October 5, 1993

TO: Members of the UNM Faculty Senate
FROM: Barbara Thomas, Office of the University Secretary
SUBJECT: October Meeting

The UNM Faculty Senate will meet on Tuesday, October 12, 1993 from 3:30 p.m. to 5:30 p.m. in the Kiva.

The agenda will include the following items:

1. Approval of the Agenda
2. Summarized Minutes of September 14, 1993
3. Senate President’s Report -- Professor Bel Campbell
4. Report from the Senate Budget Committee -- Professor Dodd Bogart
   (PLEASE BRING YOUR SEPT. SENATE AGENDA FOR THIS ITEM)
5. New Specialization in Native American Studies -- Professor Shane Phelan
6. Report regarding Minority Centers
7. Proposed New Faculty Title of Clinical Educator for the Medical School
8. Clarification of Faculty Senate Bylaws -- Professor Bel Campbell
9. Summer School Report -- Assistant Vice President David Stuart
10. Proposed Legislator Education Project -- Professor Robert Schwartz
11. Committee Appointments and Replacements -- Professor William MacPherson
February 12, 1993

The October 12, 1993 meeting of the Faculty Senate was called to order by President Bel Campbell at 3:30 p.m. in the Kiva.

Senators present: Dave Baldwin (Zimmeman Library), Larry Barton (Biology), Jane Brucker (Gallup Branch), Joan Bybee (Linguistics), Bel Campbell (Physica & Astronomy), Richard Coughlin (Sociology), Jeff Davis (Math & Stats), Michele Diel (Valencia Branch), John Finkelstein (Management), Charles Fiedlermon (Elec & Comp Engr), Ferneth Gardner (Medicine), Robert Clew (Biochemistry), Larry Garber (Anthropology), Deborah Graham (Med Centr Lib), Blaine Hart (Radiology), Roy Johnson (Civil Engr), Kathleen Koehler (HPPELP), Tom Kyner (Math & Stats), Orleryl I2arn (Nursing), Harry Llull (Centennial Library), Denetra Logothetis (Dental Progs), William MacFherson (Law School), Carolyn Mold (Microbiology), Paul Montner (Medicine), Elizabeth Nielsen (Spec Educ), Kurt Olfe (Pathology), Lynette Oshina (CIMIE), Peter Pabisch (Foreign Lang & Lit), Shane Phelan (Political Science), Glyn Raymond (Pharmacy), Alan Reed (Public Admin), Richard Reyes (Pharmacology), Joe Rothrock (Art & Art History), Edward Reyes (Pharmacology), Howard Schreyer (AEC), Stephen Schreiber (Architecture & Plan), Jerome Shea (University College), Robert Sickels (Political Science), Henry Tresselt (Journalism), Carolyn Voas (Medicine), and Gerald Weiss (Physiology).

Absent: Lyndianne Boone (English), John Geissman (Earth & Planetary Sciences), Linda Hall (History), John Matthews (Physics & Astronomy), Beth Miller (Gallup Branch), Larry Ortiz (CIMIE), Mario Rivera (Public Admin), Gloria Sarto (Obstet & Gynecology), Dianna Shomaker (Nursing), Russell Snyder (Neurology), Scott Walker (Psychiatry) and Helen Zongolowicz (Gallup Branch).

Minutes of September 14, 1993. The summarized minutes of September 14, 1993 were approved as presented.

Senate President's Report. Senate President Bel Campbell reported to the Senate that:

- An on-line Faculty Information Service is being planned which would provide:
  1. list of Senate membership, 2. committee charge, reports, and ongoing work, 3. current issues of importance, 4. news from Senate leadership as well as other faculty, 5. news and announcements from the administration, 6. relevant information from Santa Fe, 7. requests for faculty participation on ad hoc committees and 8. requests for input by faculty on issues to be discussed and acted upon by the Senate.

- The UNM Police have added four new officers in response to safety problems on campus.

- There is concern about the proposed Dispute Resolution Policy and Procedure written by Anne Thomas, Director of Equal Opportunity Programs and Nick Estates, written by Diana Robin, Foreign Languages and Literature if you have concerns or questions.

- The Senate will now hear reports from Senate committees at each Senate meeting.

- An open forum regarding the proposed restructuring of Health Sciences will be held for all faculty, staff and students. Watch for the announcement of the meeting as no date has yet been set.
Three more administrative reviews are to be conducted next year. Please submit suggestions to the Operations Committee.

A faculty member is needed to serve on search committee for the directorship of Career Planning and Placement.

There are concerns regarding the proposed limitations to be applied to Tuition Remissions. It is being suggested that only credit courses will be approved.

A new proposal is under discussion by Associate Provost for Research Ellen Goldberg and Provost Coleman which would increase the amount of money available to the Research Allocation Committee and change its charge.

Report from the Senate Budget Committee. Professor Dodd Bogart, chairman of the Senate Budget Committee, reviewed the conclusions contained in the report. Those are as follows:

Due to inflation, faculty at UNM, especially full and associate professors, make substantially less today than in the peak years of 1972-73.

While UNM's peer institutions shared UNM's problems with inflation during the period 1972-73 to 1982-83, during the last decade the peer institutions have largely recovered from inflationary lag and UNM has not.

The explanation for the UNM/peer gap does not appear to be that UNM failed to receive proportionate resources from state revenues.

UNM could have kept faculty salaries and compensation at or above the peer mean in any one of five ways -- 1) by obtaining more generous state I&G appropriations, 2) by making significant internal reallocation of I&G expenditures to instruction, 3) by keeping student tuition and fee revenues at 30% of I&G expenditures, 4) by keeping the growth of faculty size and rank distribution commensurate with student fte and 5) some combination of two or more of the above.

That UNM did none of these is the basic explanation of why UNM fell behind its peers in salaries and compensation. Professor Bogart requested approval of the following recommendations.

1) To request that the UNM Regents commit the University to the priority of raising mean faculty salaries and compensation at UNM to the peer group means no later than the year 2000.

2) To request that the UNM Regents commit the University to the priority of annual increments in mean faculty salaries and compensation such that UNM's gain on the peer group means can reasonably be projected at no less than 1% of those means each year.

3) To request that the UNM administration (Provost, Vice President for Business and Finance, Budget Director, and/or Director of Planning and Policy Studies) conduct and publish a study explaining where UNM's (higher than peer institution mean) revenues are expended (in comparison to peer institutions) instead of keeping UNM faculty salaries and compensation at peer mean levels.

4) To request that the UNM administration (Provost, Vice President for Business and Finance, Budget Director, and/or Director of Planning and Policy Studies) develop and publish a plan (a) to increase non-state I&G revenues and/or (b) to reallocate currently projected revenues sufficient to raise UNM faculty salaries and compensation to the peer means with or without an increase in the State's share of the cost of instruction at this institution.
The Faculty Senate approved the recommendations.

**Specialization in Native American Studies.** President Campbell explained that the approval of the proposed specialization in Native American Studies had been tabled at the September Senate meeting in order that more information be made available to the Senate at the October meeting. Professor Ted Jojola was introduced and he offered to answer any questions from the Senate. He explained that the proposed program was based on the interdisciplinary model of the Honors Program at UNM. The specialization would include eighteen credit hours added to the student’s major.

This program, he explained, is intended for students who (1) are pursuing “traditional” majors and desire to augment these majors with academic content on Native Americans, (2) desire to acquire a knowledge base and technical skills specific to the field of Native American Studies, and (3) strive to utilize an interdisciplinary approach to understanding the dynamics of interaction between other societies and Native Americans. The proposed specialization would allow the student to apply content in the discipline of Native American Studies to the core requirements of his/her chosen major.

There were concerns voiced regarding the terms of contract for the director and also about the grade point average and these issues were clarified. Professor Kathleen Koehler expressed concern that the courses would not be approved by any faculty group. Professor Jojola explained that input had been solicited and received from the faculty and again stressed that the proposed program is structured exactly like the Honors Program.

The Senate approved the specialization in Native American Studies by a show of hands with 27 for, 6 opposed and 3 abstentions.

**Report Regarding Minority Centers.** President Campbell introduced the directors of the three minority centers and Vice President for Student Affairs, Orcilia Zuniga Forbes.

She explained that although four recommendations are contained in the Interim Report of the Ethnic Centers Review Committee, the Senate was not being asked to approve the recommendations. They were, however, seeking support for the Centers.

Concern was expressed regarding the membership of the Review Committee, which was largely composed of persons employed by the three Centers or otherwise connected with them. There were also concerns voiced about the Centers’ interaction with minority academic units within the various schools and colleges.

The Senate voted to delay any further discussion or action in order that the Senate have time to study the report which was distributed at the meeting.

Vice President Forbes explained that it had been agreed to accept recommendation #1 which recommends that the Centers be kept separate. The issue of funding the programs is under discussion as is the issue of retention goals. The recommendation to keep the committee active was not accepted by either Vice President Forbes or President Peck. Forbes welcomed additional input from the Senate.

A motion was made and accepted that the Operations Committee take the report under consideration and make a recommendation to the Senate at the November Faculty Senate meeting.
Proposed New Faculty Title of Clinical Educator for the Medical School. Senator Kenneth Gardner of the Medical School presented the proposal for the new academic title of Clinical Educator for faculty in the Medical School. The title would be for those whose primary responsibility is in patient care and who have secondary teaching responsibilities.

There have been difficulties, Gardner explained, with faculty appointments on a visiting contract with an explicit three year limitation.

After a lengthy discussion, the Senate approved the following new academic title, as amended, for faculty in the School of Medicine. The new title will be included in the next revision of the UNM Faculty Handbook.

Clinician Educator - Professor, Associate Professor, Assistant Professor, Instructor - a full-time, non-tenure position for physicians who are primarily engaged in patient care with secondary teaching responsibilities.

The meeting adjourned at 5:45 p.m.

Respectfully submitted,

Barbara Thomas, Secretary
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: April 21, 1992

CIP CODE 05. 0202

Dr. Theodore S. Jojola
(Name of individual initiating curricular change form)

Director, Native American Studies

(Title, position)

Assoc. Professor of Architecture and Planning

(Dept., Div., Prog.)

This form is for Native American Studies

This program is or would be located in current catalog page 359

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

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.

Native American Studies Degree Specialization (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: 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:

Department Chair

Approvals:

Dean of Library Services

CIRT

College Curricular Committee

(If necessary)

College of School Faculty

College or School Dean

and/or

FS Undergraduate Ac. Affairs

FS Graduate Committee

Office of Graduate Studies

FS Curricula Committee

Assoc. VP of Academic Affairs

Faculty Senate

Date: 5/18/93

The University of New Mexico
(Revised 9-94)
The NAS interdisciplinary degree specialization is for students who:

- are pursuing "traditional" undergraduate majors and desire to augment these majors with academic content on Native Americans;
- desire to acquire a knowledge base and technical skills specific to the field of Native American Studies;
- strive to utilize an interdisciplinary approach to understanding the dynamics of interaction between other societies and Native Americans.

The NAS interdisciplinary degree specialization is designed to afford the student the maximum opportunity for applying Native American issues and concerns to the traditional baccalaureate degree. Unlike a traditional major or minor, this degree allows students to apply content in the discipline of Native American Studies to the core requirements of their chosen major. It accomplishes this by exposing students to a field of inquiry through Native American Studies courses which are designed to present skills and knowledge particular to Native Americans and their respective communities.

Students need not be Native Americans nor be officially admitted into the interdisciplinary degree program to take courses. However, preference for enrollment will be given to students who are formally admitted to the program. All courses will require permission of the instructor to enroll. A ceiling of 30 students per course will be maintained so that a seminar environment can be established.

Students may seek admission into the program at any time during the regular semesters. All petitions for admission will be reviewed by an interdisciplinary admissions committee comprised of faculty and faculty affiliates of Native American Studies. Students will be evaluated on the basis of a two-page narrative which addresses the topic of how an interdisciplinary degree of this nature is important for their career goals. Students must furnish the committee copies of their high-school and/or any university transcripts.

Students who are admitted into the program must meet on a regular basis with the academic advisor for the interdisciplinary degree. The academic advisor will assist the student in designing an academic plan. This plan will be used to track the progress of the student and to formally petition the traditional department for the award of the specialized degree. Students will be required to maintain a cumulative 2.5 GPA as a final condition for graduation.

Upon the successful completion of the curriculum, a student will graduate with a traditional baccalaureate degree which will read as stated:

\[ \text{Baccalaureate in } \_{\text{major}} \text{, with Specialization in Native American Studies} \]

This designation will be affixed to the diploma and the official transcript.

\[ ^1 \text{At the present time, only designated majors can be coded so that a title is printed on the diploma. The registrar's office will be exploring the feasibility of affixing this through the code reserved for the Honors Program because of the similar nature of the designation. If this cannot be done, then the designation will be indicated on the official transcript only.} \]
Formal Requirements

1) A cumulative GPA of 2.5 must be maintained for the courses taken in the interdisciplinary degree.

2) All students will complete a minimum of 18 hours as designated by the NAS interdisciplinary degree. The sequence and course content is as follows:

- **NAS 150** (Fall, 3 units) — *Introduction to Native American Studies*
- **NAS 250** (Spring, 3 units) — *Introduction to Socio-Political Concepts in Native American Studies*
- **NAS 251** (Fall, 3 units) — *Introduction to Information & Resources in Native American Studies*
- **NAS 350** (Spring, 3 units) — *Indigenous Worldviews in Native American Studies*
- **NAS 351** (Fall, Spring, 3 units) — *Individual Study*
- **NAS 352** (Fall, Spring, Summer, 3 units) — *Internship*
- **NAS 450** (Fall, Spring, Summer) — *Topics in Native American Studies*

**TOTAL:** 18 hours

**ANTICIPATED NUMBER OF SEMESTERS TOWARD COMPLETION:** 4 semesters

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2 Students are expected to conduct independent research under the mentorship of a faculty or affiliate faculty. Requirements include an annotated bibliography and research paper.

3 Students will intern with an approved program and/or institution in an area that is relevant to Native American concerns. The field supervisor will agree to sponsor and conduct an evaluation on the student at the end of the internship. The student will be expected to write up a field report which will be reviewed and accepted through the degree committee.

4 Students can take special offerings under this designation, or petition to choose among a general listing of alternates offered elsewhere in the University. Students must seek prior approval from the degree advisor.
At present, the Native American Studies Center operates out of two distinct accounts. Within the academic line budget, approximately $85,000 is appropriated to support the Director, Assistant Director and support clerical staff for the Center. The Director is continuing to negotiate with the Provost for Academic Affairs to restore the $14,000 for associate faculty which is now being used to fund the Assistant Director position. In addition, other budget items for supplies and expenses are provided as well (see Appendix XII in the full proposal for more detailed accounts). The impact of this degree upon supplies and expenses is estimated to be minimal. No details are necessary for this budget analysis.

A second budget is appropriated to the Native American Studies Center for the Academic Intervention Project. In 1987, the NM State Legislature appropriated a special fund of approximately $150,000 to establish a program for the retention of Native American students attending the University of New Mexico. After 3 years of successive funding, the 1993 State Legislature reappropriated this fund to the regular Instruction and General Budget of the University as a permanent line item. The funding was increased to $250,000 and includes provisions to support the development of the interdisciplinary degree. The salaries of the Asst. Professor in Native American Studies and the Student Degree Advisor will be provided through this account.

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**Budget Analysis**

<table>
<thead>
<tr>
<th>Position</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director*</td>
<td>0.1</td>
<td></td>
<td></td>
<td>$14,000</td>
<td>$2,800</td>
</tr>
<tr>
<td>Assistant Director*</td>
<td>0.5</td>
<td>$14,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Prof. in NAS?</td>
<td>0.5</td>
<td>$14,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Faculty*</td>
<td>0.5</td>
<td>$14,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Degree Advisor*</td>
<td>0.5</td>
<td>$10,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>2.1</td>
<td>$48,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

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*The Director is an Associate Professor in the School of Architecture and Planning with 50% release time to administer the Native American Studies Program. $2,800 will be budgeted to provide release time for one course per academic year.

**By the Academic Intervention Project, the existing position of Information Specialist will be reappropriated to a half-time Asst. Professor in Native American Studies designation. The position will be tenure-track with release time for administration. The Asst. Professor will teach 3 courses per year.”

7 By year two, the existing position of Information Specialist will be renegotiated to a half-time Asst. Professor in Native American Studies. The position will be tenure-track with release time for the other professional responsibilities. Presently the position is occupied by Dr. Allison Freese who has a Ph.D. in American Studies from UNM. The Asst. Professor will teach 3 courses per year.

8 Associate faculty will be contracted on a course by course basis. They will be responsible for teaching Topics in Native American Studies (NAS 450). A total of 5 courses @ $2,800 can be contracted for this amount.

9 The full-time position of Student Resource Specialist already exists. In year 2, the designation of this position will be changed to include half-time responsibilities of the NAS Academic Degree Advisor.
Potential Impacts on other Academic Units

LOCAL

There are only two programs which are available in content areas specific to Native American Studies at the undergraduate level in the State of New Mexico. Both of these are located at the UNM Gallup campus and both are terminal Associate Degrees. They are:

- Associate of Applied Science: Tribal Court Advocate
  Degree requirements—66 credits including 39 credits in the Business Technology Core.

- Associate of Applied Science: Rural Tribal Enterprises
  Degree requirements — 62 credits including 24 credits in the Tribal Enterprise Core.

As seen in Appendix II of the full proposal, the Gallup program in Rural Tribal Enterprises is in full support of the interdisciplinary degree, particularly because it will allow them a department to assist in articulating their graduates to pursue baccalaureate degrees at the main campus.

In the Spring of 1992, both Native American and non-Native American faculty and department representatives were invited to a general meeting to discuss the NAS interdisciplinary degree proposal. Copies of the full proposal were distributed in advance of the meeting and approximately 40 faculty met with Native American staff in the Roberts Room. At this time, specific comments were solicited and these were incorporated into a final version of the proposal.

At the same time, affiliated programs statewide were given copies for their review and copy. Copies were sent to the various Indian programs at other major universities and at tribal community colleges and Indian vocational-technical programs. Response was positive.

Copies of responses are available upon request.
NATIONAL

Many of these programs are located where significant populations of Native Americans reside or where there are significant proportions of Native American students in their institutions. The State of New Mexico remains one of the few states where there is both a significant Native American student body and population, but where there is no undergraduate degree in Native American Studies.

Listing of Major 4 Year Institutions w/ Undergraduate Majors in Native American Studies

<table>
<thead>
<tr>
<th>Institution</th>
<th># of NA Students</th>
<th>% of NA Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeastern State University, OK</td>
<td>1517</td>
<td>17.1%</td>
</tr>
<tr>
<td>University of Alaska, Fairbanks, AK</td>
<td>1173</td>
<td>15.5%</td>
</tr>
<tr>
<td>University of New Mexico</td>
<td>836</td>
<td>3.5%</td>
</tr>
<tr>
<td>University of Science &amp; Arts, OK</td>
<td>707</td>
<td>7.4%</td>
</tr>
<tr>
<td>University of California, Berkeley, CA</td>
<td>331</td>
<td>1.1%</td>
</tr>
<tr>
<td>University of Washington, WA</td>
<td>331</td>
<td>1.1%</td>
</tr>
<tr>
<td>California State U @ Long Beach, CA</td>
<td>306</td>
<td>0.9%</td>
</tr>
<tr>
<td>University of North Dakota, ND</td>
<td>218</td>
<td>1.9%</td>
</tr>
<tr>
<td>University of California, Davis, CA</td>
<td>213</td>
<td>0.9%</td>
</tr>
<tr>
<td>Bemidji State University, MN</td>
<td>210</td>
<td>3.7%</td>
</tr>
<tr>
<td>Humboldt State University, CA</td>
<td>162</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

This data was compiled from the Chronicle of Higher Education. It should be noted that there exist other programs in Native American Studies particularly among major universities in the geographic Southwest. These, however, are offered at the graduate level only. The University of New Mexico has no graduate degree in Native American Studies although several departments throughout the colleges allow students to designate their graduate studies in Native American content.
FORM C - Native American Studies Degree Specialization

James B. Wright, Professor of Librarianship/Selector for Native American Studies material

The General Library of UNM is recognized as having a strong collection in Native American Studies and will definitely support the degree specialization as outlined in this "FORM C.

The major concern (in my opinion) is not the collection but its access, or lack of access. The material is widely spread through the entire collection and in each of the branch libraries. It is essential that the library provide easy access to the material. The new ONLINE CATALOG should greatly enhance access but if it proves to still be burdensome the library must find additional ways of making the material available. This may prove to be costly and time consuming but must be accomplished. I will work diligently with the Native American Studies staff to accomplish this goal.

[Signature]
MEMORANDUM

TO: Bel Campbell, Ph.D., President, Faculty Senate

FROM: Leonard M. Napolitano, Ph.D., Director, Medical Center
Dean, School of Medicine

DATE: September 23, 1993

RE: CLINICIAN EDUCATOR - Proposed New Faculty Title

The clinical department chairpersons at the School of Medicine have been developing a proposed new faculty title to be added to the UNM Faculty Handbook for quite some time. There have been numerous discussions concerning this issue since the summer of 1992. There is now a consensus of the chairpersons for inclusion of this title in the UNM Faculty Handbook. Enclosed please find the language which I am submitting for consideration and approval of the Faculty Senate of the proposed new title. I am requesting that you, as President of the Faculty Senate, review this documentation and take action on this matter.

Also, enclosed, for your review and information, are two articles from the Association of American Medical Colleges (AAMC) discussing this faculty category at other association schools and the correspondence between President Peck and me concerning this proposed new title. Please contact me if I can clarify any information for you and the Faculty Senate concerning my request. Thank you for your prompt attention to this matter.

attachments

c. SOM Faculty Senators
Kenneth Gardner, M.D.
Edward Reyes, Ph.D.
Robert Glew, Ph.D.
Carolyn Mold, Ph.D.
Kurt Nolte, M.D.
Carolyn Voss, M.D.
Gerald Weiss, Ph.D.

Blaine Hart, M.D.
Russell Snyder, M.D.
Deborah Graham, M.L.S.
Paul Montner, M.D.
Gloria Sarto, M.D.
Scott Walker, M.D.
Definition of Problem

With increased pressures on academic medical institutions to be competitive in the marketplace for patient care, many schools have recognized the need to hire additional physicians to provide patient care and to teach medical students and residents. The UNM School of Medicine began a program several years ago, "The New Provider Program" which was instituted to help provide additional physician coverage for patient care.

However, on the basis of recognized difficulties with faculty appointments on the "V" contract (with an explicit three year limitation) and staff appointments of physicians participating in the University Clinician Program (UCP), the creation of a new faculty appointment category is being proposed by the School of Medicine Clinical Chairs to be included in the projected revision of the UNM Faculty Handbook.

It has been discussed that having staff physicians, whose primary responsibility is with patient care (service) and secondary with teaching, has created a situation of "second class citizenship" for these individuals, even though they do hold Letters of Academic Title within their departments. Based on research of how other academic medicine institutions have tackled this problem, the Clinical Chairs at the UNM School of Medicine are proposing the following new faculty title.

The new suggested faculty category is "Clinician Educator." (Attached is a draft of where this would be inserted into the handbook.)

Clinician Educator - Professor, Associate Professor, Assistant Professor, Instructor - a full-time, non-tenure position for physicians or other professionals who are primarily engaged in patient care with secondary teaching responsibilities and whose contract is annually renewable contingent upon available funding.

The clinician educators (Professor, Associate Professor, Assistant Professor, Instructor) would be governed by all applicable policies in the UNM Faculty Handbook, i.e., sick leave, annual leave, and promotion.
Definition of Problem

On the basis of recognized difficulties with faculty appointments on the "V" contract and staff appointments of UCP physicians, the creation of a new faculty appointment category is being proposed by the School of Medicine to be included in the projected revision of the UNM Faculty Handbook.

The new suggested category is the "Clinician Educator."

UNM Faculty Handbook (pp. A-27 and A-28)

Professional Titles

The following professional titles are in use at the University. Tenure is applicable only with the first category and for Distinguished Professor, and voting rights in the University faculty are applicable only to full-time appointees in the first two categories - the four academic ranks and full-time lecturers - as prescribed in the Faculty Constitution (see pp. A-9-14 of the Handbook.)

Professor, Associate Professor, Assistant Professor, Instructor - full-time persons in these ranks, unless on temporary status or in a teaching position which is expected to lead to evaluation for tenure; hold tenure or are employed with presumption of tenure; Lecturer - a full-time or part-time teacher whose appointment does not lead to tenure;

Visiting Professor, Visiting Associate Professor, Visiting Assistant Professor, Visiting Instructor, Visiting Lecturer - persons who are employed full-time or part-time on a temporary basis;

NEW Clinician Educator - Professor, Associate Professor, Assistant Professor, Instructor - a full-time, non-tenure position for physicians or other professionals who are primarily engaged in patient care with secondary teaching responsibilities and whose contract is annually renewable contingent upon available funding;

Adjunct Professor, Adjunct Associate Professor, Adjunct Assistant Professor Adjunct Instructor - persons with part-time academic assignments whose primary responsibility is outside the University;

Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, Clinical Instructor - a practicing physician or other professional who volunteers time with a
particular department on a regular basis; the term is also used for selected administrators of cooperating and collaborating agencies;

Assistant Instructor - an assistant to regular faculty, chiefly in laboratory areas, who is not a UNM degree candidate;

Clinical Assistant Instructor - an assistant to regular faculty who volunteers time in laboratory areas, who is not a UNM degree candidate and who does not have an advanced degree;

Associate - a person affiliated with an academic department;

Honorary Consultant - a specialist who advises a University entity without financial compensation;

Postdoctoral Fellow - a person engaged in a period of special study and research at the postdoctoral level.
## TABLE 1
Medical Schools with Nontenured Faculty Tracks for Clinician-Educators, 1986

<table>
<thead>
<tr>
<th>School</th>
<th>Track</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvard</td>
<td>2 and 3</td>
<td>Annual contracts are multiyear.</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>1</td>
<td>Annual contracts are multiyear.</td>
</tr>
<tr>
<td>Washington University</td>
<td>2</td>
<td>Annual contracts are multiyear.</td>
</tr>
<tr>
<td>UCLA</td>
<td>3</td>
<td>Annual contracts are multiyear.</td>
</tr>
<tr>
<td>University of Rochester</td>
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<tr>
<td>University of Southern California</td>
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</tr>
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<td>Stanford University</td>
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<td>2</td>
<td>Annual contracts are multiyear.</td>
</tr>
<tr>
<td>University of Delaware</td>
<td>2</td>
<td>Annual contracts are multiyear.</td>
</tr>
<tr>
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</tr>
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</tr>
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</tr>
<tr>
<td>University of Southern California</td>
<td>3</td>
<td>Annual contracts are multiyear.</td>
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</table>

Note: Annual contracts are full-time, while multiyear contracts are part-time. Faculty members are reviewed on an annual basis, and the title of an academic rank is determined by the dean or a faculty committee. Faculty members are reviewed annually and are promoted to tenured or nontenured status based on their performance.
TABLE 1—Continued

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<thead>
<tr>
<th>Track</th>
<th>Title*</th>
<th>Notes</th>
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<tr>
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</tr>
<tr>
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<td>Multian year contract (title varies)</td>
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<td>Annual and multiyear appointments (title varies) for volunteer</td>
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<td>Ohio State</td>
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<td>Annual and multiyear appointments (title varies for volunteer)</td>
</tr>
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<td>Annual contracts</td>
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<tr>
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<td>Multian year contracts at assistant professor level at higher level.</td>
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<td>Continuing appointments subject to terminations in accord with established due process procedures</td>
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<td>Rochester</td>
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<td>Yale</td>
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Notes: 1—"null" modified to "clinical" to specify, for example, associate professor of clinical surgery; 2—clinical professor in rank, for example, clinical associate professor of surgery; associate clinical professor of surgery, assistant clinical professor. 4—Location specified for example, assistant professor of surgery at Mercy Hospital. 5—continuing without a clinical-educator track.

The concept of faculty tracks while continuing to confer tenure. Another 24 schools have provisions for discontinuing the appointment of faculty members denied tenure after the stated probationary period. Often a distinction is made between noncontinuing appointments and a non-tenure faculty track. Of the remaining 23 medical schools (without a clinical-educator track and with a traditional "up or out" tenure system for clinical faculty members), 10 are slower to be among those discussing the establishment of such a track. A further alternative that has been introduced or proposed is the modification of tenure criteria to give greater prominence to clinical service and teaching contributions. Each of these plans represents a different solution to the problems academic...
Proposed Change in Faculty Senate Bylaws and Faculty Constitution. Professor Gloria Birkholz took the chair while President Cottrell presented the proposed change in the Senate Bylaws and Faculty Constitution. He explained that the Operations Committee believes that the election each year of a president-elect rather than a vice president would insure continuity in the leadership of the Senate. The Senate voted to substitute the words "president-elect" for the words "vice president" wherever they appear in the Bylaws and to approve the following changes in the Faculty Constitution:

Article I, Section (d): Organization and Procedures: The members of the Faculty Senate shall determine how the Senate shall be organized and what procedures shall be established to carry out the responsibilities delegated to it by Sec. 6(a) above; provided, however, that the president and the president-elect of the Senate shall be elected by the voting membership from among their number; that the senate term of the president-elect shall automatically be extended to two years, if necessary; and that the Secretary of the University shall serve as the secretary of the Senate.

The Constitutional changes will be forwarded to the Committee on Governance for presentation to the Voting Faculty.
TO: Richard Holder, Associate Provost, Academic Affairs
Members, Dean’s Council

FROM: David E. Stuart, Assistant Vice President, Academic Affairs

RE: Summer School 1993 VS Summer School 1992

There are two reports enclosed. The first is a several page narrative summary of enrollments and summer school programs as recently prepared for the President’s Office. The second, is a two page table “1993 Summer School VS 1992 Summer School”. I am commenting herein on the two tables which constitute the second report. The first report is self explanatory.

For planning purposes it is useful to note that summer school 1993 cost a bit more ($2,066,769) than summer school 1992 ($1,973,560). In spite of the increased costs the number of scheduled courses declined modestly from 746 to 732. The only large colleges which increased the number of scheduled classes from awarded funds were Arts & Sciences and Engineering.

Overall, there was a modest drop in headcount and credit hours (see report 1—part of a national trend) this, coupled with liberalized pay policy for faculty teaching shorter courses, raised our costs per credit hour from $43.71 to $46.81. The cost of credit hours offered has been computed for each program and varies significantly from a low of $25.00 (Womens Studies, EWDP, Continuing Ed.) to a high of $357.00 (African American Studies). Small programs rather logically tend to cost more than large programs per credit hour.

There were significant credit hour declines in the College of Engineering, University College, General Honors, and Public Administration. These tended to be smaller programs (except Engineering) where significant statistical differences can be created by just a few courses. Of the large programs Arts & Sciences lost the fewest credit hours—evidence of continued strong demand for programs in that college.

A number of programs significantly increased their credit hours (Pharmacy, Architecture & Planning, Law, Dental Programs), but again these tended to be small programs where just a few courses overly influence averages.

Compared to the nation and the region, UNM Main Campus was rather stable as a whole. Next year, with careful planning, we could again see an increase in SCH, combined with further development of our “magnet” programs. I will ask Deans to review these data and help us plan efficiently.
## 1993 Summer School vs. 1992 Summer School (Main Campus Only)

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<tr>
<th></th>
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<td>23%</td>
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<td>n/a</td>
<td>n/a</td>
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<tr>
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<td>17.57</td>
<td>17.40</td>
<td>45.111</td>
<td>44.144</td>
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<td>2,066,769</td>
<td>-4.61</td>
<td></td>
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</tr>
</tbody>
</table>

*Funded increased numbers of science labs in Summer '93, which reduced credit hours.

**Southwest Institute is co-funded by Albuquerque Academy & its SCH are included in the college/department which lists the classes.
DATE: August 13, 1993
TO: Judy Jones, Executive Assistant to President
FROM: David E. Stuart, Assistant Vice President, Academic Affairs
       Richard Holder, Associate Provost
RE: Summer School 1993

In the summer of 1993 enrollments and headcount on the main campus at UNM declined modestly from Summer 1992. In 1993, there were 9,071 students enrolled compared to 9,177 the previous year for a decline of 1.16% in headcount. Student credit hours declined 2.23% from the prior year. Students took marginally fewer credit hours. These figures need to be considered in light of regional and national data for Summer 1993.

After consultation with the National Association of Summer Schools, we have learned that an average range of enrollment loss was -5% to -25%, with a rough national average (still formally being computed) at -8% to 10%! Our various branches, collectively, lost 4% in headcount. In light of these broader trends, UNM main campus did quite well in Summer 1993!

We also did well on an historical basis, since headcount had fluctuated between 8,800 and 8,900 students in summer session on main campus for many years. In short, even though we would have liked to have continued to build enrollments this summer, we held on to recent gains whereas many others in the region and nation did not.

We believe that our growing number of “magnet” summer programs are one reason we are doing so well. Some of the more important magnet programs are as follows:
1. "Arts in the Americas". This program created and coordinated by the College of Fine Arts includes Music, Theater, Dance, and Visual Arts focusing on cultures of the Americas (the Hispanic theme is strong). This program has drawn much attention to UNM summer programs and to the College of Fine Arts. There have been numerous positive print reviews in regional media. This program is a winner!

2. Summer Writer’s Workshop. Now in its third season, this workshop (a special project of the Provost’s office/D. Stuart) is a multidisciplinary program shared between English, Communication & Journalism, and Honors. This summer 116 students participated in workshops offered by six authors (four New Mexicans) all of whom had won national awards for their writing. There is enormous interest in this program and students want us to expand it. Next year we hope to bring Penny Marshall, Hollywood Producer/Actor and a graduate of UNM!

3. French and German Summer Schools at Taos. These programs are now a number of years old. They immerse students in the language, literature, and culture, simultaneously. This is done in a "field" setting where distractions are few. Pedagogically, these programs are very highly regarded.

4. Guanajuato Law Program and Architecture Programs. These two separate programs take students to Mexico and enable both North American and Mexican scholars to cooperate in the educational enterprise. As such, these programs both promote the theme of a "University for the Americas". We predict that these programs will grow over the next several years.

5. Honors/Connexiones. This is a program in the Honors College which involves both Spanish language and cultural instruction in Mexico. UNM students are given a "summer abroad". Most of this year’s activity took place in Jalapa, Mexico. As such, this program also promotes "A University for the Americas".

6. Summer Field Geology Program. This program of the department of Earth and Planetary Sciences put students in both lecture and field settings for Junior and Senior undergraduate students from both UNM and other universities. Given the excellence of the department and the solid initial coordination of this program, we expect it to grow and be better supported in the future. For the moment we consider it an “emerging” magnet summer program.
There are other excellent summer programs at UNM such as the African-American Institute, Water Resources Institute (Public Administration), and the Anthropology Department’s Field Schools, but the ones listed above may not be familiar to everyone, so are briefly described herein.

Our overall strategy for summer school is to offer a balanced combination of service courses (relieves pressure from Fall and Spring semesters), combined with truly excellent magnet programs which reflect the special character and strengths of UNM. Two years of applying this strategy is only a start. But in those two years, UNM summer session has grown from 4th largest to 3rd largest of ten regional Ph.D. granting public university programs, and is currently out-ranked in size only by ASU and U of A.
To: Bill MacPherson  
From: Rob Schwartz and Bill Zimmer  
Re: Legislator education proposal  
Date: 17 September 1993

As you suggested last week, we are submitting to you our proposal for a plan to encourage individual members of the faculty to educate legislators about the University of New Mexico. Our plan would take volunteer faculty members and assign them to individual legislators, with the charge that they educate those legislators about the University. While such education is indistinguishable from lobbying, in one sense, we propose that those who participate would not be asked to pursue any particular agenda; i.e., they would not be representative of the University administration, the faculty senate, their department or program, or anything else. We also propose that the faculty members engaged in this project generally meet their legislators outside of the legislative session, when it will be possible to focus on developments at the University rather than anyone’s agenda for a legislative session. Finally, we propose that any faculty member who wishes to participate in this program be invited to do so, and that we impose absolutely no restrictions on the form or content of any participant’s encounters with legislators. While this program may attract some irresponsible participants, and while it surely will attract many faculty members who disagree with us (and with each other), we believe that it will be worth it.

The premise behind the proposal is that the legislature does not fully understand the extraordinary value that the University offers to the state, and that a free, open, and uncontrolled relationship between legislators and faculty will help them develop that understanding. Further, an individual legislator is more likely to develop trust in a faculty member with no agenda other than doing good geology (or whatever) than in a paid emissary from the University administration, and this program would allow faculty members to develop their relationships with legislators over many years. While the University has had fine lobbyists, no one can provide the explanations and the attention that can be provided through a one-on-one faculty-legislator interaction. In essence, this proposal is based on the belief that an honest account of the activities of the University -- showing its warts along with its more handsome features -- will develop support for the University as an institution, and for programs generally widely supported by the faculty.

The University administration has not approved this project, and we cannot be sure that it will provide all of the resources that we believe that it should. A list of the administrative resources necessary to carry off this program appears in the attached letter, which we will send to all faculty members at the University if this proposal is accepted by the faculty senate and the administration. While we do not need any Senate or administrative approval to carry out this plan, of course, we are not capable of doing the work without considerable administrative support, and the administration, appropriately, is not interested in reviewing the proposal unless it has been approved by the faculty senate.
INTERIM REPORT
of the
ETHNIC CENTERS REVIEW COMMITTEE

AUGUST 1993

The University of New Mexico
Albuquerque
ACKNOWLEDGEMENTS

The UNM Ethnic Centers Review Committee has devoted many long hours to this project. Its members are:

Miguel Acosta
Staff

Tonya Covington
Community, Chairperson

Catalina Muniz
Student

Philbert Ashley
Student, Co-chairperson

Marcus Goodloe
Student

Chenoa Stilwell
Student

Ysaura Bernal-Enriquez
Student

Laurie Goodluck
Community

Valentin Varela
Community

Raul Candelaria
Student

Delight Honahni Smith
Staff Assistant

Roseann Willink
Faculty

Lisa Lopez McDowell
Community

The members of the Ethnic Center Review Committee would like to thank the many groups which came together to form the Southwest Coalition for Equity and Justice. They provided important leadership and support in advising UNM’s administrators that the input of students and community members is fundamental in the promulgation of University policies and practice. These groups include:

N.A.A.C.P
Raices Collective
Hispanic Roundtable
Image de Albuquerque
Black Student Executive Council
Delta Sigma Theta
Alpha Kappa Alpha
Alpha Phi Alpha
Omega Psi Phi
Kappa Alpha Psi
Phi Beta Sigma
Tyembia
Students of African Descent
N.A.A.C.P. College Chapter
National Society of Black Engineers
Black Student Union
Women’s Minority Coalition
Coalition of Concern Community
South Broadway Coalition
National Council of Negro Women

KUNM
All Indian Pueblo Council
Movimiento Estudiante Chicanos de Aztlán
United Student Action Movement
Centro Cultural de New Mexico
Hispano/Chicano Coalition
G.I. Forum
Kiva Club
Hispanic Cultural Center
LULAC
Navajo Nation Tribal Council, Education Committee
SouthWest Organizing Project
Southwest Hispanic Research Institute
American Indian Organizing Project
UNM Student Diversity Council
Zuni Tribal Governor and Council
American Indian Heritage Foundation
Rotary Club of Albuquerque, Del Norte Chapter
Mexican American Legal Student Association

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APPENDICES
EXECUTIVE SUMMARY OF REPORT

I. INTRODUCTION

A. Background

On May 26-27, 1992, letters of termination were given to the three directors in charge of the African-American, American Indian and Hispanic Student Services Centers at the University of New Mexico (please see Appendix A for a copy of the three letters). At the same time, a reorganization was announced which proposed to consolidate the three ethnic student centers into one Multicultural Student Assistance and Counseling Center. This decision was made by the UNM administration without consulting with the program directors, students, faculty, nor community members associated with each Center.

The decision to release the directors and consolidate the centers was announced during the break between the spring and summer semesters, when the great majority of students were not present on campus. The controversial event brought students, community and tribal leaders together to rally and protest the administration's action.

An organization of students, faculty, staff, and community members -- known as the Southwest Coalition on Equity and Justice and the United Student Action Movement -- pressured the administration to place the reorganization on hold for one year (please see Appendix B for copies of news stories published at the time of the protest). An Ethnic Centers Review Committee was formed to study, review and make recommendations to improve and strengthen each Center. In announcing the delay, UNM President Richard E. Peck said:

"We believe that development of a Multicultural Student Assistance and Counseling Center is the best way to organize support services for minority students, but the plan was not what it should have been. We have listened to the concerns that have been expressed since the decision was announced, and we have learned. Vice President Zuniga Forbes and I are suspending the reorganization for one year so that there can be a more thorough review of the impact of the reorganization plan and consideration of alternatives. During this time the three ethnic student center directors will continue in their current capacities. We need to move forward to recover the trust and support of the multiple constituencies we serve. I am confident that we can accomplish this."

Members of the Ethnic Centers Review Committee were nominated by the Centers’ respective student and community constituencies and appointed by the Vice President for Student Affairs (please see Appendix C for a copy of President Peck’s statement).

Following the release of this Interim Report, the Ethnic Centers Review Committee will meet with the UNM administration in an open, public meeting on Monday, September 27, 1993, at 5:30 p.m. in the Dean of Students Conference Room to discuss the administration’s response to the Report.
B. Charge to the Review Committee

Members of the Ethnic Centers Review Committee were directed to fulfill the following assignment:

1. Evaluate the services and assistance that the three ethnic centers currently provide to the students they serve;

2. Review available information and develop recommendations on how to strengthen and improve the types of student services currently provided by the African American, American Indian and Hispanic Student Services Centers;

3. Develop recommendations for the role of the ethnic student services centers in providing liaison activities with their communities to assist students; and

4. Present a vision of ethnic student services at UNM in the future.

Members of the Ethnic Centers Review Committee considered the following questions in responding to the charge:

What are the service needs of African American, American Indian and Hispanic students that must be met in order for these students to achieve success in the University?

How can these needs be met?

How might the effectiveness and quality of services be improved?

What should be the primary functions of ethnic student services centers?

What administrative arrangement and program model(s) best meet the short- and long-range student service needs of the students, University and general communities?

How can we best coordinate, throughout the campus, the student services provided to African-American, American Indian and Hispanic students?

What kinds of linkages and relationships should the centers develop with academic units?

What are the roles of the African-American Studies, Chicano Studies and Native American Studies programs in meeting the identified needs of the students? How should these efforts be coordinated with African-American, American Indian and Hispanic Student Services?

How can we assure continuing assessment of the ethnic services students need in order to succeed?
C. Cultural Diversity Revisited

The 1960s marked the beginning of an experiment in social change unparalleled in the history of American education. In less than one decade, people of color, excluded for two centuries from the mainstream of American life, were integrated into schools and many of the nation’s campuses. As a result, the combined proportion of African Americans, American Indians, Asians, and Hispanics/Chicanos inside colleges and universities grew steadily, reaching a plateau in the mid-1970s. But while the numbers of minority students attending college increased, so did the number of those dropping out.

In spite of many efforts at numerous institutions of higher education, we as a nation remain dissatisfied with the results. In a policy statement published by the Pew Higher Education Research Program, D. Bruce Johnstone outlines a glum but familiar story: higher education is failing the challenge of making ours a more equal society.

Children from low-income families (and thus a very great percentage of children from African American, Latino and Native American families) are less likely than their upper-middle and upper-income peers to go to college. Those who do attend college are less likely to get into prestigious, academically-selective schools; less likely to finish a baccalaureate; and, even if they complete a four-year degree, less likely to go on to graduate or advanced professional study. (Higher Education and the Acceleration of Socioeconomic Selection, D. B. Johnstone, 1990.)

Careful studies by many researchers do not justify placing the “blame” for this unacceptable situation on any single element such as the “schools” or “employers” or financial place blame, therefore, but to conduct broadly-based programs designed to improve each of these elements over which it can exercise some influence, given the appropriate application of these commitmend and will.

Today, a broad range of educational philosophies supports the view that experience in a diverse cultural environment is essential. It is essential in any institution which seeks to prepare students for life because, inevitably, racial minorities will soon compose more than one-third of predominantly largely by people of color. Yet, while the expression “diversity and excellence” is widely used, it is not widely believed.

In its recent The Diversity Project Final Report, the Institute for the Study of Social Change at the University of California, Berkeley, states:

In order for the university to be excellent at achieving its full mission it needs to be far more textual and compelling if it is to convince the campus that it is not choosing between quality and diversity. A special value must be placed upon a contribution to the whole, or to the common collective experience because contributing members bring something to that experience that is unique, and create something which is more than a sum of the parts. Each group, therefore, must be able to draw upon the integrity of their own cultural experience. They must have a sense of distinct cultural identity and carry the distinctiveness of culture, experience, space, place, perspective, orientation, etc., as they will enhance the ability to make a particular contribution to a larger collective enterprise. (1991)

It is the position of this Ethnic Centers Review Committee that at UNM, the African American, American Indian and Hispanic Student Services Centers bridge the chasm between minority interests and white understanding in hopes of improving the performance and persistence of students of color. To eliminate any one or all of the Centers is to deny the stated mission of UNM to serve the educational needs of the citizens of the state and nation.

II. CAMPUS CLIMATE

The University of New Mexico climate is one that warrants change. Relations between the University administration and the minority student population and community at-large have suffered a severe blow as a result of the attempt by the University to consolidate the three ethnic centers into one center a year ago. As a direct result of these actions, the level of trust and competency engendered by this administration’s goals and objectives have been brought into question.

African American, American Indian and Hispanic/Chicano interests should be of vital concern to the matters of this administration and its overall objectives. The view of the Ethnic Centers Review Committee is that the University of New Mexico administration has failed to live up to its responsibility to improve relations between the University’s majority and minority populations. It is our view as constituents of the African American, American Indian and Hispanic/Chicano communities that the attitude toward students of color on the University campus can generally be described as contemptuous.

University commitment to provide resources in the areas of recruitment and retention of young African Americans, American Indians and Hispanics/Chicanos within the state and nation has been lacking. Often times, UNM has boasted about its statistics, pointing out its enrollment figures to demonstrate an effectiveness in addressing issues of diversity and cross-cultural relations. However, it is clearly disingenuous to promote generalized statistics on the one hand and ignore or even reject sincere efforts to improve the campus climate on the other hand. The low priority of effective retention strategies for students of color is supported by the poor retention and persistence rates demonstrated by the tables in Appendix D. Improving relations begins with providing an atmosphere that promotes a respect for diversity of ideas, perspectives and cultures. A genuine commitment from a caring administration renders support in areas such as recruitment, academic scholarships, grant-based financial aid, and effective retention strategies.

It is the belief of members of this Review Committee that a traditional political philosophy — “the greatest good for the greatest number” — is the practice that the University follows when it comes to addressing the needs of students of color. Such a philosophy will only result in a continuous pattern of discrimination and bias toward minority groups. The Ethnic Centers and other student support services should not be based upon the population of “minorities”, but rather upon the needs of the members of those groups.

For many African American, American Indian and Hispanic/Chicano students academic
survival at predominantly white institutions is an uphill battle as the social climate tends to
alienate students of color, and cultural and language barriers make it difficult to seek personal
or academic assistance. A haven in hostile territory or a means of enlarging cultural self-
knowledge, ethnic centers provide those in need with academic help, moral support or the
comfort of knowing they are not the only one experiencing bone-shaking culture shock. Clearly,
ethnic centers can play an important role in improving the educational achievement of students
of color.

III. AFRICAN AMERICAN STUDENT SERVICES CENTER

A. History

The Afro-American (later African American) Studies Program was established as part of
the Ethnic Studies Programs component of the University of New Mexico in June 1970. During
that first year, the program offered two courses: the Black Experience and Afro-American
History. In addition, the program formulated plans for future campus and community workshops
and seminars, Black festivals, tutoring services for students from elementary through university
levels, and a recreation program for community children who lacked adequate local facilities.
A major goal, set early in the program's existence, was to achieve departmental status for Afro-
American Studies.

In October, 1980, a new director was appointed at the Afro-American Center/Student
Services Division, still administered through the Afro-American Studies Program. The Center
had been embroiled in an intense period of struggle and conflict with the University just prior
to the new director's appointment. With the responsibility for developing and managing two
programs -- Afro-American Student Services and the Summer After School Academy -- the new
director was faced with the task of rebuilding trust and confidence on campus and in the
community; developing a new service support system for Black students; building a new faculty,
curriculum and administrative structure for the After School Academy program; and rebuilding
the faith and confidence of Black students in the Center as a place that held their best interests
at heart. This had to be done with a very minimal operating budget. Three specific problem
areas were identified in 1985 as a result of surveys and interviews conducted to determine student
service needs: 1) lack of Black faculty and professional staff; 2) social and cultural isolation; and
3) lack of cultural and/or social backgrounds that included University experience.

B. Mission

The African American Student Services Center provides counseling -- both academic and
personal -- recruitment and retention services, formal links to the African American community
comrades. The Center seeks to enhance the scholastic experiences of all African American
students at the University of New Mexico and assist them in completing their academic goals.

C. Targeted Goals

Members of the African American Student Services Center community, including students,
faculty, staff, and community members at-large, in promoting an environment conducive to an
academically and culturally rewarding experience as is possible, have identified the following
goals as the responsibility of the African American Student Services Center and critical to the
success of its constituents:

1. To promote cultural diversity and understanding.
2. To assist African American students with completing various applications,
e.g., for scholarships, employment, financial aid, etc.
3. To monitor the academic performance of all Plan B African American
   students and those below 2.0 GPA cumulative.
4. To assist in the recruitment and retention of African American students.
5. To provide academic skills workshops, e.g., writing labs, reading labs,
   computer labs, etc.
6. To provide tutorial services in academic content areas.
7. To provide study skills workshops, e.g., note-taking, time management, etc.
8. To provide workshops and forums pertaining to health-related issues, e.g.,
   sexual abuse, alcohol and drug abuse, healthy personal relationships, etc.
9. To make timely referrals to appropriate UNM departments and programs.
10. To provide quality academic advising.
11. To provide career development.
12. To provide graduate school information.
13. To provide computers and typewriters.
14. To develop and maintain a test file.
15. To serve as a liaison for African American students.
16. To establish a mentor/peer counselor program.
17. To seek outside funding and support through grants and individual and
    corporate donations.
18. To develop a credible documentation system of all students served at the
    Center.
19. To establish mandatory advisement for all African American students with
    less than a 2.0 GPA (enforced by registration hold).
20. To perform community outreach, e.g., co-sponsoring Martin Luther King, Jr. celebration events, African American Student Day, Youth Leadership Conference, visiting area schools, encouraging and patronizing Black-owned businesses, support participation in church functions, host Black Experience program, Campus Pals, and Summer Bridge Program.

21. To develop a resource library.

D. Budget

The 1993-94 budget for African American Student Services is $67,382. This budget involves support for: a program director and an administrative assistant (including an $11,297 salary contingency for a permanent director, when and if hired); two to three work study students; and approximately $2,000 in supplies and expenses.

Because this and previous budgets have had very severe restrictions, and because we must remain within our budgeted guidelines, it is virtually impossible to attack the student retention problem with the aggressiveness needed to improve UNM's minority achievement statistics. Monies allotted to supplies and expenses within our budget must be carefully watched and frugally guarded so as to last throughout the fiscal year. Certainly there must be budget guidelines, but our meager budget limits what could be a very positive and rewarding program for African American students. These budget constraints are extremely difficult since any one speaker or program involvement can easily cost more than several thousands of dollars.

The limited budget outlined above does not support viable recruitment and retention programs. In order to achieve its targeted goals and to provide effective services for African American students the Ethnic Centers Review Committee proposes a $69,620 increase in staff and supplies and materials for the African American Student Services Center.

African American Student Services Center
Recommended Budget Increase

**Personnel**

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<thead>
<tr>
<th>Position</th>
<th>Increase</th>
</tr>
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<tbody>
<tr>
<td>Student Advisor III (1)</td>
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</tr>
<tr>
<td>Counselor (1)</td>
<td>27,997</td>
</tr>
<tr>
<td>Graduate Assistant (1)</td>
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<tr>
<td>Peer Counselors (3; work-study)</td>
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<tr>
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**General Expenses and Supplies**

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<tbody>
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<td>Furniture-Remodeling</td>
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<td>Office Supplies</td>
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<tr>
<td>Copy Machine Servicing</td>
<td>500</td>
</tr>
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<td>Student Travel</td>
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</tr>
<tr>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>Staff Development (travel, registration fees, etc.)</td>
<td>2,000</td>
</tr>
<tr>
<td>Newsletter (duplicating and postage; four issues)</td>
<td>1,000</td>
</tr>
<tr>
<td>Subscriptions to culturally-specific books and magazines, other publications</td>
<td>500</td>
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<tr>
<td>Cultural and social events</td>
<td>500</td>
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<tr>
<td>Educational videotapes (culturally-specific)</td>
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<td>Computers (2) and computer service contract</td>
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<td>Educational computer software</td>
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<td>Total</td>
<td>$79,817</td>
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</table>

*As a joint effort of the African American, American Indian and Hispanic Student Services Centers, we propose to jointly purchase or lease a large capacity copier and fax machine. Expenses include:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Copier</td>
<td>$4,000</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1,600</td>
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<tr>
<td>FAX machine</td>
<td>1,017</td>
</tr>
<tr>
<td>Total</td>
<td>$6,617</td>
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</table>

Divided among the three centers, please add $2,206 to the Total Personal and General Expenses and Supplies amount noted above.

IV. AMERICAN INDIAN STUDENT SERVICES CENTER

A. History

The University of New Mexico Kiva Club student organization was founded in 1952 to provide cultural activities and support services to UNM American Indian students and to discuss issues affecting enrolled students representative of many different tribal nations. Eighteen years later, the UNM administration established an academic unit to design curricular components related to American Indian history and other academic topics pertinent to serving American Indian communities. Native American Studies is the academic component of the Native American Studies Center.

American Indian Student Services (AISS) was established during the 1979-80 academic year as part of an administrative reorganization affecting all ethnic student programs at UNM. The student service and academic components of the programs were separated, with the academic component assigned to the Office of the Vice President for Academic Affairs, and the student services component assigned to the Office of the Vice President for Student Affairs.

The student services program components were physically moved during the 1985-86 academic year to Mesa Vista Hall to be in closer proximity to related student services programs. Therefore, many of the various student organizations serving minority students are housed in the ethnic student services centers in Mesa Vista Hall. The Kiva Club continues to evolve and grow over
the years, as it responds to the needs of American Indian students at UNM. It is housed and is part of the American Indian Student Services Center. The annual Kiva Club Nizhoni Week celebrating cultural and educational activities has been extended to a full week of programming.

B. Mission

The purpose of the American Indian Student Services Center is to recognize and serve the educational and cultural needs of American Indian students on campus, relative to the overall mission statements promulgated by the Office of the Vice President for Student Affairs and the UNM administration.

C. Targeted Goals

Members of the Ethnic Centers Review Committee affirm their commitment to support the improvement of the services provided to enrolled and prospective American Indian students. The Committee also stresses the importance of having the UNM administration and the Board of Regents available to consult with appropriate UNM students, tribal entities and community members on any changes anticipated. In addition, the Ethnic Centers Review Committee endorses the tribal nations in their efforts to develop their students’ capabilities and professional expertise. Members have identified the following goals as crucial to the success of the American Indian Student Services Center:

1. Provide the means for continuation of existing academic retention efforts involving targeted students.
2. Assist students to achieve academic success through obtaining undergraduate and graduate degrees.
3. Enhance the American Indian Student Service Center’s role of advocacy for American Indian students by identifying problematic areas and acting on realistic solutions in resolving difference or conflicts that may arise within the university community.
4. On-going consultation with various coordinators, students mental health team, for purpose of identifying specific outreach services the team members might provide for the American Indian student population.
5. The American Indian Student Services Center will continue to increase college, community, faculty, and parent participation for the betterment of pre-college students and their learning capabilities.
6. Devise a plan with the UNM Anderson Graduate School of Management in providing support and academic advisement to ensure that graduate students recruited successfully complete the MBA program.
7. Continue to strengthen the relationship established between UNM Student Health Center, the Indian Health Services and the Tribal Health Programs.
8. Encourage American Indian students to develop better communications with financial aid counselors, tribal higher education counselors and scholarship program officers to keep them better informed of changes in policies related to American Indian scholarship opportunities.
9. Continue involving the existing Advisory Committee to American Indian Student Services for its missions of advocacy, information dissemination and programming, and liaison on matters concerning American Indian students on campus.
10. Continue assisting and consulting with the UNM Ethnic Centers Review Committee on matters concerning American Indian students on the UNM campus.
11. Establish frequent communicative link with specialized programs for American Indian students at UNM.
12. Continue to work with the Office of the Vice President for Student Affairs to assist in the development of new American Indian initiatives on the UNM campus.

D. Budget

The American Indian Student Services Center budget for 1993-94 is $60,305. This includes personnel expenses for one professional (the director), one support staff (clerical specialist V), and one work-study student employee; and $3,746 for program operation costs which includes supplies, postage, telephone, fax and photocopy, equipment maintenance, printing, travel, etc. These expense categories have remained at approximately the same since 1986. The UNM administration provided a special, one-time allocation for adjustments in the areas of personnel to include additional hiring of peer mentors during the 1992-93 fiscal year. An additional amount of $100 was added to the the general expenses line to cover postal services costs.

Following an examination of reports and related materials, the Ethnic Centers Review Committee recommends the following budgetary increase to meet the ever-increasing student traffic and needs within the American Indian Student Services program areas:

American Indian Student Services Center
Recommended Budget Increase

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Recommended Budget Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Specialist II</td>
<td>$27,997</td>
</tr>
<tr>
<td>Academic Advisor III</td>
<td>23,700</td>
</tr>
<tr>
<td>Financial Aid Advisor</td>
<td>24,500</td>
</tr>
<tr>
<td>Peer Mentors (2; work-study)</td>
<td>4,200</td>
</tr>
<tr>
<td>Total</td>
<td>$80,397</td>
</tr>
</tbody>
</table>
General Expenses and Supplies*

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer and printer (2)</td>
<td>$3,800</td>
</tr>
<tr>
<td>Typewriters (4)</td>
<td>$3,200</td>
</tr>
<tr>
<td>Renovation of existing office space</td>
<td>$2,000</td>
</tr>
<tr>
<td>Total</td>
<td>$9,000</td>
</tr>
</tbody>
</table>

Total Personnel and General Expenses and Supplies $89,397

*As a joint effort of the African American, American Indian and Hispanic Student Services Centers, we propose to jointly purchase or lease a large capacity copier and fax machine. Expenses include:

- Copier: $4,000
- Maintenance: $1,600
- FAX machine: $1,017
- Total: $6,617

Divided among the three centers, please add $2,206 to the Total Personal and General Expenses and Supplies amount noted above.

V. HISPANIC STUDENT SERVICES CENTER

A. History

Since 1969, Hispanic Student Services has provided assistance to Hispano/Chicano students on the UNM campus. In the beginning, as part of the UNM Chicano Studies program, the office's stated goals were: 1) to support greater cultural identity and presence on campus underserved; 2) to develop an institutional commitment to the Hispanic/Chicano population that was make a continually evolving plan to meet student needs. The program was later changed to Chicano Student Services and then, in 1986, it was renamed Hispanic Student Services.

B. Mission

The purpose of the Hispanic Student Services Center is to recruit, retain and graduate first-time Hispanic/Chicano students. In this case, "first-time" refers to incoming freshmen, first-generation college students, non-traditional students, and students from working-class and rural Hispanic/Chicano students by providing programs and services which are necessary for the retention of these students at UNM.

C. Targeted Goals

Two major objectives of the Hispanic Student Services Center are to increase the Center's visibility, which will enhance the promotion of the Center, and to establish an improved rapport between students and academic departments on campus. The services which the Center could provide are virtually limitless. To first-time students, advising on many levels, such as on class loads and financial aid could be offered, as well as bilingual tutors and counselors. To graduating students, career counseling and social/cultural activities could be offered. Additional targeted goals include establishing cooperative relationships with other University departments (please see Appendix E) in order to draw upon all available resources, organize a viable alumni network, and provide services for:

1. Orientation program for Hispano/Chicano students and families.
2. Academic advising and personal counseling.
4. Tutorial services.
5. Job readiness and career planning.
6. Create a resource network of academic, financial, health, and social services within the University for Hispanics.
7. Create a network of Hispanic/Chicano community support and employment services.
8. Advocate for Hispanic/Chicano student interests as recipients of UNM's educational resources.
9. Expand Center services in order to increase student use.
10. Support and enhance positive cultural identity.

Finally, the Hispanic Student Services Center continues to work at establishing short- and long-range goals for the office, as well as to create a personal Hispanic plan for UNM 2000 (please see Appendix F).

Of the 6,000 UNM Hispanic students, there are about 750 first-year students. A realistic assumption is that not all 750 first-year students require one-on-one assistance. A more realistic estimate, however, is that 375 first-year students may need assistance. This is 50% of the primary group which needs more concentrated assistance. Unfortunately, a staff of one director, one administrative assistant, and three to four work-study students will not suffice. In order to provide an efficient and effective student services office, the Center should have an increase in staff as well as a larger Center, though we recognize that it may not be feasible to enlarge the Center at this time.

We do, however, need to increase the Center's staff and resources. Our immediate need is to bring on board three paid counselors. Each counselor could be responsible for different aspects of the Center requiring major attention. For example, one counselor would be in charge of implementing a peer counseling group made up of upper-level Hispanic students who could in turn work with ten or more incoming students a semester. This would better allocate monies.
teach students responsibilities and the trickle-down effect comes into play. We could also utilize bilingual tutors, better equipment such as computers, library resources, VCR's, tape recorders and calculators.

Currently, the director is responsible for participating in recruitment. The Ethnic Centers Review Committee recommends that the director allocate at least 10% of his/her time to recruitment. Retention should be the Center's primary responsibility and that mission should receive about 30% of the director's and total Center's time. The identification, development and coordination of paid staff and volunteers should require 5% of the director's and total Center's time. Promotion of the Center's services is lacking as well and other related materials about 5%

of the director's total Center's time. The remaining 50% of the director's time should be spent directing, promoting and evaluating the Center activities.

D. Budget Summary

The 1993-94 budget for the Hispanic Student Services Center is $68,167. This budget reflects support for: a program director and a clerical specialist VII; four work-study students; and $1,839 in supplies and expenses.

The Ethnic Centers Review Committee herein recommends an immediate budget increase for the Hispanic Student Services Center. It was determined through an examination of reports and other related materials that an increase in both personnel and general expense items are necessary.

Hispanic Student Services Center - Recommended Budget Increase

**Personnel**

<table>
<thead>
<tr>
<th>Position</th>
<th>Budget Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid Advisor</td>
<td>$24,500</td>
</tr>
<tr>
<td>Academic Advisor III</td>
<td></td>
</tr>
<tr>
<td>Program Specialist II</td>
<td>23,700</td>
</tr>
<tr>
<td>Graduate Assistants (2)</td>
<td>27,997</td>
</tr>
<tr>
<td>Work-study students (8)</td>
<td>16,000</td>
</tr>
<tr>
<td>Total</td>
<td>102,597</td>
</tr>
</tbody>
</table>

**General Expenses and Supplies**

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development and training for student staff</td>
<td>$3,000</td>
</tr>
<tr>
<td>Computers, software, printers</td>
<td></td>
</tr>
<tr>
<td>Computer maintenance and supplies</td>
<td>12,500</td>
</tr>
<tr>
<td>Student Travel (to conferences and other cultural events)</td>
<td>2,000</td>
</tr>
<tr>
<td>Space renovation</td>
<td>5,000</td>
</tr>
<tr>
<td>Total</td>
<td>35,000</td>
</tr>
</tbody>
</table>

- As a joint effort of the African American, American Indian and Hispanic Student Services Centers, we propose to jointly purchase or lease a large capacity copier and fax machine. Expenses include:
  - Copier $4,000
  - Maintenance $1,600
  - FAX machine $1,017
  - Total $6,617

Divided among the three centers, please add $2,206 to the Total Personal and General Expenses and Supplies amount noted above.

VI. CONCLUSION

The University of New Mexico has yet to demonstrate a keenness for understanding the parallel and intersecting issues which impact upon an authentic expression of cultural diversity. As Jay A. Conger puts it, increasing diversity is not simply an ethnic issue, it's a cognitive one as well *(The Brave New World of Leadership Training)*. The obvious fact that the decision to consolidate the three ethnic student services centers into one center was formed out of the perspective of a select few, who did not include input from those most affected by the decision, contradicts the very nature of cultural diversity.

It is unfortunate that the efforts of the UNM administration have resulted in further alienation of minority students from the life of the university community. Our own intention here, and one we commend to University administrators, is simply to promote the development of all students as responsible citizens and future leaders working to resolve the concerns of our respective communities and society at-large.

Listed below are the recommendations of the Ethnic Centers Review Committee for the role of the ethnic student services centers at the University of New Mexico.

A. Recommendations

1. All three centers should be provided to serve the special needs and interest of students from African American, American Indian and Hispano/Chicano backgrounds. Although other services are available for ALL students in general, the university's commitment to the success of ethnic minorities at UNM will be enhanced by providing quality programs and services directly through the three ethnic centers.

2. Adequate funding to staff the Centers is critical. Each center should have additional funding to hire graduate assistants and student mentors/peer counselors to assist in developing and implementing new programs and work to meet the individual needs of students. Additionally, increased funding is needed for supplies and other expenses essential to providing adequate programs and activities.

3. The Centers need to become more actively involved in the recruitment
TO: Members of the UNM Faculty Senate  
FROM: Barbara Thomas, Office of the University Secretary  
SUBJECT: November Meeting

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

The agenda will include the following items:

1. Approval of the Agenda

2. Summarized Minutes of October 12, 1993

3. Senate President's Report -- Professor Bel Campbell
   a. committee appointments and replacements
   b. student outcomes assessment
   c. committee reports

4. College of Education/Appointment of Dean

5. Report regarding Disabled Student Services -- Anne Thomas, Director of Equal Opportunity Programs

6. Clarification of Faculty Senate Bylaws -- Professor Bel Campbell

7. Resolution from Faculty Senate Budget Committee regarding Division of Continuing Education -- Professor Bel Campbell

8. Summer School Report -- Assistant Vice President David Stuart

9. Proposed Legislator Education Project -- Professor Robert Schwartz (INFORMATION ONLY)

10. Report regarding Minority Centers -- Professor Bel Campbell (INFORMATION ONLY)

11. Memorial Minutes -- Professor Bel Campbell

(PLEASE NOTE THAT THE FULL TEXT OF MEMORIAL MINUTES ARE NOW PRINTED IN THE MINUTES)
   a. Jack Campbell, Professor Emeritus of Geography
   b. Henry Weihofen, Professor Emeritus of Law