Faculty Senate Meeting Minutes, 05/11/1993, vol 17, p 306-350

UNM Faculty Senate

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TO: Members of the NNM Faculty Senate

FROM: Barbara Thomas, Office of the University Secretary

SUBJECT: May Meeting

The NNM Faculty Senate will meet on Tuesday, May 11, 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 April 13, 1993 (to be mailed to you later)

2. Senate President's Report — Professor Mary Harris

3. Change in Membership of Athletic Council — Professor Breda Bova

4. Public Expression of Personal Opinions — Professor Bel Carrapel

5. Taos Educational Center — Professor Joan Bybee

6. Approval of Degree Candidates for Semester II, 1992-93 — Representatives from Schools and Colleges

7. Items from the Curricula Committee — Professor David Null
   a. New Ph.D. in Communication and Journalism
   b. Revision of Executive MBA
   c. Revision of Associate Degree in Nursing — Gallup
   d. New Certificate Program — Cardiac Monitor Technician — Gallup

8. Committee Appointments — Professor Larry Gorbet

9. Proposed Revisions of Senate Bylaws — Professor Larry Gorbet
   a. Provisional Committee Appointments
   b. Definition of Quorum

10. Resolution regarding the Office of the University Secretary — Professor Larry Gorbet
The May 11, 1993 meeting of the Faculty Senate was called to order by President Mary Harris at 3:30 p.m. in the Riva.

Senators present: Dave Baldwin (Zimmerman Library), Larry Barton (A&S), Lynne DiAnne Deene (A&S), Zella Bray (Nursing), Jane Brucker (Gallup Branch), Joan Bybee (A&S), Bel Campbell (A&S), Edith Cherry (Arch & Png), Jeff Davis (A&S), James Dawson (Gallup Branch), Susan Deese (Zimmerman Library), James DePuepe (HPHEL), Julie Duncan (Education), Eva Encinas (Fine Arts), John Finkelstein (Management), Kenneth Gardner (Medicine), John Geissman (A&S), Robert Glow (Medicine), Larry Gorbet (Anthropology), Mary Harris (Education), Blaine Hart (Radiology), Roy Johnson (Engineering), Kathleen Koehler (Education), Harry Lull (Centennial Library), Demetra Logothetis (Dental Progs), Vonda Long (Education), William MacPherson (Law School), Kathleen Matthews (Univ College), Ellen McCullough Brahson (Fine Arts), Deborah McFarlane (Public Admin), Patrick McNamara (A&S), Glynn Raymond (Pharmacy), Gloria Sarto (Ob/Gyn), Russell Snyder (Medicine), Henry Treshitt (A&S), and Benjamin Walker (Medicine).

Absent: Richard Coughlin (A&S), Michele Diel (Valencia Branch), Walter Fonman (Medicine), Robert Greenberg (Medicine), Don Kerrall (Engineering), John Matthews (A&S), Donald Netvig (A&S), Mark Ondrias (A&S), Dianna Shomaker (Nursing), James Wallace (Medicine), Helman Wilkins (Engineering) and Estelle Zannes (A&S).

Minutes of April 13, 1993. The summarized minutes of April 13, 1993 were approved as presented.

Senate President's Report. President Mary Harris
-congratulated Professors Bel Campbell, Kathleen Koehler, Fritz Allen and George Luger who received the Burlington Faculty Achievement Awards for distinguished teaching.
-reported that upon the request of Professor Bel Campbell, she had sent a letter to President Peck requesting that he appoint one or more faculty members, recommended by the Faculty Senate, to a task force which will be charged with writing a policy on the resolution of disputes including sexual harassment complaints.
-reported that she had sent a letter to President Peck outlining a proposed schedule of administrative reviews for the next three years. The names of the individuals to be reviewed are based upon time in office and may be modified. President Peck has responded that the schedule appears to be in order and it will be discussed in more detail at a meeting later in the week.
-informed the Senate that a plan for restructuring the Health Sciences Center proposes to establish a system having a Dean of the Medical School reporting to a Vice President for Health Sciences. The Deans of the College of Pharmacy and the College Nursing would also report to the Vice President for Health Sciences. The program in Exercise Science would move to Allied Health Sciences. There would be implications for faculty under the proposal and it is presumed that the changes would be discussed and voted upon in the appropriate colleges.
said it had been requested by a faculty member to establish a committee to recommend a new degree, the Bachelor of Athletic Studies. She responded that she would do so if he would put the request in the form of a motion and could find a senator to sponsor the proposal. No senator has agreed to do so. The proposal was also presented to the Athletic Council. The Council did not agree to endorse such a recommendation.

reported that a task force has been established to discuss formation of a catastrophic leave bank for employees whereby sick and annual leave could be donated to employees with such a need. The only faculty members who would be affected would be those on twelve month contracts. She asked that any faculty member interested in joining the task force to contact her or Joseph Sedillo at Human Resources.

reported that the plan to have the Campus Parking Committee become a subcommittee of the Campus Planning Committee has been abandoned due to opposition to the plan. The members of the Campus Planning Committee will serve on the Parking Committee which reports to Vice President Ursula Zuniga Forbes.

said that at the April 24, 1993 meeting of the Council of Deans, the discussion focused on the proposed revision of the Faculty Handbook, the budget and the searches currently in progress. No new information was presented and no decisions were made at that meeting.

thanked the Senators for their work on the Senate and Senate committees during the past year.

Senator Kathleen Hoehler who is associated with the nutrition program in the College of Education commented on the proposed reorganization of the health sciences. She told the Senate that as part of the reorganization of the College of Education, some programs have investigated moving from Education to a more appropriate location. Two of the programs are nutrition and exercise science. She said that the nutrition program was not included in the current draft proposal regarding restructuring of Health Sciences but that she felt it was simply an oversight and that it will be included in the next draft.

Change in Membership of the Athletic Council. Professor Brenda Bova for the Athletic Council presented a recommendation regarding the membership of the Council which proposed reducing the number of students on the committee and increasing the number of faculty members from six to eight. She explained that the committee wished to have additional faculty on the committee in order to increase communication by having members act as liaison with the various sports. The proposed reduction in the number of student members was simply because of their poor attendance record.

Several senators were opposed to reducing the number of students as a way of dealing with the attendance problem and Senator William MacPherson proposed an amendment regarding the student membership.

The recommendation printed below, as amended, was approved by the Senate.

To increase the number of faculty members on the Athletic Council from six to eight
To have three undergraduate students, one of whom shall be an athlete, and one graduate student
The alumni representative would remain the same as would the remaining non-voting members

Public Expression of Personal Opinions. Senator Bel Campbell explained to the Senate that it had been decided to not formally pursue the issue.
The letter from President Peck regarding the use of University stationery or official positions to express political or personal views was included in the agenda.

Taos Educational Center. At the April 13, 1993 meeting of the Faculty Senate, the proposal for UNM to become the "parent institution" for the Taos Educational Center was rejected. Senator Joan Bybee explained that adequate information was not presented at that time. She said that more information regarding the proposed relationship between the Taos Educational Center and UNM had been made available and was included in the agenda for today's meeting. She introduced Professor Alan Reed, Director of the Santa Fe and Los Alamos Graduate Centers, to answer questions and clarify the role proposed for UNM. Professor Reed introduced Provost Chris Garcia, Associate Provost Ignacio Cordova, Bob Romero of Northern New Mexico Community College, Karen Hinton, Program Director for the Taos Educational Center and Neal Posey, a member of the advisory committee which originally requested that UNM assume administration of the Taos Center.

Professor Reed reviewed the four points outlined on pages seven through nine of the agenda regarding the Center in Taos. He urged the Senate to approve the proposal and apologized for the previous misunderstandings.

A brief discussion was held regarding the mission of UNM and whether the Taos Educational Center fits into that mission and regarding the freshman English requirement. The Faculty Senate adopted the following resolution regarding academic governance of the Taos Educational Center.

WHEREAS the Board of the Taos Educational Center has acted to request UNM to become the PARENT INSTITUTION of the Taos Educational Center under NM 21-14-a.

WHEREAS the Faculty Constitution (p. A-9) says that "The University Faculty shall have the right of review in regard to major curricular changes, and requirements for admission."

WHEREAS the benefit of the diverse communities of Taos County will be served through interaction with the state of New Mexico's premier university.

WHEREAS the University of New Mexico is a university of all the populations of the state.

WHEREAS the University of New Mexico is uniquely qualified to offer diversified and high quality education to the people of Taos County.

WHEREAS the Faculty and Administration of the University of New Mexico have taken the interests and improvement of the condition of the people of New Mexico as a primary goal.

THEREFORE, BE IT RESOLVED that the Faculty Senate supports the request that UNM shall become the PARENT INSTITUTION of the existing Taos Educational Center subject to the following conditions:

1) That the following areas of academic responsibility reside with the faculty in accordance with established University policy and the provisions of the Faculty Handbook:
Approval of all new academic degrees and programs
Approval of all new courses and curricular changes
Selection and approval of faculty

2) That no main campus resources be used in support of the Taos Educational Center other than those explicitly allocated for the Center, and that an administrative overhead charge be assessed to off-set other minor administrative costs.

Approval of Degree Candidates. Semester II, 1992-93. Upon recommendation of representatives of the various schools and colleges and the Office of Graduate Studies, the Senate approved the degree candidates for Semester II, 1992-93.

Items from the Curriculum Committee. Upon recommendation of Professor David Hall for the Curriculum Committee, the Senate approved a new Ph.D. in Communication, a revision of the Executive MBA Program, a revision of the Associate Degree in Nursing at Gallup and a new certificate program (cardiac monitor technician) at Gallup.

Committee Appointments. Upon recommendation of Professor Larry Gorbet for the Operations Committee, the Senate approved committee appointments for 1993-94.

Proposed Revisions of Senate Bylaws. Upon recommendation of Professor Larry Gorbet for the Operations Committee, the Senate approved the addition of the following statement to the Faculty Senate Bylaws as item 6 in Section II A.

This will allow a new committee member to begin service immediately rather than possibly waiting up to one month or even the entire summer.

Senator Gorbet then recommended a second revision to the Senate Bylaws regarding absences and the issue of quorum at Senate meetings. On numerous occasions in the past, the Senate has had to begin its meetings late because of lack of a quorum and important business has been delayed because of loss of quorum. After a lengthy discussion, the Senate voted to establish the quorum for the meetings of the Senate at 40% of the total membership.

This statement will be added to the Bylaws as item 4 of Section II C.

Resolution regarding the Office of the University Secretary. Upon recommendation of Professor Larry Gorbet for the Operations Committee, the Senate approved the following resolution, as amended.

Whereas, the Faculty Senate Operations Committee has not been provided a document proposing changes in the office of the University Secretary for which we have permission to distribute to the Senate membership; and

Whereas, the Senate Operations Committee has repeatedly requested such a proposal since November 1992; and
Whereas, the Faculty Handbook and the Faculty Constitution state that there will be a University Secretary who is an ex-officio member of the faculty and performs duties as described in the Faculty Handbook and the Faculty Constitution; and

Whereas, the Faculty Senate does not wish to change the Faculty Constitution, but has expressed its willingness to listen to and consider proposals for changes in the duties and organization of that office; and

Whereas, the Office of the University Secretary has consistently been one of the most responsive and helpful administrative services for faculty and faculty governance.

THEREFORE BE IT RESOLVED that the Office of the University Secretary continue as presently organized until and unless an acceptable proposal for reorganization of the Office is agreed upon and duly approved in accordance with the Faculty Constitution and the Faculty Handbook.

The meeting adjourned at 6:00 p.m.

Respectfully submitted,

Barbara Thomas, Secretary
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.
April 13, 1993

TO: UNM Administrators - (President’s Council, Deans, Directors, and Department Chairs)

FROM: Richard E. Peck

SUBJECT: University Policies and Administrative Responsibilities

As many of you know, during the recent legislative session, an incident occurred in which a UNM administrator used University stationery to express a personal opinion to legislators and the governor about a controversial piece of legislation. The University has responded officially, noting that the use of University letterhead was unauthorized and that the individual was not speaking on behalf of the University.

You are reminded that the unapproved use of University stationery or of your official position to express political or personal views as the University’s position is prohibited by policy.

Additionally, the content of the letter in question has caused a great deal of mental and emotional stress, including feelings of intimidation, fear, uncertainty, and anger among a significant number of people on and off campus. Several of our campus community colleagues have expressed their shock, concern, and even fear that the content of the letter has caused for them. They feel that hearing such views expressed by a University official has had an adverse impact on the working environment of the University community.

Let us take this opportunity to remind ourselves and our colleagues--faculty, staff and students—in each of our units that the University has a firm policy of non-discrimination on the basis of diverse characteristics, including sexual orientation. Please share with your colleagues the attached Affirmative Action Policy. We also ask that you assure all faculty, staff and students in your units that they will be judged as individuals on the basis of their performance, objectively measured, not on group characteristics.
We are an educational institution, and while we reserve our rights as private citizens to hold and express our opinions, it is our responsibility as University officials to use sound judgment in deciding when, how and where to make our opinions known and to present an accurate representation of the facts, as we know them. Let us use this experience as an occasion for educating our communities, both on and off campus, to the value of diversity, for examining the ethics of non-discrimination, for renewing the responsibility of presenting as learned and factual a position as possible in our stated positions, and reinforcing our responsibilities as University officials to promote and foster a positive, supportive, and open environment for all members of the UNM community.

Thank you.

REP:ach

Enclosure
POLICY STATEMENT
ON EQUAL OPPORTUNITY
AND AFFIRMATIVE ACTION
FOR EMPLOYEES AND STUDENTS

The University of New Mexico recognizes its responsibility to extend equal employment and educational opportunities to all qualified individuals. This University exists to educate, to conduct research and other creative activities, and to perform other related services on behalf of the community which supports it. We, at The University of New Mexico, have a responsibility to our students and to the citizens of the state to actively recruit and hire the best qualified persons we can, and to do so in the context of our commitment to affirmative action principles.

The University complies with the letter and spirit of the laws and further believes that everyone in the work force of The University of New Mexico is involved in educating others. That education may range from transmitting knowledge of complex concepts as is done by the faculty, to serving as role models in the subtleties of everyday human interaction as all employees do. Any practices which negatively affect some of our work force ultimately affect us all. There is no place for prejudice and injustice.

Equal Employment Opportunity

University policy, state and federal law and regulations forbid unlawful discrimination on the basis of race, color, religion, national origin, physical or mental handicap, age, sex, sexual preference, ancestry, or medical condition, in recruiting, hiring, training, promotion, and all other terms and conditions of employment. All personnel policies, such as compensation, benefits, transfers, layoffs, terminations, returns from layoff, University-sponsored training, education, tuition assistance, social and recreation programs will be administered without regard to the characteristics or conditions listed above, except when one of these is a bona fide occupational qualification. The University strives to establish procedures which ensure equal treatment and access to all programs, facilities, and services.
Equal Educational Policy

The University of New Mexico is committed to providing equal educational opportunity and forbids unlawful discrimination on the basis of race, color, religion, national origin, physical or mental handicap, age, sex, sexual preference, ancestry, or medical condition. Equal educational opportunity includes: admission, recruitment, extracurricular programs and activities, housing, facilities, access to course offerings, counseling and testing, financial assistance, employment, health and insurance services and athletics. In keeping with this policy of equal educational opportunity, the University is committed to creating and maintaining an atmosphere free from all forms of harassment.

Affirmative Action

Further, The University of New Mexico commits itself to a program of affirmative action to increase access by, and participation of, traditionally underrepresented groups.

Reasonable Accommodation Policy

The University makes reasonable accommodations to the religious observances/national origin practices of a student, an employee or prospective employee and to the known physical or mental limitations of a qualified student, employee or applicant, unless such accommodations have the end result of placing an undue hardship on the operation of the University. Students or employees should contact the Office of Equal Opportunity Programs or the Office of Disabled Student Services for information regarding accommodations.

Anti-Harassment Policy

It is the policy of the institution to prevent and eliminate forms of unlawful harassment in employment and educational settings. The University prohibits harassment of employees by supervisors or co-workers on the basis of race, color, religion, national origin, sex, ancestry, age, disability, medical condition, sexual preference or other protected status. The University makes special efforts to eliminate overt and subtle forms of sexual harassment. Employees who believe they have been harassed on the basis of a protected status are encouraged to contact their supervisors (or the Department of Human Resources if the supervisor is involved in the alleged harassment), the designated contact person in their unit, or the Equal Opportunity Programs Office.
SENATE RESOLUTION REGARDING ACADEMIC GOVERNANCE OF THE TAOS EDUCATIONAL CENTER

WHEREAS The Taos Board of the Taos Educational Center has acted to request UNM to become the PARENT INSTITUTION of the Taos Educational Center under NM 21-14-a.

WHEREAS the Faculty Constitution (p. A-9) says that "The University Faculty shall have the right of review and action in regard to 'major curricular changes,' and 'requirements for admission'."

WHEREAS the benefit of the diverse communities of Taos County will be served through interaction with the state of New Mexico's premier university.

WHEREAS the University of New Mexico is a university of all the populations of the state.

WHEREAS the University of New Mexico is uniquely qualified to offer diversified and high quality education to the people of Taos County.

WHEREAS the Faculty and Administration of the University of New Mexico have taken the interests and improvement of the condition of the people of New Mexico as a primary goal.

THEREFORE, BE IT RESOLVED that the Faculty Senate supports the request that UNM shall become the PARENT INSTITUTION of the existing Taos Educational Center subject to the following conditions:

1) That the following areas of academic responsibility reside with the faculty in accordance with established University policy and the provisions of the Faculty Handbook:
   - Approval of all new Academic Degrees and Programs
   - Approval of all new courses and curricular changes
   - Selection and approval of Faculty.

2) That no main campus resources be used in support of the Taos Educational Center other than those explicitly allocated for the Center, and that an Administrative Overhead charge be assessed to offset other minor administrative costs.
Four questions which should be considered by the Faculty in discussion concerning the Taos Educational Center are:

1. **What is the Taos Education Center?**
   - It is a two-year institution of higher education under New Mexico statute 21-14A. It resembles a branch campus, but lacks financial authority to issue bonds, and is expected to provide support for appropriate programs of other colleges and universities. In Taos, it is expected that UNM might offer some programs from Northern New Mexico Community College and New Mexico Highlands University at the two-year level, if the community needs them.
   - Under the state law, an off-campus advisory board (the elected local school board) has the authority to select a "parent institution." The Taos board invited UNM to become the parent institution on July 2, 1992.
   - Currently the Taos EC enrolls about 400 students, offers about 50 courses per semester, in general education (e.g. English, math, computer science, sciences), and several pre-professional and vocational areas. It is authorized to offer AA and AS degrees as well as certificates in such areas as electronics and computer programming. It has been managed for five years by Northern New Mexico Community College. The Taos EC board visited and interviewed Highlands University and UNM as well as Northern Community College before selecting UNM as the preferred parent institution.

2. **Why did the Taos Advisory Board ask UNM to become the parent institution?**
   - The Taos Educational Center is growing rapidly as it strives to meet the needs of the community for higher education and the Board believes that UNM is the institution best equipped to help meet those needs.
   - UNM's experience working and running collaborative programs with its Branches and with T-VI indicate that it is uniquely qualified to provide the most effective support for the Educational Center.
   - The range and quality of courses offered in Taos need to be expanded and upgraded to attain better articulation with four-year institutions for students in Taos and surrounding areas.
   - UNM's offerings of high-quality freshman and sophomore-level general studies programs would enable more Taos students to transfer to UNM to complete their degrees.
   - UNM already has a strong presence in Taos with the Harwood Foundation, the Lawrence Ranch, the Public Administration Program, the NMERI Project, the summer German language school, and its current course offerings.
   - The Taos Board, and the community which it represents, have high expectations of the Taos Educational Center, which they see as providing the
foundation for educational mobility, economic and social development, and cultural advocacy. They are seeking the strongest possible parent institution and are confident that UNM could do the best job.

3. How much will it cost?

- No main campus money will be expended for the Taos Educational Center.
- The Center is funded through revenue which has no impact on UNM moneys: local property taxes, formula appropriation, and student tuition and fees.
- The Taos Center is operating with a budget surplus of over $500,000.
- As part of the operating agreement, and in accordance with NMSA 21-14-a facilities will be provided by the Taos School Board, not UNM.
- Impact on main campus will be in terms of review and approval of faculty, courses and curriculum, and records. This impact will be offset by an Administrative Overhead fee, as directed by Vice President for Business and Finance David McKinney and Registrar Fred Chreist.

4. Why should UNM agree to become the parent institution?

- UNM is committed to reflecting the unique character of our state, and to recognize and respond to the social, scientific, cultural and economic needs of its people as described in "UNM 2000". The Taos Educational Center would provide a strong base of operations for UNM in the northern part of the state. It would confirm, in practical unambiguous ways, UNM's commitment to all regions and citizens of this state, and demonstrate that it is indeed, the University of New Mexico and not the "University of Bernalillo County." Responding positively to this community's request would not only Taos, but also northern New Mexico, a greater "stake" in UNM and enhance support for the University and its activities in this region.
- Students from Taos and surrounding communities include high proportions of Hispanics, Native Americans, rural students and students who are first generation college students. The Taos Educational Center would encourage these students to begin a college career and, if it were run by UNM, they would be more likely to transfer to main campus to complete their college work, enriching our student population mix and helping meet one of our most important goals.
- One of the five priority areas of the Taos Board is "art and cultural programs." Taos is a long-established center for the arts, producing and attracting artists from all ethnic groups in the Southwest. UNM already has extensive art holdings at the Harwood Foundation and this existing UNM facility
could be a natural core for the development of artistic programs of all kinds. As an established tri-cultural community which is growing, and being impacted by modern technology at an ever increasing pace, Taos can be viewed as a laboratory in which to study the impact of the social, economic and cultural forces which will transform the entire Southwest in the next few decades. It offers a wealth of opportunities, not only for finding local experts to teach courses, but for scholars and students to conduct research projects.

- The Taos Board hopes, and expects, that its community will be able to take pride in the Education Center. The Center would provide a focal point in northern New Mexico for UNM's activities and demonstrate that the University of New Mexico truly has an interest in providing appropriate services for northern communities which have, in the past, felt no attachment to (and thus no great commitment to supporting) UNM.
UNM AND THE TAOS EDUCATION CENTER

The operation of the Taos Education Center will, of course, have an impact on UNM. On the one hand, there will be costs, both direct and indirect. On the other hand, the operation of the Center will benefit the University in a variety of ways.

THE TAOS EDUCATION CENTER

The Center currently serves about 400 students with course offerings in such fields as introductory Math and English and basic computer skills. It is supported by a local tax levy, a direct state appropriation and student tuition and fees. These funding sources are already in place and have no connection with UNM’s state appropriations. A Capital Outlay Fund of $1,600,000 for the construction of a new campus has already been appropriated.

OPERATING BUDGET

In short, projected revenues are equal to or greater than projected expenses for the next half decade. The Center currently has a positive balance of $500,000 in its Reserve Account, and it would always be expected to operate with a budgetary surplus. (See attached appendix for details)

DIRECT AND INDIRECT COSTS TO MAIN CAMPUS

(See attached appendix for details)

The main campus impact of the Center would be felt most by the Undergraduate Admissions Office, which would require some extra staff and modest additional funding to cover expenses. The impact on academic units, faculty members and the Faculty Senate is expected to be very modest. It would, of course, be greatest in the start-up year, when the Center is expected to request four program approvals and the initial approval of instructors. After the first year, fewer reviews and approvals will be required (perhaps two courses a year and one or two instructor approvals by a small number of departments).

DIRECT REVENUES FOR MAIN CAMPUS

The Operating Agreement calls for the Center to pay UNM 2.81% of its total budget (revenue) each year for operating expenses. This would adequately cover UNM’s anticipated costs, especially as the cost of any new staff positions needed on main campus would be negotiated separately.

MAJOR BENEFITS FOR UNM

While costs will be covered, the most numerous and important benefits to the University of New Mexico lie in other areas:

1. The expansion of operations into the northern segment of the state offers UNM an opportunity to strengthen its mission as the provider of higher education in all segments of the state. Operations at the Center would expand the potential pool of students who would transfer to main campus to complete four year, and possibly graduate, degrees.
2. The community of Taos is very enthusiastic about UNM administering its Education Center, and the request for us to run the Center came at the initiative of the community. Our positive response will strengthen this positive regard and garner the support of citizens, community leaders and legislators from the northern counties for UNM.

3. The northern counties of the state, which will be served by the Taos Center, contain populations with high proportions of Hispanic and Native American peoples. Our operation of the Center would thus expand UNM's service to these populations and increase the size of our potential pool of students from underrepresented groups.

4. In the Harwood Foundation and the Lawrence Ranch, UNM already has significant assets in this area. Operating the Taos Education Center would allow us to expand the educational use, and significance, of these sites as well as expanding our access to the rich human and cultural resources of northern New Mexico.
These figures are based on the projections submitted to the Regents (and thus made a matter of public record) at their December 1992 meeting.

### PROJECTED OPERATING BUDGET

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Projections for FY 95/96 - 97/98 are preliminary totals dependent on key decisions concerning facilities and programs.

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<th>Fiscal Year</th>
<th>Total Projected Expenses</th>
<th>Total Projected Revenue</th>
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### INDIRECT COSTS TO MAIN CAMPUS FACULTY, ACADEMIC UNITS AND ADMINISTRATIVE UNITS

- Admissions and Records:
  - .75 FTE ($18,000)
  - $3,000 training and travel

- Academic Units (Instructor approvals)
  - AY 93/94: 3 per department/semester
  - AY 94/95: 2 per department/semester

- Faculty Committees and Administrative Units (Form C program approvals)
  - AY 93/94: 4
  - AY 94/95: 2

### REVENUES

- Current Reserve Account Surplus: $500,000 +
- Administrative Overhead: 2.81% of total budget (paid to UNM Main Campus)
- Budget Revenues from non-UNM sources:
  - Local tax levy per year: $300,000 +
  - Pre-existing State appropriation per year: $110,000 +
  - Student tuition and fees: $50,000 (est.)
  - Available Capital Outlay Fund: $1,600,000
Dear Faculty Senate Members:

As community representatives serving on The Advisory Committee for the Taos Education Center, we are writing to ask you to join with us in a discussion of UNM serving as parent institution to TEC. We hope to do some information-sharing. We are eager to have your support and cooperation and want to see this program move ahead. We would like to meet with you and any other faculty representatives to clear up misunderstandings about budgets and shared responsibilities.

A great deal of enthusiasm and excitement exists for having UNM as a presence in Taos. We have been looking forward to working with UNM and were stunned over the Faculty vote. Many people from the Taos community have written letters and made phone calls to the Board of Regents and President Peck to ask for UNM to be our parent institution. We regret any lack of communication from our community with the Faculty.

We believe this is an arrangement that will be mutually beneficial to UNM and Taos as we generate students for transfer to the main campus and also encourage local people to initiate a higher education here. The University of New Mexico already has a presence in Taos with the Harwood Foundation, the Lawrence Ranch and some on-going programs, such as the Art program. In addition, many qualified people live in Taos who in teaching would maintain the academic standards of UNM. Offering a high quality academic education is a mutual goal.

We would like an opportunity to meet with you, and with any other concerned faculty members, to discuss this situation and answer any questions.

We will be phoning to confirm your receipt of this letter and to talk about the possibility of a meeting.

Sincerely,

[Signatures]
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: March 3, 1993

Everett M. Rogers
(Name of Individual Initiating curricular change form)

Department Chair

(List, Division, Program)

Communication and Journalism

This form is for Ph.D. Program in Communication

Name of New or Existing Program

This program is or would be located in current catalog page

I. Major Change-Mark appropriate category

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

II. Minor Change-

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

New Name of Program

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

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall 1993

Budgetary and Faculty Load Implications: (attach statements) See Doctoral Program Proposal

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

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

Signature: __________________________

Department Chair

Everett M. Rogers

Approvals:

Dean of Library Services __________________________

CIRT __________________________

College Curricula Committee __________________________

(If necessary)

College of School Faculty __________________________

College or School Dean __________________________

FS Undergraduate Acad Affairs __________________________

FS Graduate Committee __________________________

Office of Graduate Studies __________________________

FS Curricula Committee __________________________

Assoc. VP of Academic Affairs __________________________

Faculty Senate __________________________

Date: 3/7/93

Date: 3/10/93

Date: 4/11/93

Date: 4/15/93

Date: 3/13/93

Date: 4/13/93

Date: 3/18/93

Date: 4/16/93

Date: 3/21/93

Date: 3/23/93

Date: 3/26/93

Date: 4/1/93

Date: 4/9/93

Date: 5/15/93
March 18, 1993

TO: Communication and Journalism

FROM: John L. Jenkins, Executive Planning Officer, CIRT

RE: Attached Form C

This Communication and Journalism Doctoral Program will increase computing usage at UNM. The "planned" teaching facility of 24 workstations appears to be mandatory and will subsequently impact UNM Shared Systems and CDCN traffic.
To: Robert L. Migneault
From: Linda K. Lewis
Date: March 16, 1993
Re: Form C, Doctoral Program in Communication

The Department of Communication and Journalism has worked closely with Nina Stephenson, the selector for this subject area, in the development of this proposal. Because intercultural communications has been an area of interest in numerous areas of the campus, the Library has been acquiring relevant materials for several years. Should the program expand, additional funding might be necessary. Because this is a doctoral program, there will be materials needed in very specialized areas; students will have to rely on interlibrary loan for some of these materials. At this time, we feel that the Library can support this program.
The Department of Communication and Journalism at the University of New Mexico proposes to establish a Ph.D. degree program in Communication, with an initial emphasis in intercultural communication. The proposed Doctoral Program in Communication takes advantage (1) of the unique intellectual strengths of the present faculty in the newly-merged (in 1992) Department of Communication and Journalism, (2) of the Department's response to the University of New Mexico's reallocation process and, more generally, our fit with the vision statement in the document UNM 2000, and the Hemisphere Initiative, and (3) of the strong national demand for new faculty trained for university teaching and research positions in communication. An analysis by Melvin L. Defleur (1992) found that the number of communication Ph.D.'s produced per year (about 250 at present) must double in order to fill existing demand for the next five years, due to the nationwide trend for sharply increased undergraduate enrollments in all fields of communication. Almost every department of communication offers one or several courses in intercultural communication. The number of communication doctorates produced per year has risen more slowly than increased undergraduate enrollments. The need for Ph.D.-trained scholars in intercultural communication is particularly strong, as very few other doctoral programs in U.S. universities emphasize intercultural communication as their specialty. Finally, there is no existing doctoral program in communication in the State of New Mexico, and there are only 14 (four of which are in California) in the nine-state Southwestern U.S. region. Nationally, there are about 100 U.S. university departments that offer the Ph.D. degree in communication, and 50 of these have very active programs.

The faculty of the UNM Department of Communication and Journalism proposes a small, high-quality Doctoral Program in Communication that will admit about eight to nine doctoral students per year. Thus a total of about 25 doctoral students would be in residence at the University of New Mexico, once the Doctoral Program, scheduled to begin in 1995, has enrolled its first three cohorts, by the 1997-1998 academic year. The objective of the Doctoral Program in Communication is to make the University of New Mexico the place in the world to study intercultural communication. Given the existing intellectual resources of the University of New Mexico, and the strong will to launch a successful doctoral program, we feel this vision is attainable.

The present proposal assumes that adequate resources to establish the Doctoral Program in Communication exist (1) with no increase in tenure-stream faculty positions, and (2) with no increase in the total non-faculty teaching budget, as we expect to convert some of our part-time instructor positions and some of our master's-level teaching assistantships, to doctoral-level teaching assistantships, without interfering with our strong commitment to enhancing our existing undergraduate and master's degree programs. We anticipate (1) that a major increase can be achieved in our externally funded research and training projects by 1997-1998, in order to support our proposed Doctoral Program, and (2) that the number of majors and the number of student enrollments in our courses (about 14,000 per year), may continue to grow in the next five years at approximately the same rate as in the past five years if teaching resources become available. Our number of BA and MA majors increased from 267 in 1986-1987 to 415 in Fall, 1992, an increase of 55 percent. The expanding undergraduate
enrollment in the Department of Communication and Journalism can be taught more effectively if doctoral teaching assistants can be utilized to teach the several large-enrollment introductory courses in interpersonal communication, public speaking, and mass communication.

Thus, establishing a Doctoral Program in Communication at the University of New Mexico will lead (1) to a more effective utilization of present resources, (2) to enhance the quality of our existing undergraduate and master's degree programs, and (3) to an expansion of our present research program.
DATE: March 30, 1993

TO: Mary Harris, Chair, Operations Committee of the UNM Faculty Senate

FROM: Everett M. Rogers, Chair, Department of Communication and Journalism

RE: Budget for the Proposed Doctoral Proposal in Communication

The present memo adds additional detail to my earlier memo of March 19, 1993.

Attached is a projected five-year budget for the proposed Doctoral Program in Communication (as summary of this proposal is attached). Our analysis indicates that no additional resources will be required for our Doctoral Program from 1993-1998, other than what can be expected to occur anyway (1) on the basis of an expected continued growth in undergraduate student enrollments, and (2) due to an approximate doubling of the total amount of externally funded research carried out by faculty in the Department of Communication and Journalism over the next five years (Table 1).

We feel that establishing a Doctoral Program will have a considerable benefit to our Department in providing more effective teaching assistants for our burgeoning undergraduate class enrollments (than can presently be provided by our present master's level teaching assistants and part-time instructors). Thus a gain in the academic excellence of our teaching will occur as one important result of our Doctoral Program. In fact, we feel that the Department of Communication and Journalism cannot continue to grow in response to student demand for its courses, at the present level of instructional quality, without establishing the proposed Doctoral Program.

Cordially,

Everett M. Rogers

Attachment
Table 1
Estimates of Budgetary Impacts of Establishing the Doctoral Program in Communication at the University of New Mexico

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</table>

1. No new faculty lines will be requested to establish the Doctoral Program, as the present 18 faculty positions are thought to be sufficient for launching a Doctoral Program in Communication.

2. We expect to provide a total of 28 doctoral assistantships per year by 1997-1998, when our proposed Doctoral Program will be at full strength from; about half of these doctoral teaching assistantships will be created by converting some of our present MA student teaching assistantships and some of our part-time instructorships, and (2) the other doctoral student assistantships will be created by the need for some additional teaching assistantships due to the continued growth in student enrollment in the Department of Communication and Journalism, and by an approximate doubling in the amount of externally-funded research in the Department, which will increase the number of research assistantships.

3. An analysis (1) by the University Library, and (2) of the holdings of the Department of Communication and Journalism’s Reading Room/Library indicates that a sufficient number of core books and journals are available for launching the Doctoral Program in Communication. The Dean of Library Services approved the proposed Doctoral Program in Communication on March 18, 1993.

4. The Department of Communication and Journalism has sufficient (1) office and classroom space, and (2) computer and other equipment, to launch the proposed Doctoral Program. The Director of CRT approved the proposed Doctoral Program in Communication on March 18, 1993.

5. We estimate a need for some additional FTE faculty time on the part of the two associate chairs of the Department of Communication and Journalism (one is responsible for undergraduate students and one for graduate students) over the next five years plus one additional office staff member, required by the expected increase in student enrollment and in externally funded research activity. These costs do not result from the Doctoral Program, and should be adequately covered by increased student enrollments, and by increased indirect cost payments from the funded research (about $20,000/year).

6. Some additional travel costs ($5,000 to $8,000) will be required by the proposed Doctoral Program. We expect the costs to be provided by the overhead contributions from increased external research funding.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 3/03/93

Howard L. Smith
(Name of individual initiating curricular change form)

Associate Dean
(Title, position)

Anderson Schools of Management
(Dept., Div., Prog.)

This form is for Executive Master of Bus. Admin.
Name of New or Existing Program

This program is or would be located in current catalog page

I. Major Change—Mark appropriate category

Degree
Major
Minor
Concentration

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

Revision of existing minor

Deletion

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

See Attachments

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: 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 (Comp & Inform Res & Tech), if necessary
College Curriculum Committee (If necessary)
College of School Faculty
College or School Dean
FS Undergraduate Acad. Affairs
FS Graduate Committee
Office of Graduate Studies
FS Curricula Committee
Assoc. VP of Academic Affairs
Faculty Senate

UNIT PREPARES IN QUADRUPPLICATE
Routing (All four copies)

1. Dean of Library Services
2. CIRT (Comp & Inform Res & Tech), if necessary
3. College Curriculum Comm. if necessary
4. College or School Faculty
5. College or School Dean
6. FS Undergraduate Academic Affairs Comm. and/or FS Graduate Comm.
7. Office of Graduate Studies (For grad. level changes)
8. FS Curricula Committee
9. VP of Academic Affairs
10. Faculty Senate
Curriculum Changes in the Executive Master of Business Administration

Reason For Request

In 1991 the American Assembly of Collegiate Schools of Business (AACSB), the national accrediting institution for business schools, adopted new standards for accreditation. In terms of curriculum content at the graduate level, the standards stipulate:

C.1.1 MBA curricula should provide an understanding of perspectives that form the context for business. Coverage should include:
- Ethical and global issues
- The influence of political, social, legal and regulatory, environmental, and technological issues, and
- The impact of demographic diversity on organizations

C.1.3.a The curriculum should include instruction in the following core areas:
- Financial reporting, analysis, and markets,
- Domestic and global economic environments of organizations,
- Creation and distribution of goods and services, and
- Human behavior in organizations

Normally these MBA core areas should require a minimum of 18 semester hours if taken at the graduate level. Part or all of this requirement may be completed at the undergraduate level.

C.1.3.b The MBA curriculum normally should require a minimum of 30 semester hours beyond the MBA core areas. A minimum of 18 hours is required in courses outside the area of specialization, if any.

C.1.3.c Basic skills in written and oral communication, quantitative analysis, and computer usage should be achieved either by prior experience and education, or as part of the MBA curriculum.

C.1.3.e The curriculum should integrate the core areas and apply cross-functional approaches to organizational issues.

The Anderson Graduate School of Management must reconfigure its curriculum to meet these standards and to successfully pass its impending 10-year accreditation review (due in 1993-1994).

Request

The existing Executive Master of Business Administration (EMBA) curriculum is based on 45 credit hours. It currently meets the requirements for perspectives coverage (C.1.1) given several minor course description changes and given the addition of a new course (MGT 711 Management of Technology and Competitive Markets).

In order to meet the standards of C.1.3.a regarding core; C.1.3.b regarding maximum core; C.1.3.c regarding written and oral communication skills; and, C.1.3.e regarding cross-functional approaches, the faculty seeks to incorporate the following changes:
1. MGT 700 Computer-based Information Systems should be renumbered as MGT 710 Computer-based Information Systems (to achieve consistency in number sequence with MBA curriculum).
2. MGT 700 Management Perspectives should be added as an introductory (1.5 credit hours) cross-functional and perspectives course (C.1.1 and C.1.3.e).
3. MGT 702 Financial Accounting should be reduced to 1.5 credit hour emphasis on financial accounting and expanded to 1.5 credit hour emphasis on managerial accounting (incorporating one-half of the material in MGT 703 Management Accounting). The course should be retitled MGT 702 Accounting (3 credit hours).
4. MGT 703 Management Accounting should be reduced to 1.5 credit hour emphasis on managerial accounting and retitled Strategic Cost Management.
5. MGT 704 Organizational Economics I should be retitled Economic Analysis and combined with MGT 705 Organizational Economics II.
6. MGT 707 Organizational Behavior II should be reconfigured in content and title to MGT 707 Organizational Innovation and Leadership (C.1.1; C.1.3.a.; and C.1.3.e).
7. MGT 708 Organizational Environment should be replaced by two new courses: MGT 708 Ethical, Political and Social Environment of Business (3 credit hours), and MGT 709 Legal Environment of Business (1.5 credit hours) (C.1.1).
8. MGT 711 Management of Technology and Competitive Markets should be added as a perspectives course (C.1.1).
9. MGT 712 Business Communications (1.5 credit hours) should be added as the communications class (C.1.3.c).

The preceding changes can be compared as follows:

### Current EMBA Curriculum

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### Proposed EMBA Curriculum

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Replaced by MGT 703 Stra. Cost Mgt. | 1.5
Combined with MGT 705 (Title Revised) | 3
Combined with MGT 704 | 0
Retained | 3
Retained (Title & Content Revised) | 3
Replaced by MGT 708 Eth. Pol. & Soc. Env. | 3
Retained | 3
Retained | 3
Retained | 3
Retained | 3
Retained | 3
Retained | 3
1.5
Added MGT 700 Management Perspectives | 1.5
Added MGT 709 Legal Env. | 1.5
Added MGT 711 Mgt. of Tech. & Comp. Mkt. | 3
Added MGT 712 Bus. Comm. | 1.5
**TOTAL** | **48**
Exact Title And Requirements As They Would Appear In The Catalog

E.M.B.A. Curriculum

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Total Credit Hours: 48

Upon Completion of the E.M.B.A. course work, students may complete any concentration at the graduate level and obtain an M.B.A.

Impact On Library
There are no anticipated changes in required library materials over those currently available.

Impact On Computing
There are no anticipated impacts on computing.

Budgetary And Faculty Load Implications
The E.M.B.A. Program is funded 100% by student tuition (currently $12,100 for the two-year program). Hence, there is no deleterious budgetary implication from the new AACSB accreditation standards. Because the standards now require 48 hours over the previous 45 hours, the requirement could cut into the margin generated by the E.M.B.A. Program. However, similar to the graduate program in Medicine, the University has direct control of the tuition rates. Consequently, a modest tuition increase may be necessary. Relative to faculty load implications, participation by faculty in the program is strictly on a voluntary basis.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

DATE: 4/13/93

Pat Peters
(Name of Individual Initiating curricular change form)

ADN Coordinator
(Ttitle, position)

Health Careers
(Dept., Div., Prog.)

This form is for Associate Degree Nursing
Name of New or Existing Program

This program is or would be located in current catalog page 68-69, 105-7

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

I. Major Change – Mark appropriate category

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

see attached

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

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

see attached

Reasons for Request: (attach statement)

see attachment

Effective Date of Proposed Change: Fall 1993

Budgetary and Faculty Load Implications: (attach statements) none

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

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

Signature: Date:

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

Date: 4-22-93

Date: 4-26-93
April 13, 1993

Ms. Debra Brady, RN, MNEd
Assistant Director/
Nursing Education Consultant
State of New Mexico BON
Granada Square
4253 Montgomery, NE, Suite 130
Albuquerque, NM 87109-1100

Ms. Brady:

The ADN program at UNM-Gallup is in the process of changing their curriculum. The changes that are being proposed are in response to advancements in nursing; the increasing emphasis on medical/surgical content on NCLEX; the move toward use of the newly graduated ADN in medical/surgical settings almost exclusively; advice from certifying agencies and our advisory board; and, most of all, requests of students who are in the program currently, have just graduated, and have been in the workplace.

The changes do not reflect a departure from our philosophy; or, even a change in content. The changes do, we hope, reflect a rearrangement of content to meet the needs and learning styles of our students.

We have changed course numbers and course titles in an effort to more closely define and organize our courses. Content has been rearranged as outlined in the table on the following page.

We hope that these changes will enable the students to continue to enjoy academic success and meet the demands of nursing as they enter the work force. Please advise us if you or the BON have any questions about our changes.

Thank you,

Pat Peters, RN, MSN
Coordinator - ADN program
UNM - Gallup
<table>
<thead>
<tr>
<th>OLD VERSION</th>
<th>NEW VERSION</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>N111 Introduction to Meeting Human Needs Through the Nursing Process</td>
<td>N111 Fundamental Concepts of Nursing</td>
<td>New two courses:</td>
</tr>
<tr>
<td></td>
<td>N111 Fundamental Concepts of Nursing</td>
<td>N111 is theory and contains genetology</td>
</tr>
<tr>
<td></td>
<td>N111L Fundamentals of Nursing Lab</td>
<td>N111L is clinical/lab with more emphasis on assessment and clinical care.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course in now divided into two courses with an increase in one credit hour.</td>
</tr>
<tr>
<td>N112 Introduction to Meeting Human Needs Through Use of Pharmaceutical Products</td>
<td>N112 Concepts of Pharmacology</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>BI10 Concepts of Pharmacology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HMSC 111 Growth &amp; Development Concepts in Health Care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HMSC 114 Concepts of Nausea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HMSC 115 Concepts of Nausea Transmission</td>
<td></td>
</tr>
<tr>
<td>Biology 220 Child Psychology</td>
<td>Biology 221 (or)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HMSC 116 Concepts of Nausea Transmission</td>
<td></td>
</tr>
<tr>
<td>Biology 1210: Biology for Health Related Sciences</td>
<td>Biology 1210: Concepts of Nausea for Health Care</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N121 Meeting Needs During Childhood</td>
<td>N121 Concepts of Nursing: Growing Family</td>
<td>Change the course currently offered from two separate courses with emphasis on child and family to one course emphasizing family with a companion clinical/lab course. Drops one credit hour. will facilitate use of clinical resources to better advantage. Incorporates some of N125 content</td>
</tr>
<tr>
<td>N122 Meeting Needs During Childhood</td>
<td>N122 Concepts of Nursing: Growing Family Lab</td>
<td></td>
</tr>
<tr>
<td>N123 Meeting Psychosocial Needs I</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N223 Meeting Psychosocial Needs I</td>
<td>N223 Concepts of Nursing: Mental Health</td>
<td>Increase in credit hours by 1. Too much emphasis being placed on advanced psychiatric content at the expense of medical-surgical content. Clinical care will concentrate on psychosocial aspects of care of the medical-surgical patient in medical surgical courses. Will continue to contain some content in theory but at the ADM level. Available clinical resources too advanced for ADM.</td>
</tr>
<tr>
<td>N223L Meeting Psychosocial Needs II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N224L Meeting Physiological Needs I</td>
<td>N224L Concepts of Medical-Surgical Nursing</td>
<td>Add 2 credit hours and divide the course into two components: one theory and one lab. Will present a basic overview of all systems. Allows for better use of current clinical facilities and meets student needs. Clinical will be presented in skilled long-term care facilities and family clinics of local health care facilities</td>
</tr>
<tr>
<td></td>
<td>N224L Concepts of Medical-Surgical Nursing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N224L Applied Concepts of Nursing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N221 Meeting Needs of the Student During Transi-</td>
<td>N222 Preparation for Nursing Practice</td>
<td>Add 2 credit hours and change the name and expand the content particularly the legal issues and accountability. This is being changed in response to faculty observations of changes occurring in the health care field.</td>
</tr>
<tr>
<td>tion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Form C
## Major and Minor Curricular Changes

**Date:** 3/29/93  
**Pat Peters**  
(Name of individual initiating curricular change form)
**Coordinator - ADN Program**  
(Title, position)
**Health Careers - Nursing**  
(Dept., Div., Prog.)

### Certificate
- **New** X
- **Revision of existing degree**
- **Deletion**

### Degree
- **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. see attached

### 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:**

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

**Date:**

- **4-22-93**
- **4-24-93**
- **4-26-93**
- **4-28-93**
- **4-29-93**
- **5-4-93**

**UNM-G Graphics 8/90**
## MONITOR TECHNICIAN CERTIFICATION PROGRAM

### Certificate Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BT 103</td>
<td>Clerical Procedures and Filing</td>
<td>3</td>
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<tr>
<td>BT 118</td>
<td>Microcomputer Keyboarding</td>
<td>3</td>
</tr>
<tr>
<td>Engl 101</td>
<td>Composition I: Exposition</td>
<td>3</td>
</tr>
<tr>
<td>HCMT 101</td>
<td>Monitor Technician Procedures</td>
<td>2</td>
</tr>
<tr>
<td>HCMT 102</td>
<td>Monitoring Cardiac Rhythms</td>
<td>3</td>
</tr>
<tr>
<td>HCHS 111</td>
<td>Medical Terminology I</td>
<td>3</td>
</tr>
<tr>
<td>HCHS 112</td>
<td>Basic Science for Health Professions I</td>
<td>3</td>
</tr>
<tr>
<td>HCHS 113</td>
<td>Basic Body Structure and Function</td>
<td>4</td>
</tr>
<tr>
<td>HCNA 101</td>
<td>Nursing Assistant</td>
<td>6</td>
</tr>
<tr>
<td>Hlth Ed 171/164</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Nut 125</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Psy 105</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 220</td>
<td>Child Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 42
Pat Peters

March 29, 1993

Dear Pat:

As I mentioned to you previously, there is a need for a Cardiac Monitor Technician Training program in this area.

Rehoboth McKinley Christian Hospital has 6.7 FTE positions which require skills in the following:

- Medical terminology
- Micro-computer keyboarding
- Basic cardiac rhythm recognition
- Nursing assistant
- Unit secretary skills

A program with the above features would enable the students to be marketable in other health care facilities as well.

I would be willing to provide instructors for a cardiac rhythm recognition class.

Sincerely,

Bernice Brewer, RN, CNA
Assistant Administrator
Proposed Addition to Faculty Senate Bylaws

re Committee Appointments

It is proposed that the following be added to Section II A. of the Bylaws ("Committees") as item 6, with present item 6 becoming item 7:

When it is desirable, in the judgment of the Operations Committee and the current committee chair, if there is one, for a committee appointment to begin as soon as possible, the Operations Committee may make such an appointment on a provisional basis, pending approval by the Senate at its next meeting.

This change would simply allow a new committee member to begin service immediately rather than possibly waiting up to a month (during the academic year) or even the whole summer.

The provision for committee chair concurrence is to guard against the Operations Committee putting someone into active service on a committee without at least some opportunity for feedback from the committee. The "if there is one" is primarily to accommodate committees which may not yet have elected a chair or who have temporarily lost a chair but which are in urgent need of an additional member or members.
Proposed Addition to Faculty Senate Bylaws

*re Quorum*

It is proposed that the following be added to Section II C. of the Bylaws ("Procedure") as item 4:

A quorum shall consist of a simple majority of those voting members of the Senate who have missed no more than one Senate Meeting during the current academic year.

A long-standing and persistent problem in effectively and expeditiously handling Senate business is the tendency for absenteeism to reduce attendance to barely enough members for a quorum. When a few Senators leave early, no quorum remains and the Senate is forced to adjourn prematurely, leaving unfinished business for a subsequent meeting.

The proposed change would reduce the "base" for determining a quorum to those having a satisfactory attendance record. If a unit of the University is being poorly represented on the Senate because of irregular attendance by its Senators, this measure adds incentive for it to replace them, since Senate business will be more often conducted with or without their participation.
WHEREAS, the Faculty Senate Operations Committee has not been provided a document proposing changes in the Office of the University Secretary for which we have permission to distribute to the Senate membership; and

WHEREAS, the Senate Operations Committee has repeatedly requested such a proposal since November 1992; and

WHEREAS, the Faculty Senate does not wish to change the Faculty Constitution, but has expressed its willingness to listen to and consider proposals for changes in the duties and organization of that office; and

WHEREAS, the Office of the University Secretary has consistently been one of the most responsive and helpful administrative services for faculty and faculty governance.

THEREFORE, BE IT RESOLVED that the Office of the University Secretary continue as presently organized until and unless an acceptable proposal for reorganization of the Office is agreed upon and until an amendment of the Faculty Constitution be offered by the administration of the University and approved in accordance with the Faculty Constitution and the Faculty Handbook.
Due to the fact that the President of the Faculty Senate changes every year, and that committee chairs and membership on the Senate Operations Committee, the Senate, and Senate committees change almost as rapidly, the Office of the University Secretary is the main source of continuity in Faculty Government. The leadership of the faculty and of faculty committees relies heavily on the information and advice from the University Secretary and the staff of the office. All Faculty leadership roles are undertaken without compensation and in addition to other duties. It is impossible for each committee chair to reinvent the procedures and policies that have been guiding the committee in the past. Instead, the Office of the University Secretary provides the knowledge and guidance to make efficient functioning possible.

Some Functions the University Secretary Performs for Faculty:

- Staff 21 Faculty Senate standing committees
- Staff the Faculty Senate Operations Committee
- Staff the Academic Freedom and Tenure Committee
- Staff the Committee on Governance
- Staff various ad hoc task forces and committees like the Faculty Reallocation Committee
  - a) schedule rooms and meetings
  - b) type minutes and agendas
  - c) distribute agendas and other materials
  - d) call committee members with information
  - e) keep copies of present and past minutes and other materials
  - f) photocopy materials for distribution to committee members
  - g) make phone calls and take messages
  - Keep a list of current members on these and on faculty-student committees; notify appropriate people of resignations and changes in membership
- In consultation with the Faculty Senate Operations Committee, set and prepare the agenda for Faculty Senate meetings
- Distribute the agenda to Senators
- Prepare minutes of Faculty Senate meetings
- Prepare minutes of General Faculty meetings; also distribute notices and minutes of the meetings
- Distribute approved minutes to all faculty
- Distribute copies of motions passed at meetings to the appropriate people or committees
- Transfer approved form Cs to the appropriate people or committees
- Distribute and collect Faculty Biographical Supplements
- Obtain annual reports from all units of the university and combine them into an overall report
- Hold elections for the Faculty Senate
- Hold elections for the Academic Freedom and Tenure Committee
- Hold elections for the Committee on Governance
Conduct votes on any proposed amendments to the Faculty Constitution
Distribute the form asking about preferences for committee assignments to the faculty; collate the responses to some questions on the form; distribute them to the Operations Committee
Keep the Faculty Handbook up-to-date; distribute copies to faculty; work with committees on revisions; provide revisions as necessary
Keep the Secretary's Mailing List up-to-date; see that materials get distributed to faculty and other members of the University community as needed
Keep a record of past and present policies relating to faculty and faculty governance
Keep records of meetings of the faculty and Faculty Senate
Answer questions from faculty about all kinds of issues and policies
Serve as a liaison for retired faculty members
Serve as an ex officio member of the faculty, providing advice and information
### FACULTY, STUDENT, ADMINISTRATIVE AND EX OFFICIO MEMBERS ON STANDING COMMITTEES 1993-94

#### ADMISSIONS & REGISTRATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Term</th>
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</thead>
<tbody>
<tr>
<td>Christopher Birkbeck</td>
<td>1994</td>
</tr>
<tr>
<td>Susan Deese</td>
<td>1995</td>
</tr>
<tr>
<td>Michele Diel</td>
<td>1995</td>
</tr>
<tr>
<td>Joy Griffin</td>
<td>1994</td>
</tr>
<tr>
<td>Kathleen Kochler</td>
<td>1995</td>
</tr>
<tr>
<td>Richard Mead</td>
<td>1994</td>
</tr>
<tr>
<td>Gerald Nash</td>
<td>1995</td>
</tr>
<tr>
<td>Edward Reyes</td>
<td>1994</td>
</tr>
<tr>
<td>Charlie Stoyn</td>
<td>1995</td>
</tr>
<tr>
<td>Richard Worrell</td>
<td>1994</td>
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#### ATHLETIC COUNCIL

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Oswald Baca</td>
<td>1994</td>
</tr>
<tr>
<td>Reda Bova (Ed Admin)</td>
<td>1995</td>
</tr>
<tr>
<td>Charles Coates</td>
<td>1995</td>
</tr>
<tr>
<td>Michael Dougher</td>
<td>1995</td>
</tr>
<tr>
<td>Rhonda Hill (ESCH)</td>
<td>1994</td>
</tr>
<tr>
<td>Hugh Kabat (Pharmacy)</td>
<td>1996</td>
</tr>
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</table>

#### BACHELOR OF UNIV STUDIES FACULTY ADVISORY

<table>
<thead>
<tr>
<th>Name</th>
<th>Term</th>
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</thead>
<tbody>
<tr>
<td>Ranjit Bose (Management)</td>
<td>1996</td>
</tr>
<tr>
<td>Monica Cicino (For. Ling/Lit)</td>
<td>1995</td>
</tr>
<tr>
<td>Hugh Kabat (Pharmacy)</td>
<td>1995</td>
</tr>
<tr>
<td>Philip Peterson (Art Education)</td>
<td>1996</td>
</tr>
<tr>
<td>William Seymour (Music)</td>
<td>1994</td>
</tr>
<tr>
<td>Robert Sutherland (Psychology)</td>
<td>1996</td>
</tr>
<tr>
<td>Bruce Thomson (Civil Engineering)</td>
<td>1995</td>
</tr>
<tr>
<td>Edythe Tuchfarber (Nursing)</td>
<td>1994</td>
</tr>
<tr>
<td>Mary Bess Whidden (English)</td>
<td>1994</td>
</tr>
<tr>
<td>One faculty vacancy (Architecture)</td>
<td>1996</td>
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</tbody>
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### BUDGET (cont'd)

<table>
<thead>
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<tbody>
<tr>
<td>David Colton (Ed Admin)</td>
<td>1995</td>
</tr>
<tr>
<td>Russ Davidson (General Libr)</td>
<td>1995</td>
</tr>
<tr>
<td>Peter Dorato (ESCH)</td>
<td>1996</td>
</tr>
<tr>
<td>Archie Gibson (Math &amp; Stat)</td>
<td>1994</td>
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<tr>
<td>Joan Johnston (Nursing)</td>
<td>1996</td>
</tr>
<tr>
<td>Ulf Karlsson (Radiology)</td>
<td>1994</td>
</tr>
<tr>
<td>Wayne Lazorik (Art &amp; Art History)</td>
<td>1994</td>
</tr>
<tr>
<td>Cecilia Quintal (Med Ctr Library)</td>
<td>1996</td>
</tr>
<tr>
<td>H. V. Ravinder (Management)</td>
<td>1996</td>
</tr>
<tr>
<td>Mark Stratton (Pharmacy)</td>
<td>1994</td>
</tr>
<tr>
<td>One faculty vacancy (Architecture)</td>
<td>1996</td>
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### CAMPUS PLANNING

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<tbody>
<tr>
<td>Fritz Allen (Chemistry)</td>
<td>1995</td>
</tr>
<tr>
<td>Michael Borowski (Arch &amp; Ping)</td>
<td>1994</td>
</tr>
<tr>
<td>John Clark (Music)</td>
<td>1994</td>
</tr>
<tr>
<td>Gordon Kennedy (Th &amp; Dance)</td>
<td>1995</td>
</tr>
<tr>
<td>Russell Snyder (Neurology)</td>
<td>1994</td>
</tr>
<tr>
<td>Frederick Taylor (Biology)</td>
<td>1995</td>
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### COMMUNITY EDUCATION

<table>
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</thead>
<tbody>
<tr>
<td>David Bachelor (El Eds)</td>
<td>1994</td>
</tr>
<tr>
<td>John Brayer (Comp Sciences)</td>
<td>1995</td>
</tr>
<tr>
<td>Dolores Bitt (Comm Disorders)</td>
<td>1994</td>
</tr>
<tr>
<td>Eileen Cohen (Law Library)</td>
<td>1994</td>
</tr>
<tr>
<td>Altha Crouch (Gallup)</td>
<td>1995</td>
</tr>
<tr>
<td>David Dunlap (Thy &amp; Ast)</td>
<td>1995</td>
</tr>
<tr>
<td>Rita Gallego-Logan (Valencia)</td>
<td>1994</td>
</tr>
<tr>
<td>Mina Jane Grotboy (General Libr)</td>
<td>1994</td>
</tr>
<tr>
<td>Philip Peterson (Art Education)</td>
<td>1995</td>
</tr>
<tr>
<td>Barbara Rickert (Nursing)</td>
<td>1995</td>
</tr>
<tr>
<td>Joyce Rogers (Univ College)</td>
<td>1994</td>
</tr>
<tr>
<td>Karla Walters (Univ College)</td>
<td>1994</td>
</tr>
<tr>
<td>One faculty vacancy (Los Alamos)</td>
<td>1995</td>
</tr>
</tbody>
</table>
The Family Educational Rights and Privacy Act (FERPA) prohibits an educational institution from disclosing "personally identifiable information," or an education record, of a student without the student's consent (with various exceptions not applicable here). "Personally identifiable information" is defined as including "a personal identifier, such as the student's social security number," as well as personal characteristics and other information that would make the student's identity easily traceable.

The Department of Education is charged with enforcing FERPA. The Department has taken the position that the posting of grades by social security number is the equivalent of disclosing personally identifiable information, and is therefore prohibited under FERPA. While I am not sure I agree with the Department on a technical reading of FERPA, it has become clear to me that the practical effect of posting grades by social security number is that some students to in fact learn each other's social security numbers, and thereby gain access not only to grade information, but to other personal and private information, such as credit histories, etc. In any event, it would behoove us to follow the Department of Education's interpretation, barring a compelling reason not to do so.

You explained to me that each professor receives from the Registrar's office a computer printout with each student's name in one column, corresponding social security number in another column, and a space for grades in a third column. The entries are in alphabetical order by the student's last name. The listed names can be separated from the sheet so that what remains is a list of social security numbers in alphabetical order with the corresponding grades. These are typically posted. The Department of Education would view this as being in violation of FERPA.

The Department suggests assigning code numbers to students for the purpose of posting grades. These numbers could either be given to students for their entire stay in the University, or could be assigned by professors for the particular class. Fred Christ informs me that he and Mo Miller are working on a system to allow students to get their grades by telephone, using a PIN number. This would meet our FERPA requirements and will hopefully be in place in a semester or two.
Other options to come into compliance with FERPA but still allow grade posting include:

- Use only the last four digits of the social security number, and shuffle the order. This could be accomplished by cutting the grade sheet into several portions, and mixing up the order. Students would have to be warned that there is a possibility of duplicate identifier numbers, and that they should therefore check the entire list carefully rather than simply assuming the first "match" they see is their grade.

- Request individual consent from students to have their grades posted in the current fashion, and black out the social security number and grade of any student who does not consent. The consent would have to take the form of a signed statement by each individual student. Moreover, this could not be accomplished by passing around a signature sheet, as that would itself violate FERPA (each subsequent student would know whether the previous student had consented or not). I could draft such a statement for you, and it could be printed on cards. These are not the only options. I am open to any other suggestions you may have.

I assume that you will take responsibility for disseminating this information. If you want my assistance in that regard, please let me know.

cc: Charles N. Estes, Jr., University Counsel
    Jeannie Martinez Welles, Division of Dental Programs
    David Stuart, Interim Director, Division of Dental Programs
    Fred Chreist, Director of Enrollment Services/Registrar
    Maureen A. Miller, Associate Registrar, Records

file daily