TO: Members of the UNM Faculty Senate

FROM: Barbara Thomas, Office of the University Secretary

SUBJECT: April Meeting

The UNM Faculty Senate will meet on Tuesday, April 13, 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 March 9, 1993
2. Memorial Minute for Professor Emeritus Beaumont Newhall — Peter Walch, Director of the UNM Art Museum
3. Senate President's Report — Professor Mary Harris
   a. Staff Council Resolution (for information only)
   b. Memo regarding Funding for the Library (for information only)
4. Report from the Budget Committee regarding Student Tuition and Fees and Student Aid — Professor Dodd Bogart
5. Report from the Budget Committee regarding Faculty Salaries and Compensation — Professor Dodd Bogart (no action requested at this time and will be distributed at the meeting)
6. Committee Replacements/Appointments — Professor Larry Gorbet
7. Change in Membership of the Athletic Council — Professor Breda Bova
8. Proposal from the Admissions and Registration Committee regarding Technical Credit — Professor Richard Mead
9. Reallocation Committee — Professor David Null
10. Name Change for the division of Public Administration — Professor David Null
11. Items from the Curricula Committee — Professor David Mull

(a) New Degree in Occupational Therapy
(b) Changes in Requirements for Manufacturing and Robotics Option
(c) Expansion of the M.A. Degree in German Studies to Include Plan II
(d) Deletion of Pre-Business Concentration and Teaching Concentration in English Department
(e) New Associate of Arts Degree in Early Childhood Education/Valencia Branch
(f) Name Change and Revisions for Associate Degree in Graphics Technology/Gallup Branch
April 13, 1993

(Summarized Minutes)

The April 13, 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), Larry Barton (A&S), Lyndaianne Beene (A&S), Zella Bray (Nursing), Jane Bruker (Gallup Branch), Lynn Dianne Beene (A&S), Zella Bray (Nursing), Jane Bruker (Gallup Branch), Joan Bybee (A&S), Bel Campbell (A&S), Edith Cherry (Arch & Plng), Jeff Davis (A&S), James Dawson (Gallup Branch), Susan Deese (Zimmerman Library), James DeWese (BP9212), Michele Diel (Valencia Branch), Luisa Duran (Education), John Finchalebein (Management), Kenneth Gardner (Medicine), John Goldsman (A&S), Robert Gloe (Medicine), Larry Corbet (Anthropology), Harry Hart (Radiology), Roy Johnson (Engineering), Harry Lull (Centennial Library), Demetra Logothetis (Dental Progs), Vonda Long (Education), William MacThompson (Law School), Kathleen Matthews (Univ College), Ellen McCullough (Fine Arts), Deliah McFarlane (Public Admin), Patrick McInerney (A&S), Beth Miller (Gallup Branch), Mark Onofri (A&S), Glynn Raynor (Pharmacy), Edward Reyes (Medicine), Gloria Santo (Ob/Gyn), Diana Shonauer (Nursing), Russell Snyder (Medicine), Henry Treadwell (A&S), James Wallace (Medicine) and Ebtisam Wilkins (A&S).

Absent: Richard Coughlin (A&S), Eva Encinas (Fine Arts), Walter Forman (Medicine), Robert Greenberg (Medicine), Don Kendall (Engineering), Kathleen Kohler (Education), John Matthews (A&S), Donald Natvig (A&S), Berlinae Walker (Medicine), and Estelle Zanes (A&S).

Minutes of March 9, 1993. The summarized minutes of March 9, 1993 were approved as presented.

Memorial Minutes. A Memorial Minute for Professor Emeritus Beaumont Newhall was presented by Peter Welch, Director of the UNM Art Museum. The Senate adopted the minute by a rising vote and Secretary Barbara Thomas was asked to send copies to the next of kin.

Senate President's Report. President Mary Harris reported that she had forwarded copies of the resolution regarding library funding which was approved at the March Senate meeting to Provost Chris Garcia, President Peck and the Board of Regents. The response from Provost Garcia was included in the agenda.

The resolution regarding administrative and faculty salaries was sent to President Peck and no response has yet been received.

President Harris said that she had sent a letter to President Peck regarding the Senate's rejection of the Taos Education Center. She has spoken or corresponded with others involved in the issue and has told them that the Taos issue would not be reconsidered until the Regents recognize the authority of the faculty and until a better case is made for the proposal that UNM take over the Center.
She told them that the faculty must approve courses and instructors in order for the Center to operate and these require Senate approval.

According to Roberts Rules of Order, an action can be reconsidered if an individual who voted "no" on the issue requests reconsideration. That has now happened and the Taos Education Center will be an item on the May agenda.

The Legislature has increased the UNM allocation by approximately $5.8 million and if tuition is increased 8%, salary increases for faculty and staff will be 3% to 4%.

President Harris reported that a Special Events Parking Plan has been proposed by the Vice President for Student Affairs and the Executive Assistant to the President. Harris has requested that the issue of parking permits and cost be considered soon in order to avoid another crisis situation.

The Research Policy Committee has decided that no special policy is needed for unsponsored research and that any problems in that area could be addressed by the Code of Ethics in the Faculty Handbook if necessary.

She reported that the Provost has reminded deans and directors that they are expected to have policies and procedures in place for assessing the quality of faculty members' teaching performance and that an explanation of the policies be given to the Office of the Provost as well as assurance that they have been implemented.

She requested and received approval of the appointment of Professor Bruce Boling (Library) to serve on the administrative review committee for Nick Estes, University Counsel.

Finally, she urged Senators to complete the Committee Preference Forms and return them to the Office of the University Secretary, to attend the meetings with the candidates for the position of provost and to read the proposed recommended revisions to the Academic Freedom and Tenure section of the Faculty Handbook. She said that no decision has been made yet regarding the Office of the University Secretary.

There was a brief discussion of the new ruling that grades cannot be posted by Social Security number.

Report from the Budget Committee regarding Faculty Salaries and Compensation. The Senate approved the following recommendations regarding faculty salaries and compensation upon recommendation of Professor Dodd Bogart of the Budget Committee.

1. That the UNM Faculty Senate recommend a Tuition and Fee Policy that (A) the student share of the cost of instruction (i.e. tuition and fees divided by total IPE expenditures per student FTE) should average 30% and (B) the student share of the cost of over time average 30% and (B) the student share of the cost of instruction should be permitted to fall as low as 27.5% in years of exceptionally high state appropriations and should increase up to 32.5% in years of exceptionally stringent state appropriations.
2. That the UNM Faculty Senate recommend that tuition and fee rates be increased each year an amount such that the expected increase in student share (based on best estimates of the forthcoming year's I&G expenditures) be no less than 1% and that this minimal increase continue each year until the 30% student share of cost of instruction is again achieved.

3. That the UNM Faculty Senate urge the Administration to undertake a concerted program to communicate with the entire University community regarding the University's needs for significant tuition and fee increases.

Committee Replacements. Upon recommendation of Professor Larry Corbet for the Operations Committee, the Senate approved the appointment of Professor Reynaldo Saenz (Pharmacy) to the Student Standards and Grievance Committee.

Change in Membership of the Athletic Council. This item was tabled until the May meeting of the Faculty Senate.

Proposal from the Admissions and Registration Committee regarding Technical Credit. Upon recommendation of Professor Richard Mead for the Admissions and Registration Committee, the Senate approved changes in the technical credit policy to meet the needs of the system. The policy had not been changed since adoption in 1973 and was not serving the needs of the branch campuses.

Reallocation Committee. Upon recommendation of Professor David Null for the Curriculum Committee, the Senate approved the following resolution regarding the Faculty Reallocation Committee:

That the Senate constitute the Faculty Reallocation Committee as a standing committee, with its existing membership, and with power to act. The committee would be charged with reviewing organizational/structural changes and resources allocation issues, such as new programs, name changes, status changes, and new centers.

Name Change for the Division of Public Administration. Upon the recommendation of Professor David Null for the Curriculum Committee, the Senate approved the name change from Division of Public Administration to School of Public Administration with the explicit proviso that approval extends for twenty four months while negotiations to consolidate with other units proceed. This implies no approval of curricular changes.

Items from the Curriculum Committee. Upon recommendation of Professor David Null for the Curriculum Committee, the Senate approved the following:

a. a new degree in Occupational Therapy
b. Changes in the requirements for Manufacturing and Robotics Option
c. Expansion of the M.A. degree in German Studies to include Plan IT
d. Deletion of the pre-business concentration and the teaching concentration in the English Department
e. a new Associate of Arts Degree in Early Childhood Education at the Valencia Branch

f. Name change and revisions for the Associate Degree in Graphics Technology at the Gallup Branch

The meeting adjourned at 5:30 p.m.

Respectfully submitted,

Barbara Thomas, Secretary
March 19, 1993

TO: Mary Harris, President, Faculty Senate
FROM: Donald Burge, Staff Council President
RE: Staff Pay Raises, FY 1993-94

Attached is a copy of Staff Council Resolution 1993-2 which was passed unanimously by the Council at its March 16 meeting.

As you will note, one of the thrusts of the resolution is to oppose any sort of special peer adjustment pay raises for faculty this year. The other thrust deals with reclassification of staff employees.

It is the consensus of the Staff Council that the higher average pay raises faculty have received in each of the last four years ultimately have worked to the detriment of the staff. The Council is not saying that the faculty should not be brought up to the average of their peers, but it recognizes that in lean years such as we have been experiencing (and will apparently experience again this year) that the higher average faculty pay raises have only worked to hurt the staff. Further, the Council has noted that in many staff job classifications our employees are further behind their peers as measured in the local market than the faculty is behind their peer averages as measured in the CHE list of peer institutions.

The resolution does not address specific dollars or percentages since House Bill 2 has not yet been approved by the Legislature, nor have tuition increases been approved by the Board of Regents.

I believe it is the general consensus of the Council to support what might be called "poverty with equity" this year. That is, we need to give employees at the bottom of our salary scale higher percentage or dollar increases this year than should go to those at the top of the scale. HB2 at this writing does just that for public schools employees, providing six percent raises for those making less than $32,000 and four percent raises for those earning more than $32,000. It is obvious that we will receive less for salary increases than the public schools will be getting, but we do not believe there is any valid reason for UNM not to provide the same type of assistance to our lowest paid employees.

I trust that the faculty will assist us in this effort.
WHEREAS UNM 2000, the University's long-range planning document, clearly calls for the University of New Mexico to become the employer of choice in the state of New Mexico, and

WHEREAS For the past four fiscal years the University has treated staff and faculty differently by granting the faculty higher average pay raises known as the faculty differential, and

WHEREAS This practice has worked to the detriment of all staff members, and

WHEREAS A 1991 staff salary survey conducted by the University comparing UNM with state employees and employees from New Mexico State University, Bernalillo County and the City of Albuquerque, and with employees from six private business located in New Mexico, shows that in 13 of 18 categories UNM employees rank behind the average pay granted to public employees, and that in 14 of 17 categories UNM employees rank behind employees in the private sector, and

WHEREAS A recent survey conducted for the Staff Council has shown that an increasing number of staff employees at the University of New Mexico now qualify for federal and state assistance despite working full time, and that other employees are required to work two or more jobs to satisfy the most basic needs of their families,

NOW THEREFORE BE IT RESOLVED That the Staff Council vigorously opposes continuing the practice of giving the faculty higher average pay raises than the staff, and

BE IT FURTHER RESOLVED That the Staff Council agrees with the concept set forth in UNM 2000 and so calls on the Administration to reclassify and raise salary ranges in those staff employee classifications already shown by the University's own data to be below local market averages, bringing them up to at least the average of public employees; and that additional comparative studies be initiated to determine the proper classifications and wage ranges for all other staff employees by not later than December 31, 1993.

Copies of this resolution shall be sent to all Regents, members of the President's Council, the President of the Faculty Senate, members of the University Planning Council, members of the Council of Deans, and to the Director of Human Resources.
March 19, 1993

TO: Mary B. Harris, President, Faculty Senate

FROM: F. Chris Garcia, Interim Provost and Vice President for Academic Affairs

SUBJECT: Funding for Library

Mary, as you know, the critical financial situation of the Library is one of our top concerns. However, we are not very optimistic about acquiring major additional resources for the Library in the near future, although some long-range planning is underway which may help us in this respect.

You and my other faculty colleagues in the Senate can help us in several respects with regard to Library funding. The proliferation of "new graduate programs" imposes many more cost requirements than may be immediately obvious. As you point out, library resources are one critical element. I would hope that the Faculty Senate and its committees would take this into consideration when examining proposals for any additional programs which would require additional support from the Library.

It is my own belief that even without the addition of any new programs, the Library's facilities and resources are severely strained. Regrettably, it does not seem that there will be any significant infusion of funds for the Library in the near future. We are as concerned as our colleagues on the Faculty Senate Library Committee, Senate Graduate Committee, and Faculty Senate are about "funding for library resources for existing programs . . . not keeping up with the rate of inflation." Thus we must be especially careful in approving any new programs, regardless of their "academic merit."

We would like to enlist the best thinking of the Senate in our consideration of how to obtain additional resources for the Library. Thank you.

FCG:mb
STUDENT TUITION AND FEES AND STUDENT AID AT UNM
1992-93

Student Tuition and Fee Rates at the University of New Mexico in Relation to Inflation, Indices of State Resources, the Cost of Instruction, and the Peer Comparison Group

Student Aid (per Student FTE) at the University of New Mexico in Relation to Inflation and the Rate of Tuition and Fees

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

Prepared for Presentation to
the UNM Faculty Senate
March 09, 1993
Draft of February 23, 1993
HIGHLIGHTS OF THIS REPORT

The Faculty Senate Budget Committee Recommends:

(1) That student share of the cost of instruction should be 30% (plus or minus 2.5% depending on generosity/stringency of state appropriation).

(2) That student share increase no less than 1% each year until the 30% level is again achieved at UNM.

Supportive Findings

--In its comparison peer group of 17 institutions (and states), New Mexico rates second in per capita total tax revenues and per capita expenditures on higher education. However, UNM ranks 14th in Tuition and Fees as a percent of Per Capita Income, 17th in Tuition and Fees as a percent of Per Capita Total Tax Revenues, and 17th in Tuition and Fees as a percent of State Appropriations per FTE to I&G. UNM is not, thus, asking students to make a commensurate contribution to their own higher education.

--UNM's Tuition and Fee Rate is falling farther behind the comparison group mean. UNM's rate fell behind the mean of the other 16 institutions $412 in 1990-91, $509 in 1991-92, and $573 in 1992-93.

--The cost of student tuition and fees at UNM, in 22 years, has declined significantly as a percent of (a) New Mexico per capita income (from 14.0 to 11.0%), (b) New Mexico per capita tax revenues (from 14.7 to 11.1%), (c) New Mexico per capita expenditures on higher education (from 417.1% to 384.6%), and (d) State appropriations per Student FTE to UNM I&G (from 44.7 to 32.5%).

--Student share of the cost of instruction (Tuition and Fees as a percent of Total I&G expenditures per student FTE) has increased 1.1% in the last 5 years. And budgeted figures indicate there will be no increase this year over last.

--Current students at UNM pay lower student tuition and fees (in deflated 1970 dollars) than did UNM students 22 years ago. Despite significant increases in recent years (after a decade and a half of rates well below inflationary adjustments), Tuition and Fee Rates are still 3.3% or $55 (1992 dollars) short of keeping pace with the rising costs of operating institutions of higher education.

--If UNM's Tuition and Fee Rates had kept pace with any of the indicators studied (and if UNM had been permitted to keep the additional increases), the University would have had additional revenues estimated between $67.4 and $163.1 million over 22 year period 1970-71 to 1992-93. These lost revenues for 1992-93 alone are estimated between $1.1 and $11.9 million.

--Student aid by UNM's Office of Student Aid per Student FTE stayed well ahead of inflation and well ahead of increases in Tuition and Fee Rates over the last 22 years.
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Note of Appreciation and Thanks

This report is greatly indebted to the University of New Mexico:

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Richard Cady, Director

Budget Office.
James Wiegmann, Director, and Tom Stephenson, Associate Director

Data Bank.
Kevin Kargacin, Head, and Karma Shore, Economist

Office of Student Financial Aid
John Whiteside, Director

The orientation, advice, prior work, data, and other assistance provided by these resource persons are gratefully acknowledged.
The operation of the University of New Mexico is financed by the Instructional and General (I&G) fund. This fund is used to pay for administrative, faculty, and staff salaries, for the operation of the library, computing center, and physical plant, and for utilities, materials, and supplies which enable the instructional operation of the University.

In 1991-92, UNM main campus I&G expenditures were $133,385,992 while state appropriations (to main campus I&G) were $95,823,700 and student tuition and fee revenues were $29,450,922. Expressed as a percent, state appropriations paid for 71.8% and student tuition and fees paid for 22.1% of main campus I&G expenditures.

Student tuition and fees are an important source of revenues to the University. And it is very appropriate to be concerned with the degree to which students are paying their fair share of I&G expenditures. This is especially the case during periods of economic stringency for universities.

In this Report we will deal specifically with the following questions:

1. How well have tuition and fee rates at UNM kept pace with the rate of inflation—especially the rising cost of operating universities?
2. To what degree have tuition and fee rates at UNM kept pace as a percent of per capita income and other indicators of state capacity and effort with respect to higher education?
3. To what degree have tuition and fee rates at UNM kept pace as a percent of the cost of instruction (i.e., I&G expenditures)?
4. How do tuition and fee rates at UNM compare with those of our peer institutions when these rates are expressed as a percent of state capacity and effort in the area of higher education? And how do recent increases at UNM compare with increases at peer institutions?
5. What are some of the procedural and policy questions surrounding recent tuition and fee rates at UNM?
6. To what degree have major forms of student aid and total student aid at UNM (per Student FTE) kept up with inflation?
7. How well have major forms of student aid and total student aid at UNM (per Student FTE) kept pace with rising tuition and fee rates?

The Study

Our first analyses focus on student tuition and fee rates. Throughout this study we will use, specifically, the tuition and fee rate charged undergraduate, full-time, resident students.

Tuition and Inflation

The rate of inflation in the U.S. is commonly indexed or measured by the Consumer Price Index (CPI) of the U.S. Department of Labor. In fact, however, there are different types of rising costs. The rising cost of living to urban consumers measured by the CPI, specifically, may not accurately reflect the rising cost of operating a university. To measure the latter, Research Associates of Washington, have developed and regularly publish the Higher Education Price Index (HEPI). We have examined analyses of UNM's tuition and fee rates as a function of both CPI and HEPI. In Table 1 we present UNM's rates in actual dollars and in 1970 dollars deflated both by CPI and HEPI. We include data going back to this year in order to give some
historical perspective and to extend back before the period of acute inflation in the American economy.

From academic 1970-71, tuition and fees at UNM (in deflated 1970 dollars) declined significantly—over $100 by 1975-76. They declined even further and remained at strikingly low levels until 1986-87. They have risen sharply since that time. Despite these significant recent increases, however, current UNM students still pay less (in constant 1970 dollars) than did their counterparts in 1970-71. Relative to the Higher Education Price Index, in fact, tuition and fees would have had to increase an additional 3.5% or $55 (in 1992 dollars) to catch up with the rising costs of operating institutions of higher education.

We present in Table 1 the actual dollar lag of Tuition at UNM behind the HEPI index. By multiplying this lag by the Student FTE we have also obtained an estimate of the annual loss due to failure of Tuition and Fees to keep pace with inflation. The cumulative annual loss over the 22 year period was $67,401,000. Under the assumptions that (1) Tuition and Fees should have kept pace with inflation and (2) the University should have been permitted to keep these revenues, this amount represents an estimate of the cumulative 22 year loss to the University.

Tuition and State Capacity and Effort

The capacity and effort of states in the area of higher education can be indexed by such indicators as (1) personal per capita income, (2) per capita total tax revenues, (3) per capita expenditures on higher education, and (4) per student state allocation to the University's Instruction and General Fund.

We present in Table 2A UNM Tuition and Fee Rates (TANDF) as a percent of these factors. There it may be seen that Tuition Rates declined steadily as a percent of these factors between 1970 and 1979, remained fairly static for most of the 1980's, and has increased very slowly in the last 5-6 years. Over the 22 year period, Tuition Rates as a percent of state per capita resources declined significantly with respect to Personal Per Capita Income (from 14.0 to 11.0%), Per Capita Total Tax Revenues (from 141.7 to 114.1%), Per Capita Expenditures on Higher Education (from 417.1 to 384.6%) and State Appropriations per Student FTE to I&G (from 44.7 to 32.5%).

We present in Table 2B the annual dollar lag of Tuition and Fees behind what Tuition and Fee rates would have had to be to stay even with Personal Per Capita Income, Per Capita Total Tax Revenues, Per Capita Expenditures on Higher Education, and State Appropriations per Student FTE to I&G. In 1992-93 this lag was $443 for Per Capita Income, $401 for Per Capita Total Tax Revenues, $325 for Per Capita Expenditures on Higher Education, and $622 for State Appropriations per FTE to I&G.

Tuition and Student Share of the Cost of Instruction

Student share of the cost of instruction can be, and is on this campus, variously indexed. We believe that, in principle, the Tuition and Fee rate should be expressed as a percent of expenditures on I&G per student FTE. Consistently, we present in Table 3 Tuition and Fees as a percent of total main campus I&G expenditures per student FTE. From 1970-71 to 1992-93 Tuition and Fees as a percent of Total I&G Expenditures (per FTE) declined from 30.4 to 22.4%. This is a significant (28.3%) decline in the share of cost of instruction born by students at UNM. In the most recent 5 year period, student share has increased only 1.1%. And according to budgeted figures for 1992-93 there will be no increase in student share this year over last.

We have also calculated (and present in Table 3) the lag of Tuition and Fees behind what they would have to be to keep up with Total I&G Expenditures per FTE. By multiplying this lag by the Student FTE we obtained an estimate of the loss to the University each year due to failure of Tuition and Fees to keep pace with Total I&G Expenditures per FTE. Over the 22 year period from 1970-71 to 1992-93, we estimate that the University lost $163,142,220.
Tuition and the Peer Comparison Group

In 1990, UNM and the New Mexico Commission on Higher Education developed a new comparison group. This was the result of a cluster analysis to identify state universities most like UNM in size and programs. (Certain restrictions were placed on the final group such as a limit on the number from East of the Mississippi).

The 17 institutions of this new comparison group are listed in Table 4A with their 1992-93 Tuition and Fee Rates. There, also, we present Tuition and Fee Rates as a percent of state capacity and effort in higher education. New Mexico ranks 2nd in Per Capita Total Tax Revenues and 2nd in Per Capita Expenditures on Higher Education. However, UNM ranks 14th in Tuition and Fees as a percent of Per Capita Income, 17th in Tuition and Fees as a percent of Per Capita Total Tax Revenues, and 17th in Tuition and Fees as a percent of State Appropriations per FTE to &G. UNM is not, thus, asking students to make a commensurate contribution to their own higher education.

In Table 4B we present the Tuition and Fee rate of the Comparison Group for the three academic years 1990-91, 1991-92, and 1992-93. There also we compare the mean of the other 16 institutions with UNM’s Tuition and Fee Rate. UNM was below the peer mean by $412 in 1990-91, $509 in 1991-92, and $573 in 1992-93. UNM has been falling farther behind its peer group with respect to its Tuition and Fee rate.

Summary of Lag and Loss in 1992-93

In Table 5, we present a summary of the Lag of Tuition and Fees behind what they would have needed to be to keep up with the indicator in question and an estimate of Loss to the University (Lag x FTE of 19,191) because of this lag in the one year, 1992-93. By the various (alternative) indicators, we estimate the 1992-93 loss to the University at $1,055,947 relative to Inflation, $8,505,157 relative to Per Capita Income, $7,698,799 relative to Per Capita Total Tax Revenues, $6,239,675 relative to Per Capita Expenditures on Higher Education, $11,941,778 relative to State Allocation to &G per Student FTE, $11,269,813 relative to Total &G Expenditures per FTE, or $10,981,828 relative to the Peer Comparison Group Mean. In its failure to make comparable rate increases to those of the peer group in the last two years alone, UNM has denied itself an estimated $1,358,237.

Procedural and Policy Questions

Until 1985, the New Mexico State Legislature set student tuition and fees in the context of appropriations to UNM budgets. Expected tuition and fee revenue was assumed as income in these budgets. In 1985, then Governor Anaya vetoed legislation setting such rates. This was followed by a ruling of the attorney general that regents of the state’s institutions of higher education are empowered to set tuition and fee rates. There continued, however, a process in which the Commission on Higher Education, the Legislative Finance Committee, and the State Legislature projected tuition rates and adjusted appropriations accordingly. In effect, the State Legislature projected tuition rates without having the responsibility agencies of state government implicitly set tuition rates without having the responsibility to raise tuition if this resulted automatically in commensurately lower state real incentive for raising tuition if this resulted automatically in commensurate real incentive for raising tuition. Thus, UNM did not increase tuition and fee rates significantly during nearly a decade and a half of acute national inflation.

During the 1988 session, the New Mexico Legislature encouraged the state’s institutions of higher education to raise tuition levels with any increased tuition revenue to remain at the State’s institutions generally institutions for faculty and staff compensation increases. The State’s institutions generally increased tuition in significant amounts. In December of 1988, the Regents of UNM, in part, established a tuition policy based on the assumption of retention of these revenues and...
in the Spring of 1989, the Regents raised tuition and fee rates ($100 or more for the fourth successive time) in an effort to bring student tuition and fees to more appropriate levels.

In response, a vocal segment of UNM students protested and occupied the University's administration building. There ensued exchanges and discourse in which the issue of tuition rates became enmeshed in a number of other issues and concerns—especially a concern for access to the University by the state's minorities and limited income populations. Much of the discourse took place in a university community that was poorly informed about the objective circumstances related to tuition and fee rates, student access, and student aid.

In 1989-90, UNM established a University Budget Committee with student, faculty, staff, and administrative representation. In the first year, the Committee (1) adopted a recommendation calling upon the University to offset any adverse affects of tuition and fee increases by expanded student aid and (2) recommended a base "stay even" Tuition and Fee increase of between 75 and 125% of the mean increase in (a) the Higher Education Price Index, (b) state Personal Per Capita Income, and (c) state Appropriations to I&G. For a number of reasons (some of them highly disruptive of the Committee's deliberations), the Committee was unable to proceed then to a projected recommendation of "additional gain" relative to lost ground during nearly two decades of imprudent Tuition and Fee policy. It was, therefore, unable to make such a recommendation.

In 1990-91 the undergraduate student representatives withdrew in protest from the University Budget Committee and had to be replaced. The Graduate Student Association declined to participate despite the Committee's affirmative decision regarding a demand for open meetings. There were changes in representation from Staff and Faculty. The Committee, under time pressure for a recommendation, formally approved the same "stay even" increases in Tuition and Fees for 1991-92. Again, the issue of "catch up" or "gain" was not confronted.

Over several years, ASUNM leaders and Graduate Student leaders have lobbied in the State Legislature and (in 1990-91) with candidates for governor for tuition and fees lower than those they had negotiated in the University Budget Committee.

In the Fall of 1991-92 the University Budget Committee was disbanded and its functions assigned to the new University Planning Council. In its November, 1991, meeting the Faculty Senate received a recommendations from the Faculty Senate Budget Committee for a Tuition and Fee policy based on moving toward at student share of 30% and annual increases of no less than 1% in share toward this goal. The recommendation of the FSCC was defeated in the December, 1991, meeting of the Faculty Senate. It passed its own motion for a 4 year period of 1% increases in student share.

Student Aid per Student FTE and Inflation

The issue of Tuition and Fees at UNM has become increasingly associated with the question of access to the University by low income groups—especially those among minority populations of the state.

Access to UNM by low income students can be achieved by two alternative mechanisms: (1) by keeping tuition and fee rates low for all students or (2) by providing appropriate levels of aid to students who need it to attend the University.

Keeping tuition and fee rates low for all students has the major disadvantage of denying the University vitally needed revenues from that portion of the student body which can afford to pay their fair share of the cost of instruction.

Providing access by means of the student aid mechanism does not have this disadvantage and has the additional advantage of serving the entire student body with the quality of education which additional revenues can provide.
To support the student aid alternative, it is important to be assured that student aid is keeping pace with need. We have reviewed two questions: (1) Has Student Aid at UNM kept pace with inflation and (2) Has Student Aid at UNM kept pace with rising Tuition and Fee Rates?

For data on Student Aid at UNM we are indebted to UNM's Office of Student Aid which provided us with information for the last 22 year period on Pell Grants, Work Study, Stafford Loans, and Total Student Aid.

We divided each academic year's aid by the total student body enrollment (total year full time equivalents for) each academic year. The results are shown in Table 6. Pell Grant money per FTE (starting in 1974-75) rose from $38 to $728 in 1992-93. From 1970-71 to 1992-93 per FTE Work Study money rose from $31 to $230. Stafford Loan assistance from $58 to $1458, and Total Student Aid from $228 to $3073 in actual dollar amounts.

Student Aid per FTE was analyzed in relation to inflation using the Higher Education Price Index. Specifically, Student Aid was inflated at the rate of HEPI to determine what it would be if it kept pace with this measure of inflation. The actual gain in each category (Pell, Work Study, Sloan Loan, and Total Aid) was determined by subtracting the actual Aid per FTE amount from that projected to stay even with inflation. These Gains are also shown in Table 6. By 1992-93 Pell money per FTE was $510 above inflation, Work Study money per FTE was $109 above inflation, Sloan Loan money was $1232 above inflation, Total Aid per FTE was $2182 above inflation.

Student Aid in Relation to Tuition and Fee Rates

In Table 7, each type of Student Aid per FTE is presented as a percent of Student Tuition and Fee rates for the year in question. This percent increased dramatically with respect to each type of aid from 1970-71 to 1980-81. More importantly for present considerations, this percent remains near high levels in 1992-93 despite dramatic increases in Tuition and Fees in recent years.

Specifically, to determine the degree to which student aid kept ahead of Tuition and Fee increases, we determined the level of aid necessary to keep pace with these increases, and subtracted this value from actual aid per FTE. The Gain over Tuition and Fee increases is shown in Table 7. In 1992-93, Pell money per FTE was $550 per FTE above Tuition and Fee increases. Work Study money per FTE was $113 above Tuition increases. Sloan loan money per FTE was $129 per FTE above Tuition increases. And Total Aid money per FTE was $2211 above Tuition increases.

Family and Personal Income Distribution of Students and Taxpayers

Tuition and Fee policy at UNM should take into account the family and personal income distributions of students as they compare to those of the State's taxpayers. We would have liked to provide an analysis of these. Unfortunately, we were unable to find suitable data on student family and personal income at UNM for this purpose. The University appears to lack reliable data going back 20 years for the student population as a whole.

Conclusions

We believe that the following conclusions are in order:

(1) Relative to every objective indicator considered, Tuition and Fee Rates at UNM continue to be set far too low.

(2) The University needs a policy of steady gains in Tuition and Fee Rates relative to appropriate indicators.
The appropriate mechanism for dealing with student access to UNM by low income students is adequate Student Aid and not keeping Tuition and Fee Rates low for large numbers of students who can afford to pay their fair share of the cost of instruction.

Student Aid at UNM has more than kept pace with both inflation and with increases in tuition and fees.

Current procedures for setting tuition policy at UNM do not serve the institution well and are, in fact, conducive to divisiveness within the University Community. They need to be replaced with a University (and State) Tuition policy—we suggest based on student share of the cost of instruction.

Much, if not most, of the discourse on the UNM campus about student tuition and fees takes place among a poorly informed university community. Nor is it clear that any sector or institution on campus is making a concerted and effective effort to remedy this situation.

Recommendations

1. That the UNM Faculty Senate recommend a Tuition and Fee policy that (A) the student share of the cost of instruction (i.e., Tuition and Fees divided by total I&G expenditures per student FTE) should over time average 30%, and (B) the student share of the cost of instruction should be permitted to fall as low as 27.5% in years of exceptionally high state appropriations and should increase up to 32.5% in years of exceptionally stringent state appropriations.

2. That the UNM Faculty Senate recommend that Tuition and Fee rates be increased each year an amount such that the expected increase in student share (based on best estimates of the forthcoming year’s I&G expenditures) be no less than 1% and that this minimal increase continue each year until the 30% student share of cost of instruction is again achieved.

3. That the UNM Faculty Senate recommend to the Administration that all constituencies participating in Budgetary Decision Making at UNM be pledged (as a condition of that participation) to present, in formal representation of these constituencies, a united front to state government (candidates for office, officials, and agencies) with respect to duly negotiated positions on budgetary matters.

4. That the UNM Faculty Senate urge the Administration to undertake a concerted program to communicate with the entire University Community regarding the University’s needs for significant Tuition and Fee increases.

N.B.: The FSBC’s recommendation of 30% applies to the definition and measure of student share employed by the Committee. This percent may not be comparable to, or appropriate in relation to, definitions and measures employed by other sources.
Table 1

Student Tuition and Fees Deflated to 1970 Dollars by CPI and HEPI and if Increased at the Rate of CPI and HEPI

<table>
<thead>
<tr>
<th>ACTUAL TANDF ACADEMIC (1)</th>
<th>TANDF DEFLATED (2)</th>
<th>TANDF IF KEPT UP w/ CPI HEPI (3)</th>
<th>TANDF IF KEPT UP w/ HEPI (4)</th>
<th>TANDF IF KEPT UP BEHIND CPI HEPI (5)</th>
<th>STUDENT INCOME LAG (6)</th>
<th>STUDENT INCOME IF KEPT UP w/ CPI HEPI (7)</th>
<th>STUDENT INCOME IF KEPT UP w/ HEPI (8)</th>
<th>ESTIMATED TOTAL 22-YR LOSS (in Dollars) (9)</th>
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ESTIMATED TOTAL 22-YR LOSS (in Dollars) = $67,401,845

KEY
(1) TANDF = UNM Tuition and Fees: Undergrad, Resident, Full Time Student
Source: Chronicle of Higher Education (UNM Budget Office)
(2) CPI = Consumer Price Index, CPI=1 (December), 1983=100
Source: U.S. Dept. of Labor
(3) HEPI = Higher Education Price Index, 1983=100
Source: "Higher Education Price Indices, [Latest] Update"
Research Associates of Washington
(8) FTE = Student Total Year Enrollment: Full Time Equivalents
In thousands. "Analysis of Institutional 'lag' Operating Budgets." New Mexico Commission on Higher Education.
(9) INCOME LOSS = FTE X LAG = Income lost due HEPI. In thousands.
<table>
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<th>TANDF</th>
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<th>PCTTR</th>
<th>PCEHE</th>
<th>INC/FTE</th>
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**KEY**

(1) TANDF = UNM Tuition and Fees: Undergrad, Resident, Full Time Student
(2) PCI = NM Personal Per Capita Income. Calendar Year.
(3) PCTTR = NM Per Capita Total Tax Revenues*
(4) PCEHE = NM Per Capita State Expenditures on Higher Education...
(5) INC/FTE = NM State Allocation to UNM I&G Budget per Student FTE**


**Source: "Analysis of Institutional I&G Operating Budgets," New Mexico Commission on Higher Education.
Table 2B
Student Tuition and Fees (Rate) Lag Behind Per Capita Revenues:
If They Had Kept Pace with State Per Capita Income, Per Capita Tax Revenues, Per Capita Expenditures on Higher Education, and Per FTE State Allocations to UNM Instruction and General Budget

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KEY
(1) TANDF = UNM Tuition and Fees: Undergrad, Resident, Full Time Student
(2) PCI = NM Personal Per Capita Income. Calendar Year.
(3) PCITTR = NM Per Capita Total Tax Revenues
(4) PCEHE = NM Per Capita State Expenditures on Higher Education
(5) INGPFTE = NM State Allocation to UNM 165 Budget per Student FTE

*Source: "State Government Finances in 19__." U.S. Dept. of Commerce
Bureau of Census. Last 2 fiscal years are estimated.

**Source: "Analysis of Institutional '165' Operating Budgets."
New Mexico Commission on Higher Education.
## Table 3
Student Tuition and Fees (Rate): Share of Cost of Instruction:
As a Percent of Total I&G Expenditures per Student FTE

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<th>TIGEPFTE AS %</th>
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<th>TIGEPFTE IF UP WITH</th>
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<th>TIGEPFTE STU-</th>
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**ESTIMATED TOTAL 20-YR LOSS** (expressed in dollars) $163,142,220

### KEY

1. **TANDF** = UNM Tuition and Fees: Undergrad, Resident, Full Time Student
2. **TIGEPFTE** = Total UNM Main Campus I&G Expenditures per Student FTE*
3. **FTE** = Student Entire Year Enrollment, Full Time Equivalents*
4. **Income Lost** = FTE x LAG = income loss due to failure to keep TANDF up with Main Campus Expenditures on I&G. In thousands.

*Source: "Analysis of Institutional 'I&G' Operating Budgets."
New Mexico Commission on Higher Education.
Table 4A
Student Tuition and Fees (Rate): Peer Comparison Group
As a Percent of Per Capita Income, Per Capita Tax Revenues,
and Per Capita Expenditure on Higher Education

<table>
<thead>
<tr>
<th>STATE</th>
<th>TANDF UNIV</th>
<th>PCI</th>
<th>TANDF AS%</th>
<th>PCI</th>
<th>PCTTR AS%</th>
<th>PCI</th>
<th>PCERH AS%</th>
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<td>184</td>
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<tr>
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Mean
w/o NM 2228 17122 12.97 1117 204 323 705
NM below/abovepeer mean -572 -2474 -1.66 230 -81 83 -299
NM rank 15th 15th 14th 2nd 17th 2nd 17th

KEY
(1) TANDF = Tuition and Fees: Undergrad, Resident, Full Time Student
1992-93; Source: UNM Budget Office
(2) PCI = Personal Per Capita Income, Calendar 1991
Source: Bureau of Economic Analysis, U.S. Dept. of Commerce
(3) PCTTR = Per Capita Total Tax Revenues*, FY1991
(4) PCERH = Per Capita Expenditures on Higher Education*, FY1991
*Source: "State Government Finances in 19..." U.S. Dept of Commerce
<table>
<thead>
<tr>
<th>State</th>
<th>TANDF 90-91</th>
<th>TANDF 91-92</th>
<th>TANDF 92-93</th>
<th>2YR % CHANGE</th>
<th>1YR CHANGE</th>
<th>1YR % CHANGE</th>
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<td>2274</td>
<td>5.31</td>
<td>9.6</td>
<td>4.41</td>
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Mean w/o UNM: 1865, 2086, 2229, 363.3, 18.84, 165.2, 7.67

UNM below peer mean: -412, -509, -573, -160.3, 4.87, -65.2, -1.11

**KEY**

(1) TANDF = Tuition and Fees: Undergrad, Resident, Full Time Student
1990-91; Source: Chronicle of Higher Education (UNM Budget Office)

(2) TANDF = Tuition and Fees: Undergrad, Resident, Full Time Student
1991-92; Source: Chronicle of Higher Education (UNM Budget Office)

(3) TANDF = Tuition and Fees: Undergrad, Resident, Full Time Student
1992-93; Source: Chronicle of Higher Education (UNM Budget Office)

(4) 2 Year Change in Tuition and Fees: 1990-91 to 1992-93

(5) 2 Year Percent Change in Tuition and Fees: 1990-91 to 1992-93

(6) 1 Year Change in Tuition and Fees: 1991-92 to 1992-93

(7) 1 Year Percent Change in Tuition and Fees: 1991-92 to 1992-93
Table 5
Student Tuition and Fees: Summary of Lag and Loss for 1992-93

<table>
<thead>
<tr>
<th>Actual UNM TANDF for 1992-93</th>
<th>If rate had kept pace with</th>
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</thead>
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<tr>
<td>(1) TANDF</td>
<td>(2)</td>
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<tr>
<td>$1656</td>
<td>(3)</td>
</tr>
<tr>
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<td>TANDF LAG LOSS</td>
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</table>

<table>
<thead>
<tr>
<th>Actual UNM TANDF for 1992-93</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1656</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If rate had kept pace with</th>
</tr>
</thead>
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<tr>
<td>Inflation (HEPI)</td>
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<td>$1711 $055 $1,055,945</td>
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<td>Per Capita Income (PCI)</td>
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<td>$2099 $443 $8,505,157</td>
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<td>Per Capita Total Tax Revenues (PCTTR)</td>
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<td>$2057 $401 $7,698,799</td>
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<td>Per Capita Expenditures on Higher Education (PCHE)</td>
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<td>$1981 $325 $6,239,675</td>
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<tr>
<td>State Allocation to I&amp;G per Student FTE (SINGPFTE)</td>
</tr>
<tr>
<td>$2278 $622 $11,941,778</td>
</tr>
<tr>
<td>Total Instruction and General Expenditures per FTE TIGEPFTE)</td>
</tr>
<tr>
<td>$2243 $587 $11,269,813</td>
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<td>Peer Comparison Group 1992-93 Mean Expenditure</td>
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<td>$2228 $572 $10,981,828</td>
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<td>Peer Comparison Group 2 Year Percent Increase</td>
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<td>$1727 $071 $1,358,237</td>
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KEY

(1) TANDF = Tuition and Fees: Undergrad, Resident, Full Time Student
HEPI = Higher Education Price Index
PCI = Personal Per Capita Income, C1991
PCTTR = Per Capital Total Tax Revenues of State, F1991
Source: Bureau of Economic Analysis, U.S. Dept. of Commerce
PCHE = Per Capita Expenditures on Higher Education by State, 1989
Source: Bureau of Economic Analysis, U.S. Dept. of Commerce
SINGPFTE = State Allocation to I&G per Student FTE
Source: CHE "Analysis of I&G Operating Budgets"
TIGEPFTE = Total I&G Expenditures per Student FTE
Source: CHE "Analysis of I&G Operating Budgets"

(2) LAG = TANDF - what TANDF would have been in 1992-93 if it had kept pace with the indicator in question.

(3) LOSS = LAG x FTE of 19,199= income that the University lost because TANDF did not keep pace with the indicator.
Table 6

Student Aid Per FTE and Inflation:
Student Aid per FTE Deflated by HEPI to 1970 Dollars and Gain ahead of Keeping Pace with HEPI

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ACTUAL AID PER FTE</th>
<th>AID/FTF IF UP W/ HEPI</th>
<th>GAIN OVER HEPI</th>
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<td></td>
<td>PELL WSTU SLOA TAID</td>
<td>PELL WSTU SLOA TAID</td>
<td>PELL WSTU SLOA TAID</td>
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<td>31 58 228</td>
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<td>40 130 314</td>
<td>33 62 242</td>
<td>7 69 72</td>
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<td>4 63 160</td>
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<td>98 99 102 559</td>
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<td>117 121 227 890 610 109 1232 2182</td>
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Key

(1) YEAR = Academic year
(2) TANDF = Tuition and Fees: Undergraduate, Resident, Full Time
(3) PELLG= UNM Pell Grant Money, Dollars per Student FTE*
(4) WSTUD= UNM Work Study Money, Dollars per Student FTE*
(5) SLOAN= UNM Stafford Student Loan Money, Dollars per FTE*
(6) TAID = UNM Student Aid Administered by Office of Student Aid Dollars per FTE*

*Source: UNM Office of Student Financial Aid. Latest year is budgeted figure.
### Table 7
Student Aid in Relation to Tuition and Fees (Rate):
As a Per Cent of Tuition, Inflated with Tuition and Gain

| YEAR | AID/FTE AS % OF T&F | T&F | PELL | WSTU | SLOA | TAID | PELL | WSTU | SLOA | TAID | PELL | WSTU | SLOA | TAID |
|------|---------------------|-----|-------|------|------|------|------|------|------|------|------|------|------|------|------|
| 70-71 | 7.2 | 13.2 | 52.0 | 31 | 58 | 228 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 71-72 | 8.8 | 28.8 | 69.2 | 32 | 60 | 236 | 8 | 70 | 78 | 79 | 117 | 8 | 70 | 78 |
| 72-73 | 8.8 | 30.6 | 77.7 | 32 | 60 | 237 | 8 | 70 | 78 | 79 | 117 | 8 | 70 | 78 |
| 73-74 | 9.9 | 23.2 | 68.8 | 32 | 60 | 237 | 13 | 45 | 76 | 32 | 60 | 237 | 13 | 45 | 76 |
| 74-75 | 8.4 | 13.8 | 93.9 | 38 | 62 | 238 | 0 | 0 | 1 | 30 | 76 | 191 | 0 | 0 | 1 |
| 75-76 | 21.5 | 21.8 | 22.2 | 69 | 123 | 271 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 76-77 | 36.4 | 22.8 | 141.2 | 69 | 123 | 271 | 146 | 5 | 227 | 6 | 47 | 227 | 6 | 47 | 227 |
| 77-78 | 35.2 | 21.7 | 134.1 | 43 | 69 | 271 | 146 | 5 | 227 | 6 | 47 | 227 | 6 | 47 | 227 |
| 78-79 | 34.5 | 25.5 | 132.3 | 43 | 69 | 271 | 137 | 76 | 174 | 96 | 74 | 522 | 96 | 74 | 522 |
| 79-80 | 34.9 | 23.9 | 158.8 | 52 | 69 | 271 | 154 | 93 | 493 | 93 | 493 | 93 | 493 | 93 | 493 |
| 80-81 | 36.4 | 29.1 | 174.6 | 56 | 69 | 271 | 154 | 93 | 493 | 93 | 493 | 93 | 493 | 93 | 493 |
| 81-82 | 29.7 | 20.0 | 182.9 | 60 | 69 | 271 | 154 | 93 | 493 | 93 | 493 | 93 | 493 | 93 | 493 |
| 82-83 | 23.9 | 17.4 | 153.8 | 64 | 69 | 271 | 154 | 93 | 493 | 93 | 493 | 93 | 493 | 93 | 493 |
| 83-84 | 26.3 | 20.6 | 161.4 | 65 | 69 | 271 | 154 | 93 | 493 | 93 | 493 | 93 | 493 | 93 | 493 |
| 84-85 | 28.1 | 19.3 | 186.4 | 68 | 69 | 271 | 154 | 93 | 493 | 93 | 493 | 93 | 493 | 93 | 493 |
| 85-86 | 32.0 | 16.0 | 192.4 | 74 | 69 | 271 | 154 | 93 | 493 | 93 | 493 | 93 | 493 | 93 | 493 |
| 86-87 | 30.4 | 14.0 | 174.8 | 85 | 69 | 271 | 154 | 93 | 493 | 93 | 493 | 93 | 493 | 93 | 493 |
| 87-88 | 29.5 | 12.7 | 167.6 | 96 | 69 | 271 | 154 | 93 | 493 | 93 | 493 | 93 | 493 | 93 | 493 |
| 88-89 | 35.0 | 9.8 | 171.6 | 106 | 69 | 271 | 154 | 93 | 493 | 93 | 493 | 93 | 493 | 93 | 493 |
| 89-90 | 37.0 | 9.3 | 166.7 | 114 | 69 | 271 | 154 | 93 | 493 | 93 | 493 | 93 | 493 | 93 | 493 |
| 90-91 | 38.2 | 8.7 | 163.1 | 121 | 69 | 271 | 154 | 93 | 493 | 93 | 493 | 93 | 493 | 93 | 493 |
| 91-92 | 42.5 | 14.6 | 187.7 | 130 | 69 | 271 | 154 | 93 | 493 | 93 | 493 | 93 | 493 | 93 | 493 |
| 92-93 | 43.9 | 13.9 | 185.6 | 130 | 69 | 271 | 154 | 93 | 493 | 93 | 493 | 93 | 493 | 93 | 493 |

**KEY**

1. YEAR = Academic year
2. T&F = Tuition and Fees: Undergraduate, Resident, Full Time
3. PELL = UNM Pell Grant Money: Dollars per FTE as Percent of T&F
4. WSTU = UNM Work Study Money: Dollars per FTE as Percent of T&F
5. SLOA = UNM Stafford Student Loan Money: Dollars per FTE as Percent of T&F
6. TAID = UNM Student Aid administered by Office of Student Aid: Dollars per FTE as Percent of T&F

*Source: UNM Office of Student Financial Aid. Latest year is budgeted figure.*
Key to Abbreviations and Sources of Information Used in This Report

CPI = Consumer Price Index (CPI-U, December, 1983=100
Source: U.S. Dept. of Labor

HEPI = Higher Education Price Index, 1983=100
Source: "Higher Education Price Indices, [Latest] Update"
Research Associates of Washington

ING/FTE = State Appropriation to I&G per Student FTE
NM unless otherwise specified
Source: "Analysis of 'I&G' Operating Budgets" NM CHE

PCEHE = Per Capita Expenditures on Higher Education
NM unless otherwise specified
Source: "State Government Finances" U.S. Dept. of Commerce
Last 2 Fiscal Years are estimated.

PCI = Personal Per Capita Income (NM unless otherwise specified)
Source: U.S. Depart. of Commerce.
Last Calendar year is estimated.

PCTTR = Per Capita Total Tax Revenues (NM unless otherwise specified)
Source: "State Government Finances" U.S. Dept. of Commerce
Fiscal 1991 and 1992 are estimated.

PELLG = UNM Pell Grant Money: Dollars per Student FTE
Source: UNM Office of Student Financial Aid. (Last year budgeted)

SING/FTE = State Appropriation to I&G per Student FTE
NM unless otherwise specified
Source: "Analysis of 'I&G' Operating Budgets" NM CHE

SLOAN = UNM Stafford Student Loan Money: Dollars per Student FTE
Source: UNM Office of Student Financial Aid. (Last year budgeted)

TAID = UNM Total Student Aid: Dollars per Student FTE
Source: UNM Office of Student Financial Aid. (Last year budgeted)

TANDF = Tuition and Fees: Undergraduate, Resident, Full Time
Source: Chronicle of Higher Education. (UNM Budget Office)

TIGEPFTE = Total UNM I&G Expenditures per Student FTE
Source: "Analysis of 'I&G' Operating Budgets" NM CHE

WSUD = UNM Work Study Money: Dollars per Student FTE
Source: UNM Office of Student Financial Aid. (Last year budgeted)

YEAR = Academic year
The University of New Mexico

To: Faculty Senate

From: Operations Committee

Subject: Committee Replacements

The following are submitted for Senate approval:

STUDENT STANDARDS & GRIEVANCE COMMITTEE

Reynaldo Saenz, Pharmacy, 1993
To: Faculty Senate  
From: Breda Bova, Chair Athletic Council  
Subject: Committee Restructure

The Athletic Council voted today to change the structure of the Athletic Council and make this recommendation to the Faculty Senate.

The changes are:

- From 6 faculty to 8 faculty
- From 3 students to 2 with one being an athlete appointed by the Student Athletic Association and the other by ASUNM.
- The Alum rep would remain the same as would the remaining non-voting members.

Thank you for considering these changes. We feel that an increase in the number of faculty would give us broader representation. It was also felt that one of the students should be an athlete so that the student/athlete would have a voice.
Present university policy and practices for the acceptance of technical credit were adopted September 6, 1973, have not changed since then, and do not serve the needs of programs at the branch campuses. The policy now in place was developed by the Faculty Senate to serve the main campus before we became the system that we are today. We are charged with developing policies which meet the needs of the system.

The following is a summary of technical credit policy based upon review of minutes of the Faculty Senate's Admissions & Registration Committee (formerly Committee on Entrance & Credits) from January, 1960 to present.

1. UNM does not ordinarily accept credit from institutions not regionally accredited.

2. UNM does not ordinarily accept vocational-technical credit.

3. However, there is a process by which students may have voc/tech credit or non-regionally accredited coursework considered for acceptance:
   a. When students have credit which they believe may be applicable toward their program, the student may initiate a process to have credentials referred to the "division chair with supervision over the student's major."
   b. Acceptance of credit is binding only to the specific program within the division recommending credit. Such credit is subject to reevaluation should the student later enter another program within the University.
   c. Courses have been recommended historically on a course-by-course equivalency basis.
   d. BUS may accept only transfer credit earned at the baccalaureate level.
   e. An interview, demonstration of competence, or both may be required before a decision is made.
22 UNDERGRADUATE PROGRAM

Transfer of Credits

The University of New Mexico evaluates all transferable courses from post-secondary institutions that are regionally accredited and from programs for regionally accreditation. Further students will receive full credit for coursework completed with a grade of "C" or better, provided the classes are similar in equivalent to courses offered at the University.

UNM does not accept technologically remediated personal development, or specific major courses. Credit is not awarded for extra or vice experiences, cooperative education, or for courses in which the grade received was lower than "C".

Transferable credits from an accredited junior college will be accepted up to a maximum determined by the UNM college in which the student enrolls. No junior college credits will be considered above equivalency.

Grade earned in courses taken at other institutions are not included in calculation of the University of New Mexico grade point average. This GPA is weight only classes taken at UNM.

Evaluation of Credit

The evaluation of credit is a primary part of the admissions application process. It is a two-step process.

An Admissions Officer first determines if the course is eligible to be considered for transfer to UNM and a Credit Evaluation Statement (CES) is produced for students that are admitted. The CES is then sent to the college or division which the student is admitted. An Addmissions Officer determines if the transferred credit can be accepted by UNM. A CES is then mailed to the student. It is important to retain this document for admission purposes.

ALTERNATIVE CREDIT OPTIONS

The University of New Mexico grants college credit for certain college level classes, courses, and examinations. The guidelines for each of these programs are as follows:

- Technical Credit: Under specific circumstances, students may receive credit for courses taken at non-credit based technical or college level credits.
- Military Credit: Credit for military service is granted based on recommendations of the American Council on Education "Guide to the Evaluation of Educational Experiences in the Armed Services" and institutional policies. Students may apply for military credit through the Admissions Office during their first semester of enrollment in a degree seeking status.
- College Board Advanced Placement Program (CEEB Advanced Placement Program): Students who score advanced placement credits (2.0 or higher) on the Advanced Placement Program, may be eligible for college credit. Some reports should be sent from the College Board directly to the UNM Admissions Office. Placement and credit is awarded by department for scores as follows:

<table>
<thead>
<tr>
<th>Advanced Placement Score</th>
<th>Equivalent UNM course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>151, 152</td>
</tr>
<tr>
<td>4</td>
<td>153, 154</td>
</tr>
<tr>
<td>5</td>
<td>155, 156</td>
</tr>
</tbody>
</table>

- Undergraduate Program

The Undergraduate Program in which you are enrolled should be your reference when making the decision of which courses to take. The appropriate page of the catalog is shown below.

1. Jurisdictional issues exist between Main Campus and Branch Campus programs.
2. Should there be limits on the number of hours transferable to certificate programs?
3. Should technical credit be allowed for courses not in the student's major?
4. Should the basis for acceptability be course-for-course equivalency?

However, the University system has experienced substantial change since 1973 in type of technical credit policy to address academic degree and certificate programs directly.
A. Special curricular offerings are authorized to meet local educational needs which are not being met by other institutions in the area, and transferability to the parent campus is in accordance with the policy statement E. 1 and 2 (below) in this document.

B. All associate degree programs offered at the parent campus at Albuquerque are authorized to be offered at the branches, upon approval by the appropriate college and department on the Albuquerque campus.

C. The branches are authorized to develop and offer, with the approval of the Undergraduate Committee, the Curricula Committee, and the Faculty Senate, associate degree programs to meet local needs. The question of transferability of individual courses will be in accordance with the policy statement E. 1 and 2 (below) in this document.

D. The branch director shall recommend faculty for employment to teach courses carrying pre-designated transferability only after their approval by appropriate main campus department. The branch director, subject to review by the Vice President for Academic Affairs, will be responsible for the employment of such faculty.

E. The University will accept baccalaureate credits earned by students at any UNM branch, in accordance with the following policy:

1) Credits earned in lower division courses that appear in the UNM Bulletin and/or UNM Schedule of Courses—the branch instructors, content, and level of performance of said courses having been approved by the appropriate main campus department will be accepted by the University as though they were earned on the parent campus at the University in Albuquerque.

2) New lower division courses designed by the branch in cooperation with the cognizant department and/or college which do not appear in the UNM Bulletin and/or UNM Schedule of Courses, which have been submitted by the branch and approved for credit by the appropriate department and the UNM Curricula Committee, and the branch instructor, content, and level of performance for said courses having been approved by the appropriate main campus department, will be accepted by the University as though they were earned on the parent campus at the University in Albuquerque.

3) New lower division courses designed by the branch which do not appear in the UNM Bulletin and/or the UNM Schedule of Courses, which have not been approved by a main campus department and the UNM Curricula Committee prior to being offered, are technical, vocational, or special and are designated with a course suffix T. These courses are generally not acceptable for baccalaureate credit except by petition to and approval from the UNM degree granting unit or if determined to be equivalent to a main campus course by the UNM department.

REPRESENTATION ON FACULTY SENATE AND ITS COMMITTEES

Branch representation on the Faculty Senate Standing Committees and the Faculty Senate shall be in accordance with the procedures established by the Faculty Senate and its component committees:

ACADEMIC FREEDOM, TENURE, APPOINTMENT, AND GRIEVANCE PROCEDURES

The principles upon which the University's present Policy on Academic Freedom and Tenure is based shall apply to the branch colleges as well as to the main campus.
1) Credits earned in lower division courses that appear in the UNM Bulletin and/or UNM Schedule of Courses, main campus course file, the branch instructors, content, and level of performance of said courses having been approved by the appropriate main campus department will be accepted by the University as though they were earned on the parent main campus of the University in Albuquerque.

2) New lower division courses designed by the branches in cooperation with the cognizant department and/or college which do not appear in the UNM Bulletin and/or the UNM Schedule of Courses, main campus course file, and courses deleted from the main campus course file but which remain in use at the branch campuses, which have been submitted by the branches and approved for credit by the appropriate department and the UNM Curricula Committee, and the branch instructors, content, and level of performance for said courses having been approved by the appropriate main campus department, will be accepted by the University as though they were earned on the parent main campus at the University in Albuquerque.

3) New lower division courses designed by the branches which do not appear in the UNM Bulletin and/or the UNM Schedule of Courses, which have not been approved by a main campus department and the UNM Curricula Committee prior to being offered, are technical, vocational, or special and are designated with a course suffix T. These courses are generally not acceptable for baccalaureate credit except by petition to and approval from the UNM degree granting unit or if determined to be equivalent to a main campus course by the UNM department. Courses not generally acceptable for baccalaureate credit, including technical, vocational, or special courses, are designated with a course suffix T. These include new lower division courses designed by the branches which do not appear in the UNM main campus course file and which have not been approved by a main campus department and the UNM Curricula Committee prior to being offered, or courses deleted from the main campus course file which have not been reinstalled for approval as category 2 courses and which remain in use at the branches. These courses are acceptable for baccalaureate credit only by petition to and approval from the UNM degree granting unit or if determined to be equivalent to a main campus course by the UNM department.

ITEM TWO

The A&R Committee moves to add language to the UNM Undergraduate Catalog to present the Certificate Programs in the same manner that we do for Bachelor and Associate Degrees.

We have shown pages 35 and 36 of the catalog on the following page with the location of the additions indicated.

Certificates

Candidates for certificates offered by any of UNM’s colleges or branches must meet the following minimum requirements and are subject to the following University limitations:

1. A minimum of 30 acceptable semester hours must be earned. Technical vocational work (up to the limit specified below) may be included in these 30 hours, upon approval of the certificate granting program.

2. A minimum of 15 semester hours must be earned in residence at UNM.

3. Of the 30 hours minimum, no more than 6 semester hours may be earned by extension or correspondence.

4. The student must have a cumulative grade point average of at least 2.0.
Graduation Requirements

Bachelor Degrees

Graduation from the University of New Mexico is not automatic. Application for candidacy for graduation is required. Each college may have differing deadlines for degree application. Students planning graduation must complete all course requirements in advance of the date of graduation.

Candidates for bachelor degree must meet the following University minimum degree requirements and are subject to the following University regulations:

• Students must be admitted to the UNM College from which the degree is awarded at the time of graduation.
• A minimum of 128 semester hours of earned credit is required.
• Residence credit requirement: A minimum of 30 semester hours of credit exclusive of extension and correspondence independent study credit must be earned at UNM. Of these 30 semester hours in residence, 15 semester hours must be earned at a University other than UNM.

Students must complete the following minimum degree requirements to be awarded a bachelor’s degree program:

1. A student must have a minimum cumulative grade point average of 2.0.
2. The student must have successfully completed a minimum of 30 additional semester hours beyond the requirements for the first degree and must have at least one more degree major. Any degree program must also include the following:
   a. At least 12 semester hours in other courses offered by the degree granting college.

Starting with 2018 Fall graduates, students will not be included in the students' grade point average list. Grade Point Average: Students who have transferred other institutions must correspond to those schools of UNM.

Any graduating senior not in residence who expects to subordinate credits earned by independent study toward fulfillment of degree requirements must have prior approval of the Registrar. The student is responsible for complying with all regulations stated in the current independent study bulletin.

Catalog Requirements

Students may graduate under the catalog requirements for the year in which they were enrolled for the first time in the degree granting college of the University from which they are earning a degree. Provided they complete the graduation requirements within a continuous five year period. Students who attend a part-time degree granting college to enter another degree granting college must also meet the graduation requirements at the college of the University from which they are earning a degree. The student who does not complete all the degree requirements within the time of enrollment is the student is responsible for knowing the rules and regulations concerning graduation requirements and for registering in the courses necessary to meet them.

Commencement

Commencement exercises will be held once a year at the end of the spring semester. Attendance is optional. Students whose requirements were completed and degrees conferred in the preceding summer session, fall or spring semester are invited to attend.

Honors Work/Graduation With Honors

Students may graduate with General Honors, Departmental Honors or both. The content of General Honors is determined by the General Honors Council and may be cum laude, magna cum laude or summa cum laude. Students must apply to the General Honors Program for candidacy for graduation with General Honors.

The levels of Departmental Honors awarded are also cum laude, magna cum laude, and summa cum laude. Students must also apply for candidacy to their departments (or in colleges without departments) to the college.
Second Certificate/Second Associate Degree

A second certificate or a second associate degree will not be granted until a student has earned a minimum of 15 semester hours above the requirements for the first certificate or degree and fulfilled all requirements for the second certificate or degree including residence requirements.

We chose to define the least amount of resident credit for a certificate to be 15 credits.

ITEM THREE

The A&R Committee moves that the following guidelines for the acceptance of technical credit be implemented.

A. Open-Admission Certificate students be included in the technical credit evaluation process. The Admissions Office will do transfer evaluations and technical recommendations as requested at the point of admission to certificate status when official transcripts from all previous postsecondary institutions are provided.

B. Transfer of miscellaneous credit for its own sake is to be avoided as senseless drill. However, recommendations of technical credit will be allowed for programs which may not be the student's current major, only when accompanied by a written 'Declaration of Intent' to complete the second program of study signed by faculty department chair/program director and student.

C. Recommendation of technical credit will be allowed whether or not there exists a UNM system equivalent course, as long as from an institution accredited within Council on Postsecondary Accreditation (COPA) (e.g. exclude diploma mills while not requiring regional accreditation).

D. Allow program directors to recommend acceptance of credit outside their disciplines as general elective credit, but require justification and corroborative signatures of appropriate disciplines. This implies possibility of recommendations of technical credit toward associate degrees in general studies.

A form has been designed to implement this process and is included on the next page.
**RECOMMENDATION FOR TECHNICAL CREDIT**

**INSTRUCTIONS:** To be completed only by college dean, program director, or department chair to recommend credit for acceptance toward the student's program of study. Action will be taken to amend the student record only when all required signatures appear.

To: , Campus/College Graduation Coordinator. From: , _____________________________

Name _____________________________ Name _____________________________ Title/College, Program, Dept.

I recommend that , SS # __________, be given credit toward his/her Certificate, AAS, AS, AA, BA, BS in (program or major) for the following coursework submitted on the attached official transcripts:

<table>
<thead>
<tr>
<th>Sending Inst. Name</th>
<th>The University of New Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Dept.</td>
<td>Course #</td>
</tr>
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</table>

Dept. A Signature of Program Director:

Signature of Dean/Branch Dir. of Instruction:
As you know, we have recently been seeing quite a few Form Cs coming through to effect what seem to be primarily organizational or structural changes. (Witness the Taos Educational Center, the name change of Public Administration, the Honors College, the combination of Communication and Journalism, the splitting of Modern and Classical Languages, and probably upcoming changes in the College of Education.) I think that many of the committees feel that while we should discuss aspects of those proposals we are not the proper places to "approve" or "disapprove" of them. As a potential way to help remedy this situation the Curricula Committee passed the following resolution at our meeting on March 12, 1993. We would like to take it to the Senate for discussion.

That the Senate constitute the Faculty Reallocation Committee as a standing committee, with its existing membership, and with power to act. The Committee would be charged with reviewing organizational/structural changes and resource allocation issues, such as new programs, name changes, status changes, and new centers.
The need for refocusing the resources of the Instructional and General budgets is acknowledged across campus. There is a need, however, to relax some of the deadlines on the schedule so that faculty can be involved in the process and decision making. In this context, the Senate Operations Committee suggests the following be adopted by the Senate. These recommendations should then go back to all college faculties for discussion and adoption.

1. There should be a Faculty Reallocation Committee composed of the following: chairs (or other appointed representative of the committees) of Undergraduate, Graduate, Curriculum, A&I, Research Policy, Long Range Planning, Budget, Teaching Enhancement, Computer Use; 1 at large senator; 1 operations committee member. This committee would represent the faculty on reallocation procedures and policies. For example, decisions concerning the merging or reduction of Centers and Institutes would be made in consultation with the FRC.

2. Based on the Faculty Handbook, all recommended course and degree requirements and changes need to be considered by the appropriate college and Faculty Senate committees — e.g., new departments, mergers, new colleges, new programs. Appropriate faculty committees (perhaps the Graduate Committee or the Undergraduate Committee) will establish criteria and priorities for terminating or seriously cutting any programs and will review such recommendations.

3. Based on the review of all undergraduate programs, the Undergraduate Committee will establish criteria for evaluation and prioritization of the programs — including numbers of faculty and students, quality, and cost. Additionally, the Committee will direct the examination of the following: a) all non-baccalaureate programs (main campus and Medical School) by the appropriate faculty committees so that criteria and priorities for terminating, cutting, moving, enhancing, or retaining these programs can be established; b) classes with small enrollments (10 or fewer for undergraduates and 5 or fewer for graduates) and duplicate classes will be examined by departments, colleges, and appropriate faculty committees so that reasonable and fair recommendations about discontinuing, offering less often, altering, retaining, or cross referencing courses can be made. In all cases the faculty affected need to be consulted. Proposals should be reviewed by college curriculum committees and by the FRC.

4. Based on the review of all graduate programs, the Graduate Committee will establish criteria for evaluation and prioritization of the programs — including faculty and student numbers, quality, and cost.

5. All academic program changes, new courses, degrees, colleges, divisions, institutes, centers, and reallocation plans recommended by Deans must, of course, undergo appropriate scrutiny including a vote of the appropriate college faculties and committees and Faculty Senate committees. College proposals must have had a vote of the faculty of the relevant college.

6. The FS Budget and Long Range Planning Committees will be involved in budget hearings and recommendations of budget priorities together with the University Planning Council. Included would be establishing priorities for the expenditure of the funds to be reallocated as well as analysis of the areas which are to have their funding reduced.

7. Priority and redistribution of vacant faculty positions which revert to Provost should be made in consultation with the FRC.

8. During the reallocation process, there should be the same "hiring pause" for newly created positions at Deans’ level and above (associate or assistant vice presidents, vice presidents, directors) as there is for faculty.

Recommendation #8 was amended to include associate and assistant deans.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: ____________________

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

Director
(Title, position)

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

CIP CODE 44.0401

UNIT PREPARES 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 Graduate School of Public Administration
Name of New or Existing Program
This program is or would be located in current catalog page 170

I. Major Change-Mark appropriate category

<table>
<thead>
<tr>
<th>Category</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>New</td>
</tr>
<tr>
<td>Major</td>
<td>New</td>
</tr>
<tr>
<td>Minor</td>
<td>New</td>
</tr>
<tr>
<td>Concentration</td>
<td>New</td>
</tr>
</tbody>
</table>

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.

SGC AMENDMENT: Name of program approved as SCHOOL OF PUBLIC ADMINISTRATION as per attached memo from F. Lee Brown

II. Minor Change-

Minor name change of existing degree, New Name of Program

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

Reasons for Request: (attach statement) See attached proposal.

Effective Date of Proposed Change: Spring 1992

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature: ____________________
Department Chair

Date: ____________________

Approvals:
Dean of Library Services
CIRT
College Curricula Committee
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: ____________________

Date: ____________________

Date: ____________________

Date: ____________________

Date: ____________________

Date: ____________________

Date: ____________________
To: Faculty Senators

From: F. Lee Brown, Director, Public Administration

Subject: Rationale for Change of Name from "Division" to "School"

March 26, 1993

This memo accompanies the Form C which proposes to change the name of the Division of Public Administration to the School of Public Administration and presents the basic rationale for this change. This proposal originated with the Public Administration faculty and comes after almost twenty-five years as a separate academic unit reporting directly to the Vice President for Academic Affairs. During this period Public Administration has provided a strong professional education, exclusively at the graduate level, to public officials in all levels of government: international, federal, state, tribal, and local, and its graduate degree programs have grown from one to three with its basic Master of Public Administration degree offered both in Albuquerque and Santa Fe.

The rationale for changing the name of this unit at this time is principally symbolic in 1) the recognition it provides to the maturity of the unit and its faculty and 2) the encouragement it offers to the aspirations of particularly the younger faculty in the unit who seek national standing. However, there are practical considerations also.

1. Perception. When Public Administration was initially formed as a separate unit in the late sixties, "Division" status was not uncommon on campus. Today, however, there is a strong tendency towards standardization of nomenclature with the result that the "Division" terminology is ambiguous and confusing to many.

2. Cohesion. A "School" designation more accurately describes the unity of both the interdisciplinary degree programs, which build upon a common core of courses, and the faculty, which come from diverse disciplinary backgrounds.

3. Stability. There have been repeated discussions about possible organizational affiliations between Public Administration and other, larger academic units on campus. Most recently, President Peck and former Provost Risser have directed Public Administration to enter into discussions with other professional schools on campus including the Anderson Schools of Management and the School of Law. However, to ensure the integrity, cohesion, and stability of the Public Administration programs under any reorganization, they have indicated that these negotiations should occur "...subsequent to Faculty Senate approval of the School..."
4. Morale. This name change proposal has been under quite active discussion on campus since the beginning of 1991. During this period, an opportunity for review has been provided to the Council of Deans and a special external graduate review of Public Administration was conducted under the auspices of the Senate Graduate Committee, in addition to the standard review processes which accompany all Form Cs. The Public Administration faculty has devoted considerable planning and effort to this proposal, and approval of this change in name would provide a strong boost to the morale of this faculty.

We hope that the Faculty Senate will endorse the approval of the name change by the Public Administration faculty, its Director, a distinguished external panel of national authorities in the field, the Senate Graduate Committee, the Senate Curricula Committee, former Provost Risser, and President Peck. Of course, the Public Administration faculty, as well as myself, stand ready to answer any questions before or during the Faculty Senate meeting on April 13.

cc: Public Administration Faculty
TO: Mary Harris, President, Faculty Senate  
FROM: Don Partridge, Chair, Senate Graduate Committee  
RE: Form C - Public Administration  

The Senate Graduate Committee approved an amended Form C--name change from Division of Public Administration to School of Public Administration at its meeting on February 4th.

cc: David Null
TO: Richard Holder  
Associate Provost

FROM: David Nul (Chair)  
Curricula Committee

RE: The name change of Public Administration

16 March 1993

The committee had a second long discussion on the name change of Public Administration at our meeting on March 12, 1993. After much debate, the following motion was moved and seconded:

That the committee approve the name change to School of Public Administration, with the explicit proviso that approval extends for 24 months while negotiations to consolidate with other units proceed. This implies no approval of curricular changes.

The vote was a tie, and I voted to approve the motion. I would like to make it clear to all parties involved that I voted for the motion, not because I think the name change is a good idea, but because I do not see many curricular issues, and I think the proper place to debate the change is in the Faculty Senate. The only way to get the proposal to the Senate is to "pass" it through our committee, then to you and to the Senate.

A copy of the budget proposal from Public Administration for the name change is attached.
DATE: March 24, 1993
TO: Professor Mary Harris, President, Faculty Senate
FROM: Richard W. Holder, Associate Provost
ABOUT: Name Change for Public Administration

After consultation with Interim Provost Garcia, I am signing and forwarding to the Faculty Senate the Form C which presents the case for changing the name of the current "Division of Public Administration" to the "School of Public Administration."

My signature does not indicate "approval" by our office in the usual sense. As you know, Provost Risser supported the change of name before he left office, and we are reluctant under an interim arrangement to make a different decision. What we do believe, however, is that this matter deserves full debate in the Faculty Senate. Since (according to the signature sequence on the Form C) the Senate cannot consider the name change until our office signs off, we are doing so in the interest of facilitating a full discussion at the April meeting of the Faculty Senate.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: December 18, 1992

CIP CODE

Terry K. Crowe
(Name of individual initiating curricular change form)

Director & Assistant Professor
(Title, position)

Division of Occupational Therapy
Dept. of Orthopaedics & Rehabilitation
(Dept., 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

Occupational Therapy Program

This program is or would be located in current catalog page

I. Major Change—Mark appropriate category

Degree
New

Revision of existing degree

Deletion

Major
New

Revision of existing major

Deletion

Minor
New

Revision of existing minor

Deletion

Concentration
New

Revision of

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.

Occupational Therapy
(see attached proposal)

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: Summer Session , 1993

Semester

Year

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature:

Date:

Approval:
Dean of Library Services

Date: __________
CIRT

Date: __________
College Curriculum Committee

Date: __________
(If necessary)
College of School Faculty

Date: __________
College or School Dean

Date: __________
FS Undergraduate Ac. Affairs

Date: __________
FS Graduate Committee

Date: __________
Office of Graduate Studies

Date: __________
FS Curricula Committee

Date: __________
Assoc. VP of Academic Affairs

Date: __________
Faculty Senate

Date: __________
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* Additional start-up supply and equipment costs will be covered from alternate sources.

**NOTES:**

1993–94 budget has been approved and recommended for funding by the University of New Mexico Planning Council, UNM Board of Regents, Commission on Higher Education, Legislative Finance Committee and the Department of Finance and Administration of the state. Final funding for this program as well as for all others that receive state appropriations is contingent upon action by the New Mexico State Legislature which is currently in session.

Funding for FY 1994–95 through FY 1996–97 has been calculated utilizing FY 1993–94 approved funding recommendations plus 3% inflationary increases. Actual increases will depend upon actions by New Mexico Legislature and the UNM Board of Regents in those years.

The Occupational Therapy Program plans to request expansion of 2.0 faculty FTE's for FY 1994–95. That request would have to be processed through UNM and State of New Mexico higher education channels and acted upon by the New Mexico Legislature before it could be implemented.
SUMMARY OF PROPOSAL
University of New Mexico
School of Medicine
Occupational Therapy Program

In response to well identified consumer health needs throughout the state of New Mexico, the School of Medicine (Department of Orthopaedics and Rehabilitation) is initiating an Occupational Therapy Undergraduate Program. This program is one of seven programs in the Allied Health Sciences Center. Occupational Therapy is a health care profession that fosters independence, productivity and quality of life for individuals of all ages with potentially disabling conditions.

Occupational Therapy is recognized throughout medical and educational systems as one of the major rehabilitation sciences. The addition of the Occupational Therapy Program at the University of New Mexico, School of Medicine will add to the existing baccalaureate educational programs in medical technology and physical therapy. There is currently a critical shortage of occupational therapists throughout the country and especially in New Mexico and a projected marked increase in the needed workforce. Most health care and educational facilities in New Mexico rely on recruiting occupational therapists from other states and many current positions remain unfilled.

The undergraduate program in Occupational Therapy will consist of two years of pre-professional preparation (prerequisites), three semesters and two summer sessions of professional academic preparation and six months of full-time clinical training. The professional phase of the program is built on a strong liberal arts and science background (38 semester hours of Science courses and 36 semester hours of Liberal Arts courses). The professional phase of the Occupational Therapy Program will consist of 21 required courses, taken in a specified sequence. Of these 21 courses, fourteen new courses are being developed. The other 7 courses will be taught cooperatively with the Physical Therapy Program. Courses will also be collaboratively taught with the Department of Physiology and the College of Education. Altogether the Occupational Therapy course of study will consist of 148 semester credits emphasizing basic sciences,
occupational therapy assessment and intervention, ethics, research, interpersonal skills, life-long learning and clinical reasoning. Once students are accepted to the professional phase of preparation, they will be required to attend classes for 3 consecutive semesters plus a reduced credit load during two summer sessions. The fourth semester will be dedicated to clinical training at facilities throughout the state. Twenty-four students will be admitted to the program each year.

Admission into the Occupational Therapy Program will be competitive. Five basic areas will be considered in the selection process: 1) the student's academic record; 2) letters of reference; 3) life experiences including volunteer/work experience and community involvement; 4) writing ability; and 5) a personal interview. In addition, individuals residing in rural areas in New Mexico and individuals from ethnic groups which are underrepresented in occupational therapy will be given preference. Only students who are residents of New Mexico or WICHE (Western Interstate Commission for Higher Education) states will be considered for admission.

Due to the limited number of existing educational programs in occupational therapy and the increasing job demand for occupational therapists throughout the United States and especially in New Mexico, there is a critical need for the undergraduate Occupational Therapy Program to be established at the University of New Mexico. This program has the support of the faculty of the School of Medicine and the Dean/Director of the School of Medicine/Medical Center. There is a commitment from the Commission on Higher Education and the State Legislature to financially support this program through the Instruction and General appropriation to the School of Medicine. In addition, health care and educational facilities and consumers throughout the state of New Mexico are strong supporters of this program.
I. Rationale for the Occupational Therapy Program

A. Statement of the Need

Occupational therapy is a health care profession that focuses on fostering independence, productivity and quality of life for individuals with potentially disabling conditions. Occupational therapists (OTRs) work to prevent, reduce or overcome physical, social, and emotional disabilities in people across the age span. Therapists assist clients with specialized activities which aid them in mastering the skills necessary to perform daily tasks at home, at work, at school, and in the community. Occupational therapists are employed in a variety of settings such as general and psychiatric hospitals, early intervention programs, home health agencies, rehabilitation centers, school systems, community programs and private practice. To become an occupational therapist requires two years of university-level prerequisite courses in liberal arts and sciences, two years of occupational therapy courses and six months of clinical training supervised by a practicing occupational therapist. A Bachelor's of Science in Occupational Therapy is obtained.

Nationally, there is a shortage of occupational therapy personnel and a projected increase in the needed work force in the field. Statistics from the United States Department of Labor, Bureau of Labor Statistics projects an increase in total employment of occupational therapists from 29,000 in 1986 to 45,000 in 2000. This represents an increase of 16,000 occupational therapists or 54.5% during this time period. The American Hospital Association placed occupational therapy second highest on a list of 26 health professions with substantial personnel shortages. Slightly more than 14 percent of occupational therapy positions in hospitals are unfilled. School systems report a 16.2% vacancy rate.

New Mexico may have an even greater shortage of occupational therapists than other areas of the United States. Thirty-eight facilities recently completed a survey distributed by the New Mexico Occupational Therapy Association. Respondents projected that in 1993 they would have 51 OTR positions available and in 1994 they would have an additional 59 positions available. Currently, most facilities must rely on recruiting therapists from other states. The Executive Director of New Mexico Health Resources (an agency that
recruits health professionals for rural areas of the state) indicates that at this time they are recruiting outside of the state for 11 positions in rural communities. (See Appendix K, Pat Montoya)

Maldistribution of occupational therapists and other health care professionals has often been identified as a problem. One study (Lanier, R.A., McConnel, C.E. & Hedl, J.J. (1988). Growth and distribution of selected allied health professional groups. Journal of Allied Health, 197-210.) compared the growth and geographical distribution of selected health professional groups including physicians, dentists, nurses and allied health professionals. OTs were found to be less evenly distributed than other health professionals. This maldistribution also was reflected in the recent survey results reported by New Mexico Health Resources, Inc. According to this report, New Mexico has a severe maldistribution of occupational therapists with 143 of the 256 licensed OTs in New Mexico practicing in Bernalillo County. Thirteen counties have no licensed occupational therapists (refer to Map in Appendix A and support letters from Jo Fairbanks and Pat Montoya-Appendix K). According to the established admission policy for the proposed UNM Occupational Therapy Program, this maldistribution will be addressed. Specific geographic origin of applicants within the state will be taken into consideration so that both rural and urban areas throughout the state of New Mexico will be represented in the UNM Occupational Therapy Program (refer to Admission Policy, Section III.D.).

Besides a general shortage of occupational therapists and the maldistribution, there is a severe shortage of individuals representing culturally diverse backgrounds in occupational therapy. This underrepresentation of minorities in occupational therapy parallels that of higher education. According to the 1989 American Occupational Therapy Association membership data, 91 percent of occupational therapists are White females. The ethnic origin of OTs is as follows: 91.5% White, 3.1% Asian/Pacific Islander, 2.7% Black, 1.7% Hispanic, 0.2% Native American and 0.8% other. There is a need in the profession to attract students from diverse backgrounds. Since almost half of the state's population is of ethnic origin other than White, the UNM Occupational Therapy Program is committed to educating qualified individuals from ethnic groups that are currently underrepresented in occupational therapy (see Admission Policy, Section III.D.). Student representation will hopefully reflect the ethnic diversity of the people to be served by occupational therapy in the state of New Mexico.
Job prospects in occupational therapy are expected to be excellent through the year 2000. Currently on the average, a new graduate from an occupational therapy educational program will receive five job offers (American Occupational Therapy Association, 1991). The occupational therapy shortage is expected to intensify. This is related to several health trends such as changes in financial mechanisms, health care delivery systems, technology, and general population demographics. The number of elderly (over 65) and frail elderly (over 85) is expected to increase dramatically. With emphasis on the treatment and rehabilitation of chronic diseases and disabilities, occupational therapy will probably have an expanded role. Also occupational therapists are playing an increasing role in the treatment of young children. Approximately 19% of all OTs currently work in school systems. Federal legislation has increased the call for OTs to work in schools and early intervention programs.

There has been a history of a lack of occupational therapy education programs in the Southwest and the Western region of the United States. Occupational therapy programs are more predominant in the East, Midwest and Southeastern regions of the U.S. There are no professional Occupational Therapy educational programs in Montana, Alaska, Idaho, Hawaii, Arizona, Utah, Wyoming, and Nevada (see Appendix B).

Admittance into existing occupational therapy educational programs is extremely competitive. Almost all programs report turning away a significant number of qualified applicants. Colorado State University (CSU) had 230 applicants for their class of 76 undergraduate students last year. In addition, they had 141 applicants for their 17 entry-level graduate students. In total they turned away 278 students last year. Previously, many New Mexican residents applied to CSU (refer to Appendix K, letter from Margaret Short DeGraf). Nationally, the number of graduates is projected to fall short of job openings due to employment growth and replacement needs.

Clearly there is a critical need to establish an Occupational Therapy Program at the University of New Mexico. Due to the limited number of existing educational programs (especially in the Western part of the United States) and to the increasing job demand for occupational therapists in New Mexico and throughout the U.S., it is timely that this program be established at UNM. The first graduates will be ready for practice in July of 1995. Currently New Mexico facilities
must recruit OTs from other states (see Appendix K, support letters from Patrick McGowan and Pat Montoya). The UNM Occupational Therapy Program will meet the needs of health care and educational facilities as well as the needs of the citizens of New Mexico. This program will ultimately enrich the lives of people with disabilities residing in New Mexico.

II. Description of the Proposed Occupational Therapy Program

A. History of Proposed Occupational Therapy Program

In 1991 the New Mexico State legislature awarded funds to the University of New Mexico School of Medicine to initiate the planning process of developing an Occupational Therapy Program in the Allied Health Sciences Center. The Allied Health Sciences Center directed by Dr. Joseph Scaletti houses six other programs besides the Occupational Therapy Program. The other programs are Cytotechnology, Diagnostic Medical Sonography, Medical Technology, Nuclear Medicine Imaging, Physical Therapy, Radiation Therapy, and Radiography (Appendix C).

In July 1991 a Search Committee was formed to select a candidate for the Director of the Occupational Therapy Program. Dr. Terry Crowe was offered the position in February, 1992 (see Appendix D, Curriculum Vitae). Dr. Crowe had been an Assistant Professor in the Department of Rehabilitation Medicine at the University of Washington in Seattle. She started her position as Director and Assistant Professor in the Department of Orthopaedics and Rehabilitation at the University of New Mexico July 1, 1992.

Since Dr. Crowe's arrival the following major tasks have taken place:

* The Occupational Therapy Program has been designated a developing program by the American Occupational Therapy Association (AOTA).

* Prerequisites for application to the program have been established and distributed to over 500 students who have indicated interest in occupational therapy. Refer to Appendix E.

* Preliminary advisory sessions have been conducted with over 60 potential students.
* An admission policy which is sensitive to the health care needs of the state of New Mexico has been developed and reviewed by appropriate individuals at UNM.

* Applications forms have been developed and are being distributed to students who have met the prerequisite requirements (Appendix F).

* The student selection process has been developed. Applications are due in January, 1993 for the first class which will enter in June, 1993.

* Faculty teaching loads and needed faculty expertise have been established.

* A search for two additional faculty members is currently underway. Eighteen occupational therapists from across the United States have applied.

* An advisory board consisting of five community occupational therapists has been established and has met several times.

* Appropriate classrooms, laboratories and faculty offices have been identified.

* A list of needed equipment and supplies to support the OT curriculum has been submitted.

* A curriculum plan has been created which meets the Essentials and Guidelines for an Accredited Educational Program for the Occupational Therapist (Appendix G).

* Fourteen new Occupational Therapy or Health Science courses have been developed including course descriptions, course objectives, topical outlines, teaching/learning assignments and evaluation methods. Refer to Form Bs.

* A cooperative agreement for sharing selected course responsibilities between the faculties of the Division of Physical Therapy and the Division of Occupational Therapy has been formulated.
A Physiology class has been developed to be taught by faculty in the Department of Physiology.

Collaborative arrangements have been made between the College of Education and the Occupational Therapy Program for teaching of courses in Enabling Technology and a graduate level course in Special Education.

The self-study for submittal to the Committee on Allied Health Education and Accreditation (CAHEA) and the Accreditation Committee of the American Occupational Therapy Association (AOTA) is under preparation.

B. Mission Statement

The primary mission of the University of New Mexico Occupational Therapy Program is to produce well-educated, competent, and humanistic occupational therapists capable of pursuing a variety of occupational therapy careers to help meet the health care needs of New Mexico. The undergraduate degree program will provide broad-based, entry-level practice competencies with particular emphasis on rural, multicultural, community-based and interdisciplinary service delivery. The changing health care needs and the unique challenges faced by service providers in New Mexico (e.g. sparsely populated, wide-spread geographical areas) will be addressed. The program will strive to foster continuing intellectual growth that will lead to a lifelong commitment to self-learning. The program will educate new professionals in the field of occupational therapy with an ability to think critically and function independently and ethically.

C. Goals of Occupational Therapy Program

1. Education:

1. To provide to select qualified students the opportunity to acquire an education in occupational therapy so as to foster improved health care for the citizens of New Mexico and the nation.

2. To foster community-oriented, inquiry-based learning methods in the teaching of the Occupational Therapy curriculum.
3. To install in students a spirit of inquiry, understanding of high ethical conduct, and confidence in their own intellectual powers, judgment and abilities.

4. To provide interdisciplinary training that promotes students as health activists and agents of change who can effectively impact the lives of individuals with disabilities.

II. Research:

1. To contribute new knowledge by conducting research of national significance related to occupational therapy. The Occupational Therapy Program will encourage and seek support for scholarly inquiry and foster an atmosphere conducive to conducting research for both faculty and students.

III. Service:

1. To influence occupational therapy practice that addresses the unique challenges of the different ethnic and socioeconomic groups within New Mexico, the border region, and the Southwest.

2. To offer leadership in organizing and planning to meet the problems of recruitment, retention, and distribution of occupational therapists in New Mexico.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 4-21-92
Unit: Manufacturing & Robotics Option

I. Major Change

Degree New 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. Management Emphasis: ASM 101, 102, 300, 359, 432, 434.

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) To reflect changes made in curriculum in ASM courses.

Effective Date of Proposed Change: Fall Semester, 1992 Year

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature: __________________________
Department Chair

Approvals:
Dean of Library Services, Date: 4-28-92
College Curricula Committee, Date: 11-3-92
College or School Faculty, Date: 11-24-92
College or School Dean, Date: 
FS Undergraduate Ac. Affairs, Date:
and/or FS Graduate Committee, Date:
Office of Graduate Studies, Date: 3-7-93
FS Curricula Committee, Date: 3/23/93
Provost, Date:
Faculty Senate, Date:
TO:    Richard Holder
       Associate Provost
FROM: David Null/Chair
       Curricula Committee
RE:    Form C

Attached is a Form C from Manufacturing and Robotics to change the
requirements in their Management Emphasis. We had sent four other
Form Cs for changes in their other options to you a while ago. We
had held this one for them to check with ASM, since ASM was in the
process of changing some courses. Mo Shahinpoor and Carl Schultz
worked out a more appropriate list of courses, and the new listing
is attached.
DATE: February 12, 1993

TO: Mohsen Shahinpoor, Professor Mechanical Engineering

FROM: Carl Schultz, Professor Management

SUBJECT: Tech Electives for Manufacturing Engineering and Robotics Program

In response to our telephone conversation on 2/10/93, I have attached our agreed upon set of revised tech electives from management for the manufacturing engineering and robotics program. Let me know if I can be of assistance in the future. We look forward to having your students in our courses.

cc: David Null, Co-Chair UNM Curriculum Committee
Ken Walters, ASM Dean
Howard Smith, ASM Associate Dean
Old set of electives:

MGT 101, 102, 300, 331*, 359, 436*

* No longer exist

New set of electives:

MGT 101, 102, 300*, 432*, 434, 532/CS452, 462

* revised from 91-93 UNM catalog

Course descriptions

MGT 300: Operations Management. Introduction to the design, planning, and control of the manufacturing and service systems required to transform an organization’s inputs into useful goods and services. Managerial challenges in productivity, quality, and just-in-time systems are considered. {Fall, Spring}

MGT 432: Management Science. Scientific methods to aid managerial decision making. Topics include linear, integer and goal programming, queuing analysis, network optimization, simulation, and decision analysis. Emphasis is on applications. Prerequisite: MGT 300 {Fall}

MGT 462: Management of Quality. The management of quality is studied using managerial strategic/policy tools and statistical process control methodologies. Prerequisite: 300 {Spring}

MGT 532/CS 452: Simulation. Study of a variety of simulation methods as an aid to managerial decisions involving both micro- and macro-systems. Problems and projects require active computer programming of simulations.

MGT 434: Production and Inventory Control. An introduction to the principles and techniques necessary for the efficient design and operation of production and inventory planning, scheduling, and control systems. Prerequisite: 300. {Fall}
**MAJOR AND MINOR CURRICULAR CHANGES**

**Date:** June 26, 1992

**Peter Pabisch**

(Name of Individual Initiating curricular change form)

**Professor/Head/Director**

(Title, position)

Div. of German, Russian and Asian Langs., FL&L

& The German Summer School of NM

This form is for **MA in German Studies**

Name of New or Existing Program

This program is or would be located in current catalog page

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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.

Expansion of M.A. degree in German Studies to Plan II (see attached).

II. Minor Change-

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

New Name of Program

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

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Summer 1993

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature:

Department Chair

Approvals:

Dean of Library Services

CIRT

College Curricula Committee

(If necessary)

College or 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
TO: Diana Robin  
Chair,  
FROM: Peter Abish  
Head, Div. of German, etc.  
UNM-Director, German Summer School  
SUBJECT: PLAN II -- M.A. Program  
DATE: 7/11/1992  

Attached please find our proposal for extending the M.A. degree in German Studies also to include PLAN II.  

Please sign and pass on according to the specifications on the pink sheet.  

NOTE: In changing the main text on pages two and three I have already considered our new situation, and you may want to read these lines with scrutiny. However, I would like the changes in the German M.A. to be implemented by the summer of 1993.  

/ Bruno Hannemann, Div. Head as of Aug. 1992
The German Summer School of New Mexico
Revision of M.A.
REASONS FOR REQUEST
Attachment to Form C

As UNM-Director of the German Summer School of New Mexico and Head of the Division of German, Russian, and Asian Languages I request that the M.A. degree in "German Studies" at UNM also include PLAN II, beginning with the summer of 1993. My colleagues in the unit have voted in favor of this proposal.

The M.A. in "German Studies" under PLAN I was introduced officially in 1980. Five years later the first two degrees were granted; since then almost a dozen students have received this degree. However, eight more have passed the oral exam without having finished their thesis.

Since all our requirements for this degree are in German only, the task of having to write a hundred page thesis in a foreign language has become too demanding for some candidates. Besides, the competition at other universities offers the same degree under much easier conditions. We believe PLAN II would still be demanding, but not as time consuming for many candidates. Also, we would show more degrees completed with this option added, and we would maybe grant an average of two instead of one degree per academic year.

Our study toward the M.A. in "German Studies" is chosen by many high school teachers who can only attend during the summer, which means that several of them have little time, as it turned out over the years, to write their thesis during the school year.

In a comparative table between the existing PLAN I and the proposed PLAN II the similarities and the differences are shown on the second page of this attachment.

The proposed expansion of the M.A. in German Studies to PLAN II would create no extra costs to UNM or the unit. Even though this program is dovetailed with our on-campus operations it depends on the continuation of the German Summer School in Taos where the major thrust of this study is concentrated, including the presence of distinguished faculty from the entire nation and abroad.
<table>
<thead>
<tr>
<th>Language to be used for study and exams</th>
<th>GERMAN</th>
<th>GERMAN</th>
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<tr>
<td>Minimum hours required toward the degree</td>
<td>24 hrs. of course work; plus 6 hours of thesis</td>
<td>32 hrs. of course work</td>
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<tr>
<td>Compulsory attendance at Taos</td>
<td>2 summers minimum</td>
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<tr>
<td>4 summers full term</td>
<td>5 summers full term</td>
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<tr>
<td>Hours acceptable from the UNM campus</td>
<td>6 to 12 cr. hrs.</td>
<td>8 to 14 cr. hrs.</td>
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<tr>
<td>Minimum amount of cr. hrs. to be taken on the 500 level</td>
<td>6 cr. hrs.</td>
<td>12 cr. hrs.</td>
</tr>
<tr>
<td>Amount of graduate hrs. acceptable from outside UNM</td>
<td>up to 6 hrs.</td>
<td>up to 6 cr. hrs.</td>
</tr>
<tr>
<td>Examination conditions</td>
<td>A 45 minute oral exam and a thesis</td>
<td>A one hour oral exam and a five hour written exam in two equal parts</td>
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</table>

Otherwise all the rules of the UNM graduate catalogue are applicable, except for the specific provision with the College of Graduate Studies that candidates of the German Summer School can finish their studies beyond the five year rule, since many of them attend school during the summer only.
Changes required in the text of the Graduate Catalogue or Bulletin -- re: M.A. in German Studies

/A. RE: Changes on pp. 31-33/:

MASTER'S DEGREE

GERMAN STUDIES (I, II; M.A.)

PREREQUISITES: /See Graduate Catalogue, p. 31/

REQUIREMENTS FOR THE MASTER'S DEGREE: /See Graduate Catalogue, p. 31/

FIVE-YEAR RULE

Because of the unconventional study plan which allows a student to attend during the summer only, this rule has been modified: Students studying through the German Summer School may take up to the eight years to complete their M.A. degree in German Studies without special permission.

PLANS I AND II: /See Graduate Catalogue, p. 31/32/

All the other provisions outlined in the Graduate Catalogue, pp. 32 & 33 pertain to the requirements for the Master's Degree in German Studies as well.
FORM C  
MAJOR AND MINOR CURRICULAR CHANGES

Date: 10-12-92
Scott P. Sanders
(Name of Individual Initiating curricular change form)
Undergraduate Director

This form is for Pre-Business Concentration

This program is or would be located in current catalog page

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I. Major Change—Mark appropriate category

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

II. Minor Change—

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

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

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall 1993

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature: ____________________________
Department Chair

Approvals:

Dean of Library Services
Date: 11/02/92

CIRT
Date: 11/16/92

College Curricula Committee
(If necessary)
Date: 11/16/92

College of School Faculty
Date: 12/15/93

College or School Dean
Date: 12/23/93

FS Undergraduate Ac. Affairs
Date: 11/02/93

FS Graduate Committee
Date: 11/02/92

Office of Graduate Studies
Date: 11/02/92

FS Curricula Committee
Date: 11/02/92

Assoc. VP of Academic Affairs
Date: 11/02/92

Faculty Senate
Date: 11/02/92
Attachment to Form C

re: Concentration in Pre-Business, English Department

Major Change: We request deletion of this concentration.

Reasons for Request:

The pre-business concentration was essentially a marketing ploy of the late 70s and early 80s that addressed skepticism about the "relevance" (read, profitability) of an English BA degree. In fact, any English concentration is a very good, liberal arts-based preparation for a career in business because of its general focus on analysis of argument and exposition coupled with the ability to express that analysis in writing. For that reason, we feel that the pre-business concentration, as a distinct concentration of study, rings somewhat hollow, and we would like to remove it.

Another, related, consideration is that the curriculum of the newer professional writing concentration more directly addresses the needs of pre-business English majors than does the curriculum prescribed by this concentration.

Contact:

Scott P. Sanders
Undergraduate Director
English Department 277-4437
**FORM C**
MAJOR AND MINOR CURRICULAR CHANGES

Date: 10-12-92

Scott P. Sanders
(Name of individual initiating curricular change form)

Undergraduate Director
(Title/Position)

ENGLISH Dept
(Dept., Div., Prog.)

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**CIP CODE**
23.0101

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**I. Major Change—Mark appropriate category**

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<tr>
<td>Concentration</td>
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</table>

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.

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**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:

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Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall 1993

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature: ____________________________
Department Chair

---

**Approvals:**

<table>
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<td>Dean of Library Services</td>
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<td>CIRT</td>
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<tr>
<td>Assoc. VP of Academic Affairs</td>
<td>11/23/92</td>
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<tr>
<td>Faculty Senate</td>
<td>11/23/92</td>
</tr>
</tbody>
</table>

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The University of

The University of

(Revised 5/80)
Attachment to Form C

re: Concentration in Teaching, English Department

We request deletion of this concentration.

Reasons for Request:

The state grants teaching credentials, not UNM, and the state changes its requirements over the years. The College of Education articulates UNM curricula to match state credential requirements. This concentration used to articulate English courses with Education courses with the result that a student upon graduation would be ready for student teaching and certification. It is now out of date and no longer so prepares students.

Rather than adjusting the curriculum now, and then again in two years, and so on ad infinitum into the future as the state revises its curriculum requirements for certification, we feel that A&S should articulate its programs at the college level with our sister college, Education, so that any A&S major (not just English majors) who want to become teachers may do so in a timely manner.

By deleting this concentration, students who want to be English majors and to become public school teachers will not be confused or delayed in their professional pursuits, and will see that they are better served to elect another English major concentration and couple it with a minor in an area offered by the College of Education.

Contact:

Scott P. Sanders
Undergraduate Director
English Department 277-4437
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: Nov. 5, 1992

Linda Lawrence
(Name of individual initiating curricular change form)
Early Childhood Coordinator
(Title, position)
Arts & Sciences, Human Services,
(Dept., Div., Prog.)

Early Childhood Education

This form is for Associate of Arts in Early Childhood Education

I. Major Change-Mark appropriate category

Degree New [X] Revision of existing degree □ Deletion □
Major New □ Revision of existing major □ Deletion □
Minor New □ Revision of existing minor □ Deletion □
Concentration New □ Revision of □

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

II. Minor Change

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

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

Reasons for Request: (attach statement) See attached sheet.
Effective Date of Proposed Change: Spring Semester, 1993 1993
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 _______________

Approvals:
Dean of Library Services _______________ Date: 2-17-93
CIRT _______________ Date: 2-11-93
College Curricula Committee (If necessary) _______________ Date: 2-26-93
College of School Faculty _______________ Date: 12/11/93
College or School Dean _______________ Date: 12/11/93
FS Undergraduate Ac. Affairs _______________ Date: 12/11/93
FS Graduate Committee _______________ Date: 12/11/93
Office of Graduate Studies _______________ Date: 12/11/93
FS Curricula Committee _______________ Date: 12/11/93
Assoc. VP of Academic Affairs _______________ Date: 12/11/93
Faculty Senate _______________ Date: 12/11/93
Reasons for request:

It is anticipated that two statewide projects will have a substantial impact on the numbers of people desiring to enter the child care and education field at the AA and BA levels. The New Mexico State Board of Education is proposing a new licensure in Early Childhood Education and the New Mexico Child Care Facilities Regulations are in the process of being revised. The new regulations will most likely raise the training requirements for child caregivers, day care teachers and center directors.

A third factor likely to effect demand for an AA degree in Early Childhood Education is the newly funded child care assistance program at UNM-Valencia Campus. This program will pay for child care while students attend classes and will raise the visibility of Early Childhood courses and curricula.

Budgetary and faculty load implications:

All general education and early childhood core classes required for the AABCE degree program are currently being offered at the Valencia Campus. As demand for these classes increases, additional part time instructors will need to be hired.
Associate of Arts in Early Childhood Education (AAECE)

The Associate of Arts in Early Childhood Education is designed to provide students with the knowledge and skills to work with children from birth through age eight and their families in settings such as preschool programs, Head Start, family day care homes, child care centers, and kindergarten programs. It is also designed for those who wish to transfer to a four year college or university and complete a degree in Early Childhood Education, Family Studies, Elementary Education, or a related field. Students may work toward the Child Development Associate (CDA) credential as part of the degree program. All general education classes are credit courses at the University of New Mexico and the UNM College of Education. Early childhood classes are transferable on a petition basis. Students should apply for acceptance to the College of Education one semester prior to transfer. Students who wish to transfer to an institution other than UNM should work closely with advisors from UNM-Valencia Campus and the school they wish to attend in order to achieve the best possible transition.

General Education Requirements

COMMUNICATION (9 CREDIT HOURS)
The following courses are required:
ENGL 101: Expository Writing (3)
ENGL 102: Analytic and Argumentative Writing (3)
COMM 270: Communication for Teachers (3)

HUMANITIES (6 CREDIT HOURS)
The following courses are required:
HIST 101 or 102: Western Civilization (3)
HIST 161 or 162: History of the United States (2)

FINE ARTS (6 CREDIT HOURS)
The following courses are required:
ART H 101: Introduction to Art (3)
MUSIC ED 293: Multicultural Awareness Through Music Skills (3)

SOCIAL/BEHAVIORAL SCIENCES (6 CREDIT HOURS)
The following courses are required:
PSY 105: General Psychology (3)
PSY 220: Child Psychology (3)
NATURAL SCIENCES (8 CREDIT HOURS)

Select two of the following courses:

- NS 261: Physical Science (4)
- NS 262: Life Science (4)
- NS 263: Environmental Science (4)

MATHMATICS (6 CREDIT HOURS)

The following courses are required:

- MATH 111: Math for Elementary and Middle School Teachers I (3)
- MATH 112: Math for Elementary and Middle School Teachers II (3)

Core Curriculum

The following 25 hours of Early Childhood Education classes are required. These classes should be taken when offered because not all classes will be offered each semester.

EARLY CHILDHOOD EDUCATION CORE (25 CREDIT HOURS)

- 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)
- ECE 110T: Advanced Field Experience III (3)
- ECE 111T: Early Literacy (3)
- ECE 112T: Guidance of the Young Child (3)
- ECE 113T: Working with Families and Communities of Young Children (3)

The T courses are specially designed for the Associate Degree and for immediate work in the field. These courses are not generally transferable but may be transferable by petition.
EARLY CHILDHOOD EDUCATION

Course Descriptions

ECE 105T: Child Growth and Development. (3) Developmental principles of physical, cognitive, social, and emotional growth of the child from birth through age eight. Corequisite: 106T.

ECE 106T: Supervised Field Experience. (1) Students work in an approved child care setting to promote practical application of course materials. Corequisite: 105T.

ECE 107T: Learning Environments for the Early Years. (3) Basic knowledge for providing a safe, healthy, and stimulating indoor and outdoor environment for young children in home, center based, and public school programs.

ECE 108T: Supervised Field Experience II. (3) Students work in an approved child care setting to promote practical application of lecture and text materials. A corequisite is one of the following: 107T, 109T, 111T, 113T, or 117T. At least one Early Childhood class must be completed prior to enrollment in Supervised Field Experience II.

ECE 109T: Play in Early Childhood. (3) Basic knowledge for promoting children's development through play. Exploration of developmentally appropriate materials and activities.

ECE 110T: Advanced Field Experience III. (3) Students work in an approved child setting to promote practical application of course materials. A corequisite is one of the following: 107T, 109T, 111T, 113T, or 117T. Students should not enroll in Advanced Field Experience III until at least 5 of the following ECE classes have been successfully completed: 105T, 107T, 109T, 111T, 113T, and 117T.

ECE 111T: Early Literacy. (3) Basic knowledge for promoting young children's language, literacy, investigative, and problem solving abilities.

ECE 113T: Guidance of the Young Child. (3) Basic knowledge to promote self esteem and social skills in young children.

ECE 115T: Organization and Management of the Early Childhood Program. (3) Basic knowledge of program development; supervision of staff; classroom management through establishment of developmentally appropriate practices; administrative functions; and professionalism.

ECE 117T: Working with Families and Communities of Young Children. (3) Methods to enhance cooperation and communication among child care programs, families, and communities to promote the child's positive development.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

DATE: October 25, 1992

Dennis Cress
(Lecturer, Dept. Chair)
(Graphics Tech., UNM-G)

UNIT PREPARES IN QUADRUPLE
copy (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 Graphics Technology
Name of New or Existing Program 62-63
This program is located in current catalog page

I. Major Change - Mark appropriate category

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<td>Revision of</td>
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</table>

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 Catalog Page.

II. Minor Change -

Electronic Publishing Technology
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)
See attached statement.

Effective Date of Proposed Change: Summer 1993

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature: ____________________________
Department Chair

Approvals:
Dean of Library Services
Date: 11/24/92

CIRT
Date: 11/23/92

College Curriculum Committee
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: 2/17/93

and/or FS Graduate Committee
Date: 3/23/93

Office of Graduate Studies
Date: 2/17/93

FS Curricula Committee
Date: 3/23/93

Assoc. VP of Academic Affairs
Date: 3/23/93

Faculty Senate

Addendum - Form C

Justification - Departmental Change of Name

During the last three years, I have attempted to introduce courses that represent the changes taking place in the printing industry; i.e., electronic publishing on the Macintosh computer. At the present, those students enrolled in the Graphics Technology program, are doing so in order to learn the electronic design skills necessary for employment in today's industry. While interest is high in the electronic aspects of the department, enrollments in the program have been very disappointing. I believe, as well as others, that a name change is essential to better describe our course emphasis, and hopefully attract more students into the degree program. As is stated in the Faculty Handbook, Role and Function of UNM Branch Colleges, "The University...should be committed to serving the needs of their respective communities...responding specifically to the unique needs and multicultural background of the citizens in their respective communities." Obviously the Graphics Technology Department needs to make changes that better reflect those needs. I would like to give the department greater scope while still maintaining graphic communications as its primary function. I therefore, request that the name of the Graphics Technology Department be changed to:

Electronic Publishing Technology

In addition, I am including changes that not only update the curriculum, but also present more attractive choices to the citizens of McKinley County. Those changes include the following (see appropriate Forms A & B):

• Graphics I will become Graphic Design
• Graphics II will become Computer Design
• Vocational Graphics I/II will become Electronic Publishing 1/2
• Offset Printing I/II will become Commercial Printing 1/2
• Graphics Programming classes will be added
• Graphic Arts Camera will be updated to Digital Photography
• Computer graphics classes will be attractive to local artists, teachers, & businesses.

I would like to see these changes take place with the next UNM-G Catalog scheduled for Spring 1993. Students currently enrolled in the program and scheduled to graduate in Spring 1993 will not be affected by these changes.
TO: Ignacio Cordova  
Associate Provost  
FROM: David Null  
RE: UNM - Gallup, Associate in Electronic Publishing  

We approved this provisionally at our meeting last Friday. What that means is that we don't have problems with the courses or program itself, but we still had a few questions about transferability of classes. We asked Dennis Crease from Gallup to continue to investigate the transfer issue, and we will send brochures to appropriate departments here to alert them to the program and ask them to look at accepting some of the Gallup courses on this campus. One problem is that courses similar to those at Gallup are taught in a variety of departments on the main campus, so there is no one department to refer Dennis to. We asked Dennis to report back in two years on both the transfer issue and to see if the new program is indeed attracting students.