THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MINUTES
1992-1993
Volume 17
TO: Members of the UNM Faculty Senate

FROM: Barbara Thomas, Office of the University Secretary

SUBJECT: February Meeting

The UNM Faculty Senate will meet on Tuesday, February 9, 1993 from 3:30 p.m. to 5:30 p.m. in the Kiva.

The agenda will include the following items:

1. Summarized Minutes of December 8, 1992
2. Memorial Minute for Frances McGill — Professor John Gustafson
3. Address by Robert Migneault, Dean of Library Services and President Richard E. Peck regarding Library Funding
4. Senate President’s Report — Professor Mary Harris
5. Admissions Standards — Professor Richard Mead
6. Recommendation re Late Addition of Classes — Professor Richard Mead
7. Committee Replacements — Professor Larry Gorbet
8. Selection of Members to Serve on Administrative Review Committees — Professor Mary Harris
9. Resolution re the Family and Child Center and the Institute for Criminal Justice Studies — Professor Ed Walters
10. Items from the Curricula Committee — Professor David Null
   a. Associate of Science Degree in Health Sciences (Respiratory Therapy) — Gallup Branch
   b. Certificate Programs in Business Technology — Gallup Branch
   c. Certificate Program in Early Childhood Education — Valencia Branch
   d. Ph.D. in Linguistics
11. Name Change for Public Administration — Professor Donald Partridge
12. Resolution re Establishment of Taos Educational Center — Professor Roy Johnson
13. Discussion re Office of the University Secretary — Professor Larry Gorbet
THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MEETING
February 9, 1993

(Summarized Minutes)

The February 9, 1993 meeting of the Faculty Senate was called to order by President Mary Harris at 3:30 p.m. in the Kiva.

Senators present: Dave Baldwin (Zimmerman Library), Lynndianne Boone (A&S), Jane Bruker (Gallup Branch), Edith Cherry (Arch & Plrq), James Dawson (Gallup Branch), Michele Diel (Valencia Branch), Eva Encinas (Fine Arts), Kenneth Gardner (Medicine), Larry Gorbet (A&S), Blaine Hart (Medicine), Mary Harris (Fducation), Harry Lull (Centennial Library), Demetra Loughethis (Dental Programs), William MacPherson (Law School), Kathleen Matthews (University College), Deborah McFarlane (Public Admin), Beth Miller (Gallup Branch), Donald Natvig (A&S), Glynn Raynor (Public Admin), Edward Reyes (Medicine), Don Simonson (Management), Russell Snyder (Medicine), Benjamin Walker (Medicine), James Wallace (Medicine), Estelle Zannes (A&S), and Zella Bray (Nursing).

Absent: Bel Campbell (A&S), Susan Deese (Zimmerman Library), James DePaepe (Education), Luisa Duran (Education), Walter Fosman (Medicine), Robert Glew (Medicine), Robert Greenberg (Medicine), Don Kendall (Engineering), Vonda Long (Education), John Matthews (A&S), Ellen McCallough Braebon (Fine Arts), Patrick McKeearla (A&S), Mark Ondrias (A&S), Gloria Sarto (Medicine), Diana Shoneker (Nursing), Henry Trewhitt (A&S), Nina Wallenstein (Medicine), and EttaWarel Wilkins (Engineering).

Minutes of December 8, 1992. The summarized minutes of December 8, 1992 were approved as presented.

Memorial Minute. A memorial minute was presented for Professor Emerita Frances McIlill by Professor John Gustafson.

The minute was adopted by a rising vote and the Secretary was asked to send a copy to the next of kin.

Address by President Richard E. Peck and Robert Mignault, Dean of Library Services, Regarding Library Funding. President Peck told the Senate that in the near future several things will begin regarding funding for the Library. Vice President F. Chris Garcia will establish a task force to gather ideas, information, and suggestions for helping the library. The University has requested a special 12% appropriation from the Legislature for the library in addition to the inflationary increases. President Peck explained that the Commission on Higher Education has recommended a 2% increase and the Legislative Finance Committee and the Governor have recommended no increase; so, in effect, the request has been lost. He said he had requested that lobbyists for other interests also speak on behalf of UNM when an issue is not in conflict with their own.
House Bill 375 would identify approximately one and one-half million dollars for UNM's library to be used for main campus acquisitions only. This also includes $500,000 cut from 17 to 40 thousand dollars for each of the branches. This money would be obtained from severance taxes, so no bond is necessary. The bill, he explained, contains funding for other academic libraries in New Mexico as well as UNM. He urged Senators to speak to their legislators regarding funding for the library.

President Peck said he has spoken with the UNM Development Officer and a consultant regarding three different approaches to generating funds for the library. 1) to "tax" all contributions to UNM to be put into an endowment fund for the library, 2) to allow the use of contributions, for one year, for the library, after which time the entire amount would revert into the designated fund and 3) to hold a special fund drive for a library endowment.

He explained that last year no funds were designated specifically for the library and he asked Senators to present any other suggestions for funding the library.

UNM currently is ranked 53rd out of 108 research libraries in the list published by the Association of Research Libraries. In 1987 UNM ranked 102nd, in 1988, 64th, in 1989, 61st and in 1990, 60th. President Peck said that he feels this indicates that other libraries are funded even worse that UNM and that they are "catching down" to us.

Dean Robert Migneault then addressed the Senate and reported that the crisis is in the cost of journals which is increasing at a rate of 12% to 30% each year. A decision has been made in the UNM Library that the collection development department will begin to cut approximately $500,000 in of journal subscriptions.

He explained that the Library receives a portion of research overhead monies and that student fees and the state appropriation are unknown until the last minute, which makes planning difficult. He stressed that he is not happy with the proposed $500,000 cut and therefore, an attempt will be made to transfer some personnel monies into journals. Currently there is a 17% vacancy in full-time personnel and he will propose that it be increased to 20%. If that cannot be accomplished, it will be necessary to decrease even more journal subscriptions.

He urged faculty and students to support the library and make their concerns known. Senator Kathleen Kochler asked Dean Migneault how far the monies obtained through House Bill 375 would go toward solving the problems of the library and he said since it would be a one-time only allocation, it would be helpful now but of no help in the long run. He said that the rule-of-thumb is that every four years the budget should double in order to maintain the status quo.

Senate President's Report. President Harris reported to the Senate that at the Regents' meeting of January 12, 1993, the Regents approved the sale of a house owned by UNM and clarified the issue of refunding revenue bonds.

She said that at the last Deans' Council meeting Professor Susan Deese presented a report indicating that first year students of all ethnicities who use CAPS (Center for Academic Program Support) make higher grades and are more likely to return for a third semester than students who do not use CAPS. She also reported that deanship searches as well as the search for a director of distance education are in progress.
A sub-committee of the University Planning Council is considering recommending that full-time resident tuition be increased to 25% to 30% of actual cost and that non-resident tuition be 100% of cost. An increase in tuition of 6% to 8% for next year is being considered. The Operations Committee feels that the recommendation from the Faculty Senate of last year stating that there should be approximately a 1% increase in student share of tuition per year is still appropriate.

According to the UNM lobbyist, UNM and higher education are not priority issues in this year's legislative session. It is unlikely that any capital outlay requests will be approved and the budget will probably be slightly better than last year.

The Operations Committee has called a meeting of all Faculty Senate chairs for Friday, February 19, 1993 to discuss issues of coordination and communication. Any suggestions regarding improving communication with faculty members and Faculty Senate committees may be sent to the Operations Committee.

The Policies and Procedures Regarding Conflict of Interest in Sponsored Research, approved by the Senate last year, refers to a disclosure form. The form has now been developed and adopted by the Research Policy Committee and is available from the Office of Research Administration.

The Athletic Council has released a statement summarizing its position on the issue of grades of student athletes. (Copies of the statement were distributed to Senators at the meeting.)
President Harris said that the document is primarily a summary of what has occurred most recently regarding student athletes and the views of the Athletic Council. Suggested policies to remedy the situation are included toward the end of the statement and even though the Faculty Senate does not normally vote on items not included in the agenda, the rules may be suspended by a 2/3 vote and action can then be taken. She suggested that the Senate do so later in the meeting.

Admissions Standards. President Harris reminded the Senate that the proposed plan to increase freshman admissions standards was tabled at the December Faculty Senate meeting and that the Admissions and Registration Committee was asked to provide more information.

The dates for implementation of the new standards have been modified to fall of 1996 and fall of 1998 to allow high schools time to address the new standards. The second issue to be re-examined was the impact of increasing standards upon underrepresented minorities.

Cindy Stuart, Director of Undergraduate Admissions, explained that the Office of Planning and Policy Studies had provided additional information. The findings, looking at fall cohorts for 1989, 1990 and 1991 are that when requirements are increased for core units, the impact is statistically more significant. The greatest impact would be on American Indian and African American students.

She explained that there is a mandate from UNM 2000 to raise freshman admission requirements as well as to increase enrollment generally and of underrepresented populations. She noted that freshman enrollments have actually decreased every year since 1985 and high school graduating classes will continue to decrease until 1995.

Ms. Stuart said that although UNM has made significant gains in enrolling Hispanic students, it is far below the goal for American Indian, African American and Asian American students.

Senator William MacEachern said that he opposed the increase in standards because the proposed new standard has a potential negative impact on the pool of American Indians eligible to enroll at UNM. Additionally, African American as well as learning disabled students also would be impacted. It is his feeling that the proposal is traditional rather than innovative and that UNM needs an enlightened admissions policy.

Senator Kathleen Koehler, who is also a member of the Admissions and Registration Committee, explained that the proposed policy has been carefully studied and that the impact of the change would be minimal for minority students. She urged approval of the proposal.

Senator Edward Reyes moved that the core GPA be raised only to 2.25 and that only the overall GPA be raised to 2.5 at step two. The motion was defeated.

Orcilia Zuniga Forbes, Vice President for Student Affairs, explained that the original intent was to increase only the overall GPA and that she did not support increasing the GPA on the core units.

Upon recommendation of Professor Richard Mead for the Admissions and Registration Committee, the Faculty Senate approved the increased freshman admissions standards by a show of hands. The vote was 15 for and 10 opposed.
The increased admissions standards, as approved by the Faculty Senate, are as follows:

FOR IMPLEMENTATION IN FALL 1995

Plan A - Increase the required grade point average on both the high school overall and on the required 13 units of college preparatory courses to 2.25.

Plan B - Increase the formula admissions to the fifth step of the originally proposed six step formula. This includes a 2.25 GPA requirement.

Plan C - Retain the Special Admissions category at approximately 5% of the entering freshman class.

FOR IMPLEMENTATION IN FALL OF 1998

Plan A - Increase the required grade point average on both the high school overall and on the required 13 units to 2.50.

Plan B - Increase the formula admissions to the sixth step of the originally proposed six step formula. This includes a 2.50 GPA requirement.

Plan C - Retain the Special Admissions category at approximately 5% of the entering freshman class.

After the official fall 1997 Enrollment Report is generated, the Admissions and Registration Committee should conduct an assessment to ensure that the goals of increased academic preparation, improved retention, improved academic performance and increased diversity are being met. The committee at that time will have three years of data after the first step and can evaluate the wisdom of completing the second step proposed above.

Recommendation Regarding Late Addition of Classes. Professor Richard Mead for the Admissions and Registration Committee, explained that the Committee felt the abuses of the use of the "orange card" were a procedural matter which required clarification. The Committee has created a new "hot pink" card for use in post deadline adjustments. It will be used for section changes, credit hour changes on variable credit courses, reinstatement after financial disenrollment, registering for courses and change of grading option. Student will be charged a $10 transaction fee as they currently are for transactions after the published deadline dates.

The first three options will require the instructor's signature. The other two options will require the student to submit written information to the college dean with the reason(s) for the exception request along with the instructor's signature. The dean will then authorize the transaction. The dean's signature required is the dean (or designated representative) of the college of the instructor of record for the course.

Not addressed are instructor drops and the drop policy. The committee plans to examine these issues later in the semester.
Registrar Fred Olreist explained the modifications and told the Senate that most of the 112 post-deadline changes made last year were technical changes. Also, he said that the $10 fee for adding sections of labs was waived this semester.

The Senate voted to approve the new procedures which will be effective beginning February 15, 1993.

Athletic Council Report. It was moved by Senator Kathleen Koehler to suspend the rules in order to discuss the Athletic Council statement which was distributed to the Senators at the beginning of the meeting.

The Senate approved the following motion.

The Senate thanks the Athletic Council and commends them for their diligent pursuit of their charge.

The Senate endorses the Athletic Council report of 2/8/93.

The report is on file in the Office of the University Secretary.

Committee Appointments. Upon recommendation of Senator Larry Gorbet for the Operations Committee, the Senate approved the following committee appointments: Jean Johnson (Nursing) for Sandra Schwanberg (Nursing) and Anne Taylor (Arch & Ring) to fill a vacancy on the Budget Committee.

Selection of Members to Serve on Administrative Review Committees. President Mary Harris explained that each year several administrators are reviewed. The policy adopted in 1988 specifies that presidents, vice presidents, academic deans and all other deans, directors and associate vice presidents who report directly to these administrators should be evaluated at least once every five years. This year, faculty are needed to serve on administrative review committees for Nick Estes, University Counsel, for Dean Rupert Trujillo, Continuing Education and for Dean Robert Migneault, Library Services.

The following faculty members were nominated to serve: William MacPherson (Law), Linda Saland (Anatomy), Jean Clevly (Communication & Journalism), Gloria Scholz (Nursing), Carolyn Wood (Education), Richard Metzler (Math & Statistics), Paul Pohland (Education), Janice Schuetz (Communication & Journalism), and Daniel Finley (Physics & Astronomy).

Resolution re the Family and Child Center and the Institute for Criminal Justice Studies. Upon recommendation of Professor E.A. Walters, chair of the Research Policy Committee, the Senate approved abolishing the Family and Child Center and the Institute for Criminal Justice Studies as interdisciplinary units. Both are now reorganized under the College of Education and the College of Arts & Sciences respectively.

Items from the Curricula Committee. Upon recommendation of Professor David Hall for the Curricula Committee, the Senate approved the following: 1) an Associate of Science in Health Sciences degree at the Gallup Branch, 2) a revision of two certificate programs in business technology at the Gallup Branch, 3) a new certificate program in Early Childhood Education at the Valencia Branch, and 4) a new Ph.D. in Linguistics. The Ph.D. in Linguistics must now be considered by both the UNM Board of Regents and the Commission on Higher Education.

Name Change for Public Administration. The proposed name change for the Division of Public Administration was deleted from the agenda.
Resolution regarding the Taos Educational Center. Professor Roy Johnson for the operations committee presented the resolution regarding the Taos Educational Center. Some discussion took place and Ignacio Cordova, Associate Vice President for Academic Affairs presented information on the Center. However, a quorum was called and as the quorum had been lost, action could not be taken and the item will be placed on the March Senate agenda.

Discussion regarding the Office of the University Secretary. Senator Ivan Gore presented information to the Senate regarding the status of the Office of the University Secretary. He explained that since Anne Brown retired from the position, several draft proposals on restructuring the Office have been presented; however, there are unresolved issues, including the title "University Secretary" and no agreement regarding the Office has been reached.

President Mary Harris said that personnel in the University Secretary's Office are working with no change in compensation or title. She explained that there has been some discussion regarding a change in the Faculty Handbook to have a Secretary of the Faculty rather than Secretary of the University. Such an office would continue to provide staff support for the Faculty Senate, the Senate committees, and the Staff Council but not for the Board of Regents. Also, planning for commencement ceremonies may be assumed by some other office.

The meeting adjourned at 5:30 p.m.

Respectfully submitted,

Barbara Thomas
Office of the University Secretary
January 27, 1993

To: Mary Harris, President, Faculty Senate
From: Richard W. Mead, Chair, Admissions & Registration Committee
Subject: Plan to Increase Freshman Admissions Standards

The plan was tabled at the December Faculty Senate Meeting and the Committee was asked to look at some further information. The Committee still supports the proposed plan with one modification. We feel that the two implementation dates should be delayed for a year with the first increase to come in the Fall of 1995 and the second in the Fall of 1998. This will allow a high school student two full years to address the increased standards.

We have examined the cohort data base to try to get a picture of success rate at the University as a function of high school GPA and GPA in the 13 core units. The 10 year data base includes the demise of the General College so we plan to present data for the last 4 year’s freshman classes as a composite (several thousand students). We are reworking this data to present it in a form that understandable and we will distribute and explain it at the February meeting of the FS.

We will have the following information:
- average 2nd semester GPA, % above a 2.00 and % enrolled for the 3rd semester separated according to their high school performance.
- This will be for all freshman and for Plan A students only.
- It also will be presented by ethnicity
- A percentile ranking for ACT scores for the Plan B changes.
ADMISSIONS STANDARDS

The Faculty Senate Admissions and Registration Committee proposes the following increase in freshmen admissions standards which is in keeping with the UNM 2000 plan.

FOR IMPLEMENTATION IN FALL 1994

Plan A - Increase the required grade point average on both the high school overall and on the required 13 units of college preparatory courses to 2.25.

Plan B - Increase the formula admissions to the fifth step of the originally proposed six step formula. (This includes a 2.25 GPA requirement.)

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<th>ACT Composite Score</th>
<th>SAT Composite Score</th>
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<td>Top 25%</td>
<td>18-20</td>
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<td>29 or higher</td>
<td>1190 or higher</td>
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Plan C - Retain the Special Admissions category at approximately 5% of the entering freshman class.

FOR IMPLEMENTATION IN FALL 1997

Plan A - Increase the required grade point average on both the high school overall and on the required 13 units to 2.50.

Plan B - Increase the formula admissions to the sixth step of the originally proposed six step formula. This includes a 2.50 GPA requirement.

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<th>Class Rank</th>
<th>ACT Composite Score</th>
<th>SAT Composite Score</th>
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<td>Top 25%</td>
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<td>Top 50%</td>
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</table>

Plan C - Retain the Special Admissions category at approximately 5% of the entering freshman class.

After the official Fall 1996 Enrollment Report is generated, the A&R Committee should conduct an assessment to ensure that the goals of increased academic preparation, improved retention, improved academic performance and increased diversity are being met. The committee at that time will have 3 years of data after the first step and can evaluate the wisdom of completing the second step proposed above.

The A&R Committee unanimously passed this proposal at its November 10, 1992 meeting.
January 27, 1993

To: Mary Harris, President, Faculty Senate

From: Richard Mead, Chair, A&R Committee

Subject: Procedural changes to Registration Process

The A&R Committee met on January 26th to look at the process by which students make changes in their registration after the published deadlines. The deadlines in place are acceptable, but a tradition of using the 'orange card' to make all kinds of changes has arisen. The deadlines as published in the catalog and the class schedules are as follows:

- Last day to add courses or change sections: End of the 2nd week
- Last day to change grading options: End of the 4th week
- Last day to drop a course without a grade: End of the 6th week
- Last day to withdraw without Dean's approval: End of the 12th week
- Last day to withdraw with Dean's approval: End of the 15th week

The committee feels that the use of the 'orange card' after any of these deadlines is unacceptable. Therefore we have clarified the procedure for late modifications of the students' schedule and have put this into practice for this semester, beginning next week.

We have created a 'hot pink' card (Enrollment Adjustment Form) for use in post deadline adjustments. Samples will be available at the February Faculty Senate Meeting. It will be used for: section changes, credit hour changes on variable credit courses, reinstatement after financial disenrollment, registering for courses and change of grading option. The student will be charged a $10 transaction fee as they currently are for transactions after the published deadline dates (see page 5 of the Spring schedule of classes). The first three options will require the Instructor's signature.

The other two options will require the student to submit written information to the College Dean with the reason(s) for the exception request along with the Instructor's signature. The Dean will then authorize the transaction. The Dean's signature required is the Dean (or designated representative) of the College of the Instructor of record for the course.

The committee plans to look at the dates involved in the drop policy and the Instructor drop procedure later this semester.
MEMORANDUM

TO: Mary Harris, President
    Faculty Senate

FROM: E. A. Walters, Chair
      RPC

RE: Family and Child Center and the Institute for Criminal Justice Studies

The Research Policy Committee recommends the two following actions to the Faculty Senate regarding interdisciplinary Organized Research Units:

1. The Family and Child Institute be dissolved.
   Explanation: The Family and Child Institute has been reorganized under the College of Education. Dean Peggy Blackwell has requested therefore that this Institute no longer be recognized as an Organized Research Unit reporting to the Associate Provost for Research. After review of the Institute and its functions, RPC supports this request and recommends that it be dissolved as an Organized Research Unit. Further development within the College of Education is at the prerogative of the Dean.

2. The Institute for Criminal Justice Studies be dissolved.
   Explanation: The Institute for Criminal Justice Studies has been reorganized with the College of Arts and Sciences as the Institute for Social Research. As such, it no longer functions as an Organized Research Unit of the University reporting to the Associate Provost for Research. At the request of Provost Risser, transmitted to RPC by Faculty Senate President, Mary Harris, RPC has reviewed the Institute for Criminal Justice Studies and supports the request to dissolve the institute as an Organized Research Unit. RPC recommends the Faculty Senate approve this request. Further development as the Institute for Social Research within the College of Arts and Sciences is at the prerogative of the Dean.

EAW/dg

cc: Dean P. Blackwell
    Dr. C. Birkbeck, ISR
    Dean W. Gordon
    Dr. G. LaFree, Chair, Sociology
    Assoc. Provost E. Goldberg
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 28 May 1992

Unit: Nursing

I. Major Change

Degree New X Revision of existing degree
Major New Revision of existing major
Minor New Revision of existing minor
Concentration New Revision of existing concentration

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

Associate of Science/Health Science
(Sample curriculum attached)

II. Minor Change

Minor name change of existing degree, major, minor, or concentration.
Minor program revision (3-5 hours)

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

Effective Date of Proposed Change: Fall Semester, 1992

Budgetary and Faculty Load Implications: (attach statements)

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

Signature: Department Chair

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

Date: 8/31/92
Date: 8/17/92
Date: 8/3/92
Date: 8/3/92
Date: 11/12/92
Date: 11/16/92

University of New Mexico (Revised 6-1-81)
Budgetary and Faculty Load Implications

Faculty: The program is expected to increase general education course enrollment by 20 students. An example would be the requirement for English 101 or 102. This would either effect faculty load or perhaps the need for an addition of a part time faculty member. Faculty for the specialty courses will need to be hired and may be hired on either a part time or temporary full time basis. The courses which currently have a nursing prefix and will be changed to a Health Science prefix will continue with part time instructors or as part of the nursing full time faculty load.

Budgetary: These programs are rather expensive to operate. This concern has been kept in mind throughout the development of this proposal. It is anticipated that computer programs, audio/visuals, library holdings, and supplies and equipment will be shared by the nursing department to the extent possible. There will be expenses for specialty Journals, reference book, and some class room laboratory supplies. Clinical laboratory space in the community has been explored to avoid as much as possible the need to purchase highly specialized equipment that is used and useful for a limited time. One of the expenses will be faculty for the specialty courses. Faculty in these areas are scarce. The feasibility study indicated that there are people in the community with the required credentials who are interested in part time teaching positions.
## RESPIRATORY THERAPIST TECHNICIAN
### SAMPLE SEQUENCE FOR THIS PROGRAM

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### SUMMER SESSION
- Basic Body Structures: 3
- Medical Terminology: 3
- General Psychology: 2

### FIRST SEMESTER
- English 101: 3
- College Math: 3
- Fundamentals of Respiratory Care: 2
- Basic Cardiopulmonary Evaluation: 2
- Respiratory Care Practice I: 3

### SECOND SEMESTER
- English 102: 3
- Introduction to Computer Applications: 3
- History/Humanities: 3
- Respiratory Care Practice II: 3

### SUMMER SESSION
- Cardiopulmonary Anatomy/Physiology: 3
- Physics: 3
- Elective: 1

### THIRD SEMESTER
- General Bacteriology: 3
- Mechanical Ventilation: 2
- Neonatal Respiratory Care: 2
- Respiratory Care III: 5

### FOURTH SEMESTER
- Advanced Cardiopulmonary Evaluation: 2
- Cardiopulmonary Pathophysiology: 2
- Respiratory Care Practice IV/V: 5
- Respiratory Care Review: 3
Rational for the Request

For the past several years requests have been received for additional associate degrees in health care specialties. These specialties include physical therapist assistant, respiratory therapist, dental hygienist, mental health associate, recreation therapist, medical records associate, and others. No current degree category exists for these programs.

In January of 1992 a feasibility study was done to determine the actual need in the community and the availability of clinical and instructional resources. This study is now completed. Two specialty areas were chosen to be initiated in summer of 1992. These two are medical records associate (MRA) and respiratory therapy technician (RTT). The study indicated that there are presently 45 positions at GIMC which require the skills of an MRA. With only very few exceptions the positions are filled by people who have had DFT only. In addition to GIMC every hospital in the area hires people in these positions, although of course not as many. The figures for the RTT positions are similar.

In addition to the above statistics, several courses currently offered are listed with a nursing prefix which are not strictly speaking nursing courses. These courses could be taken by individuals interested in diverse areas of health care. The courses could be taught by a nurse, but in some cases could more appropriately be taught by someone in a
specialty area. The only prefix available has been nursing. The health science department will give the necessary flexibility to provide these changes and additions. The proposal is to:

1. Establish the degree of associate of science in health sciences.
2. Develop and get approval for the Health Sciences courses.
3. Admit approximately 10 students into two specialty areas each year. The first year would be MRA and RTT.
4. The first year the students would be enrolled in general education courses.
5. In year two an additional 10 students would be enrolled into (probably) dental hygienist and physical therapy assistant. These students would take general education courses.
6. In addition in year two the 20 students from year one who would now by in their second year would enter the clinical courses of their specialty.
7. Each specialty area would be offered only on a rotating basis, i.e., careful evaluation of community needs would be continued to avoid over supply of workers in one area and neglect in another.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

DATE: 11-6-92

CIP CODE

Beth Miller
(Name of individual initiating curricular change form)

Chair, Bus. Tech. Dept.
(Title, position)

Gallup
(Dept., Div., Prog.)

This form is for Certificate - Accounting Clerk

This program is or would be located in current catalog page 48

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

I. Major Change – Mark appropriate category

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<td>New</td>
</tr>
<tr>
<td>Concentration</td>
<td>New</td>
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</tbody>
</table>

Revision of existing degree cer.

Deletion

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.

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


ADD: BT 103T – Clerical Procedures and Filing – 3 credits
   CP 101T – Intro. to Computer Concepts – 3 credits

Reasons for Request: (attach statement) The substitutions are more relevant to the certificate. Total requirements will remain at 33 credits.

Effective Date of Proposed Change: Fall 1993

Budgetary and Faculty Load Implications: (attach statements) None

Does this change impinge in any significant way on my other student or departmental programs? Yes X

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

Signature: Beth Miller

Department Chair

Approvals:
Dean of Library Services
CIRT
College Curricula Committee
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: 11/24/92
Date: 11-23-92
Date: 11/23/92
Date: 11/23/92
Date: 11/23/92
Date: 11/23/92
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Date: 11/23/92
Date: 11/23/92

Entered (Mail)
ACCOUNTING CLERK

CERTIFICATE

This certificate will prepare a student for entry level employment as an accounting clerk or similar position.

CERTIFICATE REQUIREMENTS: A TOTAL OF 33 CREDITS

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<th>Course</th>
<th>Description</th>
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<tr>
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<tr>
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<td>Business Math through Electronic Calculators</td>
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</tr>
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FOR ADVISEMENT: Contact Beth Miller, Chairperson—Business Technology Department, Calvin Hall College Center—2nd Floor (505) 863-7511 or 863-7540

ACCOUNTING CLERK

CERTIFICATE

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CERTIFICATE REQUIREMENTS: A TOTAL OF 33 CREDITS

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<tr>
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<td>3</td>
</tr>
</tbody>
</table>

FOR ADVISEMENT: Contact Beth Miller, Chairperson—Business Technology Department, Calvin Hall College Center—2nd Floor (505) 863-7511 or 863-7540
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

DATE: 11-6-92

Beth Miller
(Name of individual initiating curricular change form)

(Title, position)

Gallup
(Dept., Div., Prog.)

CIP CODE

UNIT PREPARES IN QUADRUPLE
CIP PREPARE IN QUADRUPLE
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 Certificate - Word Processing

This program is or would be located in current catalog page

I. Major Change - Mark appropriate category

<table>
<thead>
<tr>
<th>Degree</th>
<th>New</th>
<th>Revision of existing degree</th>
<th>Deletion</th>
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</thead>
<tbody>
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<td>New</td>
<td>Revision of existing major</td>
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<tr>
<td>Minor</td>
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<td>Deletion</td>
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<tr>
<td>Concentration</td>
<td>New</td>
<td>Revision of</td>
<td>Deletion</td>
</tr>
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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) The changes will make the certificate requirements more relevant to the current job market.

Effective Date of Proposed Change:

Fall Semester 1993

Budgetary and Faculty Load Implications: (attach statements) None

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

Charles L. Martinez

Date: 11/24/92

CIRT

M. Hoey

Date: 11/23/92

College Curriculum Committee

M. Hoey

Date: 11/23/92

College of School Faculty

Date: 11/23/92

College or School Dean

Date: 11/23/92

FS Undergraduate Academic Affairs

Date: 11/23/92

and/or

FS Graduate Committee

Date: 11/23/92

Office of Graduate Studies

Date: 11/23/92

FS Curricula Committee

Date: 11/23/92

Assoc. VP of Academic Affairs

Date: 11/23/92

Faculty Senate

Date: 11/23/92
CURRENT

This certificate will prepare a student for entry level employment as a word processing operator or similar position.

CERTIFICATE REQUIREMENTS: A TOTAL OF 30 CREDITS

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<td>BT 265</td>
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<td>BT 103T</td>
<td>Clerical Procedures and Filing</td>
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</tr>
<tr>
<td>BT 112</td>
<td>Intermediate Typewriting</td>
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</tr>
<tr>
<td>BT 119T</td>
<td>Machine Transcription</td>
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</tr>
<tr>
<td>BT 155T</td>
<td>Introduction to Word Processing</td>
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</tr>
<tr>
<td>BT 264T</td>
<td>Intermediate Word Processing</td>
<td>3</td>
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<td>BT Elective or CLC</td>
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<td>3</td>
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</table>

FOR ADVISEMENT: Contact Beth Miller, Chairperson—Business Technology Department
Calvin Hall College Center—2nd Floor
(505) 863-7500 or 863-7540

PROPOSED

This certificate will prepare a student for entry level employment as a word processing operator or similar position.

CERTIFICATE REQUIREMENTS: A TOTAL OF 30 CREDITS

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<td>Microcomputer Keyboarding</td>
<td>3</td>
</tr>
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<td>BT 159T</td>
<td>Intro. to Word Processing</td>
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<td>BT 266T</td>
<td>Editorial Word Processing</td>
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<td>BT 274T</td>
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<tr>
<td>CP 174T</td>
<td>Intro. to Graphics</td>
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</tbody>
</table>

FOR ADVISEMENT: Contact Beth Miller, Chairperson—Business Technology Department
Calvin Hall College Center—2nd Floor
(505) 863-7511 or 863-7540

*Includes electronic typewriter operation in BT 112 or BT elective.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 5/7/92

Linda Lawrence
(Name of Individual Initiating curricular change form)

Early Childhood Instructor

Education Department

(Unit prepared in quadruplicate: all four copies)

CIP CODE

20.0202

This form is for Early Childhood Education Program

This program is or would be located in current catalog page 38, 54

I. Major Change—Mark appropriate category

Degree

Major

New [X]

Minor

New [ ]

Concentration

New [ ]

Revision of existing degree [ ]

Revision of existing major [ ]

Revision of existing minor [ ]

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)

Effective Date of Proposed Change: Fall 1992 Semester

1992 [X] Yes [ ]

Year

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:

Department Chair

Approved:

Dean of Library Services

CIRT

College Curricula Committee

If necessary

College of School Faculty

College or School Dean

FS Undergraduate Academic Affairs

FS Graduate Committee

Office of Graduate Studies

FS Curricula Committee

Assoc. VP of Academic Affairs

Faculty Senate

Date: 6/16/92

Date: 7/15/92

Date: 6/24/92

Date: 11/12/92

The University of New Mexico (Revised: 8-92)
The Early childhood Education Certificate program provides students with the knowledge and skills required to work with young children and their families in a variety of settings including child care centers, Head Start programs, family day care, preschools, and in the public schools as early childhood teacher aids.

ENTRANCE REQUIREMENTS:
No previous education or experience is needed to enter the program. Admission is "open door" to students who are at least 18 years of age. For those younger than 18 who are no longer enrolled in high school, approval of parents, guardians, high school and/or Associate Director will be required. A placement test is needed prior to entrance into the ECE program to identify english and reading levels. Contact student services for the placement test.

EDUCATIONAL REQUIREMENTS:
The following courses must be taken to meet ECE certificate requirements. Each course is offered approximately every fourth semester, including summer semester. Contact coordinator or registrar's office to find out exact dates of course offerings. Fall and spring semesters are each 16 weeks long and run from approximately mid-August to mid-December and mid-January through mid-May. Summer semesters are either 4 or 8 weeks in length.

General Education Requirement:
Engl. 101: Expository Writing (3 credits)

Core Curriculum:
ECE 105T: Child Growth and Development (3)
ECE 106T: Supervised Field Experience (1)*
ECE 107T: Learning Environments for the Early Years (3)
ECE 108T: Supervised Field Experience II (3)*
ECE 109T: Play in Early Childhood (3) (formerly Physical & Creative Development)
ECE 110T: Advanced Field Experience III (3)
ECE 111T: Early Literacy (3) (formerly Language/Communication/Cognitive Development)
ECE 113T: Guideline of the Young Child (3) (formerly Self Concept & Social Development)

ECE 115T: Organization and Management of the Early Childhood Program (3)

ECE 117T: Working with Families and Communities of Young Children (3)

A 1-credit field experience must be taken concurrently with ECE 105T. Two more 3-credit field experiences must be taken concurrently with either ECE 107T, 109T, 111T, 113T, 115T, OR 117T. At least one Early Childhood class must be completed prior to enrollment in a 3-credit supervised field experience. Each 3-credit field experience requires the student to work 10 hours per week for 16 weeks in an early childhood setting. Students already employed in some type of child development program may do their field experience at their place of employment.

All Early childhood Education courses are offered in the evenings or on weekends to meet the needs of employed students.

Refer to the college catalogue for course descriptions.

CHILD DEVELOPMENT ASSOCIATE CREDENTIAL:

The Early Childhood Education Certificate program teaches CDA competencies and thus prepares students for the formal training portion of the National Child Development Associate (CDA) credential assessment. Contact program coordinator for more information.

COST:

Each course costs $25 per credit hour. Financial aid for tuition, transportation, and/or child care expenses may be available. Contact the financial aid office to find out if you qualify for assistance.

FOR MORE INFORMATION:

Contact:

Linda Lawrence, Early Childhood Education Coordinator - 865-1630.

Financial Aid Office - 865-9667
Registrar's Office - 865-1637
Student Services Office - 865-9667
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: March 5, 1992

Jean Newman
(Name of individual initiating curricular change form)

Department Chair
(Title, position)

Linguistics
(Dep., Div., Prog.)

UNIT PREPARES IN QUADRUPLICATE
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 PhD in Linguistics

This program is or would be located in current catalog page P.78

I. Major Change-Mark appropriate category

<table>
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<tr>
<td>Concentration</td>
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Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary. PhD in Linguistics

II. Minor Change-

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

New Name of Program

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

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall, 1992

Budgetary and Faculty Load Implications: (attach statements) see Proposal summary

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

Approvals:
Dean of Library Services
CIRT
College Curriculum Committee
College or School Faculty
College or School Dean
FS Undergraduate Acad. Affairs
FS Graduate Committee
Office of Graduate Studies
FS Curricula Committee
Assoc. VP of Academic Affairs
Faculty Senate

Date: 3-27-92
Date: 4-21-92
Date: 13-Mar-92
Date: 23-Nov-92
Date: 23-Nov-92
Date: 3-Dec-92
Date: 29-Apr-93
Date: 21-May-93

1. Received
2. Entered (Mainframe)
3. For Scheduling Office Use ONLY:
   Entered (Catalog)
4. Mailed

The University of New Mexico
(November 8-80)
TO: Richard Holder  
Associate VP for Academic Affairs  

FROM: David Null, Co-chair, Curricula Committee  

RE: Linguistics Ph.D.  

Attached is a five year budget plan from Linguistics, as required by the Faculty Senate for all new programs. Since this is the first one of these that we have done, I met with Jean Newman and we talked about what should probably go in it. I think they have done a very good job.

We would like to get this on the agenda for the February Senate meeting. I have told Mary Harris it is in the works; the agenda setting meeting is on Monday, January 25, but I don't think they would have to have the form itself for a couple of days after that. If you don't think that you can get to the form by then, would you please let me know, so I can tell the people in Linguistics.

Thanks.
To: Faculty Senate Operations Committee
From: Jean E. Newman, Chair, Department of Linguistics
Date: January 20, 1993
Subject: Budget for Proposed PhD in Linguistics

Below please find a projected 5 year budget for the proposed PhD programme in Linguistics, as requested for all new programmes reviewed by the Faculty Senate. The basic information about our budget is contained within our PhD proposal under Section VI, Institutional Readiness, and in an attachment to the proposal summarising the Library's ability to support a PhD programme in Linguistics (memo from Professor Bruce Boling, date March 27, 1992). I have summarised the major budgetary impact of our proposal below.

SUMMARY: New Costs Resulting from Proposed PhD in Linguistics

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<td>$28,162</td>
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Note: 2 TA positions, (.5 FTE) increase in Clerical staff, 40% increase in Library allocations (per Library report, attached)

Projected cost of living raises for TAs and staff are based on 3% per annum.

1. Faculty. No new lines are being requested at this time. Impact = 0.

One of the strengths of our proposal is that we are not asking for a new faculty line in order to implement the PhD. The Department of Linguistics has been anticipating the proposed PhD program for the past five years and has reorganised its structure, incorporated existing programmes (the Signed Language Interpreting Training Program and Navajo), and made strategic new hires. This process has been undertaken with the full support of the Dean of Arts and Sciences. The previous and current Deans have both felt that it is essential for the Department of Linguistics to offer a PhD as a means of making the best use of existing resources and to offer an important service to the people of New Mexico by studying our indigenous languages. Linguistics has proven its ability to manage graduate programmes as we have a lively Master's programme and its ability to support the proposed PhD programme.
we are very actively involved in coordinating the Doctoral Concentration in Educational Linguistics (which although interdisciplinary, it is an applied degree that is granted through the College of Education).

2. TA/GA. Two TA positions are being requested.

Yearly impact: 2 @ $7,200 = $14,400 (plus cost of living raises).

We are requesting the addition of two TA positions in order to provide graduate student support and to facilitate teaching of lower division courses. We currently have only two TAs and one GA position (Chair's research assistant). Furthermore, we have traditionally awarded one of the TA positions to a doctoral student in Educational Linguistics as part of our commitment to this interdisciplinary degree programme. Our request for additional TA positions was supported by the Dean from the outset of our proposing the PhD programme to the College of Arts & Sciences.

3. Clerical Support. Proposed increase from 1.5 FTE to 2.0 FTE.

Yearly impact = $7,068 (current salary) plus cost of living raises.

We currently are operating our office with a full-time office manager and a half-time staff secretary (shared with the Department of Philosophy). We have been requesting an increase in office staff of .5 FTE for the last two years and would continue to do so with or without the PhD. Although we definitely want this increase, we would run the PhD programme without the additional clerical support.

4. Library Support. (See attached memo from Bruce Boling).

Allocation for Linguistics books & journals (1991-92) = $10,000
Allocation for Linguistics books & journals (1992-93) = $2,500

Proposed increase (Boling) = 40% or $4,000 (based on 1991-92).

The General Library already purchases books and journals in Linguistics. Although these books and journals appear as the Linguistics allocation, it should be noted that they are also used by doctoral students in the Linguistic Anthropology and Educational Linguistics programmes, as well as our own undergraduates and Masters students. Thus UNM would continue to purchase books and journals in Linguistics, with or without a new PhD in Linguistics itself.

It is obviously very difficult to project the impact of our programme on the Library as the funding for the General Library is currently uncertain. For example, there was a large decrease in this year's allocation, due largely to over-spending on last year's allocation by the General Library. Thus it is hard to calculate the basis for the 40% increase. We assume that the $10,000 figure is the more representative and (according to Professor Boling) should be taken as the 'steady state' figure for the next few years. Therefore we project a total yearly amount of $14,000 in book and journal allocations for Linguistics for the foreseeable future, of which $4,000 is a new cost resulting from the proposed PhD programme.
PROPOSAL FOR A DOCTORAL PROGRAM IN LINGUISTICS AT UNM

Summary of Proposal

March 5, 1992

Emphases of the Program

The Department of Linguistics at the University of New Mexico proposes to establish a PhD degree program in Linguistics. The proposed PhD will take advantage of the unique linguistic environment of New Mexico while at the same time serving the people of the State and meeting both the goals and the spirit of UNM 2000.

The doctoral program will emphasize the analysis of languages of the American Southwest, particularly Native American languages and Spanish. Concurrently, the establishment of the PhD will serve the varied linguistic communities of New Mexico by providing an opportunity to study and preserve their native languages. In addition to the study of spoken languages, the Department also provides the opportunity to study the linguistics of American Sign Language, which has become even more important with the recent passage of the Americans with Disabilities Act. The PhD will also emphasize basic empirical and cognitive research on bilingualism and language contact, which are issues that are of great importance in our multilingual and culturally diverse state.

The Department has a fundamental commitment to an empirical, objective approach to linguistics, and the program will stress strong training in core areas of linguistic theory and research methodology. The establishment of the PhD in Linguistics will also ensure that UNM is able to participate fully in the important new field of Cognitive Science, which bridges Psychology, Linguistics, Anthropology, Philosophy and Computer Science. Linguistics as a discipline is central to the study of the mind and the Linguistics Department, with its strengths in this field, will have much to offer to Cognitive Science at UNM.

Why is the Program Needed?

The Department of Linguistics currently offers a Masters degree in Linguistics but is unable to provide further graduate education directly in the Department. Students interested in pursuing advanced training at UNM must enter the Doctoral Concentration in Educational Linguistics, which is offered through the College of Education and emphasizes pedagogical implications, or pursue specialized degrees such as Spanish Linguistics and Linguistic Anthropology in other departments. The need for a PhD directly in Linguistics at UNM has long been noted by distinguished reviewers of our department who recommended in 1971 and 1985 that a doctoral program be established.

There is a strong demand regionally for a PhD as the number of PhD programs in the West and Southwest is relatively low. The University of Arizona, the University of Colorado, University of Texas (Austin), Rice University, and the University of Kansas offer PhDs in Linguistics, but there are no doctoral programs in Linguistics either in New Mexico itself or in Utah, Montana, Oklahoma or Nebraska. Our department is repeatedly contacted by potential students who are interested in pursuing a PhD in Linguistics. Such potential students are aware of the national and international reputation of the UNM faculty in Linguistics, and are attracted to the linguistic diversity of New Mexico as a unique opportunity for study.
Linguistics as a field is experiencing considerable intellectual excitement and student demand at the graduate level is high. While the number of PhD-granting programs is increasing, there are still not many PhD programs nationally, and even fewer regionally. The prospects for academic employment are good and linguistics graduates are also in demand in non-academic fields such as Artificial Intelligence (these are discussed in detail in our proposal).

Readiness

The Linguistics Department has been strengthening its faculty over the past five years through programmatic hiring in order to meet the demands for teaching and research on Southwest languages. As a consequence, we have sufficient faculty to offer a PhD. Our budgeted faculty of 11 FTE (12 faculty members) consists of nationally recognised scholars and excellent teachers, nine of whom are graduate faculty. In addition, the faculty includes two non-budgeted faculty members with primary appointments in other departments and one professor emeritus.

Our faculty consists of a well-balanced mixture of internationally known scholars and young researchers (see Appendix B) whose specialities and background also reflect the linguistic and cultural diversity of New Mexico. The faculty have strengths in Southwest Spanish, Navajo, American Sign Language, sociolinguistics, language universals and change, psycholinguistics, and language testing. We are requesting only minimal budgetary increases with the approval of the PhD: (1) an increase in our office clerical staff from 1.5 to 2 in order to deal with the increased supervision of students and maintenance of files and (2) an initial increase of our teaching assistantship positions from two to four in order to provide graduate student support and teaching experience.

The establishment of the PhD represents the logical culmination of efforts by the Department, the College of Arts and Sciences, and the University, to respond to the recommendations of the 1985 Graduate Unit Review and the priorities of UNM 2000. It represents a cost-effective use of resources that in the absence of a PhD program cannot be used with maximum impact and value to the State of New Mexico. More importantly, a PhD in Linguistics would capitalize on the inherent strengths of the University of New Mexico that place our institution in a unique position with respect to other universities. At the same time the PhD program would provide the opportunity to serve the peoples of New Mexico by helping them study, teach, and preserve their native languages.
SENATE RESOLUTION REGARDING THE ESTABLISHMENT
OF THE TAOS EDUCATIONAL CENTER (TEC)

WHEREAS, pages A-4 and A-5 of the Faculty Handbook say that "The Regents recognize and approve .... the authority and responsibility of the faculty, in cooperation with the Administration, to set educational policies, to select faculty personnel, and, in general, in all matters relating to teaching and research."

WHEREAS, the Faculty Constitution (p. A-9) says that "The University Faculty shall have the right of review and action in regard to the following: ... "creation of new colleges, schools, and departments and divisions" ... "major curricular changes", and "requirements for admission."

THEREFORE, BE IT RESOLVED that the Faculty Senate approves the creation of the UNM Taos Educational Center, in principle, subject to the following conditions:

1) That the procedures for hiring faculty (including the Director of the Center, if a faculty member), for approving courses and for establishing admissions criteria be established consistent with the provisions of the Faculty Handbook and the charters establishing the branch campuses.

2) That no main campus resources be used in support of the TEC other than those allocated to the main campus by the legislature explicitly for the TEC, and other minor administrative costs to implement the provisions of item 1).

Rationale:

If UNM takes over the Taos Educational Center (TEC), main campus faculty will need to be involved in selection of instructors, advising instructors about curricular issues such as course content and monitoring the quality of instruction for those courses intended to be transferred to the main campus. If this is not the case, then students who begin their instruction at the TEC may not be academically prepared to pass subsequent courses at UNM, regardless of what rules are passed about transfer of credits.

No statement has been made as to the impact on main campus resources, such as the library, computing facilities, etc. These statements are normally required for approval of any new programs in accordance with a resolution recently passed by the Faculty Senate.
TO: Mary Harris, President, Faculty Senate
FROM: David Null, co-chair, Curricula Committee
       Shane Phelan, co-chair, Curricula Committee
RE: Taos Educational Center

The Curricula Committee reviewed the request for UNM to take over operation of the Taos Education Center at our meeting on December 17, 1992.

We do not oppose the plan, but we do have some concerns.

1. While the operating agreement does seem to be essentially the same as those for the branches, the committee would like an explicit statement saying that procedures for hiring faculty and for approving courses will be the same as those currently used for the branches.

2. We cannot approve the curriculum at the Center, since none was attached to the proposal. We are unclear whether this means they will be starting from scratch, or whether they will be taking over existing programs. We would be happy to approve, or disapprove, of the curriculum once we see a proposal or list of courses and/or programs.

3. We have been told that there is an adequate pool of people to teach courses at the Taos facility, but we would like to know if there is any empirical evidence to support that. We also have some concerns about financial arrangements for faculty if they have to travel to Taos from elsewhere.

4. Finally, the committee feels that we mostly deal with budgetary issues as they affect or are affected by curricula. Since there is no curriculum attached to the proposal, we feel that we can’t say much about budgetary matters as regards the Center. We recommend that the Operations Committee refer the proposal to the Faculty Senate Budget Committee for their review.

Ignacio Cordova, Associate Vice President for Academic Affairs
Alan Reed, Director, UNM North
January 14, 1993

TO: David Null, Chair, Faculty Senate Curricula Committee  
FROM: Ignacio R. Cordova, Associate Provost for Academic Affairs  
SUBJECT: Taos Educational Center

In your memo of January 7, 1993, you indicated that the Curricula Committee had some concerns regarding the operation of the Taos Educational Center. I will try to provide some insight about these concerns.

First, the procedures we have in terms of hiring faculty and course approvals that we follow in operating the branches will be followed here. The departments will approve the courses as well as the instructors. Programs and courses will also be submitted for approval to the Senate Curricula Committee and other appropriate college and faculty senate bodies.

Second, there are no UNM approved programs and courses at this center since it is a new operation. All programs and courses will be developed in conjunction with the appropriate departments and all approvals will be obtained before we submit them to the Faculty Senate for final approval.

Third, many courses and programs are now being taught through Northern New Mexico Community College. These faculty will be available. We are not saying we will use these, but I mentioned it here only to show that a pool exists. In addition, the Santa Fe Graduate Center has received many unsolicited applications to teach. We will be advertising for these positions soon in an effort to start a UNM pool. Northern New Mexico Community College also informs us that they have more applications than positions. If any faculty from outside of Taos teach in Taos, they are compensated for travel. Incidentally we have many faculty from Los Alamos who teach for UNM North in Taos now.

In terms of budgetary matter, I will be meeting with the Faculty Senate Budget committee to see if they have any concerns.

Thank you for your considerations. If there is any further information you need, please feel free to call me.

cc: Mary Harris, President, Faculty Senate
THE UNIVERSITY OF NEW MEXICO TAOS EDUCATIONAL CENTER

The Board of Regents of the University of New Mexico (hereinafter referred to as "Board of Regents"), Albuquerque, New Mexico, and the Taos Educational Center Advisory Board (hereinafter referred to as "Advisory Board"), Taos, New Mexico, hereby enter into the following agreement concerning the operation of the University of New Mexico Taos Educational Center (hereinafter referred to as the "Taos Educational Center") located in Taos, New Mexico.

This operating agreement between the Board of Regents and the Advisory Board is founded on recognition of the need and opportunity to provide quality educational services through a cooperative, coordinated effort of UNM and the Taos Educational Center.

The specific duties and responsibilities of the Advisory Board in relation to the operation of the Taos Educational Center include the following:

1. Act as an advisory board to the Board of Regents and Taos Educational Center in all matters pertaining to the conduct of the Taos Educational Center.

2. Approve an annual budget for the Taos Educational Center for recommendation to the Board of Regents.

3. Certify to the Taos County Council the full-time equivalent tax levy.

4. Call elections for tax levies for the Taos Educational Center, after approval of the Board of Regents.

5. Call elections for Advisory Board position pursuant to the Branch Community College Act, Section 21-14-1, et seq., NMSA 1978.

The Board of Regents shall have full authority and responsibility in relation to all matters of the Taos Educational Center, although the Advisory Board shall be consulted and will serve in an advisory capacity in such matters. The main campus administrative staff shall provide support function to the Taos Educational Center, in exchange for an administrative overhead fee, as set forth below in this Agreement.
POLICIES:

1. The Board members shall serve as the Advisory Board to the Board of Regents as to matters concerning the Taos Educational Center. The Advisory Board will meet at regularly scheduled meetings with the Director of the Taos Educational Center to review the budget, program changes, and the operation of the Taos Educational Center. Each year, the Director will coordinate with the Advisory Board a yearly meeting schedule.

2. Taos Educational Center will be operated in accordance with the standards of the North Central Association, and under the stated rules governing the parent institution and branch colleges. The Taos Educational Center may seek independent accreditation in the future with the approval of the Board of Regents.

3. The Advisory Board and the Director shall propose the courses of study and programs that will be offered by the Taos Educational Center, subject to the approval of the Provost and Vice President for Academic Affairs. Course offerings shall be drawn from main campus lower-level courses and special courses to meet local needs.

4. In addition to offering academic programs, the Taos Educational Center will provide technical/vocational, continuing education, and community service programs. In areas in which the Taos Educational Center is unable to provide services or programs, UNM may provide additional programming depending on need and ability to provide the services.

5. All freshmen and sophomore level courses offered in the Taos Educational Center, except those offered designated as non-credit courses, shall carry residence credit. The University shall honor all credits earned by students at the Taos Educational Center as though they were earned on the parent campus, in accordance with the following regulations:

   a. Credits earned in lower division courses which appear in the UNM Bulletin and/or UNM Schedule of Courses and the instructors, content, and level of performance of which have been approved by the Board of Regents shall carry residence credit.

   b. Lower division courses designed by the Taos Educational Center in cooperation with the appropriate main campus department and/or college which do not appear in the UNM Bulletin and/or the UNM Schedule of Courses, but which have been submitted by the Taos Educational Center and approved for credit by Branch Curriculum Committee, the Branch Administration, the Provost and Vice President for Academic Affairs, and
the main campus UNM Curricula Committee prior to their being offered, shall carry residence credit.

c. Lower division courses designed by the Taos Educational Center which do not appear in the UNM Bulletin and/or the UNM Schedule of Courses, and which have not been approved by a main campus department and the UNM Curricula Committee prior to their being offered, will be evaluated on their own merits by the Dean of Admissions and the appropriate degree-granting college and department upon a request for transfer from the student.

6. The Advisory Board and the Board of Regents shall cooperatively develop procedures and criteria for the hiring of the Taos Educational Center Director. Final selection authority is vested in the Board of Regents.

7. Employment practices of the Taos Educational Center will be consistent with main campus employment policies including, but not limited to, Affirmative Action Policies and Procedures. Applications of local, qualified persons shall be considered before employing teachers of the local school system. Individuals employed as faculty or staff in the Taos Educational Center will be selected by the Director of the Taos Educational Center and approved through normal main campus procedures.

8. The Advisory Board and the Director of Taos Educational Center shall develop criteria for:

   a. admission to the Taos Educational Center;
   b. continued enrollment; and
   c. award of Associate Degrees and other appropriate certificates;

subject to the approval of the Board of Regents.

9. Financial administration and control of the Taos Educational Center shall be the responsibility of the Board of Regents in accordance with its established requirements and procedures.

Funds for the support of the Taos Educational Center will come principally from the following sources:

   a. State appropriation as provided by law.
   b. Local tax support as provided by law.
   c. Student tuition as recommended by the Advisory Board and approved by the Board of Regents.
d. Fees as recommended by the Advisory Board and approved by the Board of Regents.
e. Grants, gifts, and other funds that may be made available.

No funds of the main campus or any other branch shall be allocated for the support of the Taos Educational Center, although indirect administrative costs may be borne by UNM. No funds of the Taos Educational Center may be diverted to the main campus or to any other branch, except for the payment of the budgeted indirect administrative overhead fee or payment for other services.

10. The Director, working in concert with the Advisory Board and the Provost and Vice President for Academic Affairs, shall develop a long range plan for the Taos Educational Center. The long range plan will be reviewed and approved by the Board of Regents. The plan will be revised on a periodic basis.

11. The Director will prepare an annual budget to present to the Advisory Board for approval and recommendation to the Board of Regents for final approval.

12. UNM shall provide to the Taos Educational Center general support services including administrative computing, legal, library, architectural, student support services, and other as needed to the extent that no director transfer of funds is required.

13. As part of UNM, the Taos Educational Center shall have available to its liability insurance under the public liability fund administered by the New Mexico Risk Management Division. Any liability of the Taos Educational Center will be governed by the New Mexico Tort Claims Acts, section 41-4-1 et seq., NMSA 1978.

14. All property, other than leased Taos Public Schools' property, shall be held in the name of the Board of Regents. In the event an independent public college entity evolves from the Taos Educational Center, all property so held by the Board of Regents shall be transferred and conveyed to the governing body of the new independent public college entity.

15. The amount of administrative services fee paid by the Taos Educational Center to the Board of Regents has been set at $ for FY. Subsequent amounts are to be determined each fiscal year as part of the budget process.

16. This Agreement shall be binding upon the Board of Regents and the Advisory Board. This Agreement may be terminated by mutual consent, or it may be terminated by either Board upon six months notice, such notice to be effective at the close of the fiscal year following the expiration of such six month notice.
However, if the Taos Educational Center has outstanding bonds, either tax or revenue, neither the Advisory Board nor the Board of Regents may terminate this Agreement until the outstanding bonds are retired, except as provided by 21-13-24.1, NMSA 1978.

17. The Taos Educational Center may lease and use facilities other than public school facilities, subject to the approval of the Board of Regents.

18. All rights and responsibilities of the Board of Regents in this Operating Agreement are hereby delegated to the President of the University, who may re-delegate them as appropriate.

This Agreement shall be reviewed by the two Boards as they deem necessary, but at least biennially. Any changes must be approved by both Board in writing.

This agreement supersedes all prior agreements.

The Operating Agreement between the University of New Mexico Taos Educational Center, and the University of New Mexico has been reviewed, accepted, and approved.

For the Board of Regents
University of New Mexico

For the Advisory Board
University of New Mexico Taos Educational Center

President of the Board
Chairman of the Board

Secretary of the Board
Secretary of the Board

Date
Date
Office of the Dean
University General Libraries

February 9, 1993

TO: UNM Faculty Senate
FROM: Robert L. Migneault, Dean of Library Services
RE: Presentation/Discussion on UNMGL Operating Budget

OUTLINE

1. Motion passed by the UNM Faculty Senate on December 8, 1992. See Attachment.

   a) Does not include budgetary figures for the UNM Medical Center Library, UNM School of Law Library, UNMGL Center for Academic Program Support (CAPS), UNMGL Copy Center, UNMGL Affiliated Programs, UNMGL grants, endowments, and revenues.
   b) Includes a projected budgetary increase of 4 percent across the board for FY 1992-94. These figures do not represent an approved budget.

3. University supplemental funding for the UNM General Library. Fiscal Year 1992-93:
   a) UNM plant funds: $300,000
   b) UNM student fees: $100,000
   c) UNM research overhead: $25,500
   TOTAL $425,500

4. UNMGL total operating funds. Fiscal Year 1992-93:
   a) state-appropriated funds: $7,169,764
   b) university supplemental funding: $425,500
   TOTAL $7,595,264
5. UNMGL total allocation for library acquisitions for fiscal year 1992-93. Acquisitions allocation is a subset of total library operating funds ($7,595,264), noted in 4 above.

General breakdown:

a) serials : $ 1,700,000
b) monographs : $ 420,353
c) access : $ 398,000
d) security : $ 23,000
e) Frank Waters collection : $ 20,000

TOTAL $ 2,561,353

6. UNM General Library total budgetary increases for a seven-year period, including projections for FY '94. See attachment. The projected total FY '94 operating funds for the UNM General Library is summarized:

a) state-appropriated funds: $ 7,456,214
b) university supplemental funds: $ 447,500
TOTAL $ 7,903,714

7. Projected UNMGL allocations for FY 1993-94 acquisitions:

a) serials: $1,500,000+20% (300,000)= 1,800,000
b) monographs:$420,353+10%(42,035)= 462,388
c) access: $398,000+15%(59,700) = 457,700
d) security:$23,000+2%(460)= 23,460
e) Frank Waters collection: $ 10,000
f) restore monographs: $ 400,000

TOTAL $ 3,153,548

8. General comments:

a) The projected total UNMGL operating budget for FY 1993-94 is $7,903,714. No more than 50 percent will be expended on personnel, i.e., $3,951,857. The FY 1992-93 personnel expenditure has been budgeted at $4,443,000. Assuming the FY 1993-94 personnel expenditure reduction goal of $491,143, this will represent a 12 percent reduction in personnel expenditures. This also assumes that 20 library faculty and staff positions will remain vacant for the entire fiscal year 1993-94.
b) The FY 1992-93 expenditures for serials has been budgeted at $1,700,000. Plans had called for a reduction of $500,000, leaving $1,200,000 for FY 1993-94 serials. Assuming the personnel expenditure reduction goal of $491,143, we can plan to reduce serials by $200,000 rather than by $500,000 -- then go ahead with the 20 percent inflationary increase on the $1,500,000.

c) Assuming the personnel expenditure reduction goal, and assuming at least 4 percent increase across the board, present projected plans call for $400,000 to be reinstated in FY 1993-94 for books.

d) Projected percentage summary.

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e) Projected dollar/percentage summary:

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<td>7,903,714</td>
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The following motion was passed by the UNM Faculty Senate on December 8, 1992.

WHEREAS, the library is the most important resource of the University for faculty and students,

THEREFORE, the Faculty Senate expresses dismay at the present budgetary crisis for acquisition of books and periodicals,

Urges the administration and Regents to seek a solution to prevent the loss of periodicals and book acquisitions, seeking funding from all possible internal and external sources,

And requests that the administration and/or Regents report to the Senate on this matter at the next Senate meeting.
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<th>Operations</th>
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<th>Plant Funds</th>
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NOTES:
2. Dollar change to the UNM General Library Base Budget.
3. Percent change to the UNM General Library Base Budget.
4. Supplementary funding from UNM Research Overseas Monies.
5. Supplementary funding from UNM Plant Funds; also called Land and Permanent Funds and/or University Unrestricted Funds.
6. Funding for UNM General Library Center for Southwest Research.
7. Supplementary funding: monies from student fees. Recommended by the ASUN/SGS Student Fee Board and approved by UNM Officials.
8. Total current UNM General Library Budget in dollars.
9. Dollar change to the total General Library Budget.
10. Percent change to the total General Library Budget.
TO: Board of Regents
University President
Faculty Senate
Athletic Department
University Deans and Department Directors
UNM Alumni Association
Public Information Office

STATEMENT, FACULTY MEMBERS OF UNM ATHLETIC COUNCIL, 2/8/93

Part of the charge of the Athletic Council at the University of New Mexico, as stated in the UNM Faculty Handbook, is to maintain "a position in favor of high academic standards for intercollegiate athletics" and to maintain "the concept of the intercollegiate athlete as an amateur competitor; a bona fide student pursuing a degree program."

The Council takes this charge seriously.

To meet it, the chair of the Council asked for and received from the Faculty Athletic Representative the grade reports of student athletes for the fall 1992 semester. The reports were represented as accurate and up-to-date, as of the end of the year.

The academic performance of UNM's student athletes as a group was generally acceptable. The large majority appear to be meeting the standards defined by the Council's charge as well as the requirement of the National Collegiate Athletic Association that athletes, in order to be eligible to participate in their sport, be making "satisfactory progress" toward a degree.

To earn a degree from UNM, students must accumulate at least 128 hours and have a grade point average of at least C, or 2.0. On the UNM grade scale, A is 4.0, A-minus is 3.67, B-plus is 3.33, B is 3.0, B-minus is 2.67, C-plus is 2.33, C is 2.0, C-minus is 1.67, D-plus is 1.33, D is 1.0, and D-minus .67.

A number of student athletes compiled truly outstanding records, as high as 4.0, or straight A's for full academic loads. Only one of these students was a member of the University's two revenue-producing teams, the football and basketball teams.

The basketball team, in fact, turned in the weakest team academic performance. Its overall grade point average, according to the reports given the
Council chair, was 1.871, between C and C-minus. This is low enough to qualify the team, as a group, for academic probation. The team’s 14 members earned a total of 134 credit hours during the semester, an average of 9.57 each.

The average GPA of the seven players who have played the most was 1.097, just over D, just over one half the GPA required for graduation. Only one of the seven had a GPA higher than 2.00, which is the minimum required to avoid probation. These seven players earned 49 credit hours, an average of seven per player.

Three basketball players earned a combined total of nine credit hours, an average of three each. At that rate, it would take 42.67 semesters to achieve the 128 credit hours needed for a degree. Their GPAs were .932, .200 and .000. By the Athletic Council’s reckoning, it is impossible to describe these athletes as bona fide students making satisfactory progress toward a degree. No definition is that elastic.

Despite this dreadful record, the Athletic Council has been told these players are eligible to play under the minimum standards adopted by the NCAA and UNM. Faculty Athletic Representative Robert Desiderio explained the process to the council. Eligibility, he said, is determined only once a year, in the fall. To be eligible, student athletes must have earned a specified number of credit hours during the preceding fall, spring and summer sessions. The NCAA requires 26 credit hours; UNM requires 27. If UNM athletes acquire the 27 hours, they remain eligible until the next annual calculation so long as they are enrolled for at least 12 credit hours in any regular semester in which they compete. Until the next annual calculation it makes no difference under the minimum standards, Professor Desiderio said, whether the student athletes pass or fail their courses. Institutions are free to set higher standards and to calculate eligibility more frequently than once a year, if they wish.

On Jan. 28 five of the six faculty members of the Athletic Council brought the situation of the three basketball players to the attention of President Richard Peck. They asked Mr. Peck to allow the three players to keep their athletic scholarships, should they want them, but not let them play basketball for the University of New Mexico and wear Lobo uniforms.

President Peck took the request under consideration, but as of this date he has not responded formally to the faculty members. In the interim, the GPAs of most of the members of the basketball team have been printed in the student newspaper, The Daily Lobo. Public discussion on the appropriateness of publishing the grades has tended to obscure the abjectness of the grades themselves.
The three players, meantime, have played three more games, ostensibly as students representing the University of New Mexico. Given the players' academic records, faculty members of the Athletic Council believe it is more accurate to describe them as representatives of athletic interests than of the University.

Faculty members of the Athletic Council, therefore, publicly address this statement to the Board of Regents with the request that the Regents direct the administration to immediately adopt and follow higher than minimum standards so that from now on the athletes who represent UNM will be real students.

Faculty members of the Council believe the most important first step is to require that eligibility be determined immediately before the start of any semester in which a coach expects to use a student athlete. They suggest fixing ten credit hours as the minimum number a student athlete must earn in one semester in order to be eligible the following semester.

The proposition is simple. Athletes who meet proper standards should be permitted to represent UNM and wear its uniforms; others should not. Faculty members of the Athletic Council are dedicated to this goal.

Adopted unanimously by the faculty members of the Athletic Council, Breda Bova (chair), Oswald Baca, Charles Coates, Michael Dougher, Rhonda Hill and Hugh Kabat.

Michael Cox, Alumni Representative, participated in the meeting at which this statement was adopted, and concurred in it.
## Plan B - Formula Admission

### Current - Step 4

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<tr>
<th>H.S. Class Rank</th>
<th>ACT Composite Score &amp; Percentile</th>
<th>SAT Composite Score &amp; Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 25%</td>
<td>17 (27%) - 19 (44%)</td>
<td>660 (27%) - 770 (35%)</td>
</tr>
<tr>
<td>Top 50%</td>
<td>20 (52%) - 22 (68%)</td>
<td>780 (44%) - 930 (68%)</td>
</tr>
<tr>
<td>Top 75%</td>
<td>23 (74%) - 26 (89%)</td>
<td>940 (68%) - 1080 (89%)</td>
</tr>
<tr>
<td>No Rank Requirement</td>
<td>27 (92%) or higher</td>
<td>1090 (89%) or higher</td>
</tr>
</tbody>
</table>

### Proposed - Step 5

<table>
<thead>
<tr>
<th>H.S. Class Rank</th>
<th>ACT Composite Score &amp; Percentile</th>
<th>SAT Composite Score &amp; Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 25%</td>
<td>18 (35%) - 20 (52%)</td>
<td>720 (35%) - 860 (60%)</td>
</tr>
<tr>
<td>Top 50%</td>
<td>21 (60%) - 24 (80%)</td>
<td>870 (60%) - 1000 (80%)</td>
</tr>
<tr>
<td>Top 75%</td>
<td>25 (85%) - 28 (94%)</td>
<td>1010 (80%) - 1180 (94%)</td>
</tr>
<tr>
<td>No Rank Requirement</td>
<td>29 (96%) or higher</td>
<td>1190 (94%) or higher</td>
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### Proposed - Step 6

<table>
<thead>
<tr>
<th>H.S. Class Rank</th>
<th>ACT Composite Score &amp; Percentile</th>
<th>SAT Composite Score &amp; Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 25%</td>
<td>19 (44%) - 22 (68%)</td>
<td>780 (44%) - 930 (68%)</td>
</tr>
<tr>
<td>Top 50%</td>
<td>23 (74%) - 26 (89%)</td>
<td>940 (68%) - 1080 (89%)</td>
</tr>
<tr>
<td>Top 75%</td>
<td>27 (92%) - 31 (99%)</td>
<td>1090 (89%) - 1340 (99%)</td>
</tr>
<tr>
<td>No Rank Requirement</td>
<td>32 (99%) or higher</td>
<td>1350 (99%) or higher</td>
</tr>
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</table>

2/8/93
Effects of Proposed Admission Requirements on Beginning Freshmen Fall 1989, 1990 and 1991 Cohorts
Percent by Race/Ethnic Group who would be Ineligible

### Plans A, B, & C

<table>
<thead>
<tr>
<th>Minimum Overall High School GPA</th>
<th>Total</th>
<th>Native Amer.</th>
<th>African Amer.</th>
<th>Asian Amer.</th>
<th>Hispanic Amer.</th>
<th>Anglo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=5459</td>
<td>n=251</td>
<td>n=127</td>
<td>n=151</td>
<td>n=1691</td>
<td>n=3232</td>
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<td>Step 1 exclude</td>
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<tr>
<td>&gt;2.00 &amp; &lt;2.25</td>
<td>3.3%</td>
<td>2.8%</td>
<td>3.9%</td>
<td>4.6%</td>
<td>2.7%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Step 2 exclude</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt;2.00 &amp; &lt;2.50</td>
<td>10.6%</td>
<td>9.6%</td>
<td>13.3%</td>
<td>9.9%</td>
<td>10.1%</td>
<td>10.9%</td>
</tr>
</tbody>
</table>

### Plan A Only

<table>
<thead>
<tr>
<th>Minimum Overall High School GPA</th>
<th>Total</th>
<th>Native Amer.</th>
<th>African Amer.</th>
<th>Asian Amer.</th>
<th>Hispanic Amer.</th>
<th>Anglo</th>
</tr>
</thead>
<tbody>
<tr>
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<td>n=3714</td>
<td>n=131</td>
<td>n=76</td>
<td>n=119</td>
<td>n=1131</td>
<td>n=2251</td>
</tr>
<tr>
<td>Step 1 exclude</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt;2.00 &amp; &lt;2.25</td>
<td>2.7%</td>
<td>3.8%</td>
<td>3.9%</td>
<td>5.9%</td>
<td>2.6%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Step 2 exclude</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt;2.00 &amp; &lt;2.50</td>
<td>9.9%</td>
<td>11.4%</td>
<td>9.2%</td>
<td>10.9%</td>
<td>10.4%</td>
<td>9.7%</td>
</tr>
</tbody>
</table>

### GPA on High School "Core" Units

<table>
<thead>
<tr>
<th>GPA on High School &quot;Core&quot; Units</th>
<th>Total</th>
<th>Native Amer.</th>
<th>African Amer.</th>
<th>Asian Amer.</th>
<th>Hispanic Amer.</th>
<th>Anglo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=3714</td>
<td>n=131</td>
<td>n=76</td>
<td>n=119</td>
<td>n=1131</td>
<td>n=2251</td>
</tr>
<tr>
<td>Step 1 exclude</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt;2.00 &amp; &lt;2.25</td>
<td>9.7%</td>
<td>12.2%</td>
<td>11.8%</td>
<td>10.1%</td>
<td>10.2%</td>
<td>9.1</td>
</tr>
<tr>
<td>Step 2 exclude</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt;2.00 &amp; &lt;2.50</td>
<td>21.5%</td>
<td>25.9%</td>
<td>30.2%</td>
<td>16.8%</td>
<td>23.1%</td>
<td>20.2%</td>
</tr>
</tbody>
</table>
Entry by Plans A, B, and C
Comparisons by Overall High School Grade Point Average Categories on Selected Performance Variables

n = 5459

<table>
<thead>
<tr>
<th>High School Overall GPA</th>
<th>Number and Percent of Total</th>
<th>Percent to 1 or More Skills Courses</th>
<th>Average Second Semester GPA (SD)</th>
<th>Percent with 2nd Semester GPA 2.00 or Above</th>
<th>Percent Enrolled for Third Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>missing</td>
<td>409</td>
<td>7.5%</td>
<td>47.5%</td>
<td>2.58 (0.87)</td>
<td>78.0%</td>
</tr>
<tr>
<td>2.00-2.24</td>
<td>182</td>
<td>3.3%</td>
<td>53.2%</td>
<td>1.97 (0.74)</td>
<td>54.4%</td>
</tr>
<tr>
<td>2.25-2.49</td>
<td>398</td>
<td>7.3%</td>
<td>55.7%</td>
<td>1.90 (0.77)</td>
<td>46.9%</td>
</tr>
<tr>
<td>2.50-2.74</td>
<td>684</td>
<td>12.5%</td>
<td>50.3%</td>
<td>2.10 (0.74)</td>
<td>58.0%</td>
</tr>
<tr>
<td>2.75-2.99</td>
<td>755</td>
<td>13.8%</td>
<td>47.7%</td>
<td>2.27 (0.71)</td>
<td>68.9%</td>
</tr>
<tr>
<td>3.00-3.24</td>
<td>832</td>
<td>15.2%</td>
<td>37.6%</td>
<td>2.47 (0.68)</td>
<td>79.3%</td>
</tr>
<tr>
<td>3.25-3.49</td>
<td>763</td>
<td>14.0%</td>
<td>32.4%</td>
<td>2.61 (0.69)</td>
<td>84.4%</td>
</tr>
<tr>
<td>3.50-3.74</td>
<td>732</td>
<td>13.4%</td>
<td>25.5%</td>
<td>2.84 (0.65)</td>
<td>89.6%</td>
</tr>
<tr>
<td>3.75-3.99</td>
<td>606</td>
<td>11.1%</td>
<td>11.0%</td>
<td>3.16 (0.58)</td>
<td>95.9%</td>
</tr>
<tr>
<td>=&gt; 4.00</td>
<td>98</td>
<td>1.8%</td>
<td>7.7%</td>
<td>3.34 (0.61)</td>
<td>96.7%</td>
</tr>
</tbody>
</table>
Entry by Plan A

Comparisons by Overall High School Grade Point Average Categories
on Selected Performance Variables

n = 3714

<table>
<thead>
<tr>
<th>High School Overall GPA</th>
<th>Number and Percent of Total</th>
<th>Percent to 1 or more Skills Courses</th>
<th>Average Second Semester GPA M (sd)</th>
<th>Percent with 2nd Semester GPA 2.00 or Above</th>
<th>Percent Enrolled for Third Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>missing</td>
<td>158 4.2%</td>
<td>50.6%</td>
<td>2.90 (0.74)</td>
<td>88.6%</td>
<td>75.3%</td>
</tr>
<tr>
<td>2.00-2.24</td>
<td>102 2.7%</td>
<td>61.0%</td>
<td>1.98 (0.78)</td>
<td>55.3%</td>
<td>65.7%</td>
</tr>
<tr>
<td>2.25-2.49</td>
<td>268 7.3%</td>
<td>61.6%</td>
<td>1.90 (0.71)</td>
<td>45.5%</td>
<td>60.4%</td>
</tr>
<tr>
<td>2.50-2.74</td>
<td>451 12.1%</td>
<td>51.2%</td>
<td>2.12 (0.72)</td>
<td>59.2%</td>
<td>64.3%</td>
</tr>
<tr>
<td>2.75-2.99</td>
<td>517 13.9%</td>
<td>46.0%</td>
<td>2.28 (0.68)</td>
<td>70.2%</td>
<td>71.2%</td>
</tr>
<tr>
<td>3.00-3.24</td>
<td>592 15.9%</td>
<td>32.7%</td>
<td>2.53 (0.65)</td>
<td>82.8%</td>
<td>75.7%</td>
</tr>
<tr>
<td>3.25-3.49</td>
<td>532 14.3%</td>
<td>25.5%</td>
<td>2.66 (0.65)</td>
<td>87.0%</td>
<td>78.4%</td>
</tr>
<tr>
<td>3.50-3.74</td>
<td>556 15.0%</td>
<td>20.8%</td>
<td>2.88 (0.65)</td>
<td>89.9%</td>
<td>78.8%</td>
</tr>
<tr>
<td>3.75-3.99</td>
<td>466 12.2%</td>
<td>8.3%</td>
<td>3.23 (0.53)</td>
<td>97.5%</td>
<td>88.2%</td>
</tr>
<tr>
<td>4.00</td>
<td>72 1.9%</td>
<td>7.5%</td>
<td>3.33 (0.63)</td>
<td>95.5%</td>
<td>81.9%</td>
</tr>
</tbody>
</table>

Entry by Plan A

Comparisons by Categories Based on Grade Point Average on "Core" Units Taken in High School on Selected Performance Variables

<table>
<thead>
<tr>
<th>GPA on &quot;Core&quot; High School Units</th>
<th>Number and Percent of Total</th>
<th>Percent to 1 or more Skills Courses</th>
<th>Average Second Semester GPA M (sd)</th>
<th>Percent with 2nd Semester GPA 2.00 or Above</th>
<th>Percent Enrolled for Third Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>missing</td>
<td>155</td>
<td>51.7%</td>
<td>2.89 (0.76)</td>
<td>88.3%</td>
<td>73.5%</td>
</tr>
<tr>
<td>2.00-2.24</td>
<td>359</td>
<td>51.7%</td>
<td>1.94 (0.71)</td>
<td>50.2%</td>
<td>61.6%</td>
</tr>
<tr>
<td>2.25-2.49</td>
<td>437</td>
<td>54.9%</td>
<td>2.11 (0.72)</td>
<td>59.2%</td>
<td>68.4%</td>
</tr>
<tr>
<td>2.50-2.74</td>
<td>573</td>
<td>39.0%</td>
<td>2.30 (0.65)</td>
<td>71.1%</td>
<td>68.8%</td>
</tr>
<tr>
<td>2.75-2.99</td>
<td>497</td>
<td>33.0%</td>
<td>2.52 (0.69)</td>
<td>80.9%</td>
<td>75.6%</td>
</tr>
<tr>
<td>3.00-3.24</td>
<td>593</td>
<td>26.6%</td>
<td>2.68 (0.65)</td>
<td>87.9%</td>
<td>80.1%</td>
</tr>
<tr>
<td>3.25-3.49</td>
<td>455</td>
<td>22.6%</td>
<td>2.88 (0.66)</td>
<td>90.1%</td>
<td>80.2%</td>
</tr>
<tr>
<td>3.50-3.74</td>
<td>376</td>
<td>12.8%</td>
<td>3.04 (0.63)</td>
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<td>81.1%</td>
</tr>
<tr>
<td>3.75-3.99</td>
<td>223</td>
<td>10.3%</td>
<td>3.30 (0.53)</td>
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<td>85.6%</td>
</tr>
<tr>
<td>&gt;= 4.00</td>
<td>46</td>
<td>4.7%</td>
<td>3.51 (0.54)</td>
<td>95.5%</td>
<td>84.8%</td>
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</table>