midwifery concentration. Recent graduates of outreach efforts include 13 BSN completion students in Las Vegas, NM and 10 students in Gallup in July, 1990.

The College of Nursing has received substantial funding every year for the past ten years in the form of scholarships for graduate students from the Division of Nursing, Health and Human Services, of the Public Health Service Department. In fiscal year 1990-1991, $80,000 was awarded for this purpose. Priority in receipt of these funds are given to financially needy students from under represented groups such as Blacks, Hispanics and American Indians. These students are 13.7% of the graduate student population in the 1990-1991 school year.
from under represented groups such as Blacks, Hispanics and American Indians. These students are 13.7% of the graduate student population in the 1990-1991 school year.

It is the goal of the College that through all programs, promotion of cultural diversity will be achieved. The College is fortunate to have two faculty of the very few doctorally prepared Hispanic nurses in the country, Dr. Laura Martinez and Dr. Sally Ruybal. They teach core courses required by all graduate students. Dr. Ruybal is also a family nurse practitioner.

F. EVIDENCE OF INSTITUTIONAL READINESS

1. Faculty

Currently three UNM College of Nursing grant funded faculty members are the clinical experts in primary health care. Faculty positions for nurse-midwifery courses will be advertised nationally and hiring will be competitive. The current Frontier Nursing Services nurse-midwifery faculty have indicated their interest in the UNM CON nurse-midwifery program and will submit their names for the faculty searches. Their resumes are included in Appendix D.

2. Library and Media

The Medical Center Library contains books, media, and periodicals which are appropriate to primary health care for nurse-midwives. A grant for the nurse-midwifery concentration has been submitted to the Division of Nursing, U.S. Public Health Service for the nurse-midwifery concentration which, if awarded, will provide for additional library resources specific to nurse-midwifery. A letter of support from John Eldredge, Chief, Collection and Information Resource Development is enclosed in Appendix C.

3. Clerical, Equipment and Clinical Arrangements

The current level of administrative and clerical support of the College of Nursing is adequate to meet the majority of the program needs. Dr. Estelle Rosenblum serves as the Dean of the College, Dr. Joann Weiss as Associate Dean of the Graduate Program and Dr. Donea Shane as Associate Dean to the Undergraduate Program. Their biographical sketches are included in Appendix D. They are assisted by an assistant to the Dean, an administrative assistant, a staff receptionist, six secretaries, two accounting technicians, one receptionist and a nursing skills laboratory assistant. Several graduate students are employed each year as teaching and research assistants.

Adequate equipment is available to fulfill most of the needs of the nurse-midwifery students. Teaching equipment used by the School of Medicine's Primary Care Curriculum will be shared with these students as well. Additional equipment, including computers, microscopes, suture sets, x-ray viewing box, otoscope, etc., has been purchased using funds from the Family Nurse Practitioner grant. The FNS nurse-midwifery program has found the equipment presently available adequate to meet these nurse-midwifery students' needs.
learning needs. One half-time staff assistant will be needed to support both the midwifery and nurse practitioner programs.

Support from the University and the community is excellent as evidence by the letters of support (Appendix C). These include the following University offices: Medical Center Library, Jon Eldredge; President, Richard E. Peck; Vice President for Research, Paul G. Kissier; Dean of Office of Graduate Studies, Richard J. Griego, Dean, College of Nursing, Estelle H. Rosenblum; University Hospital Chief Executive Officer, William H. Johnson, Jr.; School of Medicine Chief Medical Officer, J. Loren Pitcher, M.D.; University Hospital Chair of Ob/Gyn, Eloria E. Sarto, M.D.; New Mexico Health Resources Executive Director, Patricia Montoya; New Mexico Prenatal Care Network Coordinator, Frances Varela-Gittings; New Mexico Healthy Babies/Healthy Families Coalition President, Kristin Fox; New Mexico Health and Environment Department, Chief Maternal and Child Health Bureau, Ann Taulbee; Indian Health Service, Chief Nurse-Midwifery Service, B. Carol Hillman; Frontier School of Midwifery and Family Nursing, Judith M. Treistman; Arizona State University Dean College of Nursing, Janelle C. Krueger; New Mexico Teen Pregnancy Coalition, Executive Director Elizabeth Martin; and American College of Obstetricians and Gynecologists Chairman of New Mexico Section, C.P. Rodriguez.

4. Faculty Needs

The College will eventually need four faculty Full Time Equivalent positions to implement the nurse-midwifery concentration. The College will request that the University of New Mexico Board of Regents phase in funding for the faculty after the hoped for start-up grant from the Division of Nursing, by 1994. This need is more fully explained in Section H to follow.

5. Accreditation to be Sought

New accreditation from the ACNM will be sought in March 1990. The next National League of Nursing accreditation visit of all programs (undergraduate and graduate) in the College will occur in September, 1993, at which time this concentration will be reviewed, along with all other graduate concentrations.

6. Discipline or Professional Standards

The concentration meets the standards which will allow the students to be licensed to practice as Nurse-Midwives in the State of New Mexico and to sit for the American College of Nurse-Midwives national certification examination.

7. Relationship of Undergraduate and Graduate Program

The baccalaureate program curriculum is designed to prepare students for graduate work after at least 1-2 years clinical experience in nursing employment. The philosophy and conceptual framework of the programs are designed to articulate progression of students. Graduate students serve as teaching assistants at times for the undergraduate program. A BSN to MSN acceleration program is in place which allows qualified RNS to progress
through the BSN and MSN program without redundancy of material and at a savings of about one semester (Appendix E). This program has been heavily enrolled (15-20 students per year) with registered nurses who have extensive clinical experience and who are returning to school for an advanced degree necessary to their practices. The outreach BSN completion program located in rural parts of New Mexico also serves to generate a pool of students for the Nurse-Midwifery concentration.

8. Related Undergraduate Offerings

All of the undergraduate courses both in nursing and the liberal arts serve as a base for the family nurse-midwifery student. The nurse-midwifery student is required to enter with a generalist nursing knowledge base plus clinical work experience of 1-2 years.

9. Integrating Experience

The final semester in the curriculum plan requires the students to work for 16 weeks, 24 hours per week, in a primary care setting located preferably in a rural area. This time period will allow the students to hone their skills in dealing with common maternal health problems, doing patient teaching in health promotion and disease prevention.

G. ADMINISTRATION/ORGANIZATION

As a concentration within the Master's in Nursing Program, the overall program is administered by the Associate Dean of the Graduate Program, Dr. Joann Weiss. American College of Nurse-Midwife accreditation standards require that a American College of Nurse-Midwife certified nurse-midwife direct the nurse-midwifery concentration. The nurse-midwifery concentration director will work closely with the Associate Dean of the Graduate Program.

H. COST OF THE CONCENTRATION

Both nurse midwifery and nurse practitioner faculty can teach aspects of the primary care concentration thus increasing the financial efficiency of the program. However, three new positions are required in the College of Nursing for the intensive clinical training of midwifery students. One of these three positions will be the Program Director, who will also teach and provide clinical supervision in midwifery. In addition to these three positions, ideally one full-time equivalent (FTE) (4 individuals at .25 FTE each) employed by the University Hospital Midwifery service to provide additional clinical supervision for students should be funded. These supervision ratios are mandated by the accrediting body, the American College of Nurse Midwives. Additional supporting staff required are: eight hours a week (20%) of a half time staff assistant to provide secretarial services to the additional faculty.
SUBJECT: Adoption of statement about Emeritus Faculty

REQUESTED ACTION: Adopt the statement, and place it in the Faculty Handbook

BACKGROUND INFORMATION:

The Long Range Planning committee has been examining the non-pension policies that apply to retired faculty members. While in most cases there are no problems, it is felt that a policy statement about some of these non-pension related privileges for emeritus faculty would be helpful in some cases and clarifying in many.

At its meeting on March 1, 1991, the Faculty Senate Long Range Planning Committee passed a resolution endorsing the statement below, without the phrase about computer use. Independently, the Computer Use committee adopted a statement about emeritus faculty computer privileges. It is the wish of the two committees, jointly, that the accompanying statement be included in future editions of the Faculty Handbook.
March 29, 1991

Proposed Statement about Emeritus Faculty Privileges

Emeritus faculty have contributed to the well-being of the university. In order to continue and facilitate this involvement, departmental chairmen and deans should endeavor to provide office, laboratory or studio space for those UNM emeritus faculty who desire them. This should be decided on a space available basis, with priority given to full-time, non-retired faculty. Emeritus faculty shall also be entitled to full computer privileges, letters of introduction, institutional identification and other non-financial privileges enjoyed by non-retired faculty, in order to enable them to conduct research and scholarly activity.
SUBJECT: Incentive Retirement Policy
REQUESTED ACTION: Approve the Policy

BACKGROUND INFORMATION:
Since at least October, 1987 a "draft" set of "Procedures for Handling Faculty Incentive Retirement Requests" has been used on a selective basis to provide retirement incentives for selected faculty. Reports indicate that the use of the "procedures" was handled very unevenly causing significant misunderstanding among a number of faculty and resulting, in many cases, in the deterioration of morale.

The Faculty and Staff Benefits Committee has been working since the fall of 1988 to draft an incentive retirement policy that includes both faculty and staff, meets legal requirements, is fair to all concerned, and is fiscally sound for the University.

Most recently the policy recommended to the Senate today was approved unanimously by the Council of Deans.

Senate approval is requested so that the policy may be presented to President Peck and the Regents yet this spring.
RATIONAL FOR THE PROPOSED INCENTIVE RETIREMENT POLICY

BENEFITS TO THE UNIVERSITY

1. UNM faces a rise in student population in the next 15 years and a decline in the size of the potential new faculty pool during that period. This proposal provides the University with an opportunity to get in the market place for new faculty members before the problem becomes critical.

2. As a corollary of the above, senior faculty who retire under this plan can continue to teach as part-time faculty, while retired (should they still be needed and desired), thus their teaching talent is not lost to the University. NMSU, where such a policy has been in effect for over six years, has found that needed retired faculty continue to teach, albeit at a much reduced cost to the University.

3. The plan is cost effective for the University. A call to Vice President Gerald Burke at NMSU will reveal that their plan has resulted in significant savings to the university each year, it has made reallocation of resources somewhat easier, and been a benefit to faculty morale. Western New Mexico University also has adopted a plan similar to that of NMSU but the Committee does not have any information about the track record at Western.

This plan provides for taking of the retiring faculty member's already budgeted salary (or to be budgeted salary) and does not represent a new cost to the University. For example, if a faculty member retires at mid-year, the already budgeted salary is used to pay the benefit and provide money for part-time instruction to cover the necessary classes for the second semester. Subsequently, the salary that would have been paid to the retiring faculty member is released to hire a new faculty at the beginning salary rate and thus frees up the difference between the two figures.

4. The data from NMSU indicates that the "burned out" faculty members opt into this plan at a much greater rate than those still interested and excited about their job.

5. With the elimination of the mandatory retirement age, there is a need to create a positive plan for increased flexibility in utilizing older faculty and making room for new faculty. This plan addresses that need.

6. Our fringe benefit package would be more competitive with other public universities, thus making UNM more competitive in recruiting. Institutions who have a policy such as the one suggested are using it as a recruiting tool.

7. For some departments, in which tenure and/or promotion quotas are "frozen," early retirement of professor would enable a qualified professor to become tenured and/or promoted.

Benefits to the Faculty and Staff Member.

1. Some studies indicate that it makes sense to ease people into retirement rather than the abrupt change that usually takes place. Some states have found ways to do this. This plan makes it more affordable for faculty and staff to phase into the retirement lifestyle.

2. This plan enhances morale. It is no secret that incentive retirement benefits have been paid to various faculty over the last five or six years. But the program has been secretive, very unevenly administered and has led to rumors and innuendo which resulted in the generation of poor morale. Policy already exists for staff persons to receive a limited benefit upon retirement. This plan would include both faculty and staff (satisfying certain legal concerns), be centrally administered, would be public, and would enhance faculty and staff morale. Faculty and staff who retire with a good feeling are more likely to continue to be supporters of the University in a variety of ways.

3. Because of the Michigan case, UNM retirees will be paying state income tax on retirement income this year for the first time. This benefit would help offset this unexpected new expense for our retirees.
4. This plan would help bridge the gap between PERA (Public Employees Retirement Act) and ERA (Educational Retirement Act) pensions. For identical 1990 salaries for people who have worked 25 years, the PERA employee receives approximately 20% more retirement pay per year than does the University or public school employee.

PROPOSED INCENTIVE RETIREMENT POLICY FOR FACULTY AND STAFF

Faculty and Staff Benefits Committee
March, 1991

I Conditions

(Under conditions when it is of mutual benefit to the University and the faculty or staff member, arrangements may be made for incentive retirement agreements.)

II Administration

The incentive retirement program will be administered centrally by an individual appointed by the President. This person will be charged with working cooperatively with the Provost/Vice President of Academic Affairs and the Vice President for Business and Finance in the implementation of this policy. Other administrators with whom the faculty or staff members work will also be included in the negotiation and information process.

(The administrator of the program shall report the financial and personnel consequences of this policy to the President at the conclusion of each fiscal year.)

III Eligibility

The faculty or staff member must:

A. Be eligible for retirement under the provisions of the New Mexico Educational Retirement Act (ERA), AND

B. Have been employed at UNM for a minimum of 10 years.

IV The Incentive

A. Form. The form of incentive should be in fringe benefits, not cash payment. The University purchases the fringe benefits for the employee.

B. The Fringe Benefits. The fringe benefits may be one or a combination of the following:

1. Purchase of military service credit (for those eligible) to ERA.

2. Purchase of out-of-state service credit (for those eligible) to ERA.

3. Purchase of in-state service credit (for those eligible) to ERA.

4. Purchase of an annuity. In either of the following forms:
   a. An annuity which is paid out in three installments, at five (5), ten (10), and fifteen (15) years.
   b. An annuity which is paid out in monthly installments.
The Faculty and Staff Benefits Committee recommends the following guidelines for amount of benefits, based on current salary (to a limit of a current salary of $60,000) and number of years of service at UNM:

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UNM FACULTY SENATE

SUBJECT: Recommendation re Employment of Relatives or Partners
REQUESTED ACTION: Approve the recommendation

BACKGROUND INFORMATION:

In an effort to clarify (and thereby strengthen) the language relating to the hiring of spouses or partners of University of New Mexico employees into permanent faculty positions, a Task Force was established by the Senate Operations Committee.

The establishment of this Task Force was brought about by at least one case in the last year when a position was made for a spouse as a pre-condition of employment. There was no search, no qualifying, and no competition, and, most importantly, no position. There has also been at least one case during the year in which pressure has been brought to bear to hire a partner into a made up position in order to retain a person at UNM. We cannot speak to the cases about which we know nothing. The Senate Operations Committee thinks that normal search procedures should be followed when faculty are hired with no special consideration being given to spouses or partners in the hiring process. The Task Force offers the new language on the following page for your approval.
To: Gloria Birkholz, President, Faculty Senate
From: Task Force on Spousal/Partner Hiring, Connie Thorson, Chair; Tony Marquez (English); Shlomo Karni (Engineering)
Subject: Report
Date: March 19, 1991

The Task Force on Spousal/Partner Hiring has met and has completed its assignment. The language the Task Force recommends for approval by the Faculty Senate and for inclusion in the Faculty Handbook follows:

B.4.7. EMPLOYMENT OF RELATIVES OR PARTNERS

B.4.7.1 The employment of more than one member of the same immediate family is authorized whether or not the persons concerned are in the same academic or administrative unit, when the members are appointed because of their recognized capabilities and qualifications and only when they have been through a fair competition conducted according to affirmative action guidelines as practiced by the University. In no cases will academic appointments be made as a pre-condition of employment for one of the two family members or partners.

Perhaps this should be on the April agenda.
SUBJECT: ROTC Discrimination against Homosexuals
REQUESTED ACTION: Adoption of the motion

BACKGROUND INFORMATION:

The United States military (all branches) officially discriminates against homosexuals by denying participation in military service or by discharging homosexuals from the military once sexual preference is known. A New Mexico gubernatorial executive order prohibits discrimination based on sexual preference in all state institutions including UNM. Nonetheless ROTC units on this campus are permitted to function while disregarding this policy. On some university campuses ROTC units are allowed to deny entrance to ROTC training to known homosexuals, or once sexual preference is discovered to dismiss homosexuals from university training programs. Scholarships are lost and in several instances students have been sued to repay prior ROTC scholarship funds.

The Senate Operations Committee therefore presents the following motion:

The Faculty Senate urges the UNM military ROTC units to officially cease their discriminatory policies against homosexuals. It further requests UNM administration to urge ROTC compliance with the University’s policy of nondiscrimination based on sexual preference.
SUBJECT: Requirement for presentation of photo ID for check out of library materials

REQUESTED ACTION: Faculty Senate approval of resolution

BACKGROUND INFORMATION:

There has been an increased use of stolen University ID cards to check out library materials. In 1990, the UNM General Library lost more than $20,000 worth of materials checked out with stolen ID cards. The student and faculty/staff University ID cards cannot be used for identification without a photo ID card.

RESOLUTION:

The Faculty Senate supports the recommendation of the Faculty Senate Library Committee and the UNM General Library that a valid photo ID, such as a driver's license, be required to check out library materials. The photo ID must be accompanied by a valid University ID card or by a valid UNM General Library card. This policy will be adopted beginning with the fall semester of 1991.
SUBJECT: UNM Opportunity Hiring Program
REQUESTED ACTION: Discussion Only
BACKGROUND INFORMATION: See following pages
Introduction

Most new tenure-stream faculty are hired to fill vacancies in the University's professorate or to fill new positions. When filling these positions, the job description may be quite similar to the previous position or it may be altered to meet expanding or changing academic priorities and needs. In any case, the decision to make an appointment is driven by the needs of the position. The position is then described and a search is made for the most qualified candidates. Replacement hiring to fill vacancies with a College's allotment of FTE tenure-stream faculty will continue to be the budgetary responsibility of the College. Correspondingly, the College would hire faculty only through regular, formal search processes.

It is also possible to build the professorate not only by filling vacancies and allotted new positions, but by hiring faculty who are highly qualified with special competencies and for whom there are no existing vacancies. The hiring program described here focuses on the opportunity to attract such faculty, individuals who would make major and unique contributions to the University's academic programs.

Objectives

The objective of this Opportunity Hiring Program is to strengthen the professorate with highly qualified appointments based on the academic characteristics of the person and the contributions that person can make to the University's academic programs. It is not expected that the total number of full-time faculty will increase appreciably in the foreseeable future. Since there are limited resources, most new hires will be made to fill vacancies and satisfy needs in existing academic programs. However, a small number of new hires each year can be devoted to hiring specially identified persons. The Opportunity Hiring Program is designed to improve the University's competitiveness with its peer institutions and to increase its flexibility in responding to hiring opportunities which can strengthen its academic programs. The Program is not identified as an affirmative action program in the sense of being a remedial or compensatory program nor is it a Program that excludes participation by any person because of his/her gender, race, religion, etc. Since increasing cultural diversity is an institutional priority, a particular emphasis of this Program is on hiring highly qualified faculty from traditionally underrepresented groups.

Academic Priorities

The University, through the faculty, deans, Provost and President, will establish institutional priorities in the context of the UNM 2000 Plan. This Opportunity Hiring Program will be of assistance to academic units as they seek to realize these academic priorities. It is understood that these academic priorities will change over time, and that the desirable characteristics in potential candidates may be different from one year to the next. Institutional priorities will be reviewed annually and revised when deemed appropriate. To ensure a uniform process, the Opportunity Hiring Program priorities will be articulated by the Provost in August of each year.
Emphasis on Cultural Diversity

Just as with other recruitment efforts at the University, members of traditionally underrepresented groups are likely to be among those appointed through this Program when the characteristics of the candidate match the priorities of the Program.

Legal Issues

As a public employer, the University is subject to both Title VII, the federal statute prohibiting discrimination in employment based on race, religion, national origin, or sex, and the 14th Amendment of the U.S. Constitution, which requires that everyone be given equal protection. Title VII requires that employment benefits, such as available positions, be competed for by all qualified and interested persons. A legal challenge brought under Title VII would involve the denial of equal employment opportunity, i.e., the denial of the chance to compete for employment benefits on the basis of job-related criteria. This Opportunity Hiring Program is designed to be competitive in that there will be many more candidates than there are positions available.

Identification of Potential Candidates

In consultation with the President, deans and the faculty, the Provost will establish the academic areas of priority and the criteria to be used in selecting the opportunity hires. The Provost will monitor the budgetary components of the Program and will coordinate and approve allocations to the academic units.

The University will depend upon advertising and informal recruitment to identify candidates for consideration as opportunity hires. Twice a year an advertisement will be placed in the Chronicle of Higher Education describing the Program, identifying the academic priorities being addressed through this Program, and soliciting applications from candidates whose credentials match these priorities.

Academic units will be responsible for recruiting and selecting opportunity hires. Each unit will develop its own procedures for recruitment and selection. Individually and collectively, faculty members will be encouraged to use personal and professional networks to identify and nominate candidates deserving consideration. Typically, the hiring process will include four stages:

a. researching, cultivating and selecting the candidates at the Departmental and then the College levels,
b. ranking candidates and authorizing recruitments at the Provost's level,
c. negotiations with the candidate, and
d. hiring.

Authorization for recruitment by the Provost will be made on the basis of:

a. the candidate's ability to contribute to the objectives and priorities of the Opportunity Hiring Program,
b. the quality of other applicants for this Program,
c. the needs of the academic unit, and
d. the availability of funds.

As each recruitment and selection process is likely to experience a unique schedule, the Program will remain active on a continuing basis.
Financial Management

The funding for Opportunity Hiring would be the responsibility of the Provost. The total budget for such hires would be set at a target figure each year, although flexibility would be retained through the option of supplementing this original target figure. In the first year, it might be possible to hire two to four such individuals. As a hire is made, the requisite funding for both salary and extra-salary support as might be appropriate, will be transferred to the base budget(s) of the home department(s). The salary line and other recurring expenses will become part of the base budget(s) of the department(s). If a faculty member hired under the Opportunity Hiring process resigns or retires from the University, her/his currently budgeted salary and associated expenses would then revert to the Provost’s budget.

Thus, all non-search hires would be approved and funded by the Provost. Since there would presumably be considerably more candidates than can be hired with allocated funds, hiring under this program would be competitive. Moreover, the Provost would have primary control over the allocation of these positions and, therefore, a mechanism for controlling the academic priorities.

Process for Opportunity Hiring

1. The Provost’s Office will allocate an annual budget for Opportunity Hiring and will create an appropriate advisory structure for evaluating candidates. As a decision is reached by the Provost’s Office to extend an offer under this Program, the Opportunity Hiring budget will be appropriately encumbered. When an offer is accepted, the requisite funding authority will be transferred from the Opportunity Hiring budget line to a new budget line of the hiring unit, thereby becoming part of that unit’s base budget. Thus, the Opportunity Hiring budget allocation will be a component of the University’s annual growth (new or reallocated).

2. The Provost’s Office will place advertisements in the Chronicle of Higher Education quarterly. The text, which will read along these lines, will also include the current academic priorities: “On a continuing basis, UNM seeks nominations of and applications from individuals of exceptional career achievements who might wish to join UNM to augment an existing academic program or lead the initiation of a new program.” Nominations and applications thereby received will be acknowledged and forwarded to the appropriate academic units.

3. UNM faculty, departments or inter- or intra-departmental groups, will have the responsibility for identifying and initially evaluating potential candidates. Departments can carry out evaluations and the initial stages of recruitment of nominees or applicants by inviting these distinguished scholars to campus to deliver one or a sequence of talks and to meet with a variety of students, faculty and administrators. These visits should not be construed as “employment interviews” since there is never in this process a “position to be filled.” They are, rather, tentative explorations of mutual interests. Visits of the visitors should be provided so that a descriptive scholarly biography of the visitor can be assembled as part of the introductory material. The costs of such visits would be part of the department’s regular expenses of hosting visitors, although collaborations between the Department and the College to support such expenses could also be appropriate. Ideally, two or more individuals with similar career attributes would be evaluated by the department once one of these initiatives commences.
4. If, after a set of such initial visits or rounds of visits by potential candidates, there appears to be a mutual interest between a potential candidate and the Department and it becomes appropriate, if such has not already occurred, for the Department Chairperson to explore with the Dean whether there is potential College support for forwarding this candidacy to the Provost.

5. If the Dean gives approval, then the Chairperson or the Dean should contact the potential candidate to determine the candidate's willingness to be considered more formally and advanced by the Department as a candidate. In such contacts, it will be made very clear that the final decisions will be made above the Departmental and College levels and that budgetary limitations and a variety of competing University priorities will determine whether or not the Provost's Office authorizes an offer. It will be understood that the Department is recommending a positive action.

6. With the potential candidate thus converted to an official candidate, the Department and the College should then develop a dossier which includes extensive documentation by the Department on the rationale of the case and letters of reference and transcripts of telephone inquiries. When complete, the Dean forwards a recommendation to the Provost that this candidate be hired under the Opportunity Hiring Program, attaching the dossier and a projection of the total cost of making the hire. Along with this recommendation, the Dean forwards an updated prioritized list of the College's recommendations which have not yet received positive action by the Provost. The College's priority list does not necessarily control the Provost's decisions, but will be a significant factor in these decisions.

7. The Provost and the Provost's Advisory Committee accepts recommendations from the Colleges and other academic units. The Advisory Committee, which is composed of members of the faculty, will evaluate the absolute merits of nominees for Opportunity Hiring in the context of the stated institutional priorities and provide them to the Provost along with these evaluations and a ranking of all nominees currently in the pool. The Committee will carry out its evaluations and rankings on a regular, continuing basis as nominees enter and leave the pool.

8. After a thorough consideration of the Committee's evaluation, the Provost will periodically approve the initiation of a hiring effort for one or more candidates.
To: Faculty  
From: Gloria Mallory, President  
Alumni Association  
Re: Alumni Survey

Last November the University of New Mexico Alumni Association conducted a survey polling 448 alumni from throughout the United States about their attitudes toward UNM. We are very pleased at the results which showed that alumni feel a strong sense of belonging to and caring for their alma mater. In fact, 77 percent said they not only benefitted greatly from their experience at UNM, but felt they should give something back.

The survey was conducted by Research and Polling, Inc. of Albuquerque, a professional polling company owned by alumnus Brian Sanderoff. Company representatives called the alumni, randomly selected from more than 72,000 graduates of all age groups. During the 20-minute phone interviews, the alumni were queried about their attitudes toward UNM, their current level of involvement with the University, and what alumni programs they support.

Among some of the findings were:

* An overwhelming majority expressed a positive attitude toward UNM. A total of 94 percent are proud to have attended UNM and 71 percent feel a sense of belonging to and caring for the University.

* Ninety-percent of alumni perceive an important any effort to provide for faculty lectures outside of the University community and any efforts in the area of continuing education. Also, 24 percent said they have come to the University campus in the past two years to participate in courses or workshops.

* Of programs provided by the Alumni Association, job-related and educational items were considered the most important.
Mirage, the Alumni Association magazine, is UNM's strongest link with alumni. Ninety-four percent of those who receive it read it. The average time spent reading each issue is 27.4 minutes. There are about 1.5 readers per copy, for a total of approximately 100,000 readers.

One out of five alumni is involved in UNM activities. For those who are not involved, the two greatest obstacles to involvement are time and distance.

Sixty-three percent of the alumni surveyed feel they will contribute funds to the University in the future; and 77 percent feel they should repay UNM in some way for the education they received.

Eighty-seven percent of alumni feel it is important to the University to have a strong alumni association.

We feel that much of the credit for such positive responses to the survey goes to you—the faculty—who have taught and inspired our students. What you do in the classroom remains with UNM students well beyond graduation. We recognize and applaud your accomplishments.

Incidentally, these figures are being incorporated into a report for the state's Commission on Higher Education, which has often questioned the lasting impact of a UNM education.

From the Alumni Association's point of view, the survey gives us an idea of program and service priorities to pursue.

Ultimately, the whole university reaps the benefits of supportive alumni: in development and fund-raising, in student recruitment, in placement of graduates and in invaluable word-of-mouth PR.
Distribution of UNM Alumni in New Mexico

Total Alumni in NM = 41,550

*Los Alamos = 1,016

Prepared by Alumni Relations March 25, 1991
Distribution of UNM Alumni in the United States

Alumni in the USA= 71,830
Alumni in Foreign Countries= 832
Total Alumni = 72,662

Prepared by Alumni Relations March 25, 1991
FACULTY COMPENSATION AND SALARIES AT UNM 1990-91

Faculty Compensation and Salaries at the University of New Mexico in Relation to Inflation, the Commission on Higher Education Comparison Group, Available Resources, and Related Factors

A Report of the Faculty Senate Budget Committee of the University of New Mexico

Presented to the UNM Faculty Senate April 09, 1991
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HIGHLIGHTS OF THIS REPORT

--From a high in 1972-73, mean UNM faculty salaries (measured in deflated 1970 dollars) have declined 14% for Full Professors, 17% for Associate Professors and 7% for Assistant Professors.

--In the most recent decade, mean faculty salaries (measured in deflated 1970 dollars) have increased 3% for Full Professors, 2% for Associate Professors and 1% for Assistant Professors.

--Mean compensation and mean salaries of UNM professors rank at or near the bottom of the new CHE Comparison Group of 17 institutions. The ranking of Assistant Professors is somewhat higher (14th for both compensation and salaries) while that for Full Professors and for Associate Professors is 17th in compensation, 16th in salaries.

--Mean compensation and salary of UNM professors has not kept pace with indicators of state and state government resources. Mean compensation and mean salary have lagged significantly behind Gross State Product, Personal Per Capita Income, Total State Tax Revenues, and Total State Expenditures on Institutions of Higher Education.

--Mean compensation and salary of UNM professors has also not kept pace with available resources allocated internally by the University. Mean compensation and mean salary have lagged, specifically, well behind appropriations to UNM's Instruction and General Budget.

--During the 1970's, the ratio of Total Year Student Enrollment (FTE) to number of faculty declined significantly (from 31.38 in 70-71 to 24.75 in 80-81) as UNM pursued an expressed policy of hiring additional faculty to reduce average class size. It appears that for a number of reasons (including a large and sustained lag of student tuition and fee rates behind inflation), UNM has failed to provide truly commensurate resources to achieve this change while maintaining faculty compensation at (real dollar) 72-73 levels.
The Faculty Senate Budget Committee is charged with providing information and recommendations to the Faculty Senate (and other participants in the UNM budget process). The present report is the second annual effort related to the question of faculty compensation and salaries. We would like the UNM Faculty (and the University community broadly) to be supplied with specific, accurate, and relatively complete information for purposes of assessing UNM's needs in this area.

This report will be devoted primarily to information about faculty compensation and salaries at UNM. It will focus, in particular, on these questions:

1. How well has faculty compensation at UNM kept pace with the rate of inflation?
2. How does faculty compensation at UNM compare with our peer institutions—especially the the new peer comparison group.
3. How have increases in faculty compensation at UNM compared with indicators of state, state government, and University resources.
4. What other factors (especially growth in faculty size relative to Student FTE) require attention with respect to the faculty compensation problem at UNM?

The Study

Our findings focus on mean faculty salaries and mean faculty compensation (salary plus fringe benefits). These means were obtained largely from ACADEME, the Journal of the American Association of University Professors. (Some missing data in the AAUP reports and some recent data were supplied by UNM's Office of Planning and Policy Studies.) The AAUP publishes these means in thousands rounded to nearest hundred. In this report we will also use means in thousands of dollars in all of our analyses and presentations.

Faculty Compensation and Inflation

We analyzed mean faculty salary and mean faculty compensation by rank as a function of inflation. For our inflation index we used the Consumer Price Index of the U.S. Department of Labor. In Table 1 are presented price index of the U.S. Department of Labor. In Table 1 are presented mean faculty salary and mean faculty compensation both as actual dollars and as deflated 1970 dollars. We include data for two decades to give some historical perspective and to extend back before the period of acute inflation in the American economy.

In uninflated 1970 dollars, faculty salaries and compensation reached a high in 1972-73. Since that time there have been significant losses in purchasing power of the average professor at UNM. The purchasing power
We are familiar with the argument that faculty salaries at UNM must remain low due to limited state resources.

We have analyzed mean faculty salary and mean faculty compensation as a function of indicators of state, state government, and university resources. These include: (1) Gross State Product -- a possible index of the available corporate and personal income of the state, (2) Personal Per Capita Income -- a measure of personal income in the state, (3) Total State Tax Revenues -- a measure of revenue raised by state government, (4) State Expenditures on Institutions of Higher Education -- a measure of measured state revenue specifically allocated to Higher Education, and (5) State Allocation to UNM's Instruction and General Fund -- a measure of revenues available the UNM for allocation.

In Tables 3 through 5, we compare the rate of salary and compensation increases as they actually took place with what the increases would have been if they had been indexed to these measures of resources. For mean salary and mean compensation, for each rank of professor, and for each resource index, the real faculty figures lag substantially behind the rate in increases in state resources. For example, if faculty salaries and mean compensation had been kept pace with either Per Capita Income or State Expenditure on Higher Education, the mean salary of Full Professors would be in the 70's, that of Associate Professors would be in the high 50's, and that of Assistant Professors would be in the high 40's. If indexed to other measures of state resources, Gross State Product and Total State Tax Revenues, salaries would have been even higher.

Mean faculty compensation and mean faculty salary also did not keep pace with internally allocated resources within the University. For all three ranks, these means represent a decreasing fraction of Total Instruction and General allocations.

Concomitant Factors

The decline in mean compensation and mean salary of UNM faculty (in real dollar terms) since 72-73, has been accompanied by two other trends that require attention.

First, there has been a significant increase in faculty members relative to student body. The total year Student FTE to faculty ratio for years 70-71 to 89-90 is presented in Table 10. Between 70-71 and 80-81 this ratio fell from 31.38 to 24.75 during a decade when the University pursued an announced policy of reducing class sizes.

Second, for an extended period of time, Student Tuition and Fee rates lagged behind the rate of inflation. (See Table 9.) By 73-74 the Tuition and Fee rate was 55% behind inflation (using 70-71 as the base year and the Consumer Price Index for adjustment). The shortfall (amount inflation less CPI minus actual) rose steadily to a maximum of $363 in 83-84 and returned below $100 only in 88-89. The Higher Education Price Index measures the rate of inflation experienced by institutions of higher education in particular. In comparison to this index, the Tuition and Fee...
rate has fallen even farther behind the costs of higher education. In 1990-91, in particular, it is estimated that the Tuition and Fee rate is nearly $100 below what it would have to be to keep up with the higher education purchasing power students paid in 1970-71.

In the face of the costs of additional faculty and the lost income from student tuition and fee rates, the University apparently failed to make truly compensating or commensurate allocations to keep faculty compensation and salary at established (real dollar) 1972-73 levels. In fact, the UNM faculty appear to have subsidized reductions in student/faculty ratios and low tuition rates out of (real dollar) income foregone.

First Conclusions and Recommendations

Our study to date seems to warrant at least four basic conclusions:

(1) Due to inflation, faculty at UNM (especially Full Professors and Associate Professors) make substantially less today than they did in the peak year of 1972-1973.

(2) However, in the last decade, faculty at UNM have made gains relative to inflation. This is particularly true for Assistant Professors.

(3) Mean faculty salaries and compensation at UNM are at or very near the bottom of the CHE peer comparison group. The problem is most acute in the case of Full and Associate Professors.

(4) Faculty compensation and salaries at UNM have not kept pace with income available to the state and to the University.

In response to the problem of faculty compensation and salary at UNM, we specifically recommend:

(1) That copies of this report be distributed to all faculty members at UNM.

(2) That faculty members and academic departments be urged to keep themselves informed of the emerging situation on compensation and salaries.

(3) That the current administration be commended for some gains in recent years and urged to continue vigorous efforts to secure and allocate resources commensurate with the University's needs at all faculty rank levels.

(4) That the Faculty Senate recommend that "peer increment" and "market adjustment" salary increases for 1991-92 be earmarked to bring Full Professor and Associate Professor salaries and Assistant Professors to the percent of peer means as that of

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Table 1
Mean Faculty Compensation and Salaries; By Rank; Actual and Deflated by CPI to 1970 Dollars

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>UNM FULL PROFESSORS</th>
<th>UNM ASSOCIATE PROFESSORS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMPENSATION</td>
<td>SALARY</td>
</tr>
<tr>
<td></td>
<td>ACTUAL</td>
<td>ACTUAL</td>
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<tr>
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<tr>
<td></td>
<td>$18,000</td>
<td>$16,000</td>
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</table>

Percent change:

Last 5 years + 6%  + 5%  + 5%  + 5%
Last 10 years + 8%  + 7%  + 7%  + 7%
Last 15 years + 1%  - 1%  - 1%  - 1%
Since 72-73 - 9%  - 10%  - 10%  - 10%

Cumulative salary loss (unnestted) for:

73-74 thru 90-91 in 1970$ -$455,080  -$388,990
                     in 1990$ -$151,550  -$131,077

---
<table>
<thead>
<tr>
<th>UNM ASSISTANT PROFESSORS</th>
<th>COMPENSATION ($)</th>
<th>SALARY ($)</th>
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<td>11.60</td>
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<td>11.23</td>
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Cumulative salary loss

Mean Faculty Compensation and Salaries by Rank 1989-90:
UNM and Its Comparison Group Institutions

Table 1 (continued)
Mean Faculty Compensation and Salaries:
By Rank: Actual and Deflated by CPI to 1970 Dollars

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<tr>
<th>UNIVER-</th>
<th>PROFESSORS</th>
<th>ASSOCIATES</th>
<th>ASSISTANTS</th>
<th>ALL RANKS (90-91)</th>
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<td>COMP SAL</td>
<td>COMP SAL</td>
<td>COMP SAL</td>
<td>COMP SAL % SAL</td>
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<tr>
<td>UNM and Its Comparison Group Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| AZ   | 68.7 57.2 | 51.8 41.6 | 45.0 35.4 | 60.5 48.6 24.4 |
| AK   | 75.9 48.2 | 44.3 36.8 | 38.1 31.9 | 50.0 41.2 21.3 |
| CO   | 65.1 55.6 | 51.1 43.0 | 45.5 36.1 | 58.8 49.3 19.1 |
| IO   | 74.9 61.2 | 57.8 46.0 | 48.4 38.5 | 65.4 52.5 24.7 |
| KA   | 62.1 51.5 | 48.2 39.5 | 40.4 33.1 | 53.0 43.5 21.9 |
| KE   | 60.7 50.8 | 45.4 37.5 | 40.8 33.6 | 55.4 46.1 20.3 |
| MD   | 59.4 50.1 | 45.6 38.0 | 41.2 34.4 | 51.8 43.8 18.3 |
| NE   | 60.7 51.7 | 46.4 38.9 | 41.3 34.5 | 56.8 47.6 19.3 |
| NH   | 57.1 48.4 | 43.2 37.9 | 39.4 33.0 | 51.3 42.8 19.8 |
| OK   | 60.5 48.9 | 47.1 38.0 | 38.9 31.3 | 53.9 43.7 23.5 |
| OR   | 60.7 46.7 | 46.9 35.4 | 38.7 29.2 | 50.0 39.9 20.4 |
| SC   | 64.6 55.2 | 47.6 40.1 | 42.3 35.4 | 56.3 46.8 20.1 |
| TN   | 67.8 52.3 | 49.1 39.1 | 40.9 33.4 | 55.3 45.2 22.4 |
| TX   | 77.5 65.2 | 53.0 43.1 | 45.8 37.4 | 62.8 51.5 21.9 |
| UT   | 65.3 50.8 | 48.1 36.7 | 44.0 33.3 | 56.9 44.3 28.6 |
| VA   | 85.1 70.1 | 59.0 47.1 | 48.4 38.0 | 68.9 55.0 25.3 |
| WA   | 68.9 56.8 | 50.3 40.4 | 45.1 35.9 | 60.1 48.3 24.5 |
| Mean | 65.7 54.2 | 49.1 39.8 | 42.6 34.5 | 58.2 47.5 22.9 |

UNM %
of Mean w/o UNM

UNM Rank out of 17
17th 16th 17th 16th 14th 16th 16th 15th 14th

Abbreviations follow state abbreviations of U.S. Postal Service

Means by rank are for 1989-90 and are from AAUP's ACADEME.
Means for combined rank (weighted by UNM's distribution of ranks) and benefits as a percent of salary are for 1990-91 and are provided courtesy of UNM Planning and Policy Studies.
### Table 3
Mean Compensation of UNM Full Professors: Actual and If Increased at Rate of Inflation, Gross State Product, Per Capital Income, Total Tax Revenues, Expenditures on Higher Education, and Appropriations to I&G

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>ACTUAL COMPENSATION</th>
<th>IF IT HAD INCREASED AT RATE OF ACADEMIC MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMPEN</td>
<td>CPI</td>
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<tr>
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<td>18.00</td>
</tr>
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<tr>
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<tr>
<td>80-81</td>
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<td>39.03</td>
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<tr>
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<td>82-83</td>
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<td>86-87</td>
<td>49.20</td>
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<td>52.12</td>
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<tr>
<td>88-89</td>
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<tr>
<td>89-90</td>
<td>57.10</td>
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<tr>
<td>90-91</td>
<td>61.80</td>
<td>60.51</td>
</tr>
</tbody>
</table>

**Key**
- **COMPEN** = Mean compensation of UNM Full Professors (in thousands)
- **CPI** = Consumer Price Index, 1983=100
- **GSP** = Gross State Product of New Mexico (in millions)
- **PCI** = Personal Per Capital Income (1990 estimated)
- **TTR** = Total State Tax Revenues of New Mexico (in millions)
- **EHE** = Total Expenditures on Institutions of Higher Education by New Mexico State Government (in millions)
- **I&G** = State Appropriations to UNM Instruction & General Fund (in thousands)

### Table 4
Mean Compensation of UNM Associate Professors: Actual and If Increased at Rate of Inflation, Gross State Product, Per Capital Income, Total Tax Revenues, Expenditures on Higher Education, and State Appropriations to UNM’s I&G

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>ACTUAL COMPENSATION</th>
<th>IF IT HAD INCREASED AT RATE OF ACADEMIC MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMPEN</td>
<td>CPI</td>
</tr>
<tr>
<td>70-71</td>
<td>14.00</td>
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</tr>
<tr>
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<td>47.07</td>
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</tbody>
</table>

**Key**
- **COMPEN** = Mean compensation of UNM Assoc. Professors (in thousands)
- **CPI** = Consumer Price Index, 1983=100
- **GSP** = Gross State Product of New Mexico (in millions)
- **PCI** = Personal Per Capital Income (1990 estimated)
- **TTR** = Total State Tax Revenues of New Mexico (in millions)
- **EHE** = Total Expenditures on Institutions of Higher Education by New Mexico State Government (in millions)
- **I&G** = State Appropriations to UNM Instruction & General Fund (in thousands)
### Table 5
Mean Compensation of UNM Assistant Professors:
- Actual and if Increased at Rate of Inflation, Gross State Product, Per Capital Income, Total Tax Revenues, Expenditures on Higher Education, and State Appropriations to UNM's I&G

<table>
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<th>ACADEMIC YEAR</th>
<th>ACTUAL COMPENSATION IF IT HAD INCREASED AT RATE OF ACADEMIC MEAN</th>
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<th>(2)</th>
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<tr>
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<td>GROSS STATE PRODUCT OF NEW MEXICO (in millions)</td>
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<td>PERSONAL PER CAPITAL INCOME (1990 estimated)</td>
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<td>TOTAL STATE TAX REVENUES OF NEW MEXICO (in millions)</td>
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<td>TOTAL EDUCATION EXPENDITURES ON INSTITUTIONS OF HIGHER EDUCATION BY NEW MEXICO STATE GOVERNMENT (in millions)</td>
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<td>STATE APPROPRIATIONS TO UNM INSTRUCTION &amp; GENERAL FUND (in thousands)</td>
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<td>I&amp;G</td>
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**Key**
- (1) COMPENSATION = Mean compensation of UNM Asst. Professors (in thousands)
- (2) CPI = Consumer Price Index, 1983=100
- (3) GSP = Gross State Product of New Mexico (in millions)
- (4) PCI = Personal Per Capital Income (1990 estimated)
- (5) TTR = Total State Tax Revenues of New Mexico (in millions)
- (6) EHE = Total Expenditures on Institutions of Higher Education by New Mexico State Government (in millions)
- (7) I&G = State Appropriations to UNM Instruction & General Fund (in thousands)
### Table 7
Mean Salary of UNM Associate Professors:
Actual and If Increased at Rate of Inflation, Gross State Product,
Per Capital Income, Total Tax Revenues, Expenditures on Higher
Education, and Appropriations to ISG

<table>
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Key

(1) **SALARY** = Mean Salary of UNM Associate Professors (in thousands)
(2) **CPI** = Consumer Price Index, 1983=100
(3) **GST** = Gross State Product of New Mexico (in millions)
(4) **PCI** = Per Capital Income (1990 estimated)
(5) **TTR** = Total State Tax Revenues (in millions)
(6) **EHE** = Total Expenditures on Institutions of Higher Education by New Mexico State Government (in millions)
(7) **ISG** = State Appropriations to UNM Instruction & General Fund

### Table 8
Mean Salary of UNM Assistant Professors:
Actual and If Increased at Rate of Inflation, Gross State Product,
Per Capital Income, Total Tax Revenues, Expenditures on Higher
Education, and State Appropriations to UNM’s ISG

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Key

(1) **SALARY** = Mean Salary of UNM Assistant Professors (in thousands)
(2) **CPI** = Consumer Price Index, 1983=100
(3) **GST** = Gross State Product of New Mexico (in millions)
(4) **PCI** = Personal Per Capital Income (1990 estimated)
(5) **TTR** = Total State Tax Revenues of New Mexico (in millions)
(6) **EHE** = Total Expenditures on Institutions of Higher Education by New Mexico State Government (in millions)
(7) **ISG** = State Appropriations to UNM Instruction & General Fund (in thousands)
Table 9
Student Tuition and Fees: Undergrad, Resident, Full Time
Actual and If Increased at Rate of Inflation, Gross State Product, Per Capital Income, Total Tax Revenues, Expenditures on Higher Education, and Appropriations to I&G

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Key
(1) T&F = UNM Tuition and Fees: Undergrad, Resident, Full Time Student
(2) CPI = Consumer Price Index, 1983=100
(3) HEPI = Higher Education Price Index, 1983=100 (1990 estimated)
(4) GSP = Gross State Product of New Mexico (in millions)
(5) PCI = Per Capital Income
(6) TTR = Total State Tax Revenues of New Mexico (in millions)
(7) EHE = Total Expenditures on Institutions of Higher Education by New Mexico State Government (in millions)
(8) I&G = State Appropriations to UNM Instruction & General Fund

Table 10
Student FTE Relative to Faculty Size

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</table>

*FTE = Total Year student FTE. It is given in thousands in column 6. It is computed as real numbers in column 7.

Total All Faculty = Full + Associate + Assistant.
Data are from AAUP's ACADEME.
Key

(1) COMPEN = Mean compensation of UNM Fulltime Professors (in thousands)
    Source: AAUP's ACADEME and UNM Policy and Planning Studies.

(2) CPI = Consumer Price Index, 1983=100

(3) GSP = Gross State Product of New Mexico (in millions)
    Source: Bureau of Economic Analysis, U.S. Department of Commerce

(4) PCI = Personal Per Capital Income
    Source: Bureau of Economic Analysis, U.S. Department of Commerce

(5) TTR = Total State Tax Revenues of New Mexico (in millions)
    Source: Bureau of the Census, U.S. Department of Commerce

(6) EHE = Total Expenditures on Institutions of Higher Education by New Mexico State Government (in millions)
    Source: Bureau of the Census, U.S. Department of Commerce

(7) I&G = State Appropriations to UNM Instruction & General Fund (in thousands)
    Source: Commission on Higher Education: "Analysis of I&G Budgets."

(8) T&F = UNM Tuition & Fees: Undergraduate, Resident, Full Time

(9) FTE = UNM Total Year Student FTE (in thousands unless otherwise indicated)
    Source: Commission on Higher Education: "Analysis of I&G Budgets."

(10) Faculty Size by Rank and Total Source: AAUP's ACADEME

We would welcome faculty comment and suggestions regarding this report and how it might be improved for next year.
--Across the twelve year period 1978-79 to 1990-91, the mean salary increase of various levels of administration was highest at the level of the President (150.9%) followed by the levels of Deans (110.4%) and Directors (110.4%).

--Across the twelve year period 1978-89 to 1990-91, the mean salary increase of 60 UNM administrators was 109.2%.

--Across the twelve year period 1978-89 to 1990-91, the mean salary increase of faculty ranks was highest for the rank of Assistant Professor (113.3%), followed by Full Professor (90.1%) and by Associate Professor (88.4%).

--Across the twelve year period 1978-89 to 1990-91, the mean salary increase of UNM Professors (Full, Associate, and Assistant) was 94.5%
Administrative Salary Increases

The University of New Mexico Faculty Senate Budget Committee begins this year a study of Administrative Salary Increases. We believe that the University will be best served if objective and interpretable information on this topic is available to the University Community. We would caution the reader that the present report is, as we view it, a necessarily limited and modest beginning toward the type of annual report that we believe would be helpful to the University Community.

There are two general types of questions that should be asked about administrative salaries at the University:

1. What is the rate of growth of the administrative sector of the University both (a) in number of positions (Full Time Equivalents) and (b) in allocation of revenues to this sector?

2. Given the various administrative offices and levels, what is the rate of increase in (a) compensation and (b) salary for these offices and levels?

The present report is limited to Question 2b: What has been the rate of increase in administrative salaries for a number of administrative levels?

The Study

Our findings concern mean administrative salaries at the University of New Mexico. They are limited to the main campus and exclude, specifically, salaries at the Medical School. We obtained our salary data from UNM's "in-house budget" for 1978-79 and UNM's "budget plan" for 1990-91. Our definition of some positions was influenced by the advice of Richard Cady, Director of Planning and Policy Research (who is not responsible for our procedures overall). We also benefited from the help of UNM's Budget Office (James Wiegmann, Director, and Tom Stephenson, Associate Director) when we needed interpretations and help in locating some information. Their assistance is also appreciated and they, too, are not responsible for procedures we followed on our own.

Administrative Levels

We obtained mean salary for the following administrative levels: (1) President, (2) Vice Presidents, (3) Associate and Assistant Vice Presidents, (4) Deans, (5) Directors, and (6) Other Administrators. Our data included only those positions for which we believed we have meaningful salary information across the twelve year period 1978-79 to 1990-91. It did not, thus, include positions which were created or dropped at some point during that period. In some cases, we treated positions with different names as equivalent (e.g., "vice president for academic affairs" and "provost for academic affairs").
Our Administrative groups and levels were as follows:

(1) President: Since this position has no internal peer, just the occupant of this position.

(2) Vice Presidents: Academic Affairs, Business and Finance, Research, and Student Affairs.

(3) Associate and Assistant Vice Presidents: Academic Affairs, Research and Business, Faculty Contracts.

(4) Deans: Architecture, Arts and Sciences, Business, Continuing Education, Education, Engineering, Fine Arts, Graduate Programs, Law School, Nursing, and Pharmacy; Dean of the General Library and Director of the Law School Library.


(6) Other Administrators: Assistant to the President, Controller, Registrar, University Legal Counsel, University Secretary.

Positions were omitted from our analysis if they had not been created by 1978-79 or if they did not continue until 1990-91. A number of Vice President positions (including associate vice president and assistant vice president positions) and two computing center positions were excluded on this basis.

Vacant positions were an additional problem of some concern. Two dean positions (Education and Fine Arts), one Director Position (Dental Programs) and one Other Administrator Position (Registrar) are vacant in 1990-91. In all these cases, we employed the salary for the 1989-90 year in our analysis. Additionally, once for 1978-79 (for the Vice President for Research) and once for 1990-91 (for the Director of Personnel) we used the budgeted base full time salary for the position.

In all cases, the salaries are those budgeted for the entire year (12 months). These characteristically include Special Administrative Components (SAC's).

Faculty Salary Comparisons

For comparison purposes, we have included mean salary of faculty, by rank, for 1978-79 and 1990-91. These were obtained from ACADEME, the journal of the American Association of University Professors.
Results

The results of our first study are shown in Table 1.

From 1978-79 to 1990-91, mean administrative salaries increased 150.9% for the President, 104.2% for Vice Presidents, 94.0% for Associate and Assistant Vice Presidents, 110.4% for Academic Deans, 110.4% for Directors, and 98.3% for Other Administrators.

During the twelve year period, mean salaries for all 60 administrators of the study increased 109.2%.

Mean faculty salaries, by rank, increased 90.1% for Full Professors, 88.6% for Associate Professors, 113.3% for Assistant Professors, and 94.5% for all ranks (weighted by 1990-91 rank distribution).

Conclusions

We would like to emphasize that our initial study reported here does NOT permit any conclusions about the relative growth for the administrative sector at UNM either in positions or allocation of revenues. Our study also does not permit us to draw any conclusions about increases in administrative compensation (benefits plus salary). And our initial results do not permit us to make comparisons with any other institution or set of institutions.

Our study is further limited to a particular time period: 1978-79 to 1990-91. We are NOT in a position to draw any conclusions about other time periods.

In the time period of our study, it does appear that faculty salaries have NOT, in general, kept pace with overall administrative salary increases. The difference between mean administrative salary increases and mean faculty salary increases, over twelve years, is, in fact, 14.7%. Although this MAY be appropriate, we find this cause for some concern. We suggest that this discrepancy be studied further to determine if corrective steps may not be in order for future increases.
<table>
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<th>1978-79</th>
<th>1990-91</th>
<th>% Increase</th>
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<td>Vice Presidents</td>
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**Faculty**

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<th>1990-91</th>
<th>% Increase</th>
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* 1990-91 rank distribution.
April 23, 1991

TO: Members of the Faculty Senate

FROM: Anne J. Brown, Secretary

SUBJECT: Special Meeting

Senators are reminded of the special Senate meeting to be held on Wednesday, May 1, from 4:00 until 5:00 p.m., in Anthropology 163.

The purpose of the meeting is to vote on the Core Curriculum Task Force proposal. The proposal was discussed at the March 19 Senate meeting, so please bring with you the agenda for that meeting.
The special meeting of the Faculty Senate was called to order by President Gloria Birkholz at 3:30 p.m. in Anthropology 163.

The purpose of the meeting was to discuss and vote on the Core Curriculum Task Force proposal.

The Senate voted to approve the first two principles of the proposal:

1) UNM should establish a core program required of all candidates for baccalaureate degrees.

2) The core should be a limited program of not fewer than 18 required hours nor more than 24 required hours.

The remainder of the proposal was returned to the Core Curriculum Committee for further development.

The meeting adjourned at 5:00 p.m.

Respectfully submitted,

Anne J. Broady, Secretary
May 8, 1991

REGARDING THE PROPOSED CORE CURRICULUM

Passed at the Special Meeting of the UNM Faculty Senate on 5/1/91:

1) UNM should establish a core program required of all candidates for baccalaureate degrees.

2) The core should be a limited program not fewer than 18 required hours nor more than 24 required hours.

Passed at the Faculty Senate meeting on 5/7/91:

3) The core should consist of the following areas: social sciences, humanities, fine arts, mathematics, science, and technology.

All other principles were returned to the Core Curriculum Committee for further development.
Dear Faculty Senator:

The members of the Core Curriculum Committee of the Faculty Senate have devoted a significant amount of time to this effort over the past several months. They tackled tough issues related to a core curriculum, and they developed a proposal which contains many good ideas. I want personally and publicly to thank the members of the committee.

While at least some features of virtually any core curriculum proposal will be controversial, we should not lose sight of the basic principle of a core curriculum about which I believe most of us can agree: that "there is a common core of knowledge and a basic set of analytical and communication skills that should be acquired by all students who graduate with an undergraduate degree" (UNM 2000 long-range plan). I encourage you to support the concept of a core curriculum, even as the dialogue and debate continue as to the knowledge and skills to be included and the structure for delivering a core curriculum, both of which are tasks of the faculty.

To my way of thinking, a "common core of knowledge" and a "basic set of analytical and communication skills" are tools to explore and understand a broad range of subjects. As our world becomes more complex, more interdependent, more fragile, the need for these tools increases. As teachers, we cannot impart all of the information students will need to function effectively; as experts, we cannot simply turn out engineers, or historians, or accountants; as educators, we must help our students acquire basic knowledge and skills that will enable them to continue to learn, lead and educate others. A core curriculum, in whichever of its potentially many different forms, links the individual student with the universe, with civilization, with the past, present and future—and with other students at UNM.

Having a core curriculum, along with strong programs in the academic disciplines, says something very important to students and prospective students about this University. It says—no matter whether you are studying science or art, no matter whether you commute...
or live on campus, no matter whether you are an 18-year-old just out of high school or a 30-year-old single parent returning to college— you will all have something in common—a course of study, a core curriculum, that represents the essence of a university education—a commitment by this University that there are basic analytical and communication skills and a body of knowledge which we have an obligation to share with all of our students.

Currently, we may be a confederation of colleges, loosely held together by a common parking problem, as someone else has said, but we can become a true community of scholars, with the core curriculum providing the educational link among the thousands of students who come to UNM to study and learn.

UNM has the opportunity to offer a core curriculum distinctively suited to this institution and our students. While we debate the specific form a core curriculum might take, I hope we can affirm a basic belief in the concept of the core curriculum.

Sincerely,

Richard E. Peck
President
BACKGROUND INFORMATION:

The Core Curriculum Committee, a committee of the Faculty Senate appointed in Spring 1990, has completed its recommendations. Existing general education (distribution) requirements in most of UNM's undergraduate colleges mandate about 50 hours of rather miscellaneous and unordered courses. This report proposes to take about half of these hours for a sequence of core courses (CC 1-6) that meet specific criteria of breadth and content. All interested departments and faculty should be able to offer courses that meet these criteria. Student credit hours for faculty teaching in the program will be credited to the departments from which the faculty come.

We recommend that the report be adopted in principle at the April meeting and that the Senate appoint a standing Committee on the Core Curriculum to work with the Director of the Core Program to implement the program described in the report. The principles that would be approved by such an action are listed on page 1 of the report.
The Core Curriculum: A Report to the UNM Faculty Senate

The Core Curriculum Committee, a subcommittee of the Faculty Senate appointed in Spring 1990, has arrived at a point where we think it appropriate to report to the faculty on our deliberations and to seek reactions and suggestions.

Existing general education (distribution) requirements in most of UNM's undergraduate colleges mandate about 50 hours of rather miscellaneous and unordered courses. This report proposes to take half of these hours for a sequence of core courses (CC 1-6) that meet specific criteria of breadth and content. All interested departments and faculty should be able to offer courses meeting these criteria. Student credit hours for faculty teaching in the core program will be credited to the departments from which the faculty come.

We recommend that the following report be adopted in principle, and that the Senate appoint a standing Committee on the Core Curriculum to work with the Director of the Core Program to implement the program described herein. The principles thus approved would be as follows:

1. UNM should establish a core program required of all candidates for baccalaureate degrees.
2. The core should be a limited program, comprising 24 hours (8 courses).
3. The core should not be an introductory program, but rather one that continues throughout the undergraduate years, incorporating both lower and upper division work, from introductory through capstone courses.
4. The program should introduce students to different ways of knowing and teach that there are many diverse ways to understand any topic.
5. The program should be flexible, enabling courses from many departments to meet the guidelines for the program and allowing individual students to fulfill the requirements in different ways.
6. The program should include both traditional and contemporary perspectives, enabling students to understand both inherited traditions and the challenges to them.
7. A Director of the Core Program will be appointed to serve, under the Provost, and administer the core curriculum.
8. Any faculty member who wishes should be able to propose core courses and teach in the Core Program without penalty. Faculty members from all undergraduate colleges should be encouraged to participate.
9. A selected group of tenured faculty will share direction of the Core Program and serve for specified terms as Core Associates.
10. The Core Curriculum Committee, appointed by the Faculty Senate, will oversee the program and recommend to the Undergraduate Committee any major changes in the Core Program or its structure, and to the Curricula Committee any changes in the six core categories (CC 1-6).
11. The program will be instituted in phases over a period of four years.

These principles are explained and illustrated in the report that follows.
The organization of this report.

This report is organized hierarchically. It begins with the important principles we believe are the crux of the issues we discuss. The body of the report discusses these principles and how we arrived at them. It begins by giving a brief history of our deliberations and some of the alternatives we considered. Then it describes broadly the program we propose, the principles on which it is based, the six core areas we recommend, and, finally, the organization and implementation of the Core Program. In the appendix to the report, we go into much greater detail about each of our six recommended core areas, suggesting guidelines for course content and selection. We include these detailed guidelines in the appendix as suggested models, not as rules written in stone. By including them, we hope to indicate how such guidelines might work and the kind of criteria for course selection we think appropriate. We also hope that these detailed guidelines will make it easier to connect real courses to our proposals. Approval of this report should not be considered approval for all of these specific guidelines, but rather for the principles and the process described on the opening page.

What is a Core Curriculum?

There seem to be almost as many versions of core curricula as there are schools that have them. At some schools the core contains all courses that meet general education requirements. At others the core is a skills program in reading, writing, and mathematics. Many "more selective" schools use the term to describe traditional "great books" programs that introduce their students to the classics. Newer versions of such programs sometimes set their goal as cultural literacy.

Another popular model for the core offers interdisciplinary courses in humanities, social sciences, natural sciences, and, sometimes, in some more unusual categories like moral studies.

Core requirements are often defined in contrast to distribution requirements. A core program sets a list of specific courses required of all students while a distribution program requires students to choose courses that fit certain categories. Most schools mix core and distribution requirements. At UVM, for example, the only core course is one in freshman composition, which is required of all undergraduates. All other general education requirements are set by individual colleges and most of these requirements are part distribution systems.

Perhaps the most important difference between core and distribution programs is a philosophic one. The distribution approach assumes a free market rationale, that students will choose for themselves the most appropriate general education courses if they are given a little direction and an array of alternative possibilities. Critics of such programs argue that many students make ill-informed or inappropriate choices and that even though they have a vast array of courses from which to choose, most of these courses are directed to potential majors rather than to general students. Core programs attempt to address the short-comings of distribution requirements by developing a curricular rationale for the general education requirements that addresses the needs of non-majors and connects the required courses into a coherent program.

How many schools have core programs?

Only a few small colleges have a complete core program—the best known and most thorough is probably the program at St. John's. However, almost every school sets general education requirements that mix core courses with distribution requirements. Over the years curricular reform has tended to move in cycles, shifting the balance in general education requirements in one direction or the other. In the 1960s many schools replaced traditional core requirements with very flexible distribution programs. Currently about 90% of American institutions of higher education are replacing distribution requirements with new core programs. This was the task assigned to our committee.
What kinds of programs did we consider?

We looked at several different kinds of core programs as possible models and we rejected many of them as inappropriate for UNM. We began with the 50 Hours program proposed by the National Endowments for the Humanities, but we found it too excessive and constraining, for by requiring 50 hours it would constitute all of the non-major work for many students, especially those in professional programs. We agreed that our program should be limited one, one that allowed individual colleges and departments to set general education requirements of their own to complement the core. We set as our goal a program that would constitute about half of the general education courses taken by most students, somewhere between 18 and 30 hours, leaving an equal number of hours for general education courses required by individual colleges.

We also did not want our core to be a "remedial" program, as many of the skills programs we looked at seemed to be. Such programs create the impression that general education courses are hurdles, preparatory experiences to be gotten over before real learning begins. But we see the core as inculcating habits of mind, intellectual disciplines, and points of view shared by all educated people. We have in mind such skills and abilities as reading and thinking critically; evaluating information and ideas; understanding different points of view, defining, analyzing, and solving problems; arguing logically and persuasively; writing clearly and cogently. And such attitudes as skepticism, respect for civilized discourse, a sense of history, tolerance, civic responsibility, intellectual courage and integrity. These are capabilities and qualities on which all educated people can agree. They are what a university is about—the values which unite us in our diversity. They develop throughout one's education—and one's life—and provide the centering context for more specialized studies or vocational preparation. Thus we recommend a core that complements the students' major work, encouraging them to connect their specialized studies with broader social issues and human concerns. The core will be an on-going part of their educational experience throughout their undergraduate years.

Finally, we considered the subject matter of the core courses. We looked at several elaborate distribution/core programs which established long lists of existing courses that met various categories in the core program. But these schemes were often too complicated and offered so many choices, that they seemed no better to us than the distribution systems they replaced. For one of the virtues of a core program—perhaps its greatest virtue—is that it provides a common experience that all students share and thus promotes intellectual discourse and community on the campus. Such benefits are lost, we think, when the core program offers too many choices.

Great books programs which begin with a list of canonical texts do provide a common experience for all students, but often they do so by imposing a narrowly defined culture on all students. Such narrowness may not be inappropriate at a small, selective college that defines its mission in terms of a particular ideology or perspective, but it did not seem an appropriate approach to take at a diverse and pluralistic public university like UNM. In fact, when we considered the distinctiveness of UNM, it was its diversity, its acknowledgement of native cultures, oral traditions, and indigenous ideas that marked its character. For many decades our programs in anthropology, archeology, Spanish language, literature, and folk culture, the visual and performing arts have been central in defining the character of the institution. More recently Latin American Studies programs have extended regional interests to hemispheric ones. New Mexico with its multicultural heritage has an ethical imperative to promote intercultural tolerance, understanding, and social pluralism. We considered suggestions to require courses on New Mexico history or culture as ways to incorporate New Mexico's distinctiveness into the core program, but instead of such specific requirements, we have tried to develop our whole core proposal in relation to the values and challenge of diversity which seemed to us to define the distinctive character of both UNM and the state.

In choosing diversity as the uniting concept for the core proposal, we are not just paying lip service to a faddish political platitude or pandering to New Mexicans' romantic self-delusions. As an institution that brings together many divergent ways of knowing, the university celebrates diversity. What better place to address the issues of pluralism and multiculturalism, these open diversity. What better place to address and unresolved questions that are among the most challenging issues we and our students have in

Core Curriculum—3
face? What better issues to center a core curriculum than these most pressing and emotional concerns of our time? What better preparation for life than to encourage our students to address these issues rationally, thoughtfully, and tolerantly?

The program we propose.
The UNM Core Program incorporates diversity by centering on different ways of knowing. It is based on the following principles:

1. There are many ways of knowing by which humans understand themselves and their world; the ways of knowing that we employ strongly influence what we know and believe (CC 1).

2. We can become more skillful in a particular way of knowing by studying its expression in a variety of contexts, by learning its methodology, by appreciating its possibilities and its limitations (CC 2).

3. A society's cultural and intellectual traditions define its identity and influence what is known (CC 3).

4. Our own cultural presuppositions are often best understood when our traditions are contrasted with those of other societies (CC 4).

5. We understand our place in contemporary American society by examining socially constructed differences (CC 5).

6. We test the efficacy of our ways of knowing by seeing if they help us answer important questions and solve real problems (CC 6).

The UNM Core embodies these principles in a six-part core program:

**How many core courses should be required?**

This core proposal is flexible in determining the number of hours required. The Committee recommends a 24-hour program: one course each in Core 1 and Core 6; three courses in Core 2 and Core 3; and three courses in Core 4 and Core 5. This eight-course program can make general education an on-going part of the student's total education, calling for one core course during each semester in an eight-semester degree program.

| 100 LEVEL | CC1 INTRODUCTION TO THE CORE | 3 HRS. |
| 200 LEVEL | CC2 WAYS OF KNOWING SCIENCE REQUIRED | 9 HRS. |
| 300 LEVEL | CC4 WORLD CULTURES | 9 HRS. |
| 400 LEVEL | CC6 INTERDISCIPLINARY SEMINAR | 9 HRS. |
Core Curriculum - 5

CC 1. Introduction to the Core. In this first course for all students, a single topic is explored from at least three major ways of knowing. These ways may include, but are not limited to: empiricism and the scientific method, revelation, introspection, aestheticism, rationalism, historicism, hermeneutics, experiential learning. Representative topics for Core 1 might include: work and its value, progress, the state and the individual, southwestern art, human reproduction, etc.

CC 2. Ways of Knowing. Each course in Core 2 concentrates on a particular way of knowing, studying its expression in several texts, cases, or situations; its methodology; its results; and its limitations. All students are required to take a Core 2A course in science and the empirical method. Other Core 2B courses might include the approaches listed for CC 1.

CC 3. Cultural and Intellectual Traditions. Core 3 courses broadly survey specific inherited traditions. Through study of ideas contained in philosophic, literary, and scientific classics, works of architecture, music, visual art, and technology, Core 3 courses seek to develop critical thinking and writing skills and an awareness of inherited cultural and intellectual traditions.

CC 4. World Cultures. How knowledge is approached and valued varies from culture to culture. By studying another culture, we learn not only about that culture but also about ourselves. Existing area study courses in the language, literature, arts, ethnography, geography, etc., of foreign cultures will satisfy this requirement; we think a course about Mexico would be a particularly appropriate Core 4 course. Studying abroad may meet this core requirement.

CC 5: American Diversity. As the United States defines itself more and more as a pluralistic society, it becomes increasingly important to understand our society from more than a single perspective and to recognize the many communities of shared experiences and values that make it up. Self perceptions, approaches to knowledge, and values significantly depend on socially constructed roles and statuses. Such socially constructed differences commonly include, but are not restricted to, race, ethnicity, gender, and class. Core 5 courses study American culture with reference to these socially constructed differences. Existing courses in many departments, especially in the social sciences, as well as courses in ethnic studies and women studies, may satisfy this requirement.

The Capstone Program
Senior seminars and individual projects can help graduating students become aware of their level of professional expertise or their degree of mastery in their majors or other specialized fields. The senior experience in the Core Program should help students understand what it means to be educated and what educated people can contribute to the larger community. To articulate these goals, we propose interdisciplinary project seminars. After completing 90 hours toward a degree, students are required to take one Core 6 course.

CC 6: Interdisciplinary Project Seminar. In these interdisciplinary seminars students will apply their knowledge and abilities to problems of human and social significance. Working in collaborative teams, these project groups will bring together people with disparate abilities to analyze a community issue and define possible solutions, address a social problem, prepare a plan, a publication, an aesthetic experience, a report. These seminars can be one-semester, finite projects, such as producing an exhibit or a publication. Others may be continuing projects—helping in the development of the National Petroglyph Park, for example—in which students each semester build on the work of previous groups.
More traditionally academic seminars might be developed around a significant topic or issue—e.g., educational reform, the United States and the Islamic world, global warming. Students could undertake more traditional research projects in these seminars as well as appropriate community education and action projects. A group of such topical seminars might be coordinated with a series of lectures, debates, and other public programs that would relate the University in its educational mission with the wider community.

Fuller descriptions of these core programs, the criteria for selecting courses in each area, and examples of some representative courses are included in the appendix to this report.

This core program has a distinct beginning, middle, and end. It begins with a common introductory course and ends with a capstone experience. The four middle components—CC 2, Ways of Knowing; CC 3: Intellectual and Cultural Traditions; CC 4: World Cultures, and CC 5: American Diversity—fall broadly into two levels. CC 2 and 3 roughly correspond to 200-level courses; CC 4 and 5 to 300-level courses. So the core program we envision is a 4-year program, one that complements the students' specialized studies throughout their undergraduate careers. At the same time, the program is flexible and double. We hope the core guidelines will prompt new course proposals, but there are also many existing courses that will meet the guidelines or that can be adapted to meet the guidelines for each of the core areas. Thus the program has a core concept and clear structure, but it is flexible and allows for considerable individual variation.

This core program does not attempt to define the total general education requirement for any student, or for any college or department. Rather, it establishes a core on which individual variation.

How does this program relate to existing requirements?

This core program does not attempt to replace all current general education requirements. Since most colleges currently require somewhere between 50 and 60 general education hours, the new core amounts to a little less than half of the current general education requirement. Nor do we propose adding to existing requirements. Rather, we suggest that, if the Core Program is adopted, each college revise its general education requirements in relation to the core program, setting requirements that complement the core and meet the needs of their students. Such revision can be a healthy process, especially in colleges where general education requirements have not been significantly reviewed for many years.

By "complementary" requirements, we have in mind, for example, following the Core 2 science course with a lab science requirement, or the Core 4 course in another culture with a language requirement. These general education hours could also extend the student beyond the introductory level. A Core 4 course in Mexico, for example, could be followed by some upper-division work in particular aspects of Mexico, by study of another Latin American culture, by a course in the Mexican-American experience. Interdisciplinary capstone seminars offered by particular departments could be taken to satisfy both major and core requirements.

Who will teach in the core program?

Because the core is a program of all the faculty and one that inculcates qualities common to all educated people, we believe that it should be taught by as many of the faculty as can be encouraged to participate. Ideally, all UNM faculty should participate in the core, to the great benefit of both students and faculty, for such participation would improve communication between faculty and undergraduate students as well as between the faculty of various departments. We expect that such participation would endow UNM, a large state institution, with some of the benefits traditionally ascribed to small private colleges, namely more personalized education, more intimate contact between students and faculty, more awareness of other disciplines and activities within the university—and, incidentally, with better student retention.
The core should not be a program abandoned to teaching assistants or part-time faculty and it should not be housed in a separate college or division. As a program of all the faculty, it should be administered from the Provost's office and guided by a faculty committee. The teaching faculty for the core courses would come from throughout the university. We believe that this flexible core program offers opportunities for faculty members in every department and college to propose appropriate existing or new courses. We hope that the intrinsic rewards of the program—the chance to teach general students, the discussion format, the concentration on public issues, the opportunity to work with faculty outside one's own department, the involvement in a University-wide teaching endeavor—will encourage many faculty to propose courses for the program. We recommend that student credit hours generated by faculty in the Core Program be returned to the departments from which the faculty members come. Thus a department will not lose SCH when one of its teachers opts to teach a core course. However, we believe there may need to be some unusual inducements, especially in the beginning, to encourage faculty to propose core courses and to enable departments to release faculty for core teaching. Perhaps, the hours generated in the Core Program could be weighted—say 1.2, for example—so that a Core enrollee would be a bit more valuable than a regular enrollee.

There also need to be some faculty who are primarily identified with the program, for to be visible on campus, the Core Program needs to be more than an administrator's office. There needs to be a center for students, something like the Honors Center perhaps, and an identifiable faculty. We do not recommend that there be a permanent core faculty. Rather we suggest that besides the director, the Core Program have a faculty of eight distinguished teachers, each serving a four-year staggered term. These Core Associates could be chosen from the regular tenured faculty as master teachers or outstanding teachers and, during their tenure as Core Associates, they would work half time in the Core Program and receive an added stipend. Besides teaching in core courses, each Core Associate would be responsible for coordinating part of the program by chairing a committee to review course proposals, helping to implement faculty development activities, etc.

Although we think the Core Associates should be selected from the tenured faculty, we think it is important to have as diverse a faculty teaching in the Core Program as possible. We want participants from the professional colleges as well as from the College of Arts and Sciences, non-tenured assistant professors as well as semi-emeriti. It is especially important that faculty representing different cultural, ethnic and racial backgrounds be involved in a program committed to the principle of diversity.

ORGANIZATION OF THE CORE PROGRAM

- PROVOST
- CURRICULA COMMITTEE
- UNDERGRADUATE COMMITTEE
- DIRECTOR OF THE CORE PROGRAM
- FACULTY ADVISORS
- OTHER FACULTY TEACHING IN THE CORE PROGRAM
How would the core courses be taught?

We do not propose any unusual teaching arrangements. Some core courses will be lecture-based, others discussion centered. Some will include field experiences, be project centered, or require research papers. In short, the variety of teaching techniques and approaches that characterize our classes as a whole will probably be replicated in the Core Program. However, the proportion of discussion to lecture classes will probably diverge from the norm. Many of the core courses call for more writing than is usual, especially in large lower-division courses. Courses that deal with issues need to be small enough to facilitate discussion. Project classes need to be limited to active participants in the group. It is most important, we think, that there be real contact between professors and students in the Core program. Critical inquiry, rational discussion, and civilized discourse can only be fostered in a context where everyone has a chance to participate and to talk. This does not mean that every Core class will have to hold all of its meetings in small discussion sections, but it does mean that there will be many more small classes in the Core Program than in many current general education courses. And because of the commitment in our program to diversity and to different perspectives, there will be more interdisciplinary and team-taught courses in the core program than in the regular curriculum.

How would this program be administered?

We recommend that the Core Program be administrated by a Director who will serve under the Provost and by a Core Program Committee appointed by the Faculty Senate. The committee would serve as a general steering committee for the program, advising the Director, formulating policy for the program, and recommending changes in the curricula to the Curriculum Committee. The Core Program Committee should be broadly representative of the faculty, including members from at least four of the undergraduate colleges, both tenured and non-tenured faculty, some representatives from the ethnic and/or women studies programs, as well as at least one student member. The Director of the Core Program will serve ex officio.

How should this report be implemented?

We recommend that this report be adopted in principle by the Faculty Senate. We have listed the principles that we believe such an action will affirm on the opening page of this document.

If the program is adopted, then we suggest that it be phased in on a four-year schedule. During the first year a Director would be chosen and a Core Program Committee appointed. They would seek approval for the Core Curriculum described in this document, though perhaps revised by further deliberation or upon recommendations in the approval vote. After approval of the curriculum by the Curriculum Committee, the Director would solicit course proposals for Core I to be reviewed by the Core Program Committee and to be offered in Fall 1992. The first two Core Associates would be chosen for the 1992-93 academic year. Over the next two and one half years, the remaining core levels could be established on a schedule developed by the Core Director. Each academic year two more Core Associates would be added until the total of eight was reached.

Why should a core program be adopted at UNM?

Aside from the merits—or limitations—of the particular program that we propose in this document, there are other significant reasons for giving serious consideration to a core program at UNM. The most compelling arguments for establishing a core program may be those that could be made for almost any program. We believe these larger considerations should be taken into account in deliberating our proposal.

1. A core program can confer the academic community. When all students take some courses in common, when the institution commits itself to an educational philosophy, and when faculty become participants in the general educational mission of the university, then there are some common experiences and understandings that can promote dialogue on issues other than parking.
2. A core program will articulate a philosophy of education. The core makes a statement to students, to citizens of the state, and to ourselves about what a UNM education means and the principles on which it is based. Our proposal is committed to ways of knowing as the core subject of a UNM education and to diversity as a cultural, intellectual, and academic principle.

3. A core program will embody UNM’s commitment to quality undergraduate education. A core is visible evidence that the faculty cares about all of the student’s undergraduate education, not just about major or professional courses.

4. A core program can unite the faculty and promote dialogue across disciplinary and departmental boundaries.

5. A core program will make academic considerations primary in general education requirements. By centering general education in a coherent and unified program, academic criteria can replace the political "turf" considerations that often characterize discussions of distribution requirements. Further, by placing an academic program with a faculty at the center of undergraduate general education, we restore a faculty presence to an area of our educational program that has been notable for the absence of faculty guidance. Over time the core program may help to restore credibility to general education programs. By adopting a core program we will encourage reconsideration of existing requirements and establish a center for ongoing discussion and review of our general education programs.

Submitted by the Core Curriculum Committee:
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In the following pages we do not describe courses, but rather guidelines to generate course proposals from the faculty. In taking this approach, we are following a process similar to ones used in many core programs around the country. In the widely-reported "Cultures, Ideas, and Values" core at Stanford, a program similar to our proposed Core 3, there are 8 different courses from different departments that meet the course guidelines. Students may choose any one of the courses to meet the requirement. The courses at Stanford range from fairly traditional great books and western civilization courses taught by the literature and history faculties to such innovative courses as "Western Culture and Technology," an interdisciplinary course taught by historians and scientists, and "Europe and the Americas," a course on the ways in which European thought has related to indigenous cultural traditions of the western hemisphere. We hope that there will be similar variety in each of our core areas and that our program will include both new and existing courses, traditional and innovative approaches.

The goals and guidelines for each of our six core areas that follow are not written in stone. We expect that they will be revised and modified as the program develops. Indeed one of the virtues of an established core program is that such changes can be made as appropriate. However, these guidelines indicate an appropriate starting point and should suggest many other possibilities for course proposals than the particular examples we have given.

CC1: Introduction to the Core

This course introduces the central concept of the core curriculum, different ways of knowing, by exploring a single topic of broad significance from several different ways of ordering, understanding, interpreting, knowing. Although individual sections will treat different subjects, all Core 1 courses will introduce the concepts (1) that different disciplines and approaches to knowledge exist, (2) that methodology and epistemology affect understanding, and (3) that the assumptions and social experience of the knower affect perceptions of what it is important to know and how it is known.

Core One Guidelines:
1. Core 1 courses should address a topic of broad human significance that lends itself to interdisciplinary exploration.
2. The topic is addressed from at least three "ways of knowing." These ways might include, but are not limited to: empiricism and the scientific method; aestheticism, historicism, revelation, introspection, dialectical materialism, biosocial analysis, psychological analysis, intellectual processes (such as logic, ethical/moral reasoning, etc.), and experiential learning.
3. The methods and assumptions of the ways of knowing used in the course should be made explicit and their implications for understanding the subject explored.
4. The value and significance of the topic for persons of different social or cultural experiences (persons of different cultures, ethnic or racial backgrounds, religions, classes, genders, ages) should be considered. The purpose is to explore how the same topic may have different value or meaning depending on the perspective from which it is understood.
5. To facilitate the presentation of different approaches and perspectives, courses can be team-taught or use visiting speakers. Texts for the course should introduce different perspectives.
6. Courses should be one-semester, 3-hour offerings.

7. Each course should require at least three substantial papers or other appropriate products (journals, creative works, etc.) that stimulate students to clarify the processes and implications of different ways of knowing and that encourage them to recognize how they approach the subject and the values they attach to it.

8. Proposals should include (1) the title and (2) teacher(s) for the course, (3) a brief description of the subject of the course and how it lends itself to exploration from a variety of perspectives, (4) a brief description of the ways of knowing to be explored and the perspectives from which the subject will be approached, (5) a briefly annotated list of texts and materials to be used, and (5) a narrative description of the process of the course, indicating how it will clarify approaches to the subject, the diverse perspectives and meaning it holds for different groups, and the implications of those different ways of knowing.

A Representative Course: "Human Reproduction." Using empirical/scientific approaches to explain conception and the new technologies of contraception and fertility; ethical/philosophical approaches to explore the ethics of abortion, contraception, surrogate mothering; personal narrative and film to explore male and female experiences of pregnancy, birth, and parenting; and comparative cultural constructions (anthropological/historical) to consider such questions as when life begins, who is a parent, and what constitutes appropriate care for newborns. The diverse perspectives of sex and class will be applied to conception, of gender, race, class, and religion to questions of reproductive choice and the development of reproductive technologies; of gender, time, and culture to issues of parenting.

CC 2: Ways of Knowing

Each course in Core 2 builds upon the Core 1 requirement and concentrates on a specific approach to knowledge, studying its historical context, methodology, philosophy, biases, results, limitations, and contributions to mankind. The purpose of a Core 2 class is to get the student to appreciate a point of view shaped by history and the discipline and to be able to exploit its advantages, while remaining aware of its limitations. Examples of approaches to knowledge include science and empiricism, aestheticism, mysticism, folklore, synectics, psychoanalysis, religion, etc. A Core 2A course on the scientific approach to knowledge is required of all students.

Core 2 Guidelines:

1. Core 2 courses should be one-semester, 3-hour offerings.

2. As praxis is the best teacher, each Core 2 class must include two or more in-depth studies of small examples; these examples should be chosen so as to allow students to complete their study in a few weeks, yet also to ensure that most of the facets of the approach are illustrated. Each such study should be the subject of a substantial essay or other written exercise (e.g. lab notes), in which the student delineates the steps taken in the study, the facts or feelings uncovered, the hypotheses formulated, the lessons learned, and the mistakes committed.

3. Texts for the course should rely mainly on primary sources—although the study examples may be entirely fictitious. It is essential that the student be exposed to the thinking of a variety of authors on the essence of the method and its application. Care should be exercised to select readings or other sources (paintings, architecture, etc.) from a variety of authors or artists, in time, space, and culture, in order to demonstrate the variability of one approach to knowledge as a function of social and cultural setting.
Special Note: While a number of different classes can and should be instituted under Core 2, every student will be required to take a class that addresses the scientific approach to knowledge. The rationale for this requirement is simply the overwhelming importance of science in our culture. Because of its phenomenal success in the "hard" sciences, the modern western approach to science is largely unquestioned, yet much of what it assumes was a matter of hot debate as recently as the nineteenth century. Hence every student should be exposed to: (1) the fact that science has not always meant what it means today in the western world; (2) some of the methodological and philosophical reasons why science has been so dynamic and so successful in the last century; and (3) why some of its fundamental tenets may make it unsuited to some of the new problems to be tackled.

Guidelines for Core 2A Science Courses: The fundamental topic of Core 2A Science courses is a critical look at the scientific approach, through time and space, with emphasis on the modern scientific method. Its main objectives are: (1) to understand why the western scientific method has been so productive—-but also to realize that it has evolved considerably since its traditionally ascribed formulation by Francis Bacon and others; (2) to appreciate that "science" remains in great part subjective and very much influenced in its approach and tenets by social and other factors; (3) to become aware of the limitations of science as it now stands, for instance, with respect to complex, dynamic social or physical systems (e.g., "chaotic systems"); (4) through two or more experimental designs, to become familiar with the practice of the scientific method.

In addition to the general Core 2 guidelines, Core 2 courses on the scientific method should follow the guidelines below:

1. The course should illustrate key points in contemporary scientific thinking, such as the testability of conjectures, the reproducibility of results, the applicability of theories, and especially the emphasis on ascertaining causal, rather than just associative, relationships.

2. It should cover tools and methods characteristic of the contemporary approach: gedanken experiments, alternate scenarios, and the universal reliance on logic (reasoning) and probability (testing of hypotheses and significance of results); in particular, it should discuss the use of blind and double-blind testing in experiments that affect humans.

3. It should address problems posed within the contemporary framework by such phenomena as chaotic systems, nondeterministic systems, and the issue of constructivism. It should show how these problems arise out of specific requirements or assumptions about science, most of which are contemporary.

Finally, it should contrast these contemporary approaches to scientific approaches throughout history (even when restricted to western thought).

4. Support materials may include readings from scientists who changed what science means, such as some of the ancient Greeks (Democritus, Pythagoras, Aristotle and Plato), the more practical Romans (Pliny, Lucretius), late medieval figures (Roger Bacon, Paracelsus), Renaissance scientists (William of Occam, Galileo, Francis Bacon), Arab mathematicians (Al-Kuwartzmi), and scientists of the last two centuries (from Sigmund Freud and David Hilbert to Stephen Hawking and Roger Penrose), illustrating how science slowly develops its own internal definition and rationale and how biases in science evolve. Other readings should address the experimental method (such as Sir Fisher's discussion of the tea-drinking lady) and its problems ("big science"). Illustrations closer to the student's experience could include: science-fiction readings (many authors have tried to describe worlds where science has progressed according to different tenets or where the empirical method is doomed to failure); experimental designs to compare the quality of hi-fi sound reproduction; etc.

Many key concepts should be introduced though the use of paradoxes and gedanken
experiments. Finally, some readings should address difficult questions about science (for instance, where are the boundaries between science, engineering, lore, religion, and art?) and the existence of chaotic systems, where even the most precise measurements cannot ensure reproducibility and hardly any testability.

Representative Courses: No course exists in the current UNM catalog that seems to meet the intent and guidelines of the Core 2A course on scientific method. On the other hand, several existing courses appear to meet or come close to meeting the general guidelines for Core 2B classes; just a few would include Psychology 100, Statistical Principles; Psychology 202, Psychological Research Techniques; Math 130, Historical Survey of Mathematical Ideas; History 309, Historiography; Philosophy, 332, Theory of Knowledge. Some topics around which new courses might be developed could include, "Revelation and Interpretation," "Psychoanalysis vs. Behaviorism, or "History and Evolution."

CC3: Cultural and Intellectual Traditions

Through study of the history of ideas, Core 3 courses seek to develop critical thinking and writing abilities and an awareness of inherited cultural and intellectual traditions. It builds on the first course in the core program, Ways of Knowing, by looking from diverse points of view at established texts and ideas, subjecting them to critical analysis and evaluation. The emphasis will be on the ideas, ideals, and values that inform these traditions and on the processes of analyzing, testing, and evaluating that are central to the search for truth and the examined life.

Core 3 Guidelines:
1. Using primary texts wherever practical, proposed courses should introduce major concepts, ideas, themes, and issues, placing them in their historical and cultural contexts. Study should not be limited to a particular period, but rather should attempt to cover broadly several periods. Two semester proposals should divide roughly into ancient and medieval periods (Core 3A) and the modern, post-renaissance world (Core 3B). One semester proposals may treat either half or cover a similarly broad historical perspective that links the modern world with earlier periods.
2. Texts for the course will include the philosophic, literary, and scientific classics broadly described as "great books," as well as works of visual art, architecture, music, and technology that might be similarly described as "great works." Each course should include some works that challenge the dominant Western tradition—works by non-Westerners, by women or minority writers in the West, or other works that challenge the dominant point of view.
3. Consistent with the theme of the core program—that there are many ways of knowing—each Core 3 course should present more than a single perspective on the themes, topics, or issues treated. A significant number of Traditions courses will give substantial attention to issues of race, gender and class. Courses will normally include works by women and members of minorities. To facilitate discussion and to present more than a single point of view, courses can be team-taught or use visiting speakers.
4. Each course should require each semester at least three papers (about 5 pages each) that call for critical thinking skills.
5. Proposals should include (1) the title and (2) teachers for the course, (3) a brief description of the thesis for the course and its rationale, (4) a briefly annotated list of texts, indicating their relevance to the course theme, and (5) a narrative description of
the process of the course, showing how it will develop its themes, teach critical thinking, and recognize diversity.

Representative Courses: Clearly many existing courses meet the guidelines, or could easily be adapted to the guidelines for Core 3. History 101-102, Western Civilization; Art History 201-202, History of Art; Philosophy 111-112, Development of Western Civilization; English 131-132, Perspectives on the Western Tradition are among the courses currently offered at UNM that seem to meet the guidelines. Some other current UNM courses might be less-traditional possibilities for Core 3 courses: Mathematics 129-130, Historical Survey of Mathematical Ideas; Geology 209, The Earth Environment. We hope that the Core 3 program will also encourage proposals to study classic scientific texts, trace the history of technology, or view the Western tradition from minority points of view as courses at several other universities do.

CC 4: World Cultures

Core 4 courses introduce distinctive contemporary ways of life and thought outside of the United States. The courses satisfying Core 4 may be offered in a number of different departments of the University. Ideally, they will be taught by individuals of appropriate personal background and with scholarly training in the areas considered.

Core 4 Guidelines

1. In general the courses will focus in some detail on particular national or pre-industrial societies, or on ethnic or regional groups outside of the United States. While history may form an important component of the syllabus, the emphasis in these courses is intended to be on contemporary cultures. Ideally these courses will take an interdisciplinary or multidisciplinary approach.

2. Courses will utilize materials from and about the cultures studied, in translation when necessary, but with consideration of the linguistic dimensions of cultural variation (e.g. a course on Mexico would attend not only to Spanish language and literature but would also consider the indigenous languages of the country).

3. Such courses should demonstrate that even within relatively homogeneous societies there exist different points of view due to class status, gender, age, religion, etc., so that representing any society as an undifferentiated mass distorts reality and obscures important distinctions.

4. Oral and written work in these courses should show that the student understands the historical and adaptive reasons for cultural differences and appreciates the contributions of diverse peoples to our knowledge of human potential.

5. Proposals should include: 1) title and 2) teacher/s for the course, indicating relevant training and experience in the culture, 3) topics to be covered, 4) a briefly annotated list of texts, and 5) a narrative description of the process of the course.

Representative Courses: Some of the existing classes that appear to fulfill the criteria for Core 4 are History 150, Introduction to Latin America; Russian 345, Russian Civilization; Russian 401, Russia Today; Portuguese 200, Introduction to Brazilian Culture, as well as courses in the history, cultures, art, literature, politics, or geography of particular nations and regions, insofar as they are directed to a general audience. Interdisciplinary area study courses dealing with societies from several points of view would be particularly appropriate to meet this requirement and should be proposed when student interest and suitable faculty are available. The committee thinks such a course on
Mexico would be an especially appropriate one for the core program. The course might begin with prehistory and the origins of Mesoamerican civilization, continuing through the Conquest, the colonial era, Independence, the Revolution of 1910-20, up to present issues in Mexican politics and economy, border studies, etc. Attention should be given to literature, music, and the arts as well as political history.

Note: Credit for the World Cultures requirement may be gained by appropriate study abroad.

Core 5: American Diversity

Core 5 courses encourage critical thinking about socio-cultural differences within contemporary American society. These courses compare the ways in which different communities within the United States experience American culture and how these varying perspectives arise from such socially constructed factors as ethnicity, race, gender, and class. The Afro-American family is understood very differently when viewed from the sociological and economic perspective of Daniel Patrick Moynahan than it is when seen from the perspectives within the community of Angela Davis or Malcolm X. These divergent points of view define "family" differently, describe different family networks, and ascribe different strengths and challenges to the family. The goal of Core 5 courses is to consider divergent points of view in an effort to understand the complexity of contemporary American society.

Core 5 Guidelines

1. Core 5 courses may have a topical focus (e.g. the medical system, growing old in America, the homeless), an emphasis defined by a particular cultural perspective (e.g. women and the American health care system, the Afro-American experience), or a regional emphasis (southeast culture; isolated communities in New Mexico).
2. In significant ways, Core 5 courses should demonstrate how difference is culturally constructed.
3. Core 5 courses should be directed to the interests and abilities of non-majors, but they should be at a level of complexity and depth appropriate to junior or senior-level students.
4. Team teaching may be an appropriate way to incorporate multiple perspectives or to approach interdisciplinary topics.
5. When feasible, Core 5 courses should include field experiences. Two-semester proposals are appropriate for courses with extended field experiences.
6. Proposals should include: 1) title, 2) teacher/s, 3) description of course content and rationale, 4) course objectives, 5) list of texts, and other learning activities (field experiences, etc.), 6) a narrative description of the process of the course and how it is expected to illustrate socially constructed experiences in American society.

Representative Courses: Existing courses in many departments may now meet most of the criteria for Core 5. Such courses include: Communication 325, Intercultural Communication: Spanish 320, Survey of Chicano Literature; Psychology 375, Psychology of Women; Sociology 308, Sociology of Sex Roles; Art Education 337, Media Arts and Women; Sociology 487, Sexism in Education; Nursing 307, Women and the American Health Care System. Besides these and other social science courses that appear to meet the guidelines, Core 5 is also an appropriate place to include courses on regional topics, such
courses, for example, as American Studies 341, History of Conflict in New Mexico; or Spanish 301, Southwest Culture.

Core 6: Capstone Interdisciplinary Seminars

Core 6 seminars bring together students from several majors to address problems of human and social significance that call for creativity in analyzing issues, developing strategies, and synthesizing solutions. The purpose of the seminar is not to provide one solution to a problem, but to explore alternative solutions and their different consequences. Working in collaborative teams that draw on the abilities of students from more than one discipline, the project groups will address a social problem, analyze a community issue and define alternative solutions, organize and implement an action project, prepare a plan, a publication, an aesthetic experience, a report. The projects may be continuing projects, but each semester's work should have defined goals in relation to the long-term aims of the ongoing project.

Guidelines for Core 6 Seminars:

1. Core 6 seminars will be open to students who have completed 90 hours toward an baccalaureate degree.
2. Seminar projects will involve students from more than one discipline.
3. Although the seminar will be guided by a faculty facilitator, these courses are intended to give students the determining role in setting the goals for the project, developing background, analyzing alternative strategies, implementing action, and reporting results. The faculty member's role will be to guide and facilitate these student activities, not to substitute his or her expertise for their inexperience.
4. Projects may be either one-semester projects or ongoing, longer term projects. In either case, the work for the particular semester should allow significant student involvement in the processes defined in guideline 3.
5. Each project group will submit a final report on the project to the Core 6 coordinator at the end of the semester that includes a statement of the goals of the project, a narrative describing the process of the seminar in addressing these goals, a description of results, and recommendations for further seminars.
6. Normally the seminar group will be about 15 students, though projects involving larger numbers, perhaps working in sub-groups, or smaller numbers will be considered when appropriate.
7. Projects may be initiated by either a faculty proposal or by student petition.
8. Proposals should include (1) The title and (2) facilitator/s for the seminar, (3) a brief description of the subject and its significance, (4) the proposed goals for the seminar, (5) the disciplines that the seminar will engage, indicating any special skills or abilities that the project may require, and any unusual characteristics in the project group.

Representative Courses: Project seminars are currently offered in several disciplines, especially in the professional colleges, for students in particular majors or programs. There are also some interdisciplinary projects being undertaken by students in the General Honors Program. Below we have briefly described seminars from a variety of disciplines to suggest the kind of courses we have in mind, the various communities such projects might serve, and the kind of activities they would involve.
A project to bring communication to children in medical isolation. Many children are kept for several weeks in totally self-contained environments after procedures that compromise their immune system (e.g., marrow transplant); these children thus spend weeks with no contact at all with the external world. A project recently started in Boston equipped a number of these isolation tents with computers, allowing not only games and such, but also contact with other children in other isolation tents and, through the networks, contact with the entire world. Children in this project recover much faster than those without access to the computers. Designing such a system requires a number of skills be put together: computer scientists may form an important part of this project group, but the group would also need students from several other majors.

A project to produce a guidebook on D. H. Lawrence's New Mexico. For a guidebook that includes biographical and critical essays on Lawrence's life and work in New Mexico, students with interests in biography, history, photographic history, and literary criticism would team with students interested in chartography, graphic design, professional writing, and marketing to design, produce and market a sophisticated guidebook on Lawrence and New Mexico.

A project to propose alternative sites for a botanical garden in Albuquerque. After developing a theoretical model for the botanic gardens based on interviews with the relevant people in Albuquerque, the group will evaluate several different sites in terms of biological criteria, urban planning issues, environmental and economic impacts, etc.

A project to reintroduce a wild animal species into its original habitat. Such a project involves legal issues, public opinion issues, zoological and ecological issues, and a myriad of logistical issues (many of them having to do with monitoring the project, from population growth, through predator-prey relationships, to migration patterns, to human relations), and the overall issue of evaluation (what does success mean in such a project?).

A project to design and implement a primary health care program for residents of a small, rural New Mexico community, based upon existing demographic, morbidity, and mortality information, consumer opinions, and existing resources. Students would work with a faculty member from the College of Nursing.