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UNM Faculty Senate

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Whereas we, the faculty of the University of New Mexico, support the ideal of Academic Freedom especially Freedom of Speech, and

Whereas we strongly agree that freedom of inquiry and freedom of expression are indispensable elements of a great university,

Whereas we support the freedom to express dissent and the right of petition on our campus and do not seek conformity,

Whereas we recognize and support the idea that universities have been sanctuaries for diversity of thought, free exchange of ideas, and the search for truth,

Whereas we, the faculty believe all of the above must not interfere with the rights of others nor do we believe that intimidation has any place in a university and should not be tolerated by the faculty,

Therefore be it resolved that we do censure Professor Richard Berthold for intimidating conduct and attempting to interfere with the rights of others at the general faculty meeting on March 29, 1994.

Breda Bova, Associate Professor
Educational Administration

May 6, 1994

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

SUBJECT: May Meeting

The UNM Faculty Senate will meet on Tuesday, May 10, 1994 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 March 8, 1994 (previously distributed) and April 12, 1994
3. Senate President's Report -- Professor Bel Campbell
4. Report from the Provost -- Provost Mary Sue Coleman
5. Dispute Resolution Policy -- Professor Bel Campbell
6. Final Consideration of Student Standards & Grievance Procedures -- Professor Bel Campbell
(PLEASE BRING COPY PREVIOUSLY MAILED TO YOU)
7. Faculty Salaries & Compensation Report -- Professor Dodd Bogart
(PLEASE BRING COPY OF FULL REPORT MAILED TO YOU ON 4/22 94)
8. Administrative Salary Study of the Senate Budget Committee -- Professor Dodd Bogart
(WILL BE MAILED TO YOU UNDER SEPARATE COVER OR DISTRIBUTED AT THE MEETING)
9. Establishment of an Ad Hoc Committee for Restructuring Faculty Senate and Senate Committees -- Professors William MacPherson and Roy Johnson
10. Recommendation for Initiation of the Position of Facilitator Between UNM, the Federal Laboratories, Industry and Foundations -- Professor Maurice Wildin
11. Proposed Policy and Procedures for New Units and Interdisciplinary Reorganization of Academic and Research Units at the University of New Mexico -- Professor Maurice Wildin

12. Consideration of Faculty Constitution for the Valencia Branch -- Professor Greg Candela


14. Items from the Curricula Committee -- Professor Bel Campbell
   a. Emergency Medicine Courses
   b. Dental Assisting Science/Gallup Branch
   c. Computer Literacy Requirements/Los Alamos Branch
   d. Revision of Pre-Health Science Professions Certificate Program/Valencia Branch
   e. New Associate Degree in Studio Art/Gallup Branch
Since there was no secretary present at the May 10, 1994 Faculty Senate meeting, the following summarized minutes were taken from listening to a tape recording of the actual meeting.

The May 10, 1994 meeting of the Faculty Senate was called to order by President Bel Campbell at 3:30 P.M. in the Kiva.

Senators present: David Baldwin (Zimmerman Library), James Boone (Anthropology), Jane Bruker (Gallup Branch), Joan Bybee (Linguistics), Bel Campbell (Physics & Astronomy), Michele Diel (Valencia Branch), Ernest Dole (Pharmacy), John Finkelstein (Management), Charles Fleddermann (Elec & Comp Engr), John Geissman (Earth & Plan Sci), Robert Glew (Biochemistry), Deborah Graham (Med Center Lib), Blaine Hart (Radiology), Kathleen Koehler (HPPELP), Tom Kyner (Math & Stats), Cheryl Learm (Nursing), Harry Llull (General Library), William MacPherson (Law), Richard Melzer (Valencia Branch), Carolyn Mold (Microbiology), Elizabeth Nelsen (Special Education), Kurt Nolte (Pathology), Leroy Ortiz (CIMTE), Shane Phelan (Foreign Lang & Lit), Glynn Raymond (Pharmacy), Alan Reed (Public Admin), Edward Reyes (Pharmacology), Richard Santos (Economics), Stephen Schreiber (Architecture & Plng), Howard Schreyer (Mech Engr), Jerome Shea (University College), Robert Sickels (Poli Sci), Russell Snyder (Neurology), Beth Tigges (Nursing), Henry Trehwitt (Journalism), Carolyn Voss (Medicine), Holly Waldron (Psychology), Scott Walker (Psychiatry) Maurice Wildin (Mech Engineering), and Beulah Woodfin (Biochemistry).

Absent: Larry Barton (Biology), Lyndianne Beene (English), Beverly Burriss (Sociology), Anthony Cardenas (Span & Port), Joseph Champoux (Anderson Schools) Richard Coughlin (Sociology), Monica Cyrino (Foreign Lang & Lit), Jeff Davis (Math & Statistics), Tom DeCoster (Orthopaedics), Kenneth Gardner (Medicine), Linda Hall (History), Andrew Hsi (Pediatrics), Astrid Kodric-Brown (Biology), Desamra Logothetis (Dental Hygiene), John Matthews (Physics & Astronomy), Beth Miller (Gallup), Lynette Oshina (CIMTE), Peter Pabisch (Foreign Lang & Lit), Gloria Sarto (Ob/GYN), Gerald Weiss (Physiology), Nancy Ziegler (Gallup Branch), and Helen Zgonolowicz (Gallup Branch).

Approval of the agenda

Agenda was approved.
Summarized Minutes of March 8, 1994 Meeting & April 12, 1994 Meeting

Minutes of March 8, 1994 were adopted.

Minutes of the April 12, 1994 meeting were adopted.

Special Commendation

A motion passed by the Operations Committee and forwarded to the Faculty Senate expressing gratitude to Faculty Senate President Bel Campbell for her high level of leadership and communication throughout the last year was unanimously passed by the Faculty Senate.

Report from Provost Mary Sue Coleman

Provost Coleman praised the faculty as being a productive staff. The Regents developed their Vision Statement for UNM as seven Board goals.

Goal 1  UNM will be the choice of superior students and faculty attracting the best and brightest students from New Mexico and elsewhere. The Anderson School this year was named among the top 10 in the nation.

Goal 2  UNM will expand its role in improving quality of life for citizens of this state.

Goal 3  UNM will become a member of the Association of American Universities and one of the top 25 public research universities.

Goal 4  UNM will emphasize stepples of academic excellence which take advantage of cutting-edge research, interdisciplinary participation, and proximity to national laboratories.

Goal 5  UNM will extend its role and achieve hemispheric prominence as the University for the Americas.

Goal 6  UNM will demonstrate that diversity and excellence go hand in hand and this will be a source of competitive advantage for UNM.

Goal 7  UNM will be a model of teaching excellence using the most effective advanced learning techniques.

Four outstanding teachers were honored this spring as follows:

1. Steve Yourstone, Assistant Professor (Anderson
School of Management) and Helen Danico (English) both won the El Paso Natural Gas Foundation Distinguished Faculty Achievement Award.

2. Shlomo Karni (Engineering) and Christiane Joost-Gaugier (Art History) were named as Teachers of the year.

Dispute Resolution Policy

The Dispute Resolution Policy was passed unanimously.

Final Consideration of Student Standards & Grievance Procedures

The Student Standards & Grievance Procedures were approved.

Faculty Salaries & Compensation Report

The Faculty Senate Budget Committee asked the Senate to approve 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.

A motion to amend Recommendation 1 to read 1995 carried, and a motion to accept the recommendations as amended was approved. It was noted that for the record it should be stated that the above four motions passed unanimously.
Administrative Salary Study of the Senate Budget Committee

The Senate approved the following recommendations:

1. That UNM make a special effort to raise the mean salary of the faculty and those administrators, whose salaries are low in comparison to our designated peers.

2. That the mean salary increases for incumbent administrative positions not exceed those of the faculty.

Establishment of an Ad Hoc Committee for Restructuring Faculty Senate and Senate Committees.

Four points were made and discussed as follows:

1. The Ad Hoc Committee should be used to evaluate the composition, structure and role of the committees.

2. The committee will be a faculty committee.

3. The Ad Hoc Committee will make written recommendations to the Faculty Senate after reviewing evaluating structure.

4. Ad Hoc Committee will submit a written report containing its recommendations by no later than the October, 1994 Faculty Senate meeting.

The above four recommendations were approved.

Recommendation for Initiation of the Position of Facilitator between UNM, the Federal Laboratories, Industry and Foundations

The Long Range Planning Committee recommended the appointment of a faculty member as a facilitator to bridge differences between federal laboratory, corporate, and university cultures. To facilitate cooperative partnerships between UNM, the federal laboratories, industry, and foundations that will support and enhance faculty and student research and scholarship. The scope of the interactions will include the arts, humanities, social sciences, natural sciences, engineering, and management. Special sensitivity to opportunities for minority student advancement will be exercised. The facilitator's office will provide individualized research and educational programs.

Included in the document printed in the agenda was the proposed organizational structure as well as recommended goals.

The Senate approved the proposal as presented.
Proposed Policy and Procedures for New Units and Interdisciplinary Reorganization of Academic and Research Units at the University of New Mexico

The Proposed Policy and Procedures was returned to the committee for further study.

Consideration of Faculty Constitution for the Valencia Branch

The following four minor revisions for the document have been approved as follows:

1. Page 42 under Article 2, Section A, 1, d. The word "instructional" will be replaced by the word "discipline".

2. Page 44, Section e The word "instructional" is being replaced by the word "discipline".

3. Page 44, Section B, 2,d. Wording changed as follows: "Appoint after a nomination process all faculty representatives to assembly and Valencia Campus Standing Committees".

4. Page 45, Section C, 4 Wording changed as follows: "Appoint after a nomination process all faculty representatives to assembly and Valencia campus standing committees".

The Faculty Constitution for the Valencia Branch was approved as amended.

Approval of Degree Candidates for Semester II, 1993-94

The Senate approved the degree candidates for Semester II, 1993-94.

Items from the Curricula Committee

The Faculty Senate approved the following items from the Curricular committee:

a. To remove "T" from Emergency Medicine Courses
b. A new Dental Assisting Science Program/Gallup Branch
c. Computer Literacy Requirements/Los Alamos Branch
d. Revision of Pre-Health Science Professions Certificate Programs/Valencia Branch

e. New Associate Degree in Studio Art/Gallup Branch

The meeting adjourned.
Addendum to the Faculty Senate minutes for May 10, 1994

The following items from the Curricula Committee were added to the agenda. However, due to the loss of a quorum, the items were not discussed.

1. Masters in Hazardous Waste Engineering/College of Engineering
2. Associate of Arts in Liberal Arts/Taos Education Center
3. Associate of Arts in Pre-Business Management/Taos
4. Associate of Arts in Human Services/Taos
5. Associate of Arts in Southwest Studies/Taos
6. Certificate in Human Services/Taos
ADDENDUM TO SUMMARIZED MINUTES
FACULTY SENATE MEETING, MAY 10, 1994

A late agenda item to be inserted between items 10 and 11 for the May 10, 1994 meeting of the Faculty Senate was omitted from the summarized minutes for that meeting.

Background:

The change in wording for the Clinician Educator designation was proposed in a memo to Mary Sue Coleman, Provost from Paul B. Roth, Interim Dean of the School of Medicine (memo dated May 5, 1994).

The clinician educator title, a full-time, non-tenure position for physicians, was passed by the Faculty Senate on October 12, 1993. Dean Roth states in his memo that in implementing this title, it became apparent that this would not work in practice.

Therefore, a proposed wording substitution in the Clinician Educator Title was submitted to the Faculty Senate for approval at its May 10, 1994 meeting:

As passed by the Faculty Senate on October 12, 1993:

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.

Proposed word substitution presented to the Senate at its May 10, 1994 meeting:

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

Action taken by the Faculty Senate regarding the above proposed word substitution:

After a brief discussion, the Faculty Senate approved the proposed word substitution by voice vote, with one abstention.

Summarized from a taped recording of the May 10, 1994 meeting.

Mari A. Ulbarri
Administrative Assistant III
Office of the University Secretary
September 16, 1997
DATE: May 3, 1994

TO: Bel Campbell, President, Faculty Senate
    Don Burge, President, Staff Council

FROM: Nick Estes, University Counsel

SUBJECT: Dispute Resolution Policy

I attach a new, slightly reorganized version of the DR Policy, intended to deal with a few loose ends that have been raised by various individuals and also to make the format a little easier to follow. The changes are as follows:

1. I broke out the Formal Dispute Resolution from one section (section 7) with multiple subsections, to a series of numbered sections (7 through 12), including a separate section for "time limits" (number 8). I think this makes the policy easier to read and follow.

2. In Section 7 (Step One), I removed the word "rare" from the phrase "rare instances" (first line of the second paragraph), to recognize that there are situations where employees feel they cannot talk to their supervisor, or the second-level supervisor either, but want to speak with the DR Coordinator directly. I think it is consistent with what Professor Desiderio reported to the Faculty Senate last month.

3. Section 8 (Time Limits) is newly broken out to make it more prominent. In response to concerns expressed at the Senate meeting, I added a sentence to the effect that "good cause" for a time extension "includes reasonably founded concerns about possible retaliation."

4. Section 9. In response to a concern from Professor Michele Hermann at the Law School that our language about requiring mediation was too strong (that you can't force people to mediate), I added a phrase at the end of the appropriate sentence to permit the DR Coordinator to make the professional judgment in individual cases that mediation would not be likely to be helpful. If the cases that mediation would not be likely to be helpful, or if the parties are too entrenched in their positions for mediation, or if mediation would otherwise be inappropriate (as in some very serious sexual harassment allegations) the Coordinator can skip the mediation stage and let the case go to decision, investigation or hearing, as the case may be.

5. Also Section 9. I hopefully added a suggested time limit of 2 - 4 weeks for Step Two as a guideline.
6. In Sections 9, 10 and 11.3 I added references to a possible early investigation by EOP, i.e., one started at Step Two (before the dean or director's formal decision). This is for cases where investigation, rather than mediation, seems the appropriate way to go right from the beginning (e.g., a heavy-duty allegation of sexual harassment). The new parenthetical in Section 10 tries to make it clear that the investigation results would be available for the chair, dean or director to rely on in making a decision concerning the particular matter.

7. Section 13. I suggest expanding the DR Committee from three members to five, and adding one more staff employee and one chair, dean or director.

Thank you for your courtesy and help in presenting this draft policy to the Faculty Senate and Staff Council.

cc: Bob Desiderio
   Carla Espinosa
   Anne Thomas
   Mary Anne Nelson
   David Mc Kinney
3220
DISPUTE RESOLUTION POLICY
Effective Date:

1. General
The purpose of this policy is to provide a mechanism by which staff employees' on-the-job problems or complaints can be heard and addressed in a timely and constructive manner. Complaints may include any work-related problem; including conflicts or disputes between a staff employee and his or her supervisor or coworkers. Allegations of unlawful discrimination or allegations of sexual harassment, whether brought by staff employees or faculty members, are handled under this policy. The emphasis in these procedures is on early identification and resolution of disputes with fair consideration of both sides of a conflict.

The procedures set forth in this policy are available to UNM staff employees, not including student employees. In addition, faculty complaints alleging possible sexual harassment or unlawful discrimination shall be handled under this policy. (Student complaints alleging possible sexual harassment or unlawful discrimination are handled in the University Equal Opportunity Programs office under a different, but similar procedure.) Employees who are members of a collective bargaining unit should continue to use the grievance procedure specified in the appropriate collective bargaining agreement. However, if all the parties to the complaint agree, they may use the procedure set forth in this policy. Employees should be aware that assistance in handling problems in the workplace is also available at the University Counseling, Assistance and Referral Service ("CARS").

Retaliation against a UNM student or employee for bringing a complaint or participating in any way in dispute resolution under this policy is strictly forbidden and shall be subject to disciplinary action if found to have occurred.

This policy supersedes the previous version of "Grievance Procedure" Policy 3220, UBP and the Discrimination Complaint Procedure, approved by the President on April 29, 1993.

2. Supervisor/Manager Responsibilities
It is a fundamental responsibility of supervisors and managers at all levels to take appropriate, prompt, and fair action, commensurate with their authority, to resolve an employee's complaint. Supervisors and managers shall participate in training offered by the University on personnel management and dispute resolution. Supervisors and managers should seek assistance in resolving complaints, as appropriate and normally in this suggested order, from:

- their superiors (especially their chair, dean, or director);
- the Dispute Resolution (DR) Coordinator;
- the Counseling, Assistance, & Referral Service (CARS);
- the Equal Opportunity Programs office; or
- other University resources.

3. Labor Relations Manager
The staff within the Human Resources Department, especially the Labor Relations Manager, is responsible for helping employees and supervisors understand UNM Personnel Policies and resolve
work related disputes. UNM Personnel Policies are published in Section 3000 of the University Business Policies and Procedures Manual.

4. Equal Opportunity Programs

Equal Opportunity Programs, which reports to the President of the University, is responsible for helping employees and supervisors understand the University’s Equal Opportunity/Affirmative Action Policies and Sexual Harassment Policy. Disputes involving work-related allegations of sexual harassment or discrimination which cannot be resolved in the workplace or with the aid of the chair, dean, or director will normally be handled by the Dispute Resolution Coordinator in cooperation with Equal Opportunity Programs.

5. Dispute Resolution Coordinator

The University will establish the position of Dispute Resolution (DR) Coordinator which will report, on an interim basis, to the Vice President for Business and Finance. The DR Coordinator is responsible for ensuring that UNM employees are recruited and trained to serve as volunteer mediators to help mediate work-related disputes as deemed appropriate. The DR Coordinator will receive all formal work-related complaints, including complaints of discrimination or sexual harassment, and determine their proper handling. With notice to the parties, the DR Coordinator may vary the steps set forth in this policy in order to facilitate resolution of a particular dispute.

6. Disputes with Multiple Allegations

The DR Coordinator will work with the Equal Opportunity Programs office and the Labor Relations Manager to resolve allegations of possible discrimination or sexual harassment which also involve possible violations of UNM Personnel Policies. Only one (1) request for dispute resolution assistance or grievance may be maintained with respect to a given dispute. Multiple disputes between the same parties that are related may be consolidated at the discretion of the DR Coordinator.

7. Dispute Resolution Procedure Step One: Efforts Within the Employee’s Organization

Employees shall normally take problems or complaints to their immediate supervisor and seek a resolution of the problem. This step should take place as soon as reasonably possible after occurrence of the problem (normally within two [2] weeks). The employee and supervisor should meet and make a good faith effort to resolve the problem. If the problem cannot be resolved in this fashion, the supervisor or the employee should request assistance in resolving the problem from the chair, dean, or director of the employee’s organization. (If the employee’s complaint has to do with the chair, dean, or director; the appropriate vice president shall exercise the chair’s, dean’s, or director’s responsibilities set forth in this policy. If a complaint involves a vice president, the President shall exercise such responsibilities.) The employee, the supervisor, or the chair, dean, or director may request assistance from the Labor Relations Manager or Equal Opportunity Programs (where allegations of discrimination or sexual harassment appear to be involved). The chair, dean, or director may arrange to meet with the parties and/or shall take other steps to become familiar with the nature of the problem and try to resolve it.

In instances where the employee feels he or she cannot speak to his or her supervisor or the chair, dean, or director of his or her organization about the particular matter, the employee may take the problem directly to the DR Coordinator. After discussing the matter with the employee, and otherwise becoming familiar with the situation, the DR Coordinator will decide what steps are appropriate to try to resolve the problem. The DR Coordinator may ask the employee to meet with
the chair, dean, or director of the employee's organization to give that individual an adequate opportunity to try to resolve the matter.

8. Time Limits for Raising an Issue

Normally employees should contact either their supervisor; their chair, dean, or director; or the DR Coordinator within two (2) weeks of the occurrence of a problem concerning which the employee wishes to seek resolution under this policy. Step One should normally be completed within three (3) weeks after the employee has raised the issue. Complaints concerning discrimination or sexual harassment should be brought to the attention of the DR Coordinator within ninety (90) days of the most recent occurrence of the problem. Extensions of these time limits may be made by the DR Coordinator for good reason. Good reason may include reasonably founded concerns about possible retaliation. Decisions by the DR Coordinator to deny a request for a time extension for filing a complaint may be reviewed by the Vice President for Business and Finance (where the complainant is a staff employee) or the Provost (where the complainant is a faculty member).

9. Step Two: Formal Dispute Resolution

If the employee is not satisfied after attempting to resolve the problem or complaint informally, as described above in Section 7, the employee may file a written request for formal dispute resolution with the DR Coordinator. The formal request should be filed within six (6) weeks of the occurrence of the problem. That date may be extended by the DR Coordinator if informal attempts at resolution are continuing or for other good reasons. The employee will be asked to complete a Request for Dispute Resolution form, which will require a statement from the employee concerning:

- the nature of the problem or complaint;
- the communication that has taken place between the employee and his or her supervisor concerning the matter;
- the supervisor's response;
- the reason the employee disagrees with that response; and
- the employee's suggestion for proper resolution of the matter.

The DR Coordinator will discuss the problem with the parties, usually including the organization's chair, dean, or director and with the Labor Relations Manager/Equal Opportunity Programs office, as appropriate. The DR Coordinator will determine and implement an appropriate formal approach, usually mediation, to seek resolution of the dispute. The DR Coordinator may conduct the mediation or may arrange for another mediator. Employees must participate in this process before they may pursue further steps in this policy, unless the DR Coordinator makes a written determination that the dispute is not appropriate for mediation, or that mediation is unlikely to be helpful in resolving the dispute. The DR Coordinator may conduct or arrange for further investigation of the matter either to facilitate mediation or to guide further decision making. If the matter involves allegations of discrimination or sexual harassment, Equal Opportunity Programs shall be consulted in determining the best approach to resolution, and that office may commence an immediate investigation as provided in Section 11.3. Every effort should be made to complete Step Two in two (2) to four (4) weeks; however, it is recognized that resolution of complex disputes may take longer.

10. Step Three: Decision by Chair, Dean, or Director

If the parties are still in disagreement after formal mediation has been attempted (or if mediation is judged inappropriate for the particular dispute by the DR Coordinator), the matter shall be returned by the DR Coordinator to the chair, dean, or director of the employee's organization, with a written
report concerning the issues if deemed appropriate. (If the matter was referred to the Equal Opportunity Programs office in Step Two and that office has completed an investigation, the results and the recommendation from the Equal Opportunity Programs office shall be furnished to the chair, dean, or director.) The chair, dean, or director shall then promptly make a final written decision in the matter within two (2) weeks. This decision is not subject to further review unless the matter involves:

- demotion, discharge, or suspension without pay, and/or
- a dispute over the interpretation of UNM Personnel Policies; and/or
- alleged discrimination or sexual harassment.

11. Step Four: Review of Chair, Dean, or Director Decisions in Certain Cases

If an employee's complaint involves a demotion, suspension without pay, or discharge, the employee is entitled to request a peer hearing, (as described in Section 11.1. herein). If an employee's complaint involves a disagreement concerning the interpretation of UNM Personnel Policies, the employee may request that the Director of Human Resources rule on the issue, (as described in Section 11.2. herein). An employee who alleges unlawful discrimination or sexual harassment may file a charge of discrimination or sexual harassment with Equal Opportunity Programs, (as described in Section 11.3. herein). (If a demotion/suspension/discharge matter also involves either interpretation of the UNM Personnel Policies and/or alleged discrimination or sexual harassment, those procedures should be exhausted first, when appropriate, before a peer hearing is requested.)

11.1. Peer Hearings in Cases of Demotion, Suspension Without Pay, or Discharge

As noted above, employees who have been demoted, suspended without pay, or discharged for disciplinary reasons may request that the discipline be reviewed in a peer hearing, after all other steps of this dispute resolution procedure have been exhausted. The request should be made within two (2) weeks of the chair's, dean's, or director's decision (refer to Section 10., above) or within two (2) weeks of the decision by the Director of Human Resources if the matter involves disagreement over interpretation of UNM personnel policies, and/or within two (2) weeks of implementation of the recommendation of the Equal Opportunity Programs office if the employee alleges sexual harassment or discrimination.

If a peer hearing is requested, the DR Coordinator will arrange for the hearing as soon as reasonably possible. The hearing will be held before a Peer Review Committee. The decision of the Committee is final, unless a discretionary appeal is allowed by the President or the Board of Regents, as provided in this policy. Hearings shall be conducted in accordance with UNM Model Hearing Procedures. Hearings shall be recorded and shall be private.

Members of the Peer Review Committee will be selected from the Peer Hearing Pool which consists of UNM employees who serve for staggered periods of two (2) years. The pool members will receive thorough and regular training in the conduct of hearings and UNM Personnel Policies. The Peer Review Committee shall consist of three (3) uninvolved UNM employees who have no connection with the dispute, nor any prior relationship with the parties, nor any interest in the outcome of the hearing. The members of the committee will be randomly selected from the Peer Hearing Pool as follows:

- Names of four (4) individuals from the same "Primary Occupational Activity" in UNM's biennial EEO-6 Report as the complainant will be drawn. Each party shall
strike one (1) name from the list. The remaining two (2) individuals will serve on the committee.

Names of three (3) individuals from the same "Primary Occupational Activity" in UNM's biennial EEO-6 Report as the respondent will be drawn. Each party shall strike one (1) name from the list. The remaining individual will serve on the committee.

11.2. Disagreements Concerning Interpretation of UNM Personnel Policies: Decision by Director of Human Resources

If the complaint or problem brought by the employee involves a disagreement between the employee and management about the interpretation of UNM Personnel Policies, and the employee is not satisfied with the decision of his or her chair, dean, or director; the employee may request in writing a review by the Director of Human Resources within two (2) weeks of receipt of the chair’s, dean’s, or director’s decision. The written decision of the Director of Human Resources on the issue may be appealed to the Vice President for Business and Finance in writing within one (1) week of its receipt. The decision of the Vice President shall be final unless a discretionary review is allowed by the President or Board of Regents.

11.3. Alleged Sexual Harassment or Discrimination: Investigation by Equal Opportunity Programs

If the employee alleges that he or she was subject to sexual harassment or discrimination on any basis prohibited by UNM's Equal Opportunity/Affirmative Action Policy, and the employee is not satisfied with the decision of his or her chair, dean, or director, or the outcome of any dispute resolution attempted at Step Two, the employee may file a charge of discrimination or sexual harassment with the Equal Opportunity Programs office within two (2) weeks of the chair’s, dean’s, or director’s decision. The Director of Equal Opportunity Programs office may also decide to conduct an investigation of a matter involving allegations of discrimination or sexual harassment after discussing the matter with the DR Coordinator at an earlier stage. An investigation as deemed appropriate by Equal Opportunity Programs shall be conducted (or completed if begun at an earlier stage) and a letter of determination shall be furnished to the parties and to the chair, dean, or director as soon as reasonably possible. The letter of determination shall state the recommendations of the Director of Equal Opportunity Programs, which may include a recommendation for mediation if not previously attempted.

If the chair, dean, or director declines to follow that recommendation, the matter shall be referred to the vice president to whom the chair, dean, or director reports. If the vice president also declines to follow the Equal Opportunity Programs Director’s recommendation, the matter shall be resolved by the President. Otherwise, the Equal Opportunity Programs Director’s letter of determination and recommendation may not be appealed, except for cases in which a peer hearing may be requested, (refer to Section 11.1. above) or unless a discretionary review is allowed by the President or the Board of Regents.

12. Discretionary Review by President and Board of Regents

The parties shall have no right to appeal to the President or the Board of Regents. However, the President and the Board of Regents reserve the discretionary authority to review all decisions. The President and the Board of Regents normally will accept review only in extraordinary cases; such as
those where proper procedures have apparently not been followed, where the decision appears to be unsupported by the facts, or where the decision appears to violate University policy.

Requests for review made to the President or the Board of Regents normally will be considered only after all other avenues of appeal have been completed. Requests shall be made first to the President by written statement, including the facts, the previous proceedings, and the reasons justifying extraordinary review. Such requests should be filed in the President's Office within one (1) week of receipt of the decision being appealed (decisions from either the Vice President for Business & Finance, the Director of Equal Opportunity Programs, or the Peer Review Committee). Other appropriate procedures shall be adopted by the President and included in the implementing guidelines discussed in Section 13, herein. New evidence (such as additional documents or testimony of witnesses) will not normally be taken by the President or the Board of Regents. Only after the President has responded to a request for review may a request be made to the Board of Regents.

13. Dispute Resolution Committee

There will be a Dispute Resolution Committee appointed by the President to evaluate periodically the effectiveness of this policy. The Committee shall consist of the Vice President for Business and Finance and four (4) other individuals appointed by the President as follows:

- one (1) faculty member appointed from at least three (3) names submitted by the President of the Faculty Senate;
- two (2) staff members appointed from at least five (5) names submitted by the President of the Staff Council; and
- one (1) chair, dean, or director.

The Committee shall receive statistical, descriptive, and evaluative reports from the DR Coordinator, and shall meet with him/her periodically, and also with the Labor Relations Manager, Director of Equal Opportunity Programs, and other individuals deemed appropriate by the Committee. The Committee may make suggestions to the DR Coordinator concerning the administration of this policy and shall report annually on the effectiveness of this policy and its implementation to the President, the Faculty Senate, and the Staff Council.

14. Implementing Guidelines

The Labor Relations Manager, Director of the Equal Opportunity Programs, and the DR Coordinator shall each adopt more detailed guidelines for implementing this policy. These three (3) officers shall coordinate the preparation of such guidelines. Copies of the guidelines shall be available to parties to disputes and to the public.
FACULTY SALARIES AND COMPENSATION AT UNM
1973-74 TO 1993-94

Faculty Salaries and Compensation
at the University of New Mexico

Why UNM Fell Behind Peer Institutions and Remains There

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

Prepared for Presentation to
the UNM Faculty Senate

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HIGHLIGHTS OF THIS REPORT

--For most of the decade 1973-74 to 1983-84, mean Salaries and Compensation at UNM remained relatively close to those of UNM’s Peer Institutions. Indeed, in 1980-81 UNM’s mean Salary for Full Professors was within $340 (1993 dollars) of the Peer mean. And in 1983-84 UNM’s mean Compensation for Full Professors was within $2,690 (1993 dollars) of the Peer mean.

--Beginning in 1985-86, Salaries and Compensation at UNM’s Peer Institutions began to make significant gains against inflation while Salaries and Compensation at UNM did not. By 1993-94, Full Professor Salaries at Peer Institutions were $6,100 higher than those at UNM. Associate Professor Salaries at Peer Institutions were $3,300 higher than at UNM, and Assistant Professor Salaries at Peer Institutions were $2,500 higher than at UNM. By 1993-94, Full Professor Compensation at Peer Institutions were $9,200 higher than that at UNM. Associate Professor Compensation was $5,900 higher than that at UNM, and Assistant Professor Compensation was $4,400 higher than that at UNM.

--While New Mexico Per Capita Income increased by $4,201 above the rate of inflation between 1973-74 and 1993-94, mean Faculty Salaries and Compensation at UNM fell significantly behind inflation. The annual loss to inflation by 1993-94 (compared to 1973-74 purchasing power) was $4,630 for Full Professor Salaries, $4,270 for Associate Professor Salaries, and $1,360 for Assistant Professor Salaries.

--The explanation for UNM’s decline in salaries and compensation relative to peer institutions is not a decline in state revenues. Although New Mexico’s Per Capita Income is substantially less than the mean of states in which Peer Institutions are located (about $2,542 less in 1991-92), New Mexico’s Per Capita Tax Revenues and its Per Capita Expenditures on Higher Education are actually higher than the mean of states in which Peer Institutions are located (in 1991-92 about $261 higher in Per Capita Tax Revenues and $102 in Per Capita Expenditures on Higher Education).

--If Student Tuition and Fees at UNM had been kept at 30% of UNM’s I & G Expenditures, there would have been more than enough I & G Revenues to permit UNM’s mean Salaries and mean Compensation to keep pace with Peer Institutions during most of the last 2 decades.

--If increases in Faculty Size had been set at the rate of growth in Student FTE (and actual revenues allocated to fewer faculty), UNM’s mean Salary and Compensation would have more than kept pace with Peer Institutions during the last 2 decades.
Faculty Salaries and Compensation at UNM

The University of New Mexico Faculty Senate Budget Committee is charged with providing information and recommendations to the Faculty Senate and (other participants in the UNM budget process). This report represents the fourth in a series focused on faculty salaries and compensation at UNM. We would like the UNM Faculty and the University community broadly to be supplied with specific, accurate, and relatively complete information for purposes of assessing UNM's problems and needs in this area.

In this report we address with two general questions:

1. How well have salaries and compensation at UNM kept pace with (a) inflation and (b) salaries and compensation at peer institutions?
2. What are the best explanations for the failure of UNM's salaries and compensation to keep pace with inflation and peer norms?

UNM Faculty Salaries and Compensation

Our study begins with analysis of mean faculty salary and compensation at UNM. We obtained these from ACADEME, the journal of the American Association of University Professors. (Corrected data were provided by Maryse Eymonerie courtesy of UNM's Office of Planning and Policy Studies, Richard Cady, Director.)

In Tables 1-3 we present mean UNM Faculty Salaries by Rank: Full Professor (Table 1), Associate Professor (Table 2), and Assistant Professor (Table 3). We present these means in actual dollar values and in constant (inflated) December 1992 Dollars for each academic year from 1973-74 to 1993-94. For our inflation index we used the Consumer Price Index (CPI-U, December) of the U.S. Department of Labor. We also present in Tables 1-3, the inflationary lag of each year's mean behind 1973-74 levels.

Our analysis shows that by 1993-94, the annual loss in mean salary to inflation (below 1973-74 levels) was about $4,630 (-7.4%) for Full Professors, about $4,270 (-9.0%) for Associate Professors, and about $1,360 (-3.5%) for Assistant Professors. Over the 20 year period 1973-74 to 1993-94, the cumulative loss (in December 1993 dollars) was $125,770 for Full Professors, $113,040 for Associate Professors, and $71,560 for Assistant Professors.

In Tables 4-6 we present our analysis of mean UNM Faculty Compensation by Rank: Full Professor (Table 4), Associate Professor (Table 5), and Assistant Professor (Table 6). There it may be observed that by 1993-94, the annual loss to inflation (below 1973-74 levels) was about $490 (-.7%) for Full Professors, about $1,270 (-2.4%) for Associate Professors, and about $1,160 (-3.85) for Assistant Professors. Mean UNM Compensation for Assistant Professors increased about $1,690 (+3.85). In these respective tables it may also be observed that the cumulative 20 year loss was about $94,820 for Full Professors, $87,600 for Associate Professors, and $42,990 for Assistant Professors.

UNM's faculty have lost appreciable real income over the last 20 years due to inflation. We wanted to know if this was true of other institutions -- particularly our peer institutions.

Peer Comparison Group Faculty Salaries and Compensation

In 1990, UNM and the New Mexico Commission on Higher Education identified a peer comparison group for use in consideration of "peer adjustments" in faculty compensation. This was the result of a cluster analysis to identify state universities most like UNM in size and programs. (The cluster was restricted by limits on the number of institutions which could be included from East of the Mississippi. The seventeen institutions of this peer comparison group are identified in Appendix A and Appendix B.)
Using the AAUP's ACADEME figures for mean salaries and compensation at our 16 peer institutions, we calculated Mean Peer Salaries and Mean Peer Compensation. These are also presented, by Professional Rank, in Tables 1-6 for comparison with UNM means.

Our analysis shown in Tables 1-6 indicates that professors at UNM's peer institutions also experienced losses due to inflation. In fact, the losses to inflation are quite similar to those of UNM faculty between 1973-74 and 1983-84. However, starting about 1985-86, Peer institutions found and allocated resources to make significant gains against inflation. From about 1987-88, gains in Peer Compensation passed the rate of inflation and faculty at peer institutions realized real increases in the purchasing power of their compensation over 1973-74 levels. Mean salary and mean compensation at UNM failed to make comparable gains against inflation. Hence, in the decade 1983-84 to 1993-94 UNM fell significantly behind Peer means.

Peer Gains over UNM

We have calculated the difference in UNM and Peer Means and we present these, by professional rank, also in Tables 1-6 both in actual and constant December 1993 dollars.

Our analysis shows that between 1973-74 and 1983-84, UNM salaries were below Peer means but remained relatively close. Indeed, in 1982-83 the mean UNM salary for all three ranks (Full, Associate, and Assistant Professor) was less than $750 (1993 dollars) behind the corresponding Peer mean. In 1973-74 mean UNM compensation for all three ranks was less than $1,900 (1993 dollars) short of the corresponding Peer mean. By 1983-84, UNM's mean compensation (in 1993 dollars) lagged behind the Peer mean only $3,740 for Full Professors, $3,310 for Associate Professors, and $3,600 for Assistant Professors.

However, by 1993-94 UNM's gap behind the Peer mean was $6,100 for Full Professor Salaries, $9,300 for Associate Professor Salaries, $2,500 for Assistant Professor Salaries, $9,200 for Full Professor Compensation, $5,900 for Associate Professor Compensation, and $4,400 for Assistant Professor Compensation.

In terms of cumulative salary (in 1993 dollars) during the decade 1983-84 to 1993-94, the Peer Full Professor received $56,330 more than did UNM Full Professors. Peer Group Assistant Professors received about $36,000 more than UNM Assistant Professors, and Peer Group Associate Professors received about $23,070 more than UNM Associate Professors. In cumulative compensation (in 1993 dollars) Peer Full Professors received cumulatively $64,390 more than UNM Full Professors, Peer Associate Professors received $58,630 more than UNM Associate Professors, and Peer Assistant Professors received $40,320 more than UNM Assistant Professors.

Why were peer institutions able to distance themselves so dramatically from UNM? Perhaps, as is often claimed, New Mexico did not have the resources to permit UNM to keep pace with Peer institutions.

New Mexico and "Peer State" Resources

The U.S. Department of Commerce annually publishes a report called "State Government Finances." From this source we obtained data on Per Capita Income, Per Capita Total Tax Revenues, and Per Capita Expenditures on Higher education for New Mexico and each of the 16 states in which the 16 Peer Institutions are located. (For purposes of this report, we will refer to these 16 states as "Peer States" and mean only by this that they are the states in which UNM's peer institutions are located.) Using this data, we compiled the Peer State mean for each of the years 1973-74 to 1991-92.

In Table 7, we present New Mexico Per Capita Income and the Peer Mean Per Capita Income in actual and constant December 1993 dollars. We also present inflationary lag behind 1973-74 levels and the difference between New Mexico and the Peer Mean.

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Our analysis shown in Table 7 indicates that New Mexico Per Capita Income started to decline in 1974-75 (about $538 in 1993 dollars) but then recovered and stayed ahead of inflation for the remainder of the 2 decades 1973-74 to 1993-94. By 1991-92, in fact, New Mexico Per Capita income had gained $3,225 (December 1993 dollars) over inflation. The average person in New Mexico had realized a real income increase during this period while UNM Professors experienced a very serious real decrease.

Our analysis, however, also indicates that the Peer States not only had a higher mean Per Capita income in 1973-74 (by $2,480 1993 dollars) and widened this gap slightly by 1992-93 (to $2,542 1993 dollars). It is possible that with an extra $63.37 per man, woman, and child, the Peer States might have been in a better position to invest in faculty salaries. If so, this should be reflected in Per Capita Total Tax Revenues.

In Table 8 we present Per Capita Total Tax Revenues for New Mexico and the Peer State Mean in actual and constant December 1993 dollars. And we show the differences between New Mexico and the Peer Mean.

Our analysis shown in Table 8 indicates that between 1973-74 and 1991-92 both New Mexico and the Peer States received tax revenues that increased at a rate faster than inflation. Moreover, in 1973-74 New Mexico started with a $230 (December 1993 dollars) lead in Per Capita Total Tax Revenues and by 1991-92 had widened this lead to $276 (December 1993 dollars).

The results displayed in Table 8 are not consistent with the view that Peer States had more public revenues to award to their major public universities. Perhaps, however, by sacrificing in other areas, Peer States allocated more money to Higher Education than did New Mexico.

In Table 9 we present our comparison of Per Capita Expenditures on Higher Education for New Mexico and the Peer State Mean.

Our analysis indicates that New Mexico's Per Capita Expenditures on Higher Education exceeded the Peer Mean throughout the 1973-74 to 1993-94 years. However, its lead fell from about $145 (December 1993 dollars) in 1972-93 to $107 in 1993-94.

Could the $38 gain by Peer Per Capita Expenditures on Higher Education account for Peer Institution's ability to raise their Faculty Salaries and Compensation more than UNM? If so, we would expect to see a corroborating pattern in New Mexico's appropriations to UNM.

**State Appropriation to UNM Instruction and General Budget**

UNM pays Faculty Salaries and Compensation out of its Instruction and General (I&G) Budget. The New Mexico Commission on Higher Education has for some years issued an annual report called "Analysis of Institutional I&G Operating Budgets." From this we have obtained New Mexico State Appropriations to UNM I&G Budgets per Student Full Time Equivalents (FTE) for the years 1973-74 to 1993-94. And from UNM's Budget Office we have obtained the comparable figures for 1992-93 and 1993-94 (the latter is budgeted rather than actual).

In Table 10 we have projected what State Appropriations to UNM's I&G Budget would have been if they had been indexed to "(had kept pace with)" (a) New Mexico's Per Capita Expenditures on Higher Education and (b) Mean Peer per Capita Expenditures on Higher Education.

Our analysis there shows that (after 1973-74) actual New Mexico Appropriations to UNM's I&G per Student FTE exceeded what would be projected by the rate of increase in New Mexico Per Capita Expenditures on Higher Education. And by 1991-92 the gain was about $1.096 for every student at UNM. In Table 10, it may also be observed that (after 1975-76) actual New Mexico Appropriations to UNM's I&G per Student FTE exceeded what would be projected by the rate
of increase in Peer Per Capita Expenditures on Higher Education. Moreover, in 1991-92 this gain was still about $404 per student at UNM.

The results presented in Table 10 do not support the view that UNM lacked the state I&G resources to keep mean faculty salary and compensation even with peer institutions. To corroborate this finding, we also looked at State Appropriation to UNM’s I&G Budget per Student FTE as a function of inflation.

In Table 11 we present State Appropriations to UNM’s I&G Budget per Student FTE in actual and constant December 1993 dollars. We also present there the “lag” (positive values indicate gains) of I&G per FTE behind 1973-74 levels in constant December 1993 dollars. Our analysis shown there indicates that (after 1974-75) State Appropriations to UNM’s I&G Budget per Student FTE increased at a faster rate than inflation. By 1984-85, in fact, the gain was over $350 for every student at UNM and the gain has remained at or above this level through 1993-94.

Our results are not congruent with the view that UNM lacked the state’s I&G revenues to keep faculty salaries and compensation up with inflation and UNM’s peer institutions. How could UNM have the state appropriation I&G revenues but faculty salaries and compensation would not reflect this fact? There are at least two plausible explanations: (a) an increasing share of I&G went to non-instruction expenditures by the University and/or (b) other significant revenues to I&G declined. We turned our attention to actual expenditures on instruction at UNM.

UNM Expenditures on Instruction per Student FTE

In Table 11, we also present UNM Expenditures on Instruction per Student FTE in actual and constant December 1993 dollars and we there show “lag” behind the 1973-74 level. Our results indicate that UNM Expenditures on Instruction per Student FTE gained steadily throughout the 2-decade period, that the gain was about $350 for every student at UNM by 1985-86 and was well over $1430 by 1993-94. However, in Table 11 we also present UNM Expenditures on Instruction per Student FTE as a percent of State Appropriation to UNM’s I&G Budget per Student FTE. In 1974-75 and 1975-76 this was over 84%, but in subsequent years fell to the low 70’s and recovered above 84% only in 1993-94.

Our results indicate that UNM did have more money to spend on Instruction per Student FTE but we wanted to know if this increase fully kept pace with increases in (a) New Mexico Per Capita Expenditures on Higher Education and (b) State Appropriations to UNM’s I&G Budget per Student FTE.

In Table 12 we have projected UNM Expenditures on Instruction per Student FTE (a) if these had increased at the rate of New Mexico Per Capita Expenditures on Higher Education and (b) State Appropriations to UNM’s I&G Budget per Student FTE.

The analysis presented in Table 12 shows that from 1973-74 to 1993-94 UNM Expenditures on Instruction per Student FTE outstripped growth in New Mexico Per Capita Expenditures on Higher Education. By 1991-92, in fact, UNM Expenditures on Instruction per Student FTE at UNM were about $782 above what would be expected on the basis of New Mexico Per Capita Expenditures on Higher Education.

Our analysis in Table 12 also shows that UNM Expenditures on Instruction per Student FTE started (1973-74 to 1975-76) and ended the 2-decade period (1991-92 and 1993-94) ahead of what would be projected by State Appropriations to UNM’s I&G per Student FTE. However, between 1976-77 and 1992-1993, UNM Expenditures on Instruction per Student FTE did not keep pace with I&G. The deficit was during most of that time, moreover, between $200 and $500 (1993 dollars).

How could both State Appropriations to UNM’s I&G per Student FTE be well ahead of increases in inflation and state resources and how could UNM’s Expenditures on Instruction be
ahead of State Expenditures on Higher Education but UNM's Expenditures on Instruction lag appreciably behind projections based on I&G? Our results indicate that a significant, non-state-appropriation source of I&G revenue did not keep pace with increases in state appropriations. What source? For us the tell-tale clue was the "bathtub shaped" curve of the $200 to $500 deficit per Student FTE. We recognize this as also describing the failure of Student Tuition and Fees at UNM to keep pace with UNM I&G Expenditures. (See our latest report on UNM Tuition and Fees presented to the UNM Faculty Senate on April 13, 1993.)

Student Tuition and Fees

In its reports on Student Tuition and Fees, the FSBC has repeatedly documented the fact that that Student Tuition and Fees at UNM have declined as a share of I&G Expenditures per Student FTE. In these reports we have also repeatedly recommended that Student Share (defined in this way) should be restored in the 1973-74 level of 30%. For the present report on Faculty Salaries and Compensation, we have undertaken to estimate the lost revenues and to project what would have happened if these had been applied to keeping Faculty Salaries and Compensation at Peer levels.

In Table 13 we calculate the cost of bringing UNM salaries up to the mean of UNM's Peer Institutions. For each rank we specifically calculate the difference between the UNM and Peer mean and multiply by the number of UNM faculty at that rank.

In Table 14 we calculate the cost of bringing UNM compensation up to the mean of UNM's Peer Institutions. For each rank we specifically calculate the difference between the UNM and Peer Mean and multiply by the number of UNM faculty at that rank.

In Table 15 we estimate the additional Tuition and Fee Revenue per Student FTE from setting the nominal Tuition and Fee Rate (resident, full time, undergraduate) at 30% of I&G Expenditures per Student FTE. (Tuition and Fee Rates at UNM would still be less than the mean Tuition and Fee Rates at Peer Institutions. See FSBC Report on Tuition and Fees.) Multiplying the additional Tuition and Fee revenues per student FTE by the FTE we estimate the total additional revenues that would have been raised by this policy. We then determine the balance if these additional revenues had been applied to raising mean UNM salaries to the Peer Mean.

Our results indicate that Faculty Salaries could have easily been kept at Peer levels with $3 to $7 million to spare between 1977-78 and 1993-94.

In Table 16 we provide the same analysis for bringing mean compensation up to the Peer Mean. Again, our results indicate that this could be done with ample money to spare throughout most of the 2-decade period.

One explanation of the Lag in UNM Salaries and Compensation behind peer means is, thus, the declining Student Tuition and Fee share of I&G Expenditures. A reasonable interpretation of our results is that low student Tuition and Fees at UNM contributed to real income losses to faculty. This interpretation assumes, however, that increases in faculty size were appropriate.

UNM Faculty Size

In Table 17 we present the number of UNM Faculty by rank and project what the number would have been if faculty size had increased at the same rate as Student FTE. We also present the gain in faculty beyond what it would have been if indexed to Student FTE.

It is clear in Table 17 that there have been significant gains in faculty size over Student FTE growth. By 1993-94 the gain was 85 for Full Professors and 46 for Associate Professors. By contrast there was a lag of 27 for Assistant Professors. Relative to growth in Student FTE the number of faculty grew and the distribution shifted significantly to higher professorial rank.
In Table 18, we report the Faculty Salary related cost of the gain and redistribution by rank of faculty at UNM. By 1993-94 the annual cost of added Full Professors was about $4.9 million and the annual cost of added Associate Professors was about $2.0 million. The savings on reduced numbers of Assistant Professors was about $1.0 million.

In Table 19 we present what faculty salaries would have been at UNM if faculty size at each rank had increased in fixed ratio to Student FTE and if this faculty had received as salary increases the revenues that went, in fact, to pay for an expanded faculty. By 1993-94 mean salary would have been about $65,600 for Full Professors, $51,500 for Associate Professors, and $44,700 for Assistant Professors. These exceed the corresponding peer group means for 1993-94 (see Tables 1-3 or Table 13).

In Table 20, we report the Faculty Compensation cost of the gain and redistribution by rank of faculty at UNM. By 1993-94 the annual cost of added Full Professors was about $5.9 million and the annual cost of added Associate Professors was about $2.4 million. The savings on reduced numbers of Assistant Professors was about $1.3 million.

In Table 21 we present what faculty compensation would have been at UNM if faculty size at each rank had increased in fixed ratio to Student FTE and if this faculty had received as salary increases the revenues that went, in fact, to pay for an expanded faculty. By 1993-94 mean compensation would have been about $83,700 for Full Professors, $63,500 for Associate Professors, and $55,300 for Assistant Professors. These also exceed the corresponding peer group means for 1993-94 (see Tables 4-6, Table 14, or Appendix A).

Our results indicate that the primary explanation of the failure of UNM Salary and Compensation to keep pace with Peer Means was that UNM (a) reduced Student Tuition and Fee revenues as a share of l&G expenditures and, simultaneously, (b) significantly increased faculty size relative to growth in Student FTE. This explanation requires the further qualification that during the relevant 2-decades, UNM failed to obtain additional state revenues and failed to find additional internal revenues which could be reallocated to faculty salaries and compensation.

Conclusions

Our studies to date seem to warrant the following conclusions:

(1) Due to inflation, faculty at UNM (especially Full Professors and Associate Professors) make less today than they did in the year 1973-74.

(2) While UNM's Peer Institutions shared UNM's problem with inflation during the decade 1973-74 to 1983-84, during the last decade UNM's Peer Institutions have largely recovered from inflationary lag while UNM has not.

(3) The explanation of the UNM-Peer Gap does not appear to be that UNM failed to receive proportionate resources from public resources.

(4) Logically, UNM could have kept Faculty Salaries and Compensation at or above the Peer Mean in any one of 5 ways (a) obtaining more generous state l&G appropriations, (b) making significant internal reallocations of l&G expenditures to instruction, (c) keeping Student Tuition and Fee rates at 30% of l&G expenditures, (d) keeping the growth of faculty size and rank distribution commensurate with increases in Student FTE, or (e) 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 Faculty Salaries and Compensation and why it stays there.

Recommendations

The FSBC recommends the following actions by the UNM Faculty Senate:
(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.
May 2, 1994

To: Bel Campbell, President, Faculty Senate

From: M. W. Wildin, Chair, Long Range Planning Committee

Re: Recommendation for Initiation of the Position of Facilitator Between UNM, the Federal Laboratories, Industry, and Foundations

For over a year, the Long Range Planning Committee has discussed means by which relations between UNM and external organizations, such as national laboratories, industry, and foundations might be improved. The following proposal is the result of these discussions, and it involved extensive interaction with Associate Provost for Research, Ellen Goldberg. In fact, the following recommendation was originally drafted by Dr. Goldberg. Subsequent discussions between our committee, Dr. Goldberg, and Ed Walters, Chair of the Research Policy Committee, as well as discussions within our committee, resulted in the version below. The Long Range Planning Committee voted (8-0-0) at its meeting on April 29 to recommend this to the Faculty Senate for action. In retrospect, it occurs to me that perhaps action by the Faculty Senate is not required. I will leave it to you and the Provost to decide what further action, if any, is required. However, in view of the apparently urgent need for filling the role associated with this position, I encourage you to take the steps necessary to obtain whatever additional faculty approval is needed to initiate the position as soon as possible.

Purposes: To appoint a faculty member as a facilitator, to bridge differences between federal laboratory, corporate, and university cultures. To facilitate cooperative partnerships between UNM, the federal laboratories, industry, and foundations that will support and enhance faculty and student research and scholarship. The scope of the interactions will include the arts, humanities, social sciences, natural sciences, engineering, and management. Special sensitivity to opportunities for minority student advancement will be exercised. The facilitator’s office will provide administrative support for faculty and students to creatively develop individualized research and educational programs.

Organizational Structure:
1. The UNM/Laboratory/Industry/Foundation facilitator will report to the Vice Provost for Research and will function within the administrative structure of the Associate Provost for Research.

2. An advisory committee with faculty representatives will be formed to advise the facilitator and to review the facilitator’s performance and the operation of any office established to support the facilitator. This committee will assist the facilitator in formulating objectives and criteria for assessing achievement of these objectives. The objectives shall embrace the purposes set forth above. The committee will also participate in
the evaluation process, as follows. Interim reports on the performance of the facilitator and the operation of the facilitator's office will be submitted by the advisory committee to the Provost and the Faculty Senate President at the end of the first and second years of operation. Prior to the end of the third year of operation, a formal report on operation of the facilitator's office will be prepared by the committee, and a recommendation will be made to the Provost about whether or not to extend the life of this position. Faculty representation on the advisory committee shall include representatives from at least the Research Policy Committee and the Long Range Planning Committee.

3. The facilitator will work closely with appropriate individuals in academic units, such as associate or assistant deans, or research/development directors, to ensure that information flows as quickly as possible to faculty and students in the units.

4. The facilitator shall not be a signatory on proposals, concept papers, etc., sent from the university to external organizations. Informal review by the facilitator of communications such as concept papers is desirable.

Goals:
1. Identify research and educational activities being conducted or planned by UNM faculty that are particularly amenable to interactions with or funding from industry, government laboratories, or foundations.

2. Develop new and innovative programs in cooperation with students and faculty and in collaboration with foundation, industry, and laboratory partners to enhance research and scholarship.

3. Identify and attract funding from laboratory, foundation, and industrial sources for these collaborative educational and research efforts.

4. To identify laboratory, nonprofit, and industrial cooperative programs available to UNM graduate and undergraduate students.

5. Improve the UNM Faculty's awareness of opportunities to apply and transfer expertise they have already developed, and to collaborate with external partners in identifying and addressing societal needs through collaborative research and educational programs.

6. To coordinate activities involving regional universities and the federal laboratories.

7. To establish long-term working relationships with industrial, foundation, and laboratory partners.
Funding: The portion of the facilitator’s time devoted to this function and the expenses of a support office, if one is established, will be funded initially from general overhead funds. As soon as possible, the office should become self-supporting, through funds solicited from laboratory, industry, and foundation partners. In any event, University overhead funds will be expended for this purpose for a maximum of three years. Anticipated first year expenses are roughly $75,000. The office shall be funded a maximum of 100% from internal sources the first year, 67% the second year, 33% the third year, and 0% the fourth year.
Policy and Procedures for New Units and Interdisciplinary Reorganization of Academic and Research Units at the University of New Mexico

Introduction

From time to time it is necessary for the University to consider proposals for the creation of new units, or for major restructuring of existing units, especially units involving both research and teaching functions and those crossing disciplinary lines. Occasionally the proposed unit would become a branch of the University.

While there are well-established procedures for approving the creation of new courses, new programs, and both minor and major changes in existing courses, there exists no formal system of review by both the faculty and administration of proposals for creation of new units. This policy and the associated procedures attempt to lay out guidelines for such major changes and additions.

In general, a proposal for such major changes should follow the guidelines below. However, the specific procedures for consideration and approval will be established through discussions between the proposers of any changes and representatives of the Provost's Office and the Faculty Senate Operations Committee.

Policy

If it is proposed to create a new unit located on or off the UNM Albuquerque campus, including new branches or education centers, or to make major changes in an existing unit, approval of at least the UNM Faculty Senate and the Provost is required. Approval of the proposed action must be sought and obtained prior to initiating operation of a new unit, or making major changes in existing units. In no case is this to be construed as prohibiting an existing unit from experimenting with major changes prior to seeking approval of these on a continuing basis. However, even in the case of experimental changes, stakeholders, such as affected faculty, staff, and students must be informed in advance and their input sought and considered by the appropriate dean, director, or other administrator proposing the changes, prior to initiation of the experiment.

1. "Major changes" is defined for purposes of this document as merger of two or more units, or division or dissolution of a unit. This policy is not meant to apply to organizational changes within an integral unit with no implications outside that unit.

2. "Unit" is used in this document to designate a department, division, center, institute, or branch.
Procedure

Those proposing new or revised units other than interdisciplinary research centers or institutes (see below for procedures for these units) must prepare a proposal according to the attached guidelines, and submit it for approval by: 1) the Faculty Senate, acting on the advice of appropriate faculty committees, as determined by the President of the Faculty Senate, and 2) appropriate administrative officers, as determined by the President or Provost of UNM. If approval of the proposal by the Board of Regents is required, all actions of the Faculty Senate and the administrative officers relative to the proposal shall be transmitted to the Board of Regents. If clarification of the guidelines is desired, it should be sought from the Provost’s office.

Those proposing creation of interdisciplinary research centers or institutes should prepare a proposal according to guidelines prepared by the Research Policy Committee. Copies of these guidelines may be obtained from the chair of that committee, or from the Associate Provost for Research.

Guidelines

The following is an outline of guidelines for preparing proposals for creating or making major changes in units, either on the UNM campus or entire branches or education centers at remote locations. It is recognized that a situation may arise for which these guidelines are not complete. In such a case, the proposer should seek advice from the Provost’s Office and the President of the Faculty Senate.

I. For all proposals, provide the following basic information

A. Identify the proposed changes, including all aspects such as instruction, research, and service.

B. Summarize your reasons why the proposed changes are desirable, or necessary. For example, are they responsive to state or national needs, existing or anticipated opportunities, or requirements of regulatory bodies such as accreditation agencies?

C. What are the advantages to the University of New Mexico if the proposal is approved and implemented?

1. What advantage does the proposal offer to current or future students, faculty, and staff at UNM?

D. Does the proposed new or revised unit pose any actual or potential conflicts with the programs or services of existing units at UNM, branches of UNM, or other institutions or organizations within the State of New Mexico? On the other hand, does it offer potential enhancement of, or cooperation
with the programs or services of other units or organizations?

E. Provide an overall summary of the anticipated costs or changes in costs, and the human and physical resources, including space and equipment needed during the first three to five years of operation of the proposed new or revised unit.

II. In the case of proposals for new units on or off-campus, or major revisions of existing units, provide the following detailed information:

A. Describe the existing organizational structure related to your proposal, and the anticipated structure when the revision or new unit has evolved to its anticipated form. Include a description of:

1. Administrative structure, including the line of responsibility within the organization and the path(s) through which the unit will report.
2. Faculty positions, including rank and responsibilities.
3. Staff positions, including grades and responsibilities.

B. Describe the instructional programs the unit will offer, if any:

1. What degree programs will the unit offer, or support, at the undergraduate or graduate levels?
2. What courses at the lower division, upper division, and graduate levels will the unit offer in support of either its own or other degree programs?
   a. Identify both existing and new courses. Briefly explain the need for the new courses.
   b. If any of these courses overlap or are intended to replace existing course offerings in the university, explain how potential duplication and conflict with the units offering those courses would be resolved.
3. What other courses, such as training or continuing education, might be offered by the unit?

C. Describe the unit’s proposed research programs:

1. What research programs will be conducted by the unit alone or in cooperation with other units?
   a. In case(s) of cooperative programs, what other units will be involved, what will be their role, and what will be the relationship between these units and yours?
2. What degree programs will these research programs support, and in what manner will they be supported?
3. What non-state funding sources are anticipated for the research programs?
4. What funding from the University or State of New Mexico will be required?
D. Describe the unit’s service activities.
   1. What services will the unit provide to other units in
      or associated with the University?
      a. Are these services currently offered by any
         other unit in the university, associated with it,
         or contracted by it? If so, do you plan to
         supplement what exists or to replace it? How would
         potential conflicts with the other units be
         resolved?
   2. What services will the unit provide to organizations
      outside the university?
      a. Are there units, either public or private,
         already offering these services? If so, justify the
         need for you to provide them via the proposed unit.

E. Discuss your plans for the unit for the next three to five
   years.
   1. What needs, opportunities, or demands will the unit
      satisfy that are not currently being adequately met?
   2. How will the unit’s functions and size change during
      this period? For example, will they remain static, grow,
      or diminish?
   3. How will faculty, staff, and administrators be
      acquired to support this unit?

F. Provide detailed budget information for the first three to
   five years of operation of the proposed unit. For operating
   costs, include at least personnel, space upkeep or rental,
   utilities, contracted services, and equipment maintenance and
   replacement. For one-time costs, include at least space,
   furniture, utilities connections, and equipment.

Approved by the Faculty Senate Long Range Planning Committee,
April 1, 1994. (Vote: Yes - 6, No - 1, Abstentions - 0)
MEMORANDUM
April 27, 1994

To: Bel Campbell, UNM Faculty President

From: Greg Candela, Valencia Campus Faculty President

RE: Valencia Campus Faculty Constitution

On April 13, 1994, Robert Bienstock, Associate Counsel for the University, completed his review of the revised UNM-Valencia Campus Faculty Constitution. Valencia Campus faculty has been aware that our Constitution is subject to review by University Counsel and subsequent modification.

In addition, the Faculty Newsletter, due out May 5, will include Counsel Bienstock's review, a "Collation" containing only those sections of the Constitution modified according to his comments, and the entire "Constitutional Draft" modified according to his comments. The campus faculty may choose to bring this latest draft up for a vote at its May 12, 1994 Assembly meeting.

Please forward these materials to UNM Faculty Senators preparatory to their consideration of the Valencia Campus Constitution on May 12, 1994.

Thank you for your consideration, your help, with this important document.
The University of New Mexico  

Date: April 13, 1994

To: Ignacio R. Cordova, Associate Provost, Academic Affairs  

From: Robert E. Bienstock, Associate University Counsel  

Subject: Valencia Campus Faculty Constitution

This is my review of the proposed revised UNM-Valencia Faculty Constitution (April 5, 1994 draft).

As an opening statement, bodies such as the Faculty Assembly should adhere to the Open Meetings Act. I have copies of the Attorney General's handbook on the Open Meetings Act, available upon request.

My comments are organized by section number.

<table>
<thead>
<tr>
<th>Section</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A.3</td>
<td>It should state whether these ex officio members have voting privileges.</td>
</tr>
<tr>
<td>I.B.1</td>
<td>The right of review and action is limited by several principles in the Faculty Constitution which are not articulated either here or in the Guiding Principles. They ought to be specified in one place or the other. The principles are as follows: The right of action is &quot;subject to the authority of the Regents in matters involving finance, personnel, and general University policy.&quot; Article I, Section 2. Actions of the faculty of the branch regarding matters relating to that branch are subject to the review of the University Faculty. Article II, Section 1. Matters concerning the organization and procedure for the efficient functioning of departments require the advice and consent of the Director. Article II, Section 4(a).</td>
</tr>
<tr>
<td>I.B.1.f</td>
<td>The addition of the word &quot;tenure&quot; is inconsistent with the Faculty Constitution, which provides the University Faculty with the right of review and action in regard to &quot;policies of appointment, dismissal, and promotion in academic rank.&quot; Article I, Section 2. I believe that policies regarding tenure may only be adopted by the Regents. Additionally, in this section, it is not clear what &quot;oversight&quot; means. Is it a reference to administration of the policies?</td>
</tr>
</tbody>
</table>
The Faculty Assembly has authority over academic freedom grievance procedures, but not over faculty grievance procedures generally. See the Faculty Handbook: Academic Freedom, Tenure, Appointment, and Grievance Procedures, Section G, page H-5. Other grievance procedures (such as research fraud and sexual harassment) are within the jurisdiction of other entities.

I don't find authority for final approval in most of these areas. Issues involving finance, personnel, and general University policy are subject to the authority of the Regents in Article I, Section 1 of the Faculty Constitution. The Regents have delegated responsibility over most of these actions to the Administration, such as campus police, student affairs, and academic affairs. While the faculty has certain authority in these areas within the framework of Article II, this is framed too broadly.

This section should also address quorum requirements.

As a practical matter, this is fine. On the other hand, the Faculty Constitution provides that the Director "shall act as ... the representative of the College Faculty." Article III, Section 3(b). Perhaps adding the phrase "where not inconsistent with Article III of the Faculty Constitution" could save this.

This has the same problem as above. Additionally, the "et al." is too vague. There are provisions throughout this document for faculty representatives on numerous committees where the representative is someone other than the Faculty President. It is not clear from this which committees the Faculty President is supposed to serve on.

It should be stated whether this is with or without a vote.

For the event that the last meeting is canceled, you should add the following words at the end: "or at the first meeting thereafter." You might also want to add the following: "The scheduling of an emergency meeting of the Faculty Assembly during the spring semester after such a meeting will not render the election invalid."

I would change the "should" to a "shall."
II.B.1. Remember that the immediate past president is also a member of the Executive Committee. Also remember that there are two Department Representatives on the Executive Committee. Section II.A.1.d.

II.B.2.a. It is the President who creates ad hoc committees, not the Executive Committee. See Section II.A.3.a (4).

II.C.3. I am a bit confused by the first phrase. It appears to say that serving 2-year appointments is mandatory. The rest of the paragraph makes clear, however, that it is not. Is what is intended that appointments on committees be for 2-year terms?

II.C.4. It is unclear what is meant by "or other faculty positions." Obviously, many faculty positions are named in other fashions. It would be best to delete this and list specifically which appointments are made via this process. Also, insert the word "standing" before "Committees." Other committee appointments are made in different ways.

Note, for example, that representatives to the main campus Faculty Senate must be made by election of the branch faculty. See the Faculty Constitution, Article I, Section 6(b)(i).

Notes:

In the last paragraph, the list of standing committees is from the Gallup Branch.

That's the end of the memo. I would be happy to work with you or with any one from the Valencia Branch on making any necessary changes.

REB/eb
3433 6th
### Modifications to Valencia Campus Faculty Constitution
April 22, 1994

<table>
<thead>
<tr>
<th>Section</th>
<th>Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A.3</td>
<td>Addition: &quot;non voting&quot; in front of &quot;ex-officio members&quot;</td>
</tr>
<tr>
<td>I.B.1</td>
<td>Addition: &quot;Subject to the provisions in the Faculty Constitution--Article I, Section 2; Article II, Section 1, and Article II, Section 4(a)--Faculty Assembly has the right of review and action in the following:&quot;</td>
</tr>
<tr>
<td>I.B.1.f</td>
<td>Addition: &quot;Procedures of appointment, dismissal, and promotion in academic rank at Valencia Campus, and administration of such procedures.&quot;</td>
</tr>
<tr>
<td>I.B.1.g</td>
<td>Addition: &quot;academic freedom&quot; before &quot;grievance procedures&quot;</td>
</tr>
<tr>
<td>I.B.1.h</td>
<td>Revision: &quot;Recommendation of action in regard to general faculty welfare.&quot;</td>
</tr>
<tr>
<td>I.C.</td>
<td>Addition: C.1. &quot;Quorum: Members of the voting faculty present, but at least 30% of full-time faculty, constitute a quorum at Faculty Assembly meetings.&quot; (This section was approved by the Assembly on April 8, 1994)</td>
</tr>
<tr>
<td>II.A.1.e</td>
<td>Deletion: Section e has been deleted</td>
</tr>
<tr>
<td>II.A.3.a(2)</td>
<td>Addition: &quot;where not inconsistent with Article III, Section 3(b) of the Faculty Constitution.&quot;</td>
</tr>
<tr>
<td>II.A.3.a(3)</td>
<td>Revision: &quot;Serve on the Instructional Council and supervise faculty administrator's evaluations issued by the Instructional Council.&quot; (This revision was approved by the Assembly on April 8, 1994)</td>
</tr>
<tr>
<td>II.A.3.a(6)</td>
<td>Deletion: Section (6) has been deleted. (This deletion was approved by the Assembly on April 8, 1994)</td>
</tr>
</tbody>
</table>
II.A.4.a. 
Addition: "regular" before "Assembly meeting" and "or at the first meeting thereafter" at the end of this section.

II.A.4.e. 
Revision: "shall" replaces the word "should"

II.B.1. 
Revision: The membership of the FEC no longer includes the past president, there are only 2 representatives in addition to the officers, and the word "department" has been omitted in the entire document for the word "representative(s)." (These changes were approved by the Assembly on April 8, 1994)

II.B.2.a. 
Revision: The FEC creates ad hoc committees and the language in the document has been changed to reflect this. (These changes were approved by the Assembly on April 8, 1994)

II.C.3. 
Revision: The confusing phrase has been deleted. Addition: A section 7. has been added to section II.C. which reads, "Appointments to Assembly Standing Committees are for two years." (These changes were approved by the Assembly on April 8, 1994)

II.C.4. 
Deletion: "or other faculty positions"
Addition: "standing" before "Committees."

Notes: the list of standing committees from Gallup Branch has been deleted.
FACULTY CONSTITUTION
UNIVERSITY OF NEW MEXICO-VALENCIA CAMPUS

History

A self-appointed faculty group, calling itself the Faculty Committee, formed in December of 1982 to represent faculty at Valencia Campus (then called the Valencia County Branch). The Faculty Committee’s immediate goal was to form an elective body to organize and lead faculty. The Faculty Council was subsequently elected, by part-time and full-time faculty, in January of 1983. The constitution governing this group, the Faculty Council Constitution, was revised and renamed the Constitution of the Faculty Assembly by faculty (“Revised Final Draft” October 25, 1985), reviewed by the director, Dr. Omero Suarez, and approved by a two-thirds vote of the Faculty Assembly in fall 1985.

The Faculty Executive Committee (1993-94), with the consent of the Faculty Assembly, has determined that a substantial revision of the 1985 Constitution is needed and that, following the precedent set by Gallup Campus in 1989, this revision should be submitted to main campus for approval.

Guiding Principles

As “Section H” of the University of New Mexico Faculty Handbook states, “The branch campuses of the University of New Mexico are considered fully integrated component colleges, and they are committed to serving the needs of their respective communities in the manner of a comprehensive community college.” The Valencia Campus, then, has a dual role which warrants its faculty organizing locally under the aegis of the main campus Faculty Senate and within the authority given to branch faculty by the UNM Faculty Handbook, UNM Faculty Constitution, and Operating Agreement between the UNM Regents and branch Advisory Board. For example, the UNM Faculty Constitution states that “The Faculty of each College shall be an autonomous unit in all matters relating to that particular college...” (Art. II, Sec. 1), and “The Faculty of each College shall decide upon the procedure for the efficient functioning of the College” (Art. II, Sec. 3a). Such faculty authority will be exercised in a collegial manner and in open, regular collaboration with other branch constituent groups and main campus.

Sources

* UNM-Valencia Campus Faculty Constitution (1985)
* UNM-Valencia Campus Operating Agreement (1992)
* UNM-Gallup Faculty Constitution (1989)
* UNM Faculty Handbook (Current Edition)
* UNM Faculty Constitution (1949)
I. THE FACULTY ASSEMBLY

A. Membership:

1. All full-time and contract faculty are voting members of the Assembly.

2. All instructors employed by the branch for the current semester to teach credit-bearing courses and ABE courses are voting members of the Assembly for that semester. Those employed each spring semester are also voting members until the following fall semester begins, upon which, they must be reemployed to continue their membership and voting status.

3. The Director, Chief Instructional Officer (if not a faculty member), Director of Student Services, Librarian(s), Business Manager, Staff Association President, and Student Body President are non-voting, ex-officio members of the Assembly.

4. Any subsequent membership issue shall be decided by a ballot and by all voting members of the Assembly.

B. Rights and Responsibilities:

1. Subject to the provisions in the Faculty Constitution—Article I, Section 2; Article II, Section 1, and Article II, Section 4(a)—Faculty Assembly has the right of review and action in the following:

   a. Formulation of institutional aims.

   b. Creation of divisions, departments, and programs.

   c. Approval of major curriculum changes upon recommendation from branch campus administration and forwarding to appropriate UNM entities for final approval.


   e. Approval of candidates for degrees.

   f. Procedures of appointment, dismissal, and promotion in academic rank at Valencia Campus, and administration of such procedures.
g. Creation and administration of faculty academic freedom grievance procedures at Valencia Campus.

h. Recommendation of action in regard to general faculty welfare.

2. Officers of the Faculty Assembly or their appointees will work with the Instructional Council and Advisory Board to compose the annual budget for approval by the director and board.

C. General Procedures:

1. Quorum: Members of the voting faculty present, but at least 30% of full-time faculty, constitute a quorum at Faculty Assembly meetings.


3. The Assembly shall meet a minimum of three times during each semester of the academic year, usually on the last Friday of the month.

II. FACULTY ASSEMBLY STRUCTURE

A. Officers and Representatives:

1. The Assembly shall nominate and elect faculty to the following positions:
   a. Faculty President--Officer
   b. Faculty Vice President--Officer
   c. Faculty Secretary--Officer
   d. Two representatives from separate instructional areas other than the faculty president's, to serve on the Faculty Executive Committee.

2. The officers and representatives (a - d above) constitute the Faculty Executive Committee (FEC) of the Assembly.

3. Duties of Officers:
   a. The Faculty President shall,
      (1) Preside over the Assembly as its Chief Executive Officer and chair the Faculty Executive Committee.
(2) Represent faculty before community, college
or main campus groups and officials (e.g.,
monthly reports to Advisory Board) where not
inconsistent with Article III, Section 3(b)
of the Faculty Constitution.

(3) Serve on the Instructional Council and
supervise faculty administrator's
evaluations issued by the Instructional
Council.

(4) Oversee any official documents issued by the
Assembly.

(5) Appoint faculty to Assembly and Valencia
Campus Standing Committees, in consultation
with appropriate faculty and campus adminis-
trators, with the concurrence of the FEC.

b. The Vice President shall,

(1) Serve on the Executive Committee and
actively assist the President.

(2) Perform the duties of the President in the
absence of the President (at the President's
request).

(3) Function as the Assembly and Executive
Committee parliamentarian.

(4) Act as Treasurer, responsible for the
Assembly budget and financial reports.

c. The Secretary shall,

(1) Serve on the Executive Committee.

(2) Distribute to members, Advisory Board,
Administration, and others, and post
announcements and documents of the Executive
Committee and Assembly (e.g. minutes,
agendas, policies) in a timely manner.

(3) Record minutes of meetings of the Assembly
and Executive Committee.

(4) Act as custodian of official Assembly
documents.

(5) Conduct the correspondence of the Assembly.

(6) Maintain a list of names, addresses, and
phone numbers of Assembly members and
compile a phone information network, if
deemed necessary, to expedite communication
among Assembly members.

4. Election of Executive Committee Members

a. The election of Assembly Officers and
Representatives of the Executive Committee
shall be conducted annually at the last
regular Assembly meeting of the spring semester
or at the first meeting thereafter.
b. The election shall be chaired by the outgoing President of the Assembly.

c. The new officers and Executive Committee shall take office immediately upon election.

d. Nominations for Faculty Officers and Representatives may be submitted to the Executive Committee through the Secretary before the election meeting; additional nominations may be made from the election meeting floor.

e. The President, Vice President, and Secretary shall not all be from the same instructional area.

f. No Executive Committee member shall also be serving at a chair level or above.

g. Executive Committee Members are elected for one-year terms. If any Member resigns before the end of his/her term, the Executive Committee will temporarily fill the vacancy and hold a special election to officially fill the vacancy at the next Assembly meeting following the resignation.

B. Faculty Executive Committee (FEC):

1. Membership--President, Vice President, Secretary and 2 Representatives of the Faculty Assembly.

2. Duties of the Executive Committee--

   a. Direct the work of the Assembly and its Committees (i.e. function as a Committee on Committees); review the minutes and official actions of all Standing and Ad Hoc Committees of the Assembly and present any committee action, requiring Assembly vote, to it with recommendations.

   b. Identify goals and set meeting agendas for the Assembly.

   c. Review Assembly procedures and structure and make recommendations for their improvement.

   d. Appoint, after a nomination process, all faculty representatives to Assembly, Valencia Campus, and Main Campus Standing Committees.
e. Appoint representatives to fill committee vacancies between the two-year cycle of the committee bid process.

f. Represent the faculty to off-campus groups regarding faculty business.

g. Compose and distribute (or delegate such) the Faculty Newsletter, to include upcoming Assembly agendas, at least three times each in fall and spring semesters, to be distributed at least four days prior to each Assembly meeting to all college faculty, advisory board members, key administrators, staff, and students, as well as to the President of the Faculty Senate, Regents, Provost, and branch liaison of the University.

C. Standing Committees:

1. Standing Committees and their charges shall be created by majority vote of the Faculty at the Assembly meeting designated for such a vote by the Executive Committee and the meeting Agenda.

2. Mission, size, and composition of committees shall be determined by vote of the Faculty Assembly.

3. Service on Assembly and Campus Committees is voluntary but central to faculty professional development and college service. As such, service on the executive committee and other Assembly committees should be given substantial weight on any faculty evaluation and consideration of merit pay. Committee appointments are for two years.

4. Faculty appointments to Assembly and Campus Committees will be made, after a nomination process, by the Faculty President in consultation with the Executive Committee, Chairs, and, in the case of non-faculty committees, the appropriate campus administrator.

5. Chairpersons of the Standing Committees shall be elected by committee members of each committee.

6. The Current Standing Committees are,

a. Curriculum Committee

b. Faculty Procedure Handbook
c. Professional Development

d. Program Development

e. Tenure and Promotion

7. Appointments to Assembly Standing Committees are for two years.

D. Ad-Hoc Committees will be formed and staffed by the FEC as the need for such committees arises.

III. AMENDMENTS AND BYLAWS

A. Amendments:

This Constitution may be amended by a two-thirds vote of the Faculty Assembly present after presentation of the amendments for debate at two consecutive Faculty Assembly meetings convened at least four weeks apart.

B. Bylaws:

1. This constitution may be supplemented by bylaws adopted by a majority vote of the Assembly present after a single presentation at a Faculty Assembly meeting.

2. Such Bylaws shall normally include the following:

   a. Interpretations and implementations of this Constitution.

   b. Creation of Standing Committees of the Faculty Assembly, their statements of mission, duties, size, and composition.

   c. Other Faculty regulations.

IV. DISTRIBUTION

The Secretary of the Assembly shall keep on file a copy of this Constitution, its Amendments and its Bylaws, shall file a copy with the University Secretary, and shall make certain that the Constitution appears in the UWM-Valencia Faculty Procedure Handbook which is distributed to every Faculty member.
V. RATIFICATION

This Constitution shall be fully ratified and effective when it is distributed to and reviewed or approved by the following groups or individuals, ideally, in this order: (Those dated before April 26, 1994 below have been completed as of April 26, 1994)

1. Faculty Executive Committee (1993-94), acting as the ad hoc Constitutional Revision Committee—Review and Approval (January 24, 1994)

2. UNM-Valencia Campus Faculty Assembly—Review and Approval (March 4, 1994 and April 8, 1994 respectively)


5. Valencia Campus Advisory Board—Review (April 13, 1994)

6. UNM Faculty Senate—Review and Approval (April 12 and May 10, respectively)

7. UNM President—Review and Approval (Spring/Summer 1994)

Approved by the UNM-Valencia Campus Faculty Assembly and its Officers this 8th day of April, 1994.

Bel Campbell, President

Approved by the UNM Faculty Senate this 10th day of May, 1994.

Bel Campbell, President

Approved by Richard E. Peck, President of the University of New Mexico this _____ day of _____, 1994.

Richard E. Peck, President
FOAMC
MAJOR AND MINOR CURRICULAR CHANGES

Date: March 11, 1994
Ann Dunlap, PhD
Assistant Director
Emergency Medical Services Academy

This form is for Emergency Medicine EMT Courses
This program is or would be located in current catalog page 297 – 298

I. Major Change - Mark appropriate category

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
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<tr>
<td>Major</td>
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<tr>
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<td>☐</td>
</tr>
<tr>
<td>Concentration</td>
<td>New</td>
<td>☐</td>
</tr>
</tbody>
</table>

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

II. Minor Change - To remove "T" from Emergency Medicine Courses.

Minor name change of existing degree, major, minor, or concentration. See Attachment "A"

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

Reasons for Request: (attach statement) See Attachment "B"
Effective Date of Proposed Change: FALL SEMESTER 1994
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 ☑
If yes, have you resolved these issues with department involved? (attach statement)

Signature: ____________________________
Department Chair

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

Received
Entered (Mainframe)
For Scheduling
Entered (Catalog)
Motled
425

425
ATTACHMENT "A"

The numbers and names of all the Emergency Medicine courses would remain the same except that the "T" indicating "technical course" would be removed:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM 101</td>
<td>EMT-Basic</td>
<td>5</td>
</tr>
<tr>
<td>EM 111</td>
<td>EMT Refresher</td>
<td>1</td>
</tr>
<tr>
<td>EM 201</td>
<td>EMT-I</td>
<td>3</td>
</tr>
<tr>
<td>EM 301</td>
<td>EMT - Paramedic Course in Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>EM 302</td>
<td>EMT - Paramedic: Shock &amp; Fluid Resuscitation</td>
<td>3</td>
</tr>
<tr>
<td>EM 303</td>
<td>EMT - Paramedic Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>EM 304</td>
<td>EMT - Paramedic Respiratory Emergencies</td>
<td>4</td>
</tr>
<tr>
<td>EM 305</td>
<td>EMT - Paramedic Traumatic Emergencies</td>
<td>4</td>
</tr>
<tr>
<td>EM 306</td>
<td>EMT - Paramedic OB/GYN &amp; Pediatric Emergencies</td>
<td>3</td>
</tr>
<tr>
<td>EM 307</td>
<td>EMT - Defibrillation - Advanced</td>
<td>1</td>
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<td>EM 308</td>
<td>EMT - Paramedic Cardiac Emergencies</td>
<td>7</td>
</tr>
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<td>EM 309</td>
<td>EMT - Paramedic Medical Emergencies</td>
<td>3</td>
</tr>
<tr>
<td>EM 310</td>
<td>EMT - Paramedic Comprehensive Studies</td>
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JUSTIFICATION FOR REMOVAL OF THE "TECHNICAL" ("T") CLASSIFICATION FROM ALL EMERGENCY MEDICINE COURSES LISTED IN THE UNM CATALOG.

Introduction: The Emergency Medicine Courses, listed on pages 297-298 of the UNM Catalog 1993-95, were originally granted academic status for credit in 1979. At that time the student contact hours were half what they are today, targeted a vocational student, and were taught by instructors who were not required to hold a post secondary degree. Consequently they were classified as technical and the course numbers included a "T.

Since that time a number of significant changes have occurred, and the administrative officers and faculty of the Department of Emergency Medicine are requesting that the courses be recategorized as academic courses.

Those courses include EM:101, 111, 201 and 301 through EM 310. EM:101, 111 and 201 cover curricula for basic and intermediate training in emergency prehospital care of the sick and injured. EM 301 through EM 310 represent the 960 hour paramedic program for advanced level emergency prehospital care of the sick and injured.

Request: We request that the "T" be removed from all the course listings in the Catalog. The justification is given below:

Justification for reclassifying Emergency Medicine courses 101 through 201 by removal of the "T":

1. The curriculum of class contact hours has increased by a minimum of 25 percent in both the EMT Basic course (101) and EMT-Intermediate course (201). The original EMT Basic course consisted of 80 hours and now has expanded to 140 hours, now equal to 4 credit hours. Likewise the EMT Intermediate course has expanded from 54 to 74 hours, now equal to 2 credit hours.

2. The EMT Basic course, taught on main campus for the last seven years, Health Education 292, has never been classified as a "Technical" course, is a degree requirement for Athletic Trainers and is recognized as an elective for all of the Health Education Degree programs. The curriculum is identical to EM 101 EMT-Basic.

3. Standard and Advanced First Aid courses (HE 164), are often suggested as prerequisites for both the Basic and Intermediate courses. Neither Standard or Advanced First Aid have ever been classified as "Technical".
1. The curriculum of class contact hours has more than doubled to accommodate new information as well as more labs and clinical experience. The original curriculum consisted of 480 contact hours. The current curriculum is a program of 960 student contact hours. The program consists of ten individual academic courses that constitute the Paramedic Program of studies. Three laboratory classes are also available in the form of hospital clinicals, field rescue techniques and a field internship (see courses numbered 301L, 305L and 315L).

2. The Paramedic Program moved toward a stronger foundation in basic sciences in 1985 with the development of a free standing Anatomy and Physiology course. It includes cadaver labs taught by the Biology Department. The remainder of the courses in the curriculum have had significant increases in the pathophysiology of injuries and illnesses involved in prehospital emergency medicine.

3. The Paramedic Program is nationally accredited through the American Medical Association’s accreditation arm: the Joint Review Committee on Educational Programs for the Paramedic. The UNM program has been fully accredited since 1988 and has just received another five year approval.

4. There is special admissions testing to enter the program. The testing includes basic foundations in language arts and mathematics as well as beginning emergency services curricula. Candidates must also successfully perform in practical testing and have a positive recommendation from a faculty interviewer. Those that enroll for UNM credit meet the additional criteria of UNM admissions testing.

5. The curriculum uses the UNM Medical Center Library as a resource for students, including a full orientation tour of the library and regular assignments in the medical literature as well as requirements in the learning labs of the Library’s media center. These assignments make use of the interactive video and computer equipment available at the Library. The equipment and materials used are the same as those used by medical students and physicians.

6. The curriculum is taught by a team of faculty and instructors that provides a 1:16 ratio in didactic sessions and a 1:4 ratio in practical skills teaching.
| Criteria for Faculty Selection | The requirements for faculty have been established at a minimum of a bachelor's degree. Of seven full time instructors, the list of graduate degrees includes one PhD and four master's degrees. The Administrative Director, and two senior instructors have faculty letters of academic title. The Administrative Director holds an Ed.D and the curriculum is supervised and directed by an MD on the Medical School tenure track faculty. |
| Faculty Continuing Education | All faculty annually fulfill clinical continuing education requirements as well as file professional development plans with the administrative director and the physician director. |
| Annual Update | The curriculum is revised each year with all major topics being reviewed in the medical literature for the most current information. The faculty has access to in-house software permitting reference searches of the current literature. |
| Degree Status | The courses involved are currently accepted for credit toward the Bachelor of University Studies. The Academy’s goal is to pursue a four year degree program on an academic basis. |
| Organizational Status | The EMS Academy is an organization (51196) within a fully recognized academic department, the Department of Emergency Medicine, School of Medicine, under the direction of Chairperson, David Sklar, MD. |
March 10, 1994

MEMO:

TO: Bel Campbell, Associate Professor
Department of Physics & Astronomy
800 Yale Blvd. NE Room 111
UNM

FROM: Ann Dunlap, Assistant Director
Emergency Medical Services Academy
Department of Emergency Medicine
Family Practice Building, Room 150
UNM

RE: Minor Course Name Change Request

The Department of Emergency Medicine is requesting that the "T" indicating "technical" be removed from all its courses listed in the University of New Mexico Catalog on pp. 297-298. This is a designation that is outdated, as the courses are now fully academic. These courses have been accepted as credit toward the Bachelor of University Studies degree for several years now. Further justifications are listed on Attachment "B".

Thank you for your consideration of this request. We look forward to hearing from you. Please notify me if any further information is needed or if having a representative at committee or faculty senate meetings would be helpful in expediting the process.
April 15, 1994

Bel Campbell, Associate Professor  
Physics & Astronomy  
800 Yale Blvd. NE, Room 111  
UNM

Dear Professor Campbell,

I'm writing this letter per Dr. Dunlap's request. Dr. Dunlap has asked me to clarify the discrepancy in the course numbers for the Emergency Medical Technician course offered by the EMS Academy. Twelve years ago Main Campus requested that the Emergency Medical Technician class be offered through the College of Education Health Education Department. At that time, the easiest method of adding this course to their listing of courses was to designate it as a Topics course; hence, the 292 listing that is currently found. This course (292) is identical to the EM 101T class found in the Emergency Medicine's listing of classes.

Main Campus has accepted the 292 course for credit for the last ten-plus years. It is our hope that we can rectify the discrepancy in the two course listings by removing the T designation found in the Emergency Medicine course listing. Over the last ten years, the course has evolved to include cardiac defibrillation, advanced airway management and administration of drugs. It is interesting to note that standard first aid is a prerequisite for the Emergency Medical Technician course, for athletic trainers, and does not have a T designation.

If I can be of any additional help in explaining either the academic or clinic aspects of the Emergency Medical Technician course, or why there exists a discrepancy in the two course numbers, please free to contact me at the EMS Academy.

Sincerely,

Cy Stockhoff, MS  
Assistant Director
Bel Campbell, Chair, Curriculum Committee, and Associate Professor
Physics and Astronomy Department
800 Yale Blvd NE, Room 111
Albuquerque, NM 87107

Ann Dunlap, PhD, REMT-P
Assistant Director

Removal of "T" from EMS courses

This is to confirm our conversation regarding the acceptance of EMS courses toward the Bachelor of University Studies Degree. In previous years these courses have been accepted as part of a student curriculum by the University Studies Program since 1989. This spring it came to the attention of the curriculum committee headed by Edythe Tuchfarber, that this policy had never been brought to the BUS Curriculum Committee for approval. Therefore, that committee has recently voted to terminate the policy of accepting the EMS courses for credit beyond May 15, 1994. We are currently applying to have them reconsider that decision if the "T" is removed and the EMS courses gain full academic status.

This letter is submitted to correct the next to the last paragraph in our memo of petition to your committee dated March 10, 1994. The action taken by Professor Tuchfarber’s committee occurred very recently. My conversation with her was on April 1 this year. I attach a copy of my letter to her.

I am also submitting a petition from students in our class. They are addressing the problem of grade point average, but they also include a comment (highlighted) on removal of the technical classification of the courses.

Thank you again for your consideration of our request.

Sincerely yours,

Ann Dunlap, PhD, NREMT-P
Assistant Director
4 April, 1994

To whom it may concern,

Several students of the UNM-SOM Paramedic Program of 1994 would like to express our concerns regarding the current policy of not awarding grade points for our courses. The students listed below have paid full-time tuition fees in addition to the course fees for the fall of 1993 and spring of 1994 semesters. We are pleased that the paramedic Program credits are being accepted toward the Bachelor of University Studies Degree that we are all seeking. However, we have been informed that we will not receive grade points for any of these courses. We have been told that these courses have been classified as Technical and are therefore not eligible for a grade "point" yet can still be accepted for credit.

Upon investigation you will find that the classes, although technical, are also very academic. All instructors possess a masters, doctorate or M.D. Every lecture and learning objective is reviewed by the program's medical director, who is a physician faculty member. Our lectures and laboratories are conducted in a classroom setting. Finally, the test scoring process meets or exceeds that of standard university courses. (Listed below is the letter grade scoring system for the Paramedic Program 1993-94.)

We would like to see the "Technical" classification removed from the suffix of the Paramedic course listing, so we can integrate our grade points earned here with those we will or have earned from the Main Campus. However, for students who registered for courses in this academic year, we petition that our grade points be included into our cumulative average. Please consider that we have paid full tuition prices and the Paramedic Program is truly an academic course.

Letter Grade Scoring:

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</table>

Sincerely, the Paramedic Students
April 9, 1994

To: Bel Campbell, Chair
Curriculum Committee and
Associate Professor, Physics and Astronomy
800 Yale Blvd., NE., Room 111
UNM Campus

From: Donea L. Shane, Ph.D., R.N., C.N.C.
Associate Dean - BSN

Re: "T" designation for EMT Courses

I would like to support the request of the Emergency Medical Services Academy to have the "T" designation removed from its courses. The content of the courses requires substantial background knowledge, theory, and implementational skill. The outcome is the development of clinical judgement. I believe that a number of nursing students will want to take the 300 level courses as electives, and that the designation as "T" courses is inappropriate for this particular series of upper division work.

Thanks for sharing this with the committee, and for the consideration given this request.

Cc: Ann Dunlap, Ph.D., REMT-Paramedic
Assistant Director, EMS Academy
620 Camino de Salud, NE
Albuquerque, NM 87131-5246

College of Nursing Advisors
April 15, 1994

Cy Stockhoff
Assistant Director
Department of Emergency Medicine
Family Practice Center 1st Floor
EMS Academy

Dear Cy,

It was a pleasure to talk to you again. As per your request, this note is to reemphasize that HEd 292, Emergency Medical Training, is a required course for the Athletic Training Major at the University of New Mexico. We believe it is a very beneficial part of our students' education and preparation as future professional athletic trainers.

Respectfully submitted,

Wayne Barger, A.T.C.
Ass't Head Athletic Trainer
Curriculum Director

DEPARTMENT OF INTERCOLLEGIATE ATHLETICS
Athletic Training Room
South Campus
Albuquerque, NM 87131-0041
Phone: (505) 277-5114
FAX: (505) 277-4576
## Major and Minor Curricular Changes Form

### 28 March 1994

**Marth Bisland Becktell**

*Dept. of Health Careers/Dental Assisting Science*

### Special Projects/Health Careers

**Name of Individual initiating curricular change form**

### CIP Code

**Special Projects/Health Careers**

### Depts. Of Health Careers/Dental Assisting Science

*Title, position*  

#### Major Change – Mark appropriate category

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<th>Degree</th>
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<tr>
<td>Concentration</td>
<td>New</td>
<td>Revision of</td>
<td>Deletion</td>
</tr>
</tbody>
</table>

**Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college).**

**Dental Assisting Science Program**

#### 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 1994*

**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?**

*Yes*  

**No**

### Signature: Jane Brubaker

#### Department Chair

**Date:**

### Approvals:

- **Dean of Library Services**:  
  *Signature:* Charles E. Current  
  *Date:* 4/13/94

- **CIRT**:  
  *Signature:*  
  *Date:*

- **College Curricula Committee**:  
  *Signature:*  
  *Date:*  

- **College of School Faculty**:  
  *Signature:*  
  *Date:*  

- **College of School Dean**:  
  *Signature:*  
  *Date:*  

- **FS Undergraduate Ac. Affairs**:  
  *Signature:*  
  *Date:*  

- **FS Graduate Committee**:  
  *Signature:*  
  *Date:*  

- **Office of Graduate Studies**:  
  *Signature:*  
  *Date:*  

- **FS Curricula Committee**:  
  *Signature:*  
  *Date:*  

- **Assoc. VP of Academic Affairs**:  
  *Signature:*  
  *Date:*  

- **Faculty Senate**:  
  *Signature:*  
  *Date:*
Introduction

Eighty-five dental assisting positions will be open in the Gallup area during the next three to five years. These positions are primarily within the Public Health Service, but a portion of them are in the private sector. These data were gathered through a survey conducted by the Indian Health Service and the University of New Mexico at Gallup during 1993.

The Dental Assisting Science Program at UNM-Gallup Campus was designed in response to this employment need. The Program will apply for American Dental Association accreditation in Fall 1994, as its first students begin the pre-professional semester of study. Then in Spring 1995 the twenty prospective dental assistants will begin their study within the program, and graduate in August 1995. In addition, a part-time study track will begin simultaneously in Fall 1994. We believe that these two tracks will provide opportunity to most interested community members.

Students will receive an ADA accredited certificate in dental assisting, and will be eligible to sit for the Certified Dental Assisting exam. In addition, state certification in coronal polishing and radiography are part of the program.

This Program is working with the Albuquerque UNM campus in a collaborative effort to provide both dental assisting and dental hygiene courses of study for the Gallup area, and eventually for the state of New Mexico. The employment needs of the Gallup community will be met by this Program, and the ongoing needs of the statewide dental community will be met as the Program deliberately expands its offerings and sites.

All students will have the opportunity to continue in further dental study and/or immediate employment in their home areas.
DENTAL ASSISTING SCIENCE PROGRAM

PHILOSOPHY

The Dental Assisting Science Program provides the opportunity and education for individuals to become members of dental health care teams in their home communities.

GOALS

The graduate will be a productive member of a health care team by:

1. Assisting in the provision of culturally relevant dental health care;
2. Practicing in accordance with the ethics of the dental profession;
3. Employing state-of-the-art methods and materials;
4. Providing and maintaining a safe treatment environment for patients and the health care team; and,
5. Receiving national and state certifications in Dental Assisting.
DENTAL ASSISTING SCIENCE PROGRAM
Certificate Requirements

Year One - Semester One

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| Total        |                                                       | 18      | 12  | 9        |

Year One - Semester Two

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<td>Seminar in Dental Assisting Topics</td>
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<td>2</td>
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</tr>
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</table>

| Total        |                                                       | 18      | 10  | 12       |

Total Credit Hours: 26
To: Bel Campbell, Chair Curriculum Committee  
University of New Mexico  

From: Demetra Dzigbolotis, Associate Professor  
Interim Assistant Director Division of Dental Hygiene  
Jean Martinez-Welles, Assistant Professor  
Former Coordinator Dental Assisting Program Division of Dental Programs  

Subject: Transferability of Credits  

After reviewing the proposed curriculum for the Dental Assisting Science Program (DASP) at the University of New Mexico - Gallup, we recommend the curriculum be accepted by the University of New Mexico Curriculum Committee.  

In comparing the proposed DASP program curriculum to the former Division of Dental Programs Dental Assisting Program (DDP DA), we find the content and depth of information to closely follow the former DDP DA program. The proposed content is in line with the current American Dental Association accreditation recommendations.  

While the format and sequencing is slightly different than the former DDP DA program, it is foreseeable that several courses may be articulated into the Associate of Science Dental Hygiene Program (ASDH) at the Division of Dental Hygiene. These courses are:  
- HCDA 131 Oral Anatomy and Physiology (DH210)  
- HCDA 130 Dental Radiology (DH212)  
- HCDA 140 Preventive Dentistry (DH230)  
with slight changes in course numbering. HCDA 110 Dental Materials and Techniques may also be articulated as DH220.  

In our view, we do not see the need to T designate the HCDA courses; the same rules of transferability will follow as with the former DDP DA program. We view this program in Gallup as a transfer of a program rather than a new program. In the future we would like for all courses from the Gallup DASP program, which are also offered as DH courses, to be transferred. If the DASP courses are able to be transferred to UNM, in our view, it will encourage minority students to have easier access to UNM for Dental Hygiene.  

cc: David Stuart, Asst. Vice President Academic Affairs  
Richard Holder, Assoc. Vice President Academic Affairs  
John Phillips, Director UNM Gallup Branch
Dear Ms. Becktell:

Thank you for your request for information concerning dental assisting education. Enclosed is the material requested, including the Accreditation Standards for Dental Assisting Education Programs, Evaluation Policies and Procedures, the current list of accredited programs, and a brochure describing the accreditation program of the Commission on Dental Accreditation. The Commission is the recognized specialized accrediting agency for dental and allied dental education programs.

I am also enclosing a copy of the application for preliminary provisional approval of a dental assisting program. Programs are urged to apply for this initial accreditation status prior to enrolling their first class of students. Based on review of the application submitted by the program, preliminary provisional approval is granted to assure the educational institution and other agencies that the program is developing, or has developed, according to the Commission's accreditation standards. Preliminary provisional approval is granted for a period not to exceed 18 months with the understanding that a site visit will be made at the earliest date mutually convenient to the institution and the Commission.

The Commission meets semi-annually, in January and July. For consideration at the January meeting, four copies of the completed application should be submitted to this office by November 1. Applications to be reviewed at the July meeting should be submitted by May 1. Four copies of the institution's catalog should accompany the completed application. At any time during the application process, the institution may elect to withdraw its application voluntarily. Such requests must be submitted in writing by the institution's chief administrative officer prior to the Commission meeting at which the application will be considered.
Ms. Becktell  
January 4, 1994  
Page Two

The Commission looks forward to cooperating with you in development of the dental assisting program. If we can provide additional information or assistance, please let us know.

Sincerely,

Karen M. Hart  
Program Coordinator  
Dental Assisting Education  
Commission on Dental Accreditation  

KMH/jm  
Enclosures
October 8, 1993

Dr. John Phillips
Campus Director
University of New Mexico, Gallup Branch
200 College Drive
Gallup, New Mexico 87316

Dear Dr. Phillips,

The Navajo Area Indian Health Service (NAIHS) Dental Program is entering a period of growth which will continue for the next three to four years. During this period, two "mega" clinics will be built with 24 dental operatories each. Numerous other clinics will also be built with five to ten operatories each. In all, the dental program projects a need for 85 additional dental assistants in the next three to five years.

The Indian Health Service historically has trained dental assistants at locations such as Haskell Junior College in Kansas, Mt. Edgecumbe, Alaska, and the Southwest Indian Polytechnic Institute in Albuquerque. All of these institutions have closed.

Today, the dental program hires new dental assistants who require on the job training or who have attended proprietary schools. Proprietary schools in Arizona or New Mexico are not accredited by the American Dental Association. Students graduating from these schools have an educational level below that desired by the Indian Health Service.

The NAIHS is excited that UNM-G is proposing to establish a dental assistant training program, and will support your efforts as much as possible. This support may include establishing a position to serve as program director along with equipment and supplies. Also, we will offer our clinic facilities in Tohatchi, New Mexico, as a clinical training site.

Your endeavors will aid the New Mexico NAIHS Dental Program to provide optimum dental care to the Navajo people. It will also enable many Navajo people to become employed in a most worthwhile profession.

Sincerely,

David B. Jones, DDS, MPH
Chief, Dental Services Branch
Navajo Area Indian Health Service
PO Box G
Window Rock, Arizona 86515
April 7, 1994

Dr. John Phillips
Campus Director
University of New Mexico, Gallup Branch
200 College Drive
Gallup, New Mexico 87301

Dear Dr. Phillips,

Dr. Rick Champany met with the Gallup Dental Society and asked for their support for the new Dental Assisting Training Program at your institution. This Society does support efforts to train new dental assistants at the University of New Mexico, Gallup Branch.

Our member dentists must rely on local people to employ as assistants. Most often, these applicants are minimally trained. On-the-job training, which is often required, is expensive and disruptive to patient flow in a private office. A pool of highly trained dental assistants is much needed in the Gallup area. An accredited dental assistant training program would fulfill the need.

The majority of our members are willing to open their offices to dental assisting students who require clinical training sites. Our dentists and assistants will serve as preceptors in the office setting.

Our Society commends you and your staff in the initiation of a dental assisting program at UNM-G, and wish you much success in that endeavor. Our Society further supports your efforts, and will assist you in any way possible.

Sincerely,

Bernard R. Hurlbut, DDS.
President
Gallup Dental Society
202 West Hill Avenue
Gallup, New Mexico 87301
April 4, 1994

Dr. John Phillips
Campus Director
University of New Mexico, Gallup Branch
200 College Drive
Gallup, New Mexico 87316

Dear Dr. Phillips,

The West-Central New Mexico Dental Society is comprised of dentists who practice in McKinley and Cibola counties. This group of dentists is excited that the University of New Mexico, Gallup Branch is initiating an accredited dental assistant training program.

There is no accredited dental assistant training program in the State of New Mexico. Therefore, our member dentist must rely upon graduates of non-accredited programs or upon persons with no training at all for employment. Employment of less-than fully trained assistants requires substantial resources, in terms of money and time, to make them effective members of the dental team.

West-central New Mexico has historically suffered from shortages of well-qualified dental assistant applicants. Your program should alleviate this problem.

The society supports your efforts to increase the quality and quantity of dental care provided to the residents of McKinley and Cibola counties.

Sincerely,

Ken Abraham, DDS
President
West Central New Mexico Dental Society
901 East Roosevelt Avenue
Grants, New Mexico 87020
11 April 1994

John Phillips, Ph. D.
Director
University of New Mexico, Gallup
200 College Drive
Gallup, New Mexico 87301

I support your efforts at organizing a dental assisting training program at your institution. I practice periodontics in Gallup and can attest to the need for dental assistants.

In discussions with my colleagues in town, dentists have trouble finding well-trained dental assistants. When positions open up, few candidates apply. Of those who do, most have no training at all. Some have minimal training. All, however, require some on-the-job training. This is expensive and inconvenient. Your training program will solve this problem.

Please consider my office when you wish to place students for the clinical portion of their training.

During my twenty-six year tenure with the Public Health Service, I taught numerous dental assistants. I have experience with formal training in Mt. Edgecumbe, Alaska, and short term continuing education courses. I would be happy to assist your program in any way that I can.

I wish you success with your new endeavor.

Sincerely,

John Nasi, D.D.S., M.S.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: April 7, 1994

Unit: Los Alamos Branch Campus
(Dept., Div., Prog.)
Dr. Tina Ludutsky-Taylor, Ph.D.
Associate Director for Instruction

I. Major Change

Degree: New

Major: New

Minor: New

Concentration: New

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

Deletion

Deletion

Deletion

Deletion

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

Minor Change

Associate of Science in Science

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

Minor program revision (3-5 hours) Replace the requirement of a 3-credit hour course in PASCAL, FORTRAN, or 'C' with 3-credit hours of computer science/computer technology course work.

Reasons for Request (attach extra sheets if necessary)

To provide greater flexibility to students in selecting a computer course related to the degree program.

Effective Date of Proposed Change: Fall Semester, 1994 Year

Budgetary and Faculty Load Implications: (attach statements)

Might this change impinge in any significant way on student or departmental programs? Yes____ No. X____ (attach statement)

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

Signature: ____________________________ Department Chair: ____________________________ Date: ________

Approvals:

Dean of Library Services

College Curricula Committee

(if necessary)

College or School Faculty

College or School Dean

FS Undergraduate Ac. Affairs

and/or FS Graduate Committee

Office of Graduate Studies

FS Curricula Committee

Provost

Faculty Senate

Date: ________

Date: ________

Date: ________

Date: ________

Date: ________

Date: ________

Date: ________

Date: ________

Date: ________
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: April 7, 1994

Unit: Los Alamos Branch Campus
(Dept., Div., Prog.)
Dr. Tina Ludutsky-Taylor, Ph.D.
Associate Director for Instruction

I. Major Change

Degree New Revision of Deletion

Major New Revision of Deletion

Minor New Revision of Deletion

Concentration New Revision of Deletion

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

II. Minor Change

Associate of Arts in Southwest Studies

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

Minor program revision (3-5 hours) Add a 3-credit hour computer science/computer technology requirement. The credit hours will be taken from the existing electives credit hours so there will be no change in the total number of credit hours required to complete the degree.

Reasons for Request (attach extra sheets if necessary)

To include a computer literacy requirement in the degree program.

Effective Date of Proposed Change: Fall 1994 Year

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature: ________________________

Department Chair

Approvals: Dean of Library Services

College Curricula Committee
(if necessary)

College or School Faculty

College or School Dean

FS Undergraduate Ac. Affairs

and/or

FS Graduate Committee

Office of Graduate Studies

FS Curricula Committee

Provost

Faculty Senate

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4. College or School Dean
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6. Office of Graduate Studies (For grad. level changes)
7. FS Curricula Committee
8. Provost
9. Faculty Senate
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: April 7, 1994

Unit: Los Alamos Branch Campus
(Dept., Div., Prog.)
Dr. Tina Ludutsky-Taylor, Ph.D.
Associate Director for Instruction

I. Major Change

<table>
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<td>existing major</td>
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<tr>
<td>Concentration</td>
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<td>existing minor</td>
<td>Deletion</td>
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Give exact title and requirements as they should appear in the catalog in the space provided or on attached sheets.

II. Minor Change

Associate of Arts in Liberal Arts

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

Minor program revision (3-5 hours) Add a 3-credit hour computer science/computer technology requirement. The credit hours will be taken from the existing electives credit hours so there will be no change in the total number of credit hours required to complete the degree.

Reasons for Request (attach extra sheets if necessary)

To include a computer literacy requirement in the degree program.

Effective Date of Proposed Change: Fall 1994

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature: ________________________

Department Chair

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

Date: 4/7/94

Date: 4/20/94

Date: 4/7/94

Date: 4/17/94

Date: 4/17/94

Date: 4/17/94

Date: 4/17/94

Date: 4/17/94

Date: 4/17/94

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FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: April 7, 1994

Unit: Los Alamos Branch Campus
(Dept., Div., Prog.)
Dr. Tina Ludutsky-Taylor, Ph.D.
Associate Director for Instruction

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   Comm. and/or FS Graduate Comm.
6. Office of Graduate Studies (For grad.
   level changes)
7. FS Curricula Committee
8. Provost
9. Faculty Senate

I. Major Change

Degree New
Major New
Minor New
Concentration New

Revision of existing degree
Revision of existing major
Revision of existing minor
Revision of existing concentration
Deletion
Deletion
Deletion
Deletion

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

II. Minor Change

Associate of Science in Environmental Science

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

Minor program revision (3-5 hours) Replace Engr-F 120L: Engineering Computing as a requirement with 3-credit hours of computer science/computer technology course work.

Reasons for Request (attach extra sheets if necessary) To provide greater flexibility to students in selecting a computer course related to the degree program.

Effective Date of Proposed Change: Fall 1994

Budgetary and Faculty Load Implications: (attach statements)

Might this change impinge in any significant way on 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
College Curricula Committee (if necessary)
College or School Faculty
College or School Dean
FS Undergraduate Ac. Affairs
and/or FS Graduate Committee
Office of Graduate Studies
FS Curricula Committee
Provost
Faculty Senate

Date: ____________ Date: ____________ Date: ____________ Date: ____________ Date: ____________ Date: ____________ Date: ____________ Date: ____________ Date: ____________ Date: ____________ Date: ____________ Date: ____________ Date: ____________ Date: ____________ Date: ____________ Date: ____________
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: April 7, 1994

Unit: Los Alamos Branch Campus
(Dept., Div., Prog.)
Dr. Tina Ludutsky-Taylor, Ph.D.
Associate Director for Instruction

UNIT PREPARES IN TRIPlicate
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1. Dean of Library Services
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4. College or School Dean
5. FS Undergraduate Academic Affairs
   Comm. and/or FS Graduate Comm.
6. Office of Graduate Studies (For grad.
   level changes)
7. FS Curricula Committee
8. Provost
9. Faculty Senate

I. Major Change

Degree
New

Major
Revision of existing degree
Revision of existing major
Revision of existing minor
Revision of existing concentration

Minor
Revision of existing degree
Revision of existing major
Revision of existing minor
Revision of existing concentration

Concentration
Revision of existing degree
Revision of existing major
Revision of existing minor
Revision of existing concentration

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

II. Minor Change

Associate of Arts in Studio Art

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

Minor program revision (3-5 hours) Add a 3-credit hour computer science/computer technology requirement. The credit hours will be taken from the existing electives credit hours so there will be no change in the total number of credit hours required to complete the degree.

Reasons for Request (attach extra sheets if necessary)

To include a computer literacy requirement in the degree program.

Effective Date of Proposed Change: Fall 1994

Budgetary and Faculty Load Implications: (attach statements)

Might this change impinge in any significant way on 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

College Curricula Committee (if necessary)

College or School Faculty

College or School Dean

FS Undergraduate Ac. Affairs and/or

FS Graduate Committee

Office of Graduate Studies

FS Curricula Committee

Provost

Faculty Senate

Date: __________
Date: __________
Date: __________
Date: __________
Date: __________
Date: __________
Date: __________
Date: __________
Date: __________
Date: __________
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: April 7, 1994

Unit: Los Alamos Branch Campus
(Dept., Div., Prog.)
Dr. Tina Ludutsky-Taylor, Ph.D.
Associate Director for Instruction

<table>
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</tr>
<tr>
<td>Concentration</td>
<td>New</td>
<td>Revision of</td>
<td>Deletion</td>
</tr>
</tbody>
</table>

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

II. Minor Change

Associate of Science in Pre-Engineering

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

Minor program revision (3-5 hours) Replace Engr-F 120L: Engineering Computing as a requirement with 3-credit hours of computer science/computer technology course work.

Reasons for Request (attach extra sheets if necessary)

To provide greater flexibility to students in selecting a computer course related to the degree program.

Effective Date of Proposed Change: Fall Semester, 1994 Year

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature: Department Chair

Approvals:

Dean of Library Services

College Curricula Committee

(if necessary)

College or School Faculty

College or School Dean

FS Undergraduate Ac. Affairs

and/or

FS Graduate Committee

Office of Graduate Studies

FS Curricula Committee

Provost

Faculty Senate

Date: 4/7/94

Date: 4/7/94

Date: 4/7/94

Date: 4/7/94

Date:

Date:

Date:

Date:

Date:

Date:

Date:
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: June 11, 1993

Miriam Roman
(Name of individual initiating curricular change form)
Assistant Professor of Biology

UNM - Valencia Campus

ASSOCIATE PROVOST
FOR
ACADEMIC AFFAIRS

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   FS Graduate Comm.
7. Office of Graduate Studies (For grad. level changes)
8. FS Curricula Committee
9. VP of Academic Affairs
10. Faculty Senate

JUN 24, 1993
This program is or would be located in current catalog page

I. Major Change - Mark appropriate category

Degree
New

Revision of
existing degree
X
Deletion

Major
New

Revision of
existing major

Minor
New

Revision of
existing minor

Concentration
New

Revision of

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

Pre-Health Science Professions Certificate (CPH S) see attached

II. Minor Change -

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

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

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall 1993

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature:

Department Chair

Approvals:
Dean of Library Services
CIRT
College Curriculum Committee
College of School Faculty
College of School Dean
FS Undergraduate Academic Affairs
FS Graduate Committee
Office of Graduate Studies
FS Curricula Committee
Assoc. VP of Academic Affairs
Faculty Senate
PRE-HEALTH SCIENCE PROFESSIONS CERTIFICATE (CPHS)

The Pre-Health Science professions Certificate provides the student with the first year of study towards Baccalaureate degrees in Medical Technology, Physical Therapy, Dental Hygiene, or Nursing. The courses in the curriculum will transfer to Main Campus in these four health science departments.

Completion of the Certificate in Pre-health Science Professions is in no way a guarantee of acceptance into a Bachelor's degree program. Rather, it is meant to provide a firm academic foundation in a small personal environment so that the student is well prepared academically for continued study at UNM or other colleges or universities.

MEDICAL TECHNOLOGY OPTION

Total credit hours required: 35

Communications: (9 credits)
ENGL 101: Composition I: Exposition (3)
ENGL 102: Composition II: Analysis and Argument (3)
COMM 221: Interpersonal Communication (3)

Sciences: (23 credits)
BIOL 121L: Principles of Biology (4)
BIOL 122L: Principles of Biology (4)
BIOL 136: Human Anatomy and Physiology for Non-Majors (3)
BIOL 239L: Microbiology for Health Sciences (4)
CHEM 121L: General Chemistry (4)
CHEM 212: Integrated Organic Chemistry and Biochemistry (4)

Management: (3 credits)
MGT 113: Management: An Introduction (3)
PHYSICAL THERAPY OPTION

Total credit hours required: 38

Communications: (6 credits)
ENGL 101: Composition: Exposition (3)
ENGL 102: Composition II: Analysis and Argument (3)

Mathematics: (6 credits)
MATH 121: College algebra (3)
MATH 145: Introduction to Probability and Statistics (3)

Sciences: (20 credits)
BIOL 121L: Principles of Biology (4) and
BIOL 122L: Principles of Biology (4) and
BIOL 239L: Microbiology for Health Sciences (4) and
CHEM 121L: General Chemistry (4) and
CHEM 122L: General Chemistry (4)
or
CHEM 212: Integrated Organic Chemistry and Biochemistry (4)

Nutrition: (3 credits)
NUTR 125: Introductory Nutrition (3)
DENTAL HYGIENE OPTION

Total credit hours required: 34

Communications: (9 credits)
- ENGL 101: Composition I: Exposition (3)
- ENGL 102: Composition II: Analysis and Argument (3)
- COMM 221: Interpersonal Communication (3)

Sciences: (19 credits)
- BIOL 121L: Principles of Biology (4)
- BIOL 136: Human Anatomy and Physiology for Non-Majors (3)
- BIOL 239L: Microbiology for Health Sciences (4)
- CHEM 111L: Elements of General Chemistry (4)
- CHEM 212: Integrated Organic Chemistry and Biochemistry (4)

Behavioral Science: (6 credits)
- SOC 101: Introduction to Sociology (3)
- PSCH 105: General Psychology (3)
NURSING OPTION

Total credit hours required: 34

Communications: (6 credits)
ENGL 101: Composition I: Exposition (3)
ENGL 102: Composition II: Analysis and Argument (3)

Mathematics: (3 credits)
MATH 145: Introduction to Probability and Statistics (3)

Sciences: (16 credits)
BIOL 121L: Principles of Biology (4)
OR
BIOL 123L: Biology for Health-Related Sciences and Non-Majors (4) and
BIOL 239L: Microbiology for Health Sciences (4) and
CHEM 111L: Elements of General Chemistry (4) and
CHEM 212: Integrated Organic Chemistry and Biochemistry (4)

Behavioral Science: (6 credits)
PSCH 105: General Psychology (3) and
SOC 101: Introduction to Sociology (3)
OR
Any class in Anthropology

Nutrition: (3 credits)
NUTR 125: Introductory Nutrition (3)
Curricula and Degree Requirements

PREHEALTH SCIENCE PROFESSIONS CERTIFICATE (CPHS)

The 33-credit hour Pre-Health Science Professions Certificate provides the student with the first year of study towards Baccalaureate degrees in Medical Technology, Physical Therapy, Dental Hygiene or Nursing. With few exceptions, all courses in the curriculum will transfer to Main Campus in these four health science departments.

Pre-Health Science Professions students must complete the following courses. All students must complete the indicated General Electives.

MEDICAL TECHNOLOGY OPTION: (33 CREDIT HOURS)
ENGL 101: Expository Writing (3)
ENGL 102: Analytic and Argumentative Writing (3)
COMM 221: Interpersonal Communication (3)
MATH 121: College Algebra (3)
MATH 145: Intro to Probability and Statistics (3)
Biol 121L: Principles of Biology (4)
Biol 122L: Principles of Biology (4)
CHEM 121L: General Chemistry (4)

DENTAL HYGIENE OPTION: (33 CREDIT HOURS)
ENGL 101: Expository Writing (3)
ENGL 102: Analytic and Argumentative Writing (3)
COMM 221: Interpersonal Communication (3)
SOC 101: Intro to Sociology (3)
PSYCH 105: General Psychology (3)
NUTR 125: Introductory Nutrition (3)
Biol 121L: Principles of Biology (4)
Biol 136: Human Anatomy and Physiology for Non-Majors (3)
Biol 239L: Microbiology for Health Sciences (4)
CHEM 111L: Elements of General Chemistry (4)

NURSING OPTION: (33 CREDIT HOURS)
ENGL 101: Expository Writing (3)
ENGL 102: Analytic and Argumentative Writing (3)
SOC 101: Intro to Sociology (3)
PSYCH 105: General Psychology (3)
NUTR 125: Introductory Nutrition (3)
MATH 145: Intro to Probability and Statistics (3)
Biol 121L: Principles of Biology (4)
Biol 122L: Principles of Biology (4)
CHEM 111L: Elements of General Chemistry (4)

*See page 316 of the University of New Mexico Catalog, 1991-1993 for a list of acceptable general electives. Page 45
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: December 10, 1993

Kenneth R. Roberts
(Name of individual initiating curricular change form)
Chairman
(Title, position)
Department of Fine Arts (Gallup Branch)
(Dept., Div., Prog.)

This form is for AA DEGREE IN STUDIO ART

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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

This program is or would be located in current catalog page

I. Major Change – Mark appropriate category

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

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

Attach additional sheets if necessary. See attached.

II. Minor Change –

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

New Name of Program

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

Reasons for Request: (attach statement)

Effective Date of Proposed Change: FALL 1994

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature: ____________________________

Approvals: Dean of Library Services

Date: 11/26/94

CIRT

College Curriculum Committee

(i) necessary)

Date: 11/23/94

College of School Faculty

Date: 11/28/94

College or School Dean

Date: 11/28/94

FS Undergraduate Ac. Affairs

Date: 12/26/94

FS Graduate Committee

Date: 12/26/94

Office of Graduate Studies

Date: 12/28/94

FS Curricula Committee

Date: 12/26/94

Assoc. VP of Academic Affairs

Date: 12/28/94

Faculty Senate

Date: 12/28/94
**Student Advisement and Graduation Checklist 1993-94**

**AA/Studio Art (66 Credits)**

### GENERAL EDUCATION REQUIREMENTS (27)

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</tr>
<tr>
<td>Mathematics/Natural Science</td>
<td>Math 145, 150 or above</td>
<td>3</td>
</tr>
<tr>
<td>Social Science/Behavioral Science</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Communications/Foreign Language/American Studies/Philosophy/Humanities</td>
<td></td>
<td>3</td>
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<tr>
<td>History</td>
<td>His 101, His 102</td>
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<tr>
<td>FINE ART CORE (39)</td>
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<td>Art History</td>
<td>Art Hi 101, Art Hi 201, Art Hi 202, Art Hi 250</td>
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<tr>
<td>Art Studio</td>
<td>Art St 106, Art St 121, Art St 122</td>
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<td>Art Studio (Two core courses from the following)</td>
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</tr>
<tr>
<td>Art Studio (Two core courses from the following)</td>
<td>Art St 157, Art St 168, Art St 213, Art St 268, Art St 257, Art St 288</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required courses for a B.F.A.

General Electives (6)
April 18, 1994

Professor Bell Campbell, Chair
Curriculum Committee
Physics & Astronomy
University of New Mexico
800 Yale Blvd., N.E., Room 111
Albuquerque, New Mexico 87131

Dear Professor Campbell:

This letter is in reference to the Gallup Campus' Associate of Fine Arts Degree.

As requested you will find attached a list of the support materials delivered to Dr. Christopher Head, Chair, Department of Art and Art History.

Once again, I would like to thank you and your committee for your help in this matter.

Yours Sincerely,

Ken Roberts
Chair
Fine Arts
UNM Administrative Salaries 1978-1994
with Comparison to UNM Faculty Salaries
and Comparison with 1992-94
Salaries of Peers

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

May 2, 1994
Administrative Salary Increases

This is the fourth year that the University of New Mexico Faculty Senate Budget Committee has prepared a study of Administrative Salary Increases in order to provide objective and interpretable information on this topic to the University Community. We would caution the reader that the report is still a necessarily limited and modest beginning toward the type of interpretable information on this topic to the University Community. We would caution the reader that the report is still a necessarily limited and modest beginning toward the type of information that we believe would be helpful to the University Community.

The current report is directed to the questions: (1) What has been the rate of increase in administrative salaries for a number of administrative categories, and how does this rate of increase compare to that of faculty salaries and (2) How do current UNM administrative and faculty salaries compare with such salaries at UNM’s designated peer institutions? We have not attempted to compare administrative and faculty compensation (benefits plus salary).

The Study

Our study has been concerned with mean administrative salaries at the University of New Mexico and the institutions which have participated in the Arkansas surveys Twenty-Sixth (and Twenty-Seventh) Annual Rank-Order Distribution of Administrative Salaries Paid 1988-93 (1993-94). It has been limited to the main campus salaries and excludes, specifically, Medical School salaries. We obtained our salary data from the University of New Mexico’s “in-house budget” for the years prior to 1990 and from both UNM’s in-house budget and UNM’s Public Information List of UNM Employees for the three years 1990-1994. We benefited greatly from the help of UNM’s Budget Office (Julie Weak, Director and Tom Stephenson, Associate Director) when we needed interpretations and help in locating information. Their assistance is much appreciated, but they are not responsible for the procedures that we followed.

Administrative Categories

We obtained mean salaries for almost all positions that fall under the following administrative categories: (1) President, (2) Provost/Vice Presidents, (3) Associate and Assistant Vice Presidents, (4) Directors, and (5) Deans. We also include mean salaries for five positions which we call Other Administrators and for three positions, called Old Administrators, which have been eliminated during the fifteen year period of our study.

We have treated one Associate Athletic Director position as a Director, but have otherwise not included in our tables salaries for Associate/Assistant Director or Associate/Assistant Dean positions. (For example, in 1993-94 there are six Associate/Assistant Directors of Athletics, three Associate/Assistant Directors of Alumni Relations, and three Associate/Assistant Deans of Management who are not included.) In some cases, we treated positions with different names as equivalent (for example, “Vice President for Academic Affairs” and “Provost”).

In peer comparisons, positions are not always identical in title, authority, and responsibility. A striking case in point arose in attempting to compare UNM’s ten Associate/Assistant Vice Presidents. The titles “Associate or Assistant Vice President” were not used in any of the positions included in the Arkansas surveys, and we were able to identify only four of UNM’s ten positions as comparable with positions listed in those surveys. The other six positions are included in our UNM administrative salary data but not in our peer comparison salary data. For similar reasons, only 18 of 28 director positions, 11 of 13 Dean positions, and 3 of 5 Other positions are included in our peer comparison salary data. All administrative salaries are for twelve months and may include Special Administrative Components (SAC’s).

Faculty Salary Comparisons

For comparison purposes, we have included mean salaries of faculty, by rank, for 1978-79, 1991-1992, 1992-1993, and 1993-94. Our source for these figures was ACADEME, the Bulletin of the American Association of University Professors.

Summary

UNM Salary Comparisons

A summary of our study, with reference to UNM mean salary increases only, is shown in Table 1.

In the two year period from 1991-1992 to 1993-1994, mean administrative salaries increased 10.57% for President, 11.19% for 4 Vice-Presidents, 9.45% for 10 Associate and Assistant Vice Presidents, 8.92% for 28 Directors, 6.18% for 13 Deans, and 10.30% for 5 Other Administrators. During the two year period mean salaries for all of the 61 administrative positions tracked increased 8.64%.

In the two year period from 1991-1992 to 1993-1994, mean faculty salaries, by rank, increased 6.83% for Full Professors, 6.42% for Associate Professors, 3.85% for Assistant Professors, and 6.15% for all ranks.

See Table 1 for corresponding comparisons for the one year period 1992-93 to 1993-94 and the fifteen year period 1978-79 to 1993-94.

On March 9, 1993 the UNM Faculty Senate passed a resolution, and President Peck subsequently stipulated, that yearly mean percentage administrative salary increases should not exceed yearly mean percentage faculty salary increases. Nevertheless, the subsequent 1992-93 to 1993-94 mean salary increase for the 61 administrative positions in our study was 4.54% and the mean faculty salary increase was 3.44%.

At the request of President Peck, we have also computed the one and two year salary increases
for incumbent administrators only, in order to subtract the effect which market value has on new hires. Thus subtracted, the 1992-93 to 1993-94 (1991-92 to 1993-94) increases were: 4.79% (10.57%) for President, 3.07% (9.02%) for Provost/Vice Presidents, 3.94% (8.55%) for Associate/Assistant Vice Presidents, 5.46% (8.03%) for Directors, 4.45% (6.76%) for Deans, and 3.13% (10.30%) for Other Administrators. The total one year increase for all of the 56 incumbents was 4.64%. The total two year increase for all of the 52 incumbents was 8.14%. Therefore, the increases in mean salaries of just the incumbent administrators was also greater than those of the UNM faculty in both of the last two years!

Comparison to Peers

Tables 2 and 3 compare UNM mean administrative and faculty salaries to (1) all institutions reporting in the Arkansas survey, and (2) all of UNM's designated peer comparison institutions that participated in the Arkansas survey. We believe the second comparison with UNM's selected peer institutions is the more relevant. Table 2 contains the survey comparisons for 1992-93 in which 14 of our peer institutions participated, and Table 3 contains the comparisons for 1993-94 in which 12 peer institutions participated. As noted above, only 41 of the 61 UNM administrative positions in Table 1 were identified as comparable to positions reported in the Arkansas surveys.

In 1993-94 (Table 3), UNM mean administrative salaries, as a percentage of the peer mean salaries, were: 107.29% for President, 106.38% for Provost/Vice Presidents, 111.99% for Associate/Assistant Vice Presidents, 99.04% for Directors, 89.55% for Deans, and 89.70% for Other Administrators. The mean salary for all of the 41 UNM administrative positions tracked was 97.61% of the peer mean salary.

In the fifteen year period of our study, faculty salary increases have not, in general, kept pace with overall administrative salary increases. The difference between mean administrative salary increases and mean faculty salary increases was 10.0%.

This report does not include any data on the recent 1994-95 salary increases, which have been reported to average 6.9%. We are very grateful for these increases, and they may partially correct the present disparities, but we will not know for sure until our report next year.

Recommendations

We recommend that UNM make a special effort to raise the mean salaries of the faculty and those administrators (Deans and Other) whose salaries are low in comparison to our designated peers.

We also recommend that President Peck's stipulation, that mean salary increases for incumbent administrative positions not exceed those of the faculty, be honored.
Table 1. UNM Mean Salary Increases 1978-79 to 1993-94 by Administrative and Faculty Category.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADMINISTRATORS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>President</td>
<td>1</td>
<td>53,800</td>
<td>138,375</td>
<td>146,000</td>
<td>153,000</td>
<td>4.79</td>
<td>10.57</td>
<td>184.4</td>
</tr>
<tr>
<td>Provost/VPs</td>
<td>4</td>
<td>47,100</td>
<td>99,967</td>
<td>105,314</td>
<td>111,150</td>
<td>5.54</td>
<td>11.19</td>
<td>136.0</td>
</tr>
<tr>
<td>Assoc./Asst. VPs</td>
<td>10</td>
<td>35,018</td>
<td>65,659</td>
<td>69,140</td>
<td>71,863</td>
<td>3.94</td>
<td>9.45</td>
<td>105.2</td>
</tr>
<tr>
<td>Directors</td>
<td>28</td>
<td>38,015</td>
<td>84,581</td>
<td>86,227</td>
<td>89,804</td>
<td>4.15</td>
<td>6.18</td>
<td>134.6</td>
</tr>
<tr>
<td>Deans</td>
<td>18</td>
<td>27,397</td>
<td>59,007</td>
<td>61,196</td>
<td>64,268</td>
<td>5.02</td>
<td>8.92</td>
<td>136.2</td>
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<tr>
<td>Other</td>
<td>5</td>
<td>26,280</td>
<td>54,196</td>
<td>57,963</td>
<td>59,776</td>
<td>4.15</td>
<td>6.18</td>
<td>127.5</td>
</tr>
<tr>
<td>Admin. Totals</td>
<td>61</td>
<td>32,542</td>
<td>69,140</td>
<td>71,851</td>
<td>75,116</td>
<td>4.54</td>
<td>8.64</td>
<td>130.8</td>
</tr>
<tr>
<td><strong>FACULTY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Professor</td>
<td>314</td>
<td>27,300</td>
<td>54,200</td>
<td>55,500</td>
<td>57,900</td>
<td>4.32</td>
<td>6.83</td>
<td>92.04</td>
</tr>
<tr>
<td>Assoc. Professor</td>
<td>268</td>
<td>20,200</td>
<td>40,500</td>
<td>41,400</td>
<td>43,100</td>
<td>4.11</td>
<td>6.62</td>
<td>112.1</td>
</tr>
<tr>
<td>Asst. Professor</td>
<td>190</td>
<td>16,500</td>
<td>36,400</td>
<td>37,000</td>
<td>37,800</td>
<td>2.16</td>
<td>3.85</td>
<td>129.1</td>
</tr>
<tr>
<td>Faculty Totals</td>
<td>777</td>
<td>21,622</td>
<td>44,984</td>
<td>46,161</td>
<td>47,751</td>
<td>3.44</td>
<td>6.15</td>
<td>120.8</td>
</tr>
</tbody>
</table>

Notes:
See the seven tables in Appendix 1 for UNM's administrative salary data.

Table 2. Comparison of 1992-93 UNM Administrative and Faculty Salaries with Peers.

<table>
<thead>
<tr>
<th>Category</th>
<th>No.</th>
<th>1992-93 UNM</th>
<th>14Peer Mean</th>
<th>14Peer %UNM</th>
<th>ArkS Mean</th>
<th>ArkS %UNM</th>
<th>14Peer %ArkS</th>
<th>14Peer %14Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADMINISTRATORS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>President</td>
<td>1</td>
<td>128,979</td>
<td>135,510</td>
<td>146,000</td>
<td>153,000</td>
<td>4.79</td>
<td>10.57</td>
<td>184.4</td>
</tr>
<tr>
<td>Provost/VPs</td>
<td>4</td>
<td>98,976</td>
<td>105,154</td>
<td>105,314</td>
<td>111,150</td>
<td>5.54</td>
<td>11.19</td>
<td>136.0</td>
</tr>
<tr>
<td>Assoc./Asst. VPs</td>
<td>10</td>
<td>69,047</td>
<td>69,686</td>
<td>76,560</td>
<td>81,014</td>
<td>104.93</td>
<td>98.15</td>
<td>109.88</td>
</tr>
<tr>
<td>Directors</td>
<td>18</td>
<td>59,118</td>
<td>64,411</td>
<td>67,031</td>
<td>71,014</td>
<td>106.40</td>
<td>100.15</td>
<td>104.93</td>
</tr>
<tr>
<td>Deans</td>
<td>11</td>
<td>95,927</td>
<td>102,372</td>
<td>88,713</td>
<td>92,482</td>
<td>92.48</td>
<td>86.66</td>
<td>94.94</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>66,154</td>
<td>73,404</td>
<td>63,889</td>
<td>69,686</td>
<td>96.58</td>
<td>87.04</td>
<td>94.94</td>
</tr>
<tr>
<td>Admin. Totals</td>
<td>41</td>
<td>76,070</td>
<td>81,575</td>
<td>77,014</td>
<td>87,686</td>
<td>101.24</td>
<td>94.41</td>
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<tr>
<td><strong>FACULTY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Professor</td>
<td>321</td>
<td>NA</td>
<td>60,300</td>
<td>55,500</td>
<td>NA</td>
<td>NA</td>
<td>96.04</td>
<td></td>
</tr>
<tr>
<td>Assoc. Professor</td>
<td>264</td>
<td>NA</td>
<td>43,900</td>
<td>41,400</td>
<td>NA</td>
<td>NA</td>
<td>94.31</td>
<td></td>
</tr>
<tr>
<td>Asst. Professor</td>
<td>190</td>
<td>NA</td>
<td>38,200</td>
<td>37,000</td>
<td>NA</td>
<td>NA</td>
<td>96.86</td>
<td></td>
</tr>
<tr>
<td>Faculty Totals</td>
<td>777</td>
<td>NA</td>
<td>49,295</td>
<td>46,161</td>
<td>NA</td>
<td>NA</td>
<td>93.64</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
See the six tables in Appendix 2 for the 1992-93 administrative peer comparison salary data. The faculty salary data are from ACADEME.

ArkS Mean is the mean salary paid by the 131 institutions in the University of Arkansas' survey Twenty-Sixth Annual Rank-Order Distribution of Administration Salaries Paid 1992-93.

14Peer Mean is the mean salary paid by the 14 peer institutions in the University of Arkansas 1992-93 survey. The 14 institutions are the Universities of Arizona, Arkansas, Colorado, Kansas, Kentucky, Missouri, Nebraska, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah, and Virginia. The Universities of Iowa and Washington did not participate in the 1992-93 survey.

UNM Mean is the 1992-93 UNM salary for the closest comparable position. Positions are not always identical in title, authority, and responsibility.

UNM %ArkS is the 1992-93 UNM mean salary as a percentage of the ArkS mean salary.

UNM %14Peer is the 1992-93 UNM mean salary as a percentage of the 14Peer mean salary.

* 1992-93 UNM rank distribution.
* Totals for each year are weighted by UNM rank distribution for that year.
Table 3. Comparison of 1993-94 UNM Administrative and Faculty Salaries with Peers.

<table>
<thead>
<tr>
<th>Category</th>
<th>ArkS Mean</th>
<th>12Peer Mean</th>
<th>UNM % ArkS</th>
<th>UNM % 12Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADMINISTRATORS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>President</td>
<td>142,567</td>
<td>142,603</td>
<td>153,000</td>
<td>107.31</td>
</tr>
<tr>
<td>Provost/VPs</td>
<td>108,894</td>
<td>104,484</td>
<td>111,150</td>
<td>102.07</td>
</tr>
<tr>
<td>Assoc./Asst. VPs</td>
<td>74,048</td>
<td>71,208</td>
<td>69,833</td>
<td>98.70</td>
</tr>
<tr>
<td>Deans</td>
<td>104,174</td>
<td>102,443</td>
<td>91,740</td>
<td>90.60</td>
</tr>
<tr>
<td>Other</td>
<td>71,834</td>
<td>73,437</td>
<td>65,870</td>
<td>91.70</td>
</tr>
<tr>
<td>Admin. Totals</td>
<td>83,279</td>
<td>82,128</td>
<td>80,164</td>
<td>96.26</td>
</tr>
<tr>
<td><strong>FACULTY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Professor</td>
<td>314</td>
<td>NA</td>
<td>57,900</td>
<td>93.09</td>
</tr>
<tr>
<td>Assoc. Professor</td>
<td>268</td>
<td>NA</td>
<td>43,100</td>
<td>94.73</td>
</tr>
<tr>
<td>Asst. Professor</td>
<td>195</td>
<td>NA</td>
<td>37,900</td>
<td>95.95</td>
</tr>
<tr>
<td>Faculty Totals*</td>
<td>777</td>
<td>NA</td>
<td>47,776</td>
<td>94.15</td>
</tr>
</tbody>
</table>

Notes:
See the six tables in Appendix 3 for the 1993-94 administrative peer comparison salary data. The faculty salary data are from ACADEME.

ArkS Mean is the mean salary paid by the 85 institutions in the University of Arkansas' survey Twenty-Seventh Annual Rank-Order Distribution of Administrative Salaries Paid 1993-94.

12Peer Mean is the mean salary paid by the 12 peer institutions in the University of Arkansas 1993-94 survey. The 12 institutions are the Universities of Arizona, Arkansas, Kansas, Kentucky, Missouri, Nebraska, Oklahoma, Oregon, South Carolina, Tennessee, Utah, and Virginia. The Universities of Colorado, Iowa, Texas and Washington did not participate in the 1993-94 survey.

UNM Mean is the 1993-94 UNM salary for the closest comparable position. Positions are not always identical in title, authority, and responsibility.

UNM %ArkS is the 1993-94 UNM mean salary for the closest comparable position. Positions are not always identical in title, authority, and responsibility.

UNM %12Peer is the 1993-94 UNM mean salary as a percentage of the 12Peer mean salary.

* 1993-94 UNM rank distribution.

Appendix 1. Table 1 UNM Administrative Salary Data for 1978-1994.
In Seven Tables by Administrative Category.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>53,800</td>
<td>100,000</td>
<td>110,000</td>
<td>135,000</td>
<td>138,375</td>
<td>146,000</td>
<td>153,000</td>
<td>184.4</td>
</tr>
<tr>
<td>Mean Salary</td>
<td>48,800</td>
<td>95,500</td>
<td>97,887</td>
<td>102,888</td>
<td>105,000</td>
<td>108,078</td>
<td>109,078</td>
<td>174.4</td>
</tr>
<tr>
<td>Yearly Percent Increase</td>
<td>8.6</td>
<td>10.0</td>
<td>12.6</td>
<td>13.4</td>
<td>15.7</td>
<td>17.4</td>
<td>17.8</td>
<td>17.9</td>
</tr>
</tbody>
</table>

Table 1 UNM Administrative Salary Data for 1978-1994.

In Seven Tables by Administrative Category.

**Notes:**

See the six tables in Appendix 3 for the 1993-94 administrative peer comparison salary data. The faculty salary data are from ACADEME.

ArkS Mean is the mean salary paid by the 85 institutions in the University of Arkansas' survey Twenty-Seventh Annual Rank-Order Distribution of Administrative Salaries Paid 1993-94.

12Peer Mean is the mean salary paid by the 12 peer institutions in the University of Arkansas 1993-94 survey. The 12 institutions are the Universities of Arizona, Arkansas, Kansas, Kentucky, Missouri, Nebraska, Oklahoma, Oregon, South Carolina, Tennessee, Utah, and Virginia. The Universities of Colorado, Iowa, Texas and Washington did not participate in the 1993-94 survey.

UNM Mean is the 1993-94 UNM salary for the closest comparable position. Positions are not always identical in title, authority, and responsibility.

UNM %ArkS is the 1993-94 UNM mean salary as a percentage of the ArkS mean salary.

UNM %12Peer is the 1993-94 UNM mean salary as a percentage of the 12Peer mean salary.

* 1993-94 UNM rank distribution.
<table>
<thead>
<tr>
<th>Department</th>
<th>Faculty Salaries</th>
<th>Mean Percent Increase</th>
<th>Median Percent Increase</th>
<th>Yearly Percent Increase</th>
<th>15 Year Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dir. Equal Op.</td>
<td>$43,260</td>
<td>148.3</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Dir. Computer Ctr. Acad.</td>
<td>$55,433</td>
<td>118.7</td>
<td>99.3</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Dir. PED / ITV</td>
<td>$47,895</td>
<td>143.1</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Dir. Research Admin.</td>
<td>$36,563</td>
<td>134.2</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Dir. Internal Audit</td>
<td>$50,000</td>
<td>143.1</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Assoc. Dir. Athletics</td>
<td>$52,416</td>
<td>188.8</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Dir. Real Estate</td>
<td>$47,500</td>
<td>143.1</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Dir. Public Affairs</td>
<td>$51,500</td>
<td>118.7</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Dir. Purchasing</td>
<td>$46,725</td>
<td>143.1</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Dir. of Law Library</td>
<td>$77,409</td>
<td>137.5</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Dean of Univ. College</td>
<td>$71,336</td>
<td>137.5</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Dir. Law Library</td>
<td>$84,460</td>
<td>188.8</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Mean Salary</td>
<td>$86,227</td>
<td>137.5</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
</tbody>
</table>

### Other Administrators

<table>
<thead>
<tr>
<th>Department</th>
<th>Faculty Salaries</th>
<th>Mean Percent Increase</th>
<th>Median Percent Increase</th>
<th>Yearly Percent Increase</th>
<th>15 Year Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dir. Athletics</td>
<td>$95,433</td>
<td>127.5</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Dir. Dental Programs</td>
<td>$70,000</td>
<td>118.7</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Dean of Grad. Studies</td>
<td>$71,256</td>
<td>137.5</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Mean Salary</td>
<td>$68,458</td>
<td>137.5</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
</tbody>
</table>

### Old Administrators

<table>
<thead>
<tr>
<th>Department</th>
<th>Faculty Salaries</th>
<th>Mean Percent Increase</th>
<th>Median Percent Increase</th>
<th>Yearly Percent Increase</th>
<th>15 Year Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.P. Com &amp; Int. Prog.</td>
<td>$75,075</td>
<td>137.5</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Dir. Dental Programs</td>
<td>$70,000</td>
<td>118.7</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Dean of Grad. Studies</td>
<td>$71,256</td>
<td>137.5</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Mean Salary</td>
<td>$68,458</td>
<td>137.5</td>
<td>109.4</td>
<td>8.4</td>
<td>19.6</td>
</tr>
</tbody>
</table>
Notes:

All administrative salaries are twelve month salaries. For the years prior to 1990 the salaries were obtained from UNM’s in-house budget. The 1991-94 salaries were obtained from both UNM’s in-house budget and the Public Information List of UNM Employees. The 1991-92 salaries are from the Public Information List of UNM Employees, Month Ending 10/31/91, the 1992-93 salaries are from the Public Information List of UNM Employees, Month Ending 10/31/92, and the 1993-94 salaries are from the Public Information List of UNM Employees, Month Ending 11/30/93.

When a position is left blank, it is believed that the position did not exist in that year.

When a position is marked “Vacant”, the previous year’s salary has been used to compute the totals and percentages.

* Indicates position filled by a new person.
† Indicates additional annuity of 12% of salary is not included.
• Indicates position was vacant at the beginning of the fiscal year, and the budgeted base full time salary has been used.
† 1991-94 position includes interim Director of Student Outreach Services.
* Does not include an additional $30,000 which will be given if certain standards are met during the year.

Appendix 2. Table 2 1992-93 Peer Comparison Salary Data.

In Six Tables by Administrative Category.

<table>
<thead>
<tr>
<th>President</th>
<th>ArkS</th>
<th>14Peers</th>
<th>UNM</th>
<th>%ArkS</th>
<th>%Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>128,979</td>
<td>139,510</td>
<td>146,000</td>
<td>113.20</td>
<td>104.65</td>
</tr>
<tr>
<td>Mean Salary</td>
<td>128,979</td>
<td>139,510</td>
<td>146,000</td>
<td>113.20</td>
<td>104.65</td>
</tr>
<tr>
<td>Provost/VPs</td>
<td>ArkS</td>
<td>14Peers</td>
<td>UNM</td>
<td>%ArkS</td>
<td>%Peers</td>
</tr>
<tr>
<td>Provost/V.P. Acad. Affairs</td>
<td>111,230</td>
<td>118,221</td>
<td>116,015</td>
<td>104.30</td>
<td>98.13</td>
</tr>
<tr>
<td>V.P. Business &amp; Finance</td>
<td>96,948</td>
<td>105,811</td>
<td>102,888</td>
<td>106.09</td>
<td>97.24</td>
</tr>
<tr>
<td>V.P. Research/Grad. Dean</td>
<td>99,767</td>
<td>103,152</td>
<td>105,000</td>
<td>105.25</td>
<td>101.79</td>
</tr>
<tr>
<td>V.P. Student Affairs</td>
<td>87,923</td>
<td>93,431</td>
<td>97,355</td>
<td>110.73</td>
<td>104.20</td>
</tr>
<tr>
<td>Mean Salary</td>
<td>98,976</td>
<td>105,154</td>
<td>105,314</td>
<td>106.40</td>
<td>100.15</td>
</tr>
</tbody>
</table>

| Assoc./Asst. Prov./VPs | ArkS | 14Peers | UNM | %ArkS | %Peers |
| Assoc. V.P./Dir. Computer Ser. | 75,362 | 85,800 | 86,930 | 95.27 | 92.24 |
| Assoc. V.P./Dir. Gov. Rel. | 66,413 | 55,580 | 79,213 | 110.72 | 142.52 |
| Assoc. V.P./Dean Student Aff. | 65,617 | 65,066 | 62,957 | 95.85 | 96.66 |
| Asst. V.P./U. Controller | 68,796 | 72,295 | 77,200 | 115.38 | 106.78 |
| Mean Salary | 69,047 | 69,686 | 76,560 | 110.88 | 109.86 |

<p>| Deans | ArkS | 14Peers | UNM | %ArkS | %Peers |
| Dean of Architecture | 93,798 | 93,942 | 89,369 | 95.27 | 95.13 |
| Dean of Arts &amp; Sciences | 96,055 | 100,264 | 105,170 | 105.30 | 100.88 |
| Dean of Business | 104,649 | 114,951 | 106,710 | 101.97 | 92.83 |
| Dean of Continuing Ed. | 76,225 | 82,793 | 74,239 | 97.53 | 89.79 |
| Dean of Education | 89,399 | 100,117 | 85,908 | 96.10 | 85.81 |
| Dean of Engineering | 110,075 | 119,498 | 100,956 | 91.72 | 84.48 |
| Dean of Fine Arts | 85,128 | 93,335 | 70,818 | 83.19 | 75.71 |
| Dean/Dir. of Libraries | 80,365 | 88,198 | 79,900 | 99.53 | 90.69 |
| Dean of Law School | 125,901 | 122,124 | 111,057 | 97.31 | 94.23 |
| Dean of Nursing | 92,521 | 99,287 | 78,866 | 85.24 | 79.43 |
| Dean of Pharmacy | 101,077 | 111,384 | 76,686 | 87.87 | 78.85 |
| Mean Salary | 95,927 | 102,372 | 88,713 | 92.48 | 86.66 |</p>
<table>
<thead>
<tr>
<th>Directors</th>
<th>ArkS</th>
<th>14Peers</th>
<th>UNM</th>
<th>%ArkS</th>
<th>%Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dir. Admissions</td>
<td>56,850</td>
<td>59,545</td>
<td>57,684</td>
<td>101.45</td>
<td>96.87</td>
</tr>
<tr>
<td>Dir. Alumni Relations</td>
<td>55,320</td>
<td>61,677</td>
<td>60,576</td>
<td>109.50</td>
<td>98.21</td>
</tr>
<tr>
<td>Dir. Budgeting</td>
<td>62,704</td>
<td>71,041</td>
<td>63,068</td>
<td>132.46</td>
<td>116.92</td>
</tr>
<tr>
<td>Dir. Development</td>
<td>65,839</td>
<td>83,400</td>
<td>80,954</td>
<td>122.96</td>
<td>97.07</td>
</tr>
<tr>
<td>Dir. Equal Oper. Empl.</td>
<td>56,329</td>
<td>62,277</td>
<td>60,685</td>
<td>107.73</td>
<td>97.44</td>
</tr>
<tr>
<td>Dir. Facilities Planning</td>
<td>64,215</td>
<td>66,192</td>
<td>55,500</td>
<td>86.43</td>
<td>83.85</td>
</tr>
<tr>
<td>Dir. Financial Aid</td>
<td>53,171</td>
<td>56,515</td>
<td>55,000</td>
<td>103.44</td>
<td>97.32</td>
</tr>
<tr>
<td>Dir. Housing &amp; Food</td>
<td>54,094</td>
<td>59,947</td>
<td>56,176</td>
<td>103.85</td>
<td>93.71</td>
</tr>
<tr>
<td>Dir. Internal Audit</td>
<td>51,163</td>
<td>60,072</td>
<td>51,883</td>
<td>101.41</td>
<td>86.37</td>
</tr>
<tr>
<td>Dir. International Prog.</td>
<td>52,809</td>
<td>54,241</td>
<td>52,620</td>
<td>99.64</td>
<td>97.01</td>
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<tr>
<td>Dir. Physical Plant</td>
<td>68,785</td>
<td>71,805</td>
<td>71,000</td>
<td>106.31</td>
<td>98.88</td>
</tr>
<tr>
<td>Dir. Planning/Policy St.</td>
<td>57,459</td>
<td>62,584</td>
<td>58,585</td>
<td>101.96</td>
<td>93.73</td>
</tr>
<tr>
<td>Dir. Police &amp; Parking</td>
<td>52,991</td>
<td>55,126</td>
<td>57,500</td>
<td>104.51</td>
<td>104.21</td>
</tr>
<tr>
<td>Dir. Public Admin.</td>
<td>64,427</td>
<td>68,127</td>
<td>75,000</td>
<td>116.41</td>
<td>110.99</td>
</tr>
<tr>
<td>Dir. Public Affairs</td>
<td>57,882</td>
<td>60,557</td>
<td>53,309</td>
<td>92.13</td>
<td>88.07</td>
</tr>
<tr>
<td>Dir. Purchasing</td>
<td>52,154</td>
<td>60,066</td>
<td>55,000</td>
<td>105.46</td>
<td>91.57</td>
</tr>
<tr>
<td>Dir. Research Admin.</td>
<td>64,348</td>
<td>59,482</td>
<td>51,719</td>
<td>80.37</td>
<td>86.95</td>
</tr>
<tr>
<td>Dir. Student Health Ctr.</td>
<td>75,599</td>
<td>86,862</td>
<td>80,302</td>
<td>106.22</td>
<td>92.45</td>
</tr>
<tr>
<td>Mean Salary</td>
<td>59,118</td>
<td>64,411</td>
<td>62,031</td>
<td>104.93</td>
<td>96.30</td>
</tr>
</tbody>
</table>

**Other Administrators**

<table>
<thead>
<tr>
<th>Arks 14Peers</th>
<th>UNM</th>
<th>%Arks</th>
<th>%Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst. to President</td>
<td>67,003</td>
<td>71,807</td>
<td>63,703</td>
</tr>
<tr>
<td>Registrar</td>
<td>56,097</td>
<td>59,977</td>
<td>60,614</td>
</tr>
<tr>
<td>University Legal Counsel</td>
<td>75,361</td>
<td>88,428</td>
<td>67,350</td>
</tr>
<tr>
<td>Mean Salary</td>
<td>66,154</td>
<td>73,404</td>
<td>63,889</td>
</tr>
</tbody>
</table>

**Appendix 3. Table 3 1993-94 Peer Comparison Salary Data.**

In Six Tables by Administrative Category.

**Directors**

<table>
<thead>
<tr>
<th>President</th>
<th>ArkS</th>
<th>14Peers</th>
<th>UNM</th>
<th>%ArkS</th>
<th>%Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>142,576</td>
<td>142,603</td>
<td>153,000</td>
<td>107.31</td>
<td>107.29</td>
</tr>
<tr>
<td>Mean Salary</td>
<td>142,567</td>
<td>142,603</td>
<td>153,000</td>
<td>107.29</td>
<td>107.29</td>
</tr>
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</table>

**Provost/VPs**

<table>
<thead>
<tr>
<th>Provost/VPs</th>
<th>ArkS</th>
<th>14Peers</th>
<th>UNM</th>
<th>%ArkS</th>
<th>%Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost/V.P. Acad. Affairs</td>
<td>122,847</td>
<td>126,248</td>
<td>130,000</td>
<td>105.82</td>
<td>102.97</td>
</tr>
<tr>
<td>V.P. Business &amp; Finance</td>
<td>107,200</td>
<td>104,240</td>
<td>106,078</td>
<td>98.95</td>
<td>101.76</td>
</tr>
<tr>
<td>V.P. Research/Grad. Dean</td>
<td>109,744</td>
<td>92,535</td>
<td>108,150</td>
<td>98.55</td>
<td>116.87</td>
</tr>
<tr>
<td>Mean Salary</td>
<td>108,894</td>
<td>104,484</td>
<td>111,150</td>
<td>102.07</td>
<td>106.38</td>
</tr>
</tbody>
</table>

**Associate/Asst. Prov./VPs**

<table>
<thead>
<tr>
<th>Associate/Asst. Prov./VPs</th>
<th>ArkS</th>
<th>14Peers</th>
<th>UNM</th>
<th>%ArkS</th>
<th>%Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate/V.P. Dir. Comput. Ser.</td>
<td>80,338</td>
<td>81,866</td>
<td>90,407</td>
<td>112.53</td>
<td>110.43</td>
</tr>
<tr>
<td>Associate/V.P. Dir. Gov. Rel.</td>
<td>71,935</td>
<td>70,896</td>
<td>82,368</td>
<td>114.50</td>
<td>130.54</td>
</tr>
<tr>
<td>Associate/V.P./Dean Student Aff.</td>
<td>68,224</td>
<td>67,291</td>
<td>65,161</td>
<td>95.51</td>
<td>96.83</td>
</tr>
<tr>
<td>Asst. V.P./U. Controller</td>
<td>75,697</td>
<td>72,581</td>
<td>81,060</td>
<td>107.08</td>
<td>111.88</td>
</tr>
<tr>
<td>Mean Salary</td>
<td>74,048</td>
<td>71,208</td>
<td>79,749</td>
<td>107.79</td>
<td>111.89</td>
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</tbody>
</table>

**Deans**

<table>
<thead>
<tr>
<th>Deans</th>
<th>ArkS</th>
<th>14Peers</th>
<th>UNM</th>
<th>%ArkS</th>
<th>%Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of Architecture</td>
<td>99,413</td>
<td>96,543</td>
<td>90,000</td>
<td>90.52</td>
<td>92.22</td>
</tr>
<tr>
<td>Dean of Arts &amp; Sciences</td>
<td>106,932</td>
<td>102,314</td>
<td>95,000</td>
<td>88.84</td>
<td>92.85</td>
</tr>
<tr>
<td>Dean of Business</td>
<td>119,928</td>
<td>119,808</td>
<td>110,445</td>
<td>92.09</td>
<td>92.18</td>
</tr>
<tr>
<td>Dean of Continuing Ed.</td>
<td>83,249</td>
<td>86,215</td>
<td>77,000</td>
<td>92.49</td>
<td>89.31</td>
</tr>
<tr>
<td>Dean of Education</td>
<td>98,150</td>
<td>100,306</td>
<td>89,000</td>
<td>90.68</td>
<td>88.73</td>
</tr>
<tr>
<td>Dean of Engineering</td>
<td>120,065</td>
<td>116,769</td>
<td>104,500</td>
<td>87.04</td>
<td>89.49</td>
</tr>
<tr>
<td>Dean of Fine Arts</td>
<td>90,591</td>
<td>90,651</td>
<td>75,000</td>
<td>82.79</td>
<td>82.73</td>
</tr>
<tr>
<td>Dean/Dir. of Libraries</td>
<td>89,712</td>
<td>90,672</td>
<td>83,000</td>
<td>92.52</td>
<td>91.54</td>
</tr>
<tr>
<td>Dean of Law School</td>
<td>132,106</td>
<td>126,904</td>
<td>115,200</td>
<td>87.20</td>
<td>90.78</td>
</tr>
<tr>
<td>Dean of Nursing</td>
<td>99,608</td>
<td>99,381</td>
<td>90,000</td>
<td>90.35</td>
<td>90.56</td>
</tr>
<tr>
<td>Dean of Pharmacy</td>
<td>106,152</td>
<td>97,311</td>
<td>89,000</td>
<td>75.26</td>
<td>82.21</td>
</tr>
<tr>
<td>Mean Salary</td>
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<td>102,443</td>
<td>91,740</td>
<td>88.06</td>
<td>89.55</td>
</tr>
</tbody>
</table>

Notes:

When a position is marked "Vacant", the previous year's salary has been used to compute the totals and percentages.

Additional annuity of 12% of salary is not included.

* indicates position filled by a new person.
<table>
<thead>
<tr>
<th>Directors</th>
<th>ArkS</th>
<th>12 Peers</th>
<th>UNM</th>
<th>%ArkS</th>
<th>%Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dir. Admissions</td>
<td>63,242</td>
<td>59,805</td>
<td>56,472</td>
<td>94.04</td>
<td>99.44</td>
</tr>
<tr>
<td>Dir. Alumni Relations</td>
<td>62,506</td>
<td>65,813</td>
<td>62,454</td>
<td>99.92</td>
<td>94.90</td>
</tr>
<tr>
<td>Dir. Budgeting</td>
<td>69,505</td>
<td>73,798</td>
<td>80,000</td>
<td>115.10</td>
<td>100.78</td>
</tr>
<tr>
<td>Dir. Development</td>
<td>73,803</td>
<td>68,829</td>
<td>63,463</td>
<td>113.40</td>
<td>124.89</td>
</tr>
<tr>
<td>Dir. Equal Oper. Empl.</td>
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<td>62,619</td>
<td>62,566</td>
<td>101.31</td>
<td>99.92</td>
</tr>
<tr>
<td>Dir. Facilities Planning</td>
<td>67,726</td>
<td>63,773</td>
<td>57,300</td>
<td>84.61</td>
<td>89.85</td>
</tr>
<tr>
<td>Dir. Financial Aid</td>
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<td>56,436</td>
<td>59,455</td>
<td>102.06</td>
<td>94.10</td>
</tr>
<tr>
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<td>60,658</td>
<td>64,265</td>
<td>106.47</td>
<td>109.21</td>
</tr>
<tr>
<td>Dir. Internal Audit</td>
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<td>60,272</td>
<td>54,251</td>
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<td>89.01</td>
</tr>
<tr>
<td>Dir. International Prog.</td>
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<td>73,840</td>
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<td>100.95</td>
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<tr>
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<td>60,400</td>
<td>96.95</td>
<td>99.40</td>
</tr>
<tr>
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<td>56,399</td>
<td>59,283</td>
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<td>101.11</td>
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<tr>
<td>Dir. Public Admin.</td>
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<td>71,053</td>
<td>73,840</td>
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<td>100.95</td>
</tr>
<tr>
<td>Dir. Public Affairs</td>
<td>65,730</td>
<td>63,062</td>
<td>Vacant</td>
<td>104.78</td>
<td>103.31</td>
</tr>
<tr>
<td>Dir. Purchasing</td>
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<td>60,620</td>
<td>60,000</td>
<td>94.17</td>
<td>98.88</td>
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<tr>
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<td>61,069</td>
<td>62,066</td>
<td>88.70</td>
<td>91.63</td>
</tr>
<tr>
<td>Dir. Student Health Ctr.</td>
<td>84,132</td>
<td>88,175</td>
<td>82,791</td>
<td>97.71</td>
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</tr>
<tr>
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<td>65,260</td>
<td>64,833</td>
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<td>99.04</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Administrators</th>
<th>ArkS</th>
<th>12 Peers</th>
<th>UNM</th>
<th>%ArkS</th>
<th>%Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst. to President</td>
<td>72,665</td>
<td>71,099</td>
<td>65,678</td>
<td>90.38</td>
<td>92.38</td>
</tr>
<tr>
<td>Registrar</td>
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<td>68,900</td>
<td>62,492</td>
<td>102.59</td>
<td>105.94</td>
</tr>
<tr>
<td>University Legal Counsel</td>
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<td>90,221</td>
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<td>79.96</td>
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<td>Mean Salary</td>
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<td>73,437</td>
<td>65,870</td>
<td>91.70</td>
<td>99.70</td>
</tr>
</tbody>
</table>

Notes:

When a position is marked "Vacant", the previous year's salary has been used to compute the totals and percentages.

1. Additional annuity of 12% of salary is not included.
2. * indicates position filled by a new person.

BRIEF ANNOUNCEMENTS FOR THE FACULTY SENATE - 10 MAY 1994

1. List of Senate Membership for 1994-95 [Att. #1].
2. Copy of Faculty Senate Budget Committee Administrative Salary Study [item #8] [separate document].
3. Additional information for agenda item #9 [Att. #2].
4. Late amendment to the agenda, to be inserted between items #10 and #11: Change in Wording for Clinician Educator Designation -- Dr. Ken Gardner [Att. #3].
5. Late amendments to the agenda, to be added to item #14 [Att. #4]:
   a. Masters in Hazardous Waste Engineering/College of Engineering
   b. Associate of Arts in Liberal Arts/Taos Education Center
   c. Associate of Arts in Pre-Business & Management/Taos Education Center
   d. Associate of Arts in Human Services/Taos Education Center
   e. Associate of Arts in Southwest Studies/Taos Education Center
   f. Certificate in Human Services/Taos Education Center
6. To help address some of the confusion over the status of the various off-campus instructional units, a very general fact sheet is attached. [Att. #5]
7. A pair of interesting documents are attached, giving 10-year ('83-'84 - '92-'93) historic cost information for main campus I&G. Among the interesting conclusions from these and other tables that were originally included with them:
   - over those ten years, total expense for...
     - Instruction has risen 80.4%
     - Academic Support has risen 78.2%
     - Student Services has risen 51.5%
     - Institutional Support has risen 77.1%
     - Physical Plant has risen 49.3%
   - with an overall increase of 73.0%
   - total SCH (fall '83 - fall '92) has risen 9.2%
   - total I&G FTE (faculty and staff) for...
     - Instruction has risen 17.9%
     - Academic Support has risen 13.6%
     - Student Services has risen 3.7%
     - Institutional Support has risen 26.6%
     - Physical Plant has dropped 6.8%
   - with an overall increase of 14.2%
   - the total number of faculty has risen 8.8%, while the SCH per faculty has dropped 2.4%

[Att. #6]: Professional FTE (Faculty) Analysis
[Att. #7]: I&G Actual Expenses
8. Other documents related to budget and operation on main campus:

[Att. #8:] Health Care Costs
[Att. #9:] Physical Plant / Campus Energy Production & Consumption
[Att. #10:] Proposed Major Capital Projects, 1995-96 (not yet approved by Regents)
1994-95 FACULTY SENATE MEMBERSHIP

ARCHITECTURE & PLANNING
Septhen Schreiber 1993-95

ARTS & SCIENCES
LynnDianne Beene (English) 1993-95
James Boone (Anthropology) 1994-96
Beverly Burris (Sociology) 1994-96
Joan Bybee (Linguistics) 1994-96
Bel Campbell (Physics & Astr) 1994-96
Anthony Cardenas (Span & Port) 1994-96
Jeff Davis (Math & Stats) 1993-95
John Geissman (Earth & Plan Sci) 1994-96
Linda Hall (History) 1993-95
Astrid Kodric-Brown (Biology) 1994-96
Tom Kyner (Math & Stats) 1993-95
Holly Waldron (Psychology) 1994-96

EDUCATION
Kathleen Koehler (HPPELP) 1994-96
Elizabeth Nielsen (Spec Ed) 1993-95
Leroy Ortiz (CIMTE) 1993-95
Lynette Oshima (CIMTE) 1993-95

ENGINEERING
Charles Fleddermann (E&CE) 1993-95
Howard Schreyer (Mech Engr) 1993-95

FINE ARTS
Joe Rothrock (Art & Art Hist) 1993-95

GALLUP BRANCH
Nancy Ziegler 1994-96
Helen Zongolowicz 1994-95

GENERAL LIBRARY
Harry Llull 1994-96

LAW
William MacPherson 1993-95

MANAGEMENT
John Finkelstein 1993-95

NURSING
Cheryl Learn 1994-96

PHARMACY
Ernest Dole 1994-96

PUBLIC ADMINISTRATION
Deborah McFarlane 1994-96

UNIVERSITY COLLEGE
Jerome Shea 1993-95

VALENCIA BRANCH
Richard Melzer 1994-96

DENTAL HYGIENE
Demetra Logothetis 1993-95

MEDICINE
Tom DeCoster (Orthopaedics) 1994-96
Robert Glew (Biochemistry) 1993-95
Deborah Graham (Med Lib) 1993-95
Blaine Hart (Radiology) 1994-96
Carolyn Mold (Microbiology) 1993-95
Paul Montner (Medicine) 1993-95
Kurt Nolte (Pathology) 1993-95
Edward Reyes (Pharmacology) 1994-96
Gloria Sarto (Obst & Gynec) 1993-95
Carolyn Voss (Medicine) 1993-95
Scott Walker (Psychiatry) 1993-95
Gerald Weiss (Physiology) 1993-95
Andrew Hsi (Pediatrics) 1994-96

AT-LARGE
Joseph Champoux (Anderson Schools) 1994-95
(to serve out Sickel's term)
Monica Cyrino (Foreign Lang & Lit) 1994-96
Peter Pabisch (Foreign Lang & Lit) 1993-95
Alain Reed (Pub Admin) 1993-95
Richard Santos (Economics) 1993-95
Henry Trewhitt (Comm & Journalism) 1994-96
Maurice Wildin (Mech Engineering) 1994-96
Beulah Woodfin (Biochemistry) 1994-96

* to be named within the week
MEMO TO: Distribution

FROM: Bel Campbell, Physics & Astronomy
       Faculty Senate President
       (x75148, bel@triton, fax71520)

SUBJECT: Faculty Retreat on Faculty Governance

You are invited to an ad hoc retreat for faculty, on Saturday, 23 April, to discuss issues related to faculty governance at UNM. I propose to focus on how the faculty in general and the Faculty Senate in particular can more effectively identify and work to achieve specific objectives, starting in the coming year. This should include discussion of how the faculty can effect its goals on bodies such as the University Planning Council, where the faculty are one of several constituencies and are a minority in representation.

The recent visit to campus of Jack Schuster from AAUP focused the thinking of many faculty. A copy of his written report is attached. A few of his comments during his visit:

- faculty must be involved in the affairs of the institution, yet there are never enough dedicated faculty to do the governance work that needs to be done;
- there is an intimate connection between academic freedom and successful faculty governance, and it goes both ways;
- collaboration is more effective than combativeness; faculty need to be more than analytical and critical -- they must play key roles in building the solutions to problems.

My goal for this retreat is the development of a focused set of recommendations for the next Faculty Senate president and Operations Committee that can be implemented immediately or brought forward for broader faculty consideration during the coming academic year. This may contain structural changes, including a revamping of the Faculty Senate itself, of faculty committees, and/or their official charges; mechanisms for ensuring effective representation of faculty interests on non-faculty committees; and the means of involving greater numbers of faculty in governance.

We will meet in the Bobo Room of Hodgin Hall from 9AM-3PM. Food and drinks, including lunch, will be provided.

I anticipate a vigorous and creative discussion. Look forward to seeing you there!
TO: Mary Sue Coleman, Ph.D., Provost, University of New Mexico  
FROM: Paul R. Roth, M.D., Interim Dean of the School of Medicine  
RE: Proposed Word Substitution in the Clinician Educator Title

The clinician educator title was passed as a full-time, non-tenure position for physicians. However, in implementing this title, it has become apparent that this will not work in practice.

Departments at the School of Medicine currently employ physicians to provide patient care and to teach in the clinics and wards who are less than full-time. In conducting a survey of the clinical departments, the majority are female physicians. The School of Medicine is concerned that women will be the group most adversely affected by not allowing for part-time status under this title. It should also be noted that the majority of our part-time patient care providers are in the primary care areas: family medicine, internal medicine, pediatrics, and ob/gyn. With the increased emphasis on primary care, it will become even more crucial that we have flexibility to be competitive in the changing arena of managed health care.

Our current practice allows for individuals at less than a full-time FTE who receive a faculty contract. We would like to offer this option to individuals with the clinician educator title. However, the Faculty Senate passed this with the wording full-time and the concern at the School of Medicine is that this will preclude individuals from having a part-time clinician educator contract.

xc. Bel Campbell, Ph.D., President Faculty Senate  
xc. Donna Dionne, Faculty Contracts Officer

As passed by the Faculty Senate on October 12, 1993:

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.

Proposed word substitution:

Professor, Associate Professor, Assistant Professor, Instructor, a half-time or greater, non-tenure position for physicians who are primarily engaged in patient care with secondary teaching responsibilities.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: October 7, 1992

David Kauffman
(Name of individual initiating curricular change form)

CIP CODE

Associate Dean
(Title, position)

College of Engineering
(Dept., Div., Prog.)

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

This form is for Master of Engineering in Hazardous Waste Engineering
Name of New or Existing Program
This program is or would be located in current catalog page Grad-126

I. Major Change-Mark appropriate category

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

Master of Engineering in Hazardous Waste Engineering

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)

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

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

Signature:

Department Chair

Approvals:

Dean of Library Services
Date: 11/3/92

CIRT
Date: 11/2/93

College Curriculum Committee
(If necessary)
Date: 3/10/93

College of School Faculty
Date: 3/10/93

College or School Dean
Date: 3/10/93

FS Undergraduate Ac. Affairs
Date: 3/10/93

FS Graduate Committee
Date: 3/10/93

Office of Graduate Studies
Date: 3/10/93

FS Curricula Committee
Date: 3/10/93

Assoc. VP of Academic Affairs
Date: 3/10/93

Faculty Senate
Date: 3/10/93
PROPOSAL FOR CREATION OF A MASTER OF ENGINEERING DEGREE IN HAZARDOUS WASTE ENGINEERING

INTRODUCTION

There is at the present time a very strong demand for persons rigorously trained in the field of hazardous and radioactive waste management and environmental engineering. The purpose of the Master of Engineering Degree in Hazardous Waste Engineering (MEHWE) is to provide a strong, graduate-level program in the area of hazardous and radioactive waste management and engineering for individuals who already hold bachelor's degrees in engineering or closely related sciences. The program offers an applied degree, rather than a research degree. Those interested in research degrees are encouraged to pursue M.S. degrees in appropriate existing fields, such as Civil, Chemical or Nuclear Engineering, Earth and Planetary Sciences, Toxicology, Biology or Chemistry.) The MEHWE program is interdisciplinary, centered in engineering, but with supporting courses from other parts of the University.

In the fall of 1990, the three institutions in New Mexico having graduate engineering programs (NMSU, NMIMT and UNM) initiated formal "certificate" and/or "minor" programs in hazardous waste engineering under sponsorship of the Waste-Management Education and Research Consortium (WERC). The WERC Consortium includes these three schools plus Navajo Community College and Los Alamos and Sandia National Laboratories. It is funded primarily by the U.S. Department of Energy.

At the present time, there are 153 students who already have bachelor's degrees, or higher, enrolled in the WERC Certificate program at UNM. Another 57 students have completed the program at UNM. Many of these students have expressed a strong interest in being able to earn a Master's Degree, rather than just a certificate. They very strongly prefer a Master's Degree with "Hazardous Waste" in the title rather than a more traditional degree, such as a Master's in Civil Engineering with an emphasis in environmental engineering and waste management. Recently 35 staff members and contractor personnel responded to an informal survey carried out at Los Alamos National Laboratory indicating they were definitely interested in a Master's program in this area.

The goal of the MEHWE program is to offer comprehensive education in the field of waste management engineering, primarily for professionals already working in the area or who expect to work in the area. The needs of this group of students are not currently being met. The MEHWE will be an applied degree, not a research degree. As many of the applicable courses as possible will be made available on instructional television to accommodate employed students, especially those being taught; so the incremental cost of the program is very small.

PROPOSED COURSE OF STUDY

The Master of Engineering in Hazardous Waste Engineering meets all the requirements of the Master of Engineering degree approved by the College of Engineering Faculty in 1987 and subsequently approved by all appropriate UNM and State of New Mexico bodies. The first Master of Engineering degree approved was that in Manufacturing Engineering.

The Master of Engineering track in Hazardous Waste Engineering requires courses in three categories: waste management engineering core, environmental engineering breadth, and waste management engineering specialization. Since the degree is an applied one, not a research one, no thesis is required. Thirty-six credit hours of applicable, graduate-credit courses are required. Students must, of course, meet the prerequisite requirements for any courses they take.

Block 1. Waste management engineering core (6 hrs):

- CE 538 Intro to Hazardous Waste Management (3)
- CE 539 Radioactive Waste Management (3)

Block 2. Environmental engineering breadth requirement (8-12 hrs):

Specific courses to be selected in consultation with the student's Committee on Studies from among the following, with at least 3 hours taken from the "Legal Topics" area. The rest may be from either the "Legal Topics" or "General Topics" areas:

- "Legal Topics" area:
  - CE 551/CHNE 515 Legal Issues in Environmental Engineering (3)
  - CE 551/CHNE 515 Natural Resource Law Issues (3)
  - Pub Ad 574 Seminar in Environmental Policy and Administration (3)
  - Law 580 Environmental Law (3)

- "General Topics" area:
  - E&PS 545 Hazardous Waste Disposal (3)
  - PHARM 587 Pollution Toxicology (3)
  - CE 551 Hazardous Waste Risk Assessment (3)
  - CHNE 441 Air Pollution Control (3)
  - CHNE 499 Seminar in Hazardous Waste Management (1) (may be repeated for a maximum of 3 credits)

and other courses, as may be appropriate, outside of the student's area of specialization
Block 3. Waste management engineering specialization requirement (18-22 hrs):

Specific course sequences to be selected in consultation with the student’s Committee on Studies. Possible course selections for two typical sequences are illustrated. Each student must complete a 3-hr independent study or practicum course in his or her area of specialization.

Radioactive waste specialization:

CHNE 466 Nuclear Environmental Safety Analysis (3)
CHNE 476 Nuclear Chemical Engineering (3)
CHNE 524 Radiation Interactions with Matter (3)
CHNE 564 Nuclear Reactor Safety Analysis (3)
CHNE 566 Methods of Nuclear Safety and Safeguards (3)
CE 584 Hazardous waste transportation (3)
CHNE 551/2 or CE 552 Problems: independent study or practicum (3)

Chemical waste specialization:

CHNE 521 Advanced Transport Phenomena (3)
CHNE 561 Kinetics of Chemical Processes (3)
Chem 462 Environmental Biochemistry (3)
Pharm 580 General Toxicology I (3)
Pharm 581 General Toxicology II (3)
CE 531 Physical-Chemical Water and Wastewater Treatment (3)
CE 532 Advanced Physical-Chemical Water and Wastewater Treatment (3)
CE 534 Environmental Engineering Chemistry (3)
CHNE 551/2 or CE 552 Problems: independent study or practicum (3)

Students will be encouraged to select some of their courses from among instructional television offerings from NMSU and NMIMT in order to take advantage of the specialized expertise of faculty at those institutions.

A Master’s Examination is required of all students completing master’s degrees at UNM. For the MEHWE program, the Master’s Examination will consist of a comprehensive examination, both written and oral, in which the student must demonstrate breadth of knowledge in hazardous waste engineering. Students would normally take this exam after they have completed 24 hours of coursework in the MEHWE program. The exam will be prepared and administered by a committee of faculty members with expertise in the field appointed by the College of Engineering Graduate Committee.

Admission Requirements

Applicants for the MEHWE program must specify a home department and be admitted to graduate standing in that department. At the present time, students may select either the Civil Engineering Department or the Chemical and Nuclear Engineering Department as their home department. In the future, other departments may also be included. In addition to requirements of the home department, applicants for the program must meet the following requirements:

Applicants must have a B.S. degree in civil, chemical, or nuclear engineering from an ABET-accredited program, or a B.S. degree in a related field of science or engineering, with a minimum GPA of 3.0.

Applicants must complete the following subject matter requirements prior to admission. These courses may be taken in under-graduate or non-degree status.

- A minimum of fourteen semester hours of courses from among the following areas with grades of B- or better: statistics, fluid mechanics, thermodynamics, soil mechanics, environmental science or engineering, or advanced (e.g., beyond freshman-level) chemistry.
- A minimum of two semester hours of engineering laboratory courses (These two hours may be counted toward the fourteen listed above. This requirement may be met by courses which combine lecture and laboratory in the same course., or combine lecture and laboratory in the same course. If the course is advanced, it may be counted toward the fourteen listed above. At most, two of these courses may be counted toward the fourteen listed above.).
- A minimum of four semesters of undergraduate courses in mathematics, through calculus and differential equations. (Pre-calculus mathematics courses may not be used to meet this requirement.)
- A minimum of two semesters of college-level chemistry and two semesters of college-level physics.
- A minimum of one course in computer programming.

An applicant with an undergraduate GPA below 3.0 may be considered for admission if he or she has completed twelve or more hours of graduate-level courses after the bachelor’s degree with a GPA of 3.0 or higher.

All applicants must also take the Graduate Record Examination and submit scores with their application materials. Applicants will be advised to work closely with appropriate faculty advisors from both their home department and from the faculty committee appointed to administer the MEHWE program.
**GRADUATION REQUIREMENTS**

The minimum number of hours required for the MEHWE program is 36, with at least 12 hours at the 500-level or above. At least 12 hours must be in courses in the College of Engineering. The program must include a 3-hr independent study project or practicum. Students must pass a Master's Examination in hazardous waste engineering after they have completed 24 hours of coursework in the program. Students must meet all normal requirements for graduate standing and graduate degrees at the University of New Mexico and for the Master of Engineering Degree with regard to grade point average, residency, time limitations, etc.

Up to six hours (12 by petition) may be transferred from other institutions or from non-degree status at UNM.

Students wishing to enroll in this program prior to its final approval may gain admission to a related graduate program (e.g., Civil Engineering, Chemical Engineering, Nuclear Engineering). Once the MEHWE program is approved, they may transfer to it through the Change of Degree Program form.

**ADMINISTRATION OF THE PROGRAM**

The College of Engineering Graduate Committee, which has representation from all departments in the College, will have overall responsibility for the MEHWE program. The Committee, however, may choose to delegate responsibility for administering the program to a committee of faculty members who are working in this technical area. This committee would be appointed annually by the College Graduate Committee.

A Committee on Studies consisting of at least three faculty members will be appointed for each student admitted to the MEHWE program. Because of the interdisciplinary nature of the program, the members must be from at least two departments. At least two from related departments. Adjunct faculty who are experts in hazardous waste engineering may be members of Committees on academic department and by the Office of Graduate Studies.) The make-up of each Committee on Studies will be approved by the responsible body (the College of Engineering Graduate Committee or its designee). Also, the final program for each student must be approved by the College of Engineering Graduate Committee or its designee after approval by the student's Committee on Studies. All other University requirements for Master's degrees also apply.

**FINANCIAL IMPLICATIONS**

Financial resources for the MEHWE program, in terms of faculty and staff time, fall into three categories: teaching of classes, advising students and administering the program.

All of the classes required for the MEHWE program are already being taught on a regular basis at UNM since they are used for other degree programs. Enrollments have been high for the past several years; some of the courses have had the highest enrollments of any graduate engineering classes at UNM. Many of the students enrolled in them are professionals already working in the area of hazardous waste management, frequently enrolled in non-degree status. Whether or not the MEHWE program is put in place, the courses will still be taught to meet the needs of students in other degree programs and of non-degree students.

It is anticipated that establishment of the MEHWE program will lead to even higher enrollments in the applicable courses, most of which are graduate-level engineering courses. The net result will be a substantial increase in revenue to the University. (The state formula currently generates over $2000 in "T" funds for each student enrolled in a three-credit graduate engineering course.) Since the formula is a generator of funds, but not an allocator, it is understood that there will not necessarily be any increase in budget for the academic units offering the program.

Advising of students and general administration of the program go hand-in-hand. About 0.25 FTE of faculty time and an equivalent amount of clerical staff time will be required for the 30 or so students anticipated in the program at any one time. The UNM Education and Research Consortium is funding 0.5 UNM FTE faculty, the year round, for the administration of educational programs. Released time funds from the 0.5 FTE faculty will provide for sufficient clerical support.

Note: At the present time, the person being funded 0.5 FTE for WERC education programs is Prof. David Kauffman, Associate Dean of the College of Engineering. Released time funds are providing part of his secretary's salary.

Although proposals are being prepared to extend funding for the WERC education programs, advising and program administration may be provided by UNM after 1995. Ideally, this will have to be provided by a faculty member a reduced teaching load in return done by giving a faculty member a reduced teaching load. In practice, it is unlikely for advising and administrative work. In practice, it is unlikely for advising and administrative work. In practice, it is unlikely for advising and administrative work.

Note: At the present time, the person being funded 0.5 FTE for WERC education programs is Prof. David Kauffman, Associate Dean of the College of Engineering. Released time funds are providing part of his secretary's salary.
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Note: Salaries assume 5% increase per year
**FORM C**

**MAJOR AND MINOR CURRICULAR CHANGES**

**CIP CODE**

Dr. Constance Higdon  
Assoc. Director for Instruction

UNM-Taos

This form is for Liberal Arts. This program is or would be located in current catalog page 69.

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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

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<th>Minor name change of existing degree, major, minor, or concentration.</th>
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Minor program revision (3-5 hours) Please specify below:

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall 1994

Budgetary and Faculty Load Implications: (attach statements)

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

Yes, have you resolved these issues with department involved? _____ (attach statement)

Signature: __________________________

Approved:

Dean of Library Services

CIRT

College Curriculum Committee (if necessary)

College of School Faculty

College of School Dean

FS Undergraduate Academic Affairs Comm. and/or FS Graduate Comm.

Office of Graduate Studies (For grad. level changes)

FS Curriculum Committee

Assoc. VP of Academic Affairs

Faculty Senate
Rationale for Degree Program: Associate of Arts in Liberal Arts

UNM Taos is invested with two primary academic missions—to serve the local population's education and training needs and to provide the first two years of a transferable program to UNM Albuquerque's various upper division departments and schools. In this latter role, UNM Taos is establishing a number of transferable degree programs which are organized around the educational needs and interests of our student population.

In a recent Taos County survey, it was found that some 50% of the students who attended the Taos Education Center prior to UNM's assumption of the contract were undecided about career goals (NCHEMS 1993: 24). While we anticipate that this percentage will drop as degree programs are made available, there will continue to be a substantial group of students who need flexibility in their AA degree so that they may explore a variety of academic areas. In addition, there will be a small population of students who wish to pursue degrees at the upper division level for which there is no specific lower division preparation. For enrollment and financial aid purposes, however, they must be enrolled in a specific degree program at the community college they attend. For these reasons, UNM Taos is proposing a Liberal Arts associate degree.

This degree is also designed to serve students who wish to carve out an individualized path of study during their undergraduate years, transferring from Liberal Arts to the BUS program at UNM Albuquerque or UNM North. For the non-traditional (re-entry, second degree, part-time employed) student, the Liberal Arts program provides a flexible context for pursuing academic studies.

University of New Mexico-Taos  
Associate of Arts in Liberal Arts

The Associate of Arts in Liberal Arts is designed for students who intend to pursue Bachelor of Arts degrees in various fields. Upon completion of the degree, a student will have satisfied the general education requirements of the College of Arts and Sciences at UNM Albuquerque and many other four-year institutions. All courses for the Liberal Arts A.A. will transfer to UNM Albuquerque. Students may not count any IS 010 or IS 100 level classes toward the degree. Courses designated with a T (e.g., Bus Tc 294T) may not be used toward the Liberal Arts degree.

Courses Required

Writing and Communications Skills:

Engl 101* 3
Engl 102 3
One course in Communications & Journalism 3

*Students may not begin the Liberal Arts major until they place into Engl 101 via placement exam or successful completion of IS Engl 100. Students who have advanced placement credits to satisfy the Engl 101 requirement may take an additional humanities elective in its place.

Arts and Humanities:

THREE courses chosen from THREE of the following areas:

American Studies
Literature--English, American or Comparative History
Philosophy

THREE courses chosen from the following areas (no studio courses):

Art History
Dance Appreciation
Theater Literature, Theory and History
Film Appreciation
Music Theory, History and Appreciation

Mathematics and Natural Sciences:

TWO courses in mathematics, Math 121 or above
TWO courses from the following areas (at least ONE with lab):

Biology
Chemistry
Computer Science
Geology
Physics
Astronomy

Credits

3
3
9
9
6
15
6
7
13
Social Sciences:
THREE courses from the following areas:
- Anthropology
- Economics
- Geography
- Political Science
- Psychology
- Sociology

Foreign Language:
Four semesters of a language (not English)

Total Semester Credits for Required Courses

Electives
Elective courses should be chosen in consultation with a UNM-Taos academic adviser in order to develop a coherent program for transferring to upper division programs at UNM Albuquerque and elsewhere or to prepare for the upper-division major in the Bachelor of University Studies program.

Total Semester Credits for Elective Courses

Total Semester Credits for the Liberal Arts A.A.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: April 4, 1994

Dr. Constance Higdon
(Name of Individual initiating curricular change form)

Director for Instruction
(Title, position)

UNM Taos
(Dept., Div., Prog.)

CIP CODE
52.0

This form is for Pre-Business and Management
Name of New or Existing Program

This program is or would be located in current catalog page 49

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

I. Major Change—Mark appropriate category

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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: Fall 1994

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature:

Department Chair

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

Date:
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Rationale for Degree Program:
Associate of Arts in Pre-Business and Management

UNM Taos is proposing an Associate of Arts in Pre-Business and Management to serve both individuals who are already operating small businesses in the Taos area and students who intend to pursue the BBA at UNM Albuquerque's Anderson School. The degree program is set up to parallel the first two years' coursework required of students planning to transfer from University College to the Anderson School.

The need for a degree program in business is substantial in Taos. As the community grows, and as UNM Taos comes to be seen as the region's educational nucleus, a pre-business AA will serve the developing business community by providing administration and management candidates who, upon completion of BBA programs, will return to the community to enhance its development. Strong family and community ties will draw these individuals back to leadership positions in such areas as banking, small business administration, hospital and public works administration and enterprise zone development (see NCCHS 1993: 33).

The region's escalating development as well as the cultural and environmental appeal of Taos ensures attraction of qualified instructors and development of summer student internship arrangements within the community. The growth this first academic year in student enrollments in management, finance and small business-related courses indicates a solid student interest in this program's establishment and development.

University of New Mexico-Taos
Associate of Arts in Pre-Business and Management

The Associate of Arts Degree in Business and Management is designed for students who plan to pursue further studies for a Bachelor of Business Administration at UNM Albuquerque'sAnderson School of Management or other BBA programs. Please discuss other transfer requirements with the Student Services Director.

First Semester
- Math 121: 3 credits
- Laboratory Science Elective: 4 credits
- Humanities Elective: 3 credits
- Social Science Elective: 3 credits
- English 101 or Arts and Humanities Elective (if 101 is satisfied): 16 credits

Second Semester
- Math 180: 3 credits
- Econ 200: 3 credits
- Soc 101 OR Psych 105*: 3 credits
- English 102: 3 credits
- Humanities Elective: 15 credits

Third Semester
- Mgt 101: 3 credits
- CS 150: 3 credits
- Econ 201: 3 credits
- Soc 200 level OR Psych 200 level*: 3 credits
- Humanities Elective: 15 credits

* Soc and Psych courses cannot be combined—you must take a 200 level course in the same field as your 100 level course

Fourth Semester
- Mgt 102: 3 credits
- Mgt 290: 3 credits
- Mgt 291: 1 credit
- Social Science Electives: 6 credits
- Other Elective: 16 credits

Total Semester Credits Required: 62
University of New Mexico-Taos
Associate of Arts in Pre-Business and Management

The Associate of Arts Degree in Business and Management is designed for students who plan to pursue further studies for a Bachelor of Business Administration at UNM Albuquerque's Anderson School of Management or other BBA programs. Please discuss other transfer requirements with the Student Services Director.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Math 121</td>
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<td>Mgt 291</td>
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<td>Other Elective</td>
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Total Semester Credits Required: 62

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**FORM C Major and Minor Curricular Changes**

**Date:** 4/4/94

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</table>

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

**SEE ATTACHED**

**Reasons for Request:** (attach statement)

**Effective Date of Proposed Change:** Fall 1994

**Budgetary and Faculty Load Implications:** (attach statements)

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

**Yes, have you resolved these issues with department involved?** _Y_e_s _

**Signature:**

---

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<th>Date:</th>
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<td>(If necessary)</td>
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<td>Date:</td>
</tr>
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<td>Faculty Senate</td>
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</table>
Rationale for Degree Program: Associate of Arts in Human Services

In establishing an Associate of Arts in Human Services, UNM Taos intends to fill an important training and education gap in the Taos County area. Numerous federally and state-funded human services providers in the region rely to a considerable extent on non-degreed employees for case assistance, care giving and rehabilitation activities. Without degrees, these human service workers are unable to advance in their professions, which tends to lead to relatively high job turnover. In addition, lack of advanced training and higher education limits the scope of services which can be made available to area residents. This gap is particularly critical in an area of exceptionally high unemployment, entailing social problems which require human service intervention (NCHEMS 1993: 3-8).

The A.A. in Human Services will provide advanced training and degree status for currently-employed human service workers. At the same time, it will, through transferable general education and human service courses, prepare those students who wish to continue their education in related fields at UNM Albuquerque or other four-year programs. In short, it provides an open door of opportunity for students who are committed to working in their home communities with high-demand programs in social services, public health, drug and alcohol rehabilitation and services to youth.

University of New Mexico-Taos
Associate of Arts in Human Services

The Associate of Arts in Human Services is a program of study designed for students who intend to investigate and pursue paraprofessional careers in various human services fields, including social work, public health, community mental health and other social services. It is also designed to prepare students for transfer into Bachelor of Arts or Bachelor of Science programs in these and related fields.

First Semester
- HS 101 Intro. to Human Services 3
- HS 102 Principles of Interviewing 3
- Engl 101 Composition* 3
- Soc 101 Intro. to Sociology 3
- Psych 105 General Psychology 15

* If you have satisfied this requirement, you may take an additional arts and humanities elective

Second Semester
- HS 105 Group Dynamics 4
- HS 109 Techniques of Assessment and Intervention 3
- Engl 102 Composition 3
- Anth 130 Cultures of the World 3
- HS 250 Clinical Experience in Human Services 17

Third Semester
- HS 201 Family Process 3
- HS 203 Stages of Human Social Development 3
- Biol 136 Human Anatomy and Physiology 3
- HS 251 Advanced Clinical Experience I 3
- Arts and Humanities Elective 16

Fourth Semester
- HS 202 Contemporary Issues in Mental Health 3
- Fine Arts Elective 1-4
- Math or Lab Science Elective 3
- Humanities or Social Science Elective 4
- HS 252 Advanced Clinical Experience II 16-17

Total Semester Credits Required 64-65
TO: Bel Campbell, Ph.D., Faculty Senate
FROM: Stephen Perls, D.Ed., Director
RE: Human Services Program at Taos Education Center
DATE: March 29, 1994

I have reviewed the list of courses for the proposed AA in Human Services at Taos Education Center and they are equivalent to the main campus Human services program at this point in time.

## Southwestern Studies

<table>
<thead>
<tr>
<th>Major and Minor Curricular Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 4/4/94</td>
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**Assoc. Director for Instruction**

<table>
<thead>
<tr>
<th>Dr. Constantine Higdon</th>
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</thead>
<tbody>
<tr>
<td>(Name of individual initiating official change form)</td>
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**Institution:** Taos, (City, State, Program)

## Major and Minor Change

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

### SEE ATTACHED

- Minor Change:
  - [ ] Minor name change of existing degree, major, minor, or concentration
  - [ ] Minor program revision (3-5 hours)
  - Please specify below:

### Reasons for Request:
- [ ] Departure
- [ ] Faculty
  - [ ] Degree
  - [ ] Program
- [ ] Other:

### Effective Date of Proposed Change:
- [ ] Fall
- [ ] Spring
- [ ] Summer
- [ ] Year

### Edgatory and Faculty Load Implications:
- [ ] Yes
- [ ] No

---

**Name of Program**

**New Name of Program**

**Date of Proposed Change**

**Signature:**

**Name:**

**Department Chair:**

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<td>Faculty Senate</td>
<td>7-8-94</td>
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</table>
Rationale for Degree Program: Associate of Arts in Southwest Studies

There is perhaps no area in New Mexico richer in cultural dynamics than Taos. As a meeting place of diverse human groups from pre-Columbian times to the present, it has long been a focus of intercultural interaction, struggle and dialog. As such, it provides an ideal setting for an interdisciplinary academic program which addresses the cultures, environments and historical processes of the southwestern United States.

UNM Taos is establishing an Associate of Arts in Southwest Studies to provide a forum for an on-going, area-wide discussion of issues related to culture, use of the natural environment and the nature of regional identity. Such a program has the potential to become relevant nation-wide as a model for intercultural communication and study.

At the same time, the program will address a very specific need among young students of local Native American and Hispanic origin to learn about and address issues involved in their broader cultural heritages. There is additionally a strong push locally for greater understanding of the intellectual and social history of this region among adult learners of all backgrounds. Such an academic program has direct applications to the intellectual and economic development of Taos County in a period of rapid demographic change which leads to increased cultural polarization and misunderstanding (NCHEMS 1993: 32; R. Romancito, lecture of April 8, 1994).

The Southwest Studies program is designed to serve as a training ground for historians, archivists, environmental analysts, folklorists and museum specialists. With three major developing museum centers, a public library and an archive housing substantial Southwest collections, and two cultural foundations connected directly to UNM, the community has an abundance of resources requiring disciplinary research and sound interpretation. The possibilities for funded and voluntary student internships are multiple.

The program's general education requirements and degree-affiliated courses closely match the Southwest Studies track in UNM Albuquerque's American Studies program. The Associate of Arts program at UNM Taos thus additionally provides a transferable curriculum for students whose interest in the culture and environment of the Southwest leads them to seek higher degrees in the field.
Constance Higdon
Taos Education Center
115 Civic Plaza Drive
University of New Mexico
Taos, NM 87571
Fax 758-5898

Dear Connie:

This is in response to your proposal for the AA in Southwest Studies. The program you have outlined looks like it would match well with our Southwest Studies major/minor emphasis in American Studies. We would, of course, appreciate the opportunity to review course syllabi (for those courses with an American Studies number) as you implement the plan.

It is Spring break here and I was not able to have our faculty who teach the Southwest emphasis review this document before providing a response. I will give it to them next week, and they may have other comments, but I believe they, too, will approve of the general outline.

Sincerely,

Vera Norwood
Chair

xc: Biebel, Melendez, Young
University of New Mexico-Taos
Associate of Arts in Southwest Studies

The Associate of Arts in Southwest Studies is an interdisciplinary program dealing with topics related to the American Southwest and United States-Mexico border regions. The course offerings include studies in history, culture, social problems and environmental issues and encompass a broad intellectual perspective. An A.A. in Southwest Studies satisfies the general education requirements of UNM Albuquerque and other four-year institutions. It prepares students to transfer into B.A. programs in American Studies, Native American Studies, Chicano Studies, American History, Sociology and Anthropology. It can also provide regional perspective for a variety of human service, resource management and other professionals.

General Courses
(where appropriate, courses with Southwest topics may be used--see the attached list of approved courses):

Communications and Writing
Engl 101
Engl 102
One Communications, Journalism or Writing course

Arts and Humanities
THREE courses from THREE of the following areas:
- Literature
- History
- American Studies
- Philosophy and Religious Studies
THREE courses from TWO of the following areas:
- Art History
- Music Theory, Appreciation or History
- Theater History, Theory
- Film Appreciation, Theory or History

Mathematics and Natural Sciences
TWO courses in Mathematics, Math 121 or above
TWO courses from TWO of the following areas
one must include a lab section):
- Chemistry
- Earth Sciences (Geology)
- Physics
- Astronomy

Dr. Constance Higdon
Director for Instruction

One must take TWO courses in Mathematics, Math 121 or above
Two courses from TWO of the following areas:

- Engl 102
- Engl 101
- One Communications, Journalism or Writing course

Topics related to the American Southwest and United States-Mexico border regions. The course offerings include studies in history, culture, social problems and environmental issues and encompass a broad intellectual perspective.

The Associate of Arts in Southwest Studies is an interdisciplinary program dealing with topics related to the American Southwest and United States-Mexico border regions. The course offerings include studies in history, culture, social problems and environmental issues and encompass a broad intellectual perspective. An A.A. in Southwest Studies satisfies the general education requirements of UNM Albuquerque and other four-year institutions. It prepares students to transfer into B.A. programs in American Studies, Native American Studies, Chicano Studies, American History, Sociology and Anthropology. It can also provide regional perspective for a variety of human service, resource management and other professionals.

Junior and Senior year courses:

- Literature
- History
- American Studies
- Philosophy and Religious Studies
- Art History
- Music Theory, Appreciation or History
- Theater History, Theory
- Film Appreciation, Theory or History
- Chemistry
- Earth Sciences (Geology)
- Physics
- Astronomy

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- Chemistry
- Earth Sciences (Geology)
- Physics
- Astronomy
To: Bel Campbell, Interim Chair, F. S. Curricula Committee
From: Ignacio R. Cordova, Associate Provost Academic Affairs
Re: Taos Education Center Certificate in Human Services.

Please find attached a form C for the certificate in Human Services being proposed by the Taos Education Center. This program proposes to use the first year of the AA in Human Services to serve as the program for the certificate. The certificate articulates fully into the AA program. The certificate program is designed to serve as the first step in a Career development program that can lead to an AA degree and that can eventually be transferred to articulate with a B.A. program. This certificate is also needed to provide short term training for workers in the field who have no formal training.

Thank you for your efforts. Please inform me how I can be of any help.

Thank you.

Rationale for Program: Certificate in Human Services

The need for trained paraprofessionals in the human services is growing throughout Taos County. As unemployment levels remain above the New Mexico average and income gaps continue to plague the area (NCHEMS 1993: 3-8), human services delivery, from case management to rehabilitation to child and family services is increasingly important.

According to Robert Pasternak, Carlos Miera and other directors and planners in Taos, many human services are currently delivered locally by non-certified and non-degreed individuals whose employment is based principally on experience. In order to provide career development for those already employed in the field and to provide short-term training for those who wish to gain "hands on" experience as paraprofessionals before pursuing higher degrees, UNM-Taos is establishing a certificate in human services.

The certificate is based primarily on the first year of the Associate of Arts in Human Services at UNM and UNM-Taos. It is tailored to meet the specific training objectives of paraprofessionals, however, and therefore does not include many of the general education electives of the Associate program. The coursework and supervised practice enable students to prepare in one academic year for entrance or advancement in positions such as case workers, public program administrative assistants and drug and alcohol rehabilitation group leaders.
University of New Mexico-Taos
Certificate in Human Services

The Certificate in Human Services is designed for human services workers and paraprofessionals who have never received formal training in human services delivery. It introduces the study and practice of Human Services and provides information about careers in Social Work, Public Health and other social service endeavors.

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<thead>
<tr>
<th>Required Courses</th>
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<tr>
<td>HS 101 Introduction to Human Services</td>
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<td>HS 102 Principles of Interviewing</td>
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<td>HS 105 Group Dynamics</td>
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<td>Engl 101 Composition</td>
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<td>Soc 101 Intro to Sociology</td>
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<td>Psych 105 General Psychology</td>
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<td>Bio 136 Anatomy and Physiology</td>
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Elective

ONE of the following courses:

- HS 202 Contemporary Issues in Mental Health
- HS 203 Human Social Development

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FACT SHEET ON OFF-CAMPUS INSTRUCTIONAL UNITS

Units

Branch Community Colleges: UNM Gallup
UNM Valencia
UNM Los Alamos

Off-Campus Instructional Centers: Taos Education Center

Resident Graduate Centers: Los Alamos
Santa Fe

Missions

"...educational program ...includes either the first two years of college education or organized vocational and technical curricula of not more than two years' duration designed to fit individuals for employment in recognized occupations, or both of the above."

"Some ... communities desire to develop limited postsecondary programs but lack the population and/or financial base to establish and maintain a community college or vocational school. The Off-Campus Instructional Act (1982) ... (enables) such communities to create a district ... to operate appropriate and limited instructional programs in existing facilities. The law directs that the local school board affiliate with an existing institution ... to operate the off-campus unit.

"It is important to emphasize that the Off-Campus Instruction Act was not intended to create a community college or vocational school."

There is no specific legislation covering the resident (upper division and) graduate centers.

Supervision

Directors appointed after open (national, regional) searches, serve at the pleasure of the Provost.

Taos Education Center  Dr. Augustine Martinez
UNM - Los Alamos  Dr. Carlos Ramirez
UNM - Valencia  Dr. Ralph Sigala (ret. 6/94; search in progress)
UNM - Gallup  Dr. John Phillips
UNM - Santa Fe (+ GR/UD)  Dr. Alan Reed

Tuition

1994-95 Rates (tuition + fees), resident full time (*)

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<td>UNM - Main Campus</td>
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<tr>
<td>Taos Education Center</td>
<td>21.00  (per SCH)</td>
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Funding & Budgets

Branches, graduate centers, and instructional centers are all partially funded through student tuition.

(1) State support for branches (and, as of this year, the resident graduate centers) is determined by formula, based on FTE from the previous academic year (vs. 3-year rolling average for main campus).
Branches have the authority to impose the following tax levies, subject to voter approval:

- 1 mill for "operating, maintaining, and providing facilities"
- 3 mills for "construction, purchase or less of facilities or equipment, reduction of tuition rates, and implementation of special community service programs beyond the scope of the standard branch curriculum"
- 1 mill for operations and maintenance if recognized as an area vocational school (= UNM - Gallup)

Branches may also issue local general obligation bonds for funding purchase etc. of land, building, utilities, and equipment.

Branches may not issue revenue bonds, but the parent institution may issue revenue bonds to construct/improve branch facilities.

(2) Instruction Centers receive state support as recommended by CHE. For Taos, "T" funding is received by formula, with "G" costs funded with local revenue.

Instruction Centers (via their off-campus boards) may impose, subject to voter approval, a 3 mill tax levy for "operating and maintaining instructional programs." They have no authority to issue either local general obligation or revenue bonds.

Curricular Issues

There are four loose classes of course offerings at branches and instruction centers: (1) academic courses mirroring those taught on main campus; (2) academic courses unique to the branches; (3) "T" courses unique to branches; (4) non-"T" courses with technical or vocational focus.

(1) syllabus is subject to main campus "mother department" approval, as are instructors

(2) courses must be run through main campus Curriculum Committee; branch must work main campus programs to ensure transferability where desired (as either elective or substitute courses)

(3)-(4) non-transferable to main campus (with rare exception in the past)

Branches and instructional centers may offer degrees, programs, and certificates:

- Associate of Arts - academic focus
- Applied Science - technical focus
- Certificates - may be academic or technical

Administrative Support

Each of the branches and the Taos Education Center return to main campus 2.81% of their total budget to cover administrative services. It is unclear whether this entirely covers the actual administrative expense incurred by main campus for branch affairs.
### Instruction

<table>
<thead>
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### Academic Support

<table>
<thead>
<tr>
<th>Department / Program</th>
<th>Academic Year</th>
<th>ACT EXP</th>
<th>% INC/DEC-EXP</th>
<th>ACT EXP</th>
<th>% INC/DEC-EXP</th>
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<th>% INC/DEC-EXP</th>
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### Student Services

<table>
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<tr>
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<th>Academic Year</th>
<th>ACT EXP</th>
<th>% INC/DEC-EXP</th>
<th>ACT EXP</th>
<th>% INC/DEC-EXP</th>
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<th>% INC/DEC-EXP</th>
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<tr>
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### Institutional Support

<table>
<thead>
<tr>
<th>Department / Program</th>
<th>Academic Year</th>
<th>ACT EXP</th>
<th>% INC/DEC-EXP</th>
<th>ACT EXP</th>
<th>% INC/DEC-EXP</th>
<th>ACT EXP</th>
<th>% INC/DEC-EXP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Operations</td>
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<td>General Admin Services</td>
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</tr>
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<td>Logistic Services</td>
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<tr>
<td>Community Relations</td>
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<td>Other Miscellaneous</td>
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<tr>
<td>TOTAL INSTITUTIONAL SUPPORT</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
The University offers health and dental insurance coverage to all regular appointed employees. Health insurance coverage is provided by offering two HMO providers (Health Plus and Lovelace) and PPO and Indemnity programs offered by Health Plus. Both HMOs must include the UNM Medical Center in their provider options. The University covers a portion of the insurance premium cost for a family based upon State regulations that specify the following support levels:

<table>
<thead>
<tr>
<th>Employee Salary Range</th>
<th>% of Premium Paid by UNM</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 to $15,000</td>
<td>75%</td>
</tr>
<tr>
<td>$15,001 to $19,999</td>
<td>70%</td>
</tr>
<tr>
<td>$20,000 to 24,999</td>
<td>65%</td>
</tr>
<tr>
<td>$25,000 and above</td>
<td>60%</td>
</tr>
</tbody>
</table>

The current monthly insurance premium total cost for the HMOs, PPO, and Indemnity plans are:

### TYPE OF PLAN

<table>
<thead>
<tr>
<th>TYPE OF PLAN</th>
<th>SINGLE</th>
<th>DOUBLE</th>
<th>FAMILY</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMO:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lovelace</td>
<td>$164.26</td>
<td>$312.26</td>
<td>$378.14</td>
</tr>
<tr>
<td>Health Plus</td>
<td>$144.82</td>
<td>$275.14</td>
<td>$333.08</td>
</tr>
<tr>
<td>PPO - Health Plus</td>
<td>$208.96</td>
<td>$397.00</td>
<td>$480.58</td>
</tr>
<tr>
<td>Indemnity Plan</td>
<td>$182.16</td>
<td>$346.08</td>
<td>$418.92</td>
</tr>
</tbody>
</table>

The attached table shows the number of participants in each plan. About 75% of the employees utilize the University's health insurance plan. The primary reasons for not participating have been that a spouse is enrolled in another plan where either the benefits are better or a greater share of the premium cost is paid by the employer. There are also some who elect not to take the coverage because of the cost, but have access to the UNM Medical Center through the indigent care program.

The following table shows the past five years' costs of the health insurance program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Carrier</th>
<th>Employer Paid</th>
<th>Employee Paid</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989</td>
<td>Lovelace</td>
<td>$2,244,872</td>
<td>$1,189,966</td>
<td>$3,434,838</td>
</tr>
<tr>
<td></td>
<td>Health Plus</td>
<td>$1,098,056</td>
<td>$1,630,555</td>
<td>$4,728,611</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>$3,342,928</td>
<td>$2,820,521</td>
<td>$6,163,449</td>
</tr>
<tr>
<td>Year</td>
<td>Carrier</td>
<td>Employer Paid</td>
<td>Employee Paid</td>
<td>Total Cost</td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td>---------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>1990</td>
<td>Lovelace</td>
<td>$2,904,185</td>
<td>$1,530,438</td>
<td>$4,434,623</td>
</tr>
<tr>
<td></td>
<td>Health Plus</td>
<td>$3,620,211</td>
<td>$1,901,221</td>
<td>$5,521,432</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>$6,524,496</td>
<td>$3,431,659</td>
<td>$9,956,155</td>
</tr>
<tr>
<td>1991</td>
<td>Lovelace</td>
<td>$3,292,566</td>
<td>$1,734,402</td>
<td>$5,026,968</td>
</tr>
<tr>
<td></td>
<td>Health Plus</td>
<td>$4,641,325</td>
<td>$2,437,197</td>
<td>$7,078,522</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>$7,933,891</td>
<td>$4,171,599</td>
<td>$12,105,490</td>
</tr>
<tr>
<td>1992</td>
<td>Lovelace</td>
<td>$3,449,476</td>
<td>$1,847,927</td>
<td>$5,297,403</td>
</tr>
<tr>
<td></td>
<td>Health Plus</td>
<td>$5,285,599</td>
<td>$2,791,717</td>
<td>$8,077,316</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>$8,735,075</td>
<td>$4,639,644</td>
<td>$13,374,719</td>
</tr>
<tr>
<td>1993</td>
<td>Lovelace</td>
<td>$3,928,563</td>
<td>$2,118,597</td>
<td>$6,047,160</td>
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<tr>
<td></td>
<td>Health Plus</td>
<td>$5,810,314</td>
<td>$3,055,898</td>
<td>$8,866,212</td>
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<tr>
<td></td>
<td>Subtotal</td>
<td>$9,738,877</td>
<td>$5,174,495</td>
<td>$14,913,372</td>
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</tbody>
</table>

**DISCUSSION OF HEALTH CARE COSTS**

The average annual increase in health insurance premium costs have slowed from 21.9% in 1990 to 10.5% in 1992 and 11.6% in 1993. Some of this attributed to a change made in 1992 to unblend the Health Plus triple option program. Prior to 1992, the same premium was paid irrespective of the HMO, PPO, or Indemnity program. In 1992, the premiums were established based on experience in each program. Significant cost incentive was created to shift to the HMO.

The University is currently working with its benefits consultant to issue a RFP again for the health insurance program. Information will be requested as to premium cost if the carrier is the sole provider. All proposals must include the UNM Medical Center as a provider. The last time this information was requested (two years ago), there was no savings by going with a single carrier. However, the health care delivery system in Albuquerque continues to be a moving target so the information will again be sought. There needs to be a significant cost benefit to justify disrupting employee relationships with current providers if they are not using UNM Medical Center.

The University will also be evaluating the feasibility of a self-financed health insurance program backed up by secondary insurance for catastrophic claims. It may be premature for this option, given the uncertainty of the national health care program. However, some exploration of the option will be completed.

The Faculty/Staff Benefits Committee has requested that the University seek change in the legislation that currently limits the employer contribution to premium costs. Current interpretation of the statutes indicate that the above percentages are fixed and the University cannot exceed those contribution levels. It would be appropriate to change the legislation to be more flexible in terms of providing for a higher percentage. This could then be used to address the non-participation of low income employees.

**DENTAL INSURANCE COSTS**

At the present time, the University has a very poor dental insurance program. The University provides $5 per month to the premium cost. In 1993, the total premium cost was $614,397, with the University paying about 35% of the total. Participation is less than 40% of employees and it has been difficult to attract providers. The University is preparing a RFP that would test the market if the University provided the same contribution as for health insurance. It is believed that such might be more attractive to carriers and a better dental insurance program be available.
## ACTIVE EMPLOYEES
as of 01/11/94

### Insurance Eligible Employees

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Number</th>
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<tbody>
<tr>
<td>$15,000.00 - $19,999.00</td>
<td>553</td>
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<tr>
<td>$20,000.00 - $24,999.00</td>
<td>1,490</td>
</tr>
<tr>
<td>$25,000.00 and greater</td>
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<td>Total Participating:</td>
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### Health Plus HMO

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<th>Salary Range</th>
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<tr>
<td>$15,000.00 - $19,999.00</td>
<td>170</td>
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<td>$20,000.00 - $24,999.00</td>
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<td>Total Participating Employees:</td>
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### Health Plus PPO

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<td>$15,000.00 - $19,999.00</td>
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<td>$20,000.00 - $24,999.00</td>
<td>282</td>
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<td>Total Participating Employees:</td>
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### Health Plus Indemnity

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<td>$15,000.00 - $19,999.00</td>
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<td>$20,000.00 - $24,999.00</td>
<td>43</td>
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<td>Total Participating Employees:</td>
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### Lovelace Health Plan

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<td>$15,000.00 - $19,999.00</td>
<td>209</td>
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<td>$20,000.00 - $24,999.00</td>
<td>348</td>
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<td>$25,000.00 and greater</td>
<td>835</td>
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<td>Total Participating Employees:</td>
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### US Dental

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<td>328</td>
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<td>$20,000.00 - $24,999.00</td>
<td>572</td>
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### Delta Dental

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<td>$15,000.00 - $19,999.00</td>
<td>57</td>
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<tr>
<td>$20,000.00 - $24,999.00</td>
<td>422</td>
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<td>$25,000.00 and greater</td>
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<td>Total Participating Employees:</td>
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### Vision Service Plan

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<td>$15,000.00 - $19,999.00</td>
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<td>$20,000.00 - $24,999.00</td>
<td>611</td>
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<tr>
<td>$25,000.00 and greater</td>
<td>1,399</td>
</tr>
</tbody>
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HR/ES ACT.EMP 1/12/94
Dear Mr. Monson:

This is the Master Utility Plan for the University of New Mexico. The University asked Sega to develop a 20-year, comprehensive action plan for the supply of campus utility requirements in a safe, reliable, and economic manner. Results of Sega's analyses and planning are in this report.

Major conclusions of the study are:

- The University has not made significant investments for replacement or life management in the utility systems for twenty years. Much of the major equipment (boilers, chillers, electric distribution equipment) has reached or exceeded its normal useful life. The existing utility system cannot serve existing loads safely, reliably, and economically.

- The University has indicated that it is pursuing an aggressive growth strategy for future campus building additions. Existing central utility facilities are either fully loaded or loaded beyond capacity and, thus, cannot serve new building additions.

- Utility production should be centered at two locations. The first is the existing Ford Utilities Center, which will contain steam and chilled water generating equipment. The second is a new North Utility Plant, which will contain only chilled water generating equipment.

---

The University of New Mexico
Physical Plant Department
PPD - Utilities Division
Albuquerque, NM 87131-3520

Attention: Mr. Richard L. Monson
Assistant Director

Re: The University of New Mexico
Master Utility Plan
Sega Project No. 93-248

SUBJECT: FINAL REPORT

March 8, 1994
• The University can benefit by installing a diversity of chilled water supply equipment consisting of:
  - Steam turbine driven chillers.
  - Electric motor driven chillers.
  - Chilled water storage equipment.

• The present steam, chilled water, and electric distribution facilities are inadequate to accommodate the planned campus expansions and load growth. A new steam line and new chilled water lines are needed to interconnect the Central and North Campus areas and to allow reserve sharing and benefits of load diversity.

• There is an existing hydraulic mismatch between the chilled water production equipment, the distribution facilities, and the building cooling systems that must be corrected before the full potential capability of the production equipment can be realized.

• Sega's opinion of probable cost for the twenty-year plan presented in this study is $67.2 million (net present value in 1994 dollars). About $48 million will be needed to upgrade the existing system so that it can reliably serve the present loads for another 20 years. The remainder will be necessary to accommodate the University's planned future building additions.

We would like to thank you, Larry Schuster, Jim Rawls, and Bill Tryens of the University Physical Plant Department for your assistance in preparing this report. Call me if you have questions regarding the report.

Sincerely,

SEGA INC.

James Severance, P.E.
Project Manager

JWS/ecn

Enc. 1
June 1, 1994

DEPARTMENT OF FACILITY PLANNING
UNIVERSITY OF NEW MEXICO
PROPOSED MAJOR CAPITAL OUTLAY PROJECTS

**T**HIS YEAR'S REQUEST
1995/1996 ACAD**E**MIC YEAR**+**

<table>
<thead>
<tr>
<th><strong>C</strong>ENTRAL <strong>C</strong>AMPUS:</th>
<th>Estimated Project Cost</th>
<th>1997 State Appropriation</th>
<th>Other Funds</th>
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<tr>
<td>ADA COMPLIANCE</td>
<td>$ 5,250,000</td>
<td>$ 1,125,000</td>
<td>$ 750,000</td>
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<tr>
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<td>25,750,000</td>
<td>250,000</td>
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<tr>
<td>DOMESTIC WATER SYSTEM UPGRADE</td>
<td>2,500,000</td>
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<tr>
<td>ARCHITECTURE &amp; PLANNING NEW BLDG. PLANNING FUNDS</td>
<td>9,000,000</td>
<td>500,000</td>
<td></td>
</tr>
<tr>
<td>ADMINISTRATIVE SERVICES CENTER PLANNING FUNDS</td>
<td>13,500,000</td>
<td>750,000</td>
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<tr>
<td>INSTRUCTIONAL FACILITIES UPGRADES (Learning Technologies Ctr., Old Bookstore, Art Annex Remodel, General Classroom Improvements)</td>
<td>7,000,000</td>
<td>7,000,000</td>
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</tr>
<tr>
<td><strong>S</strong>UBTOTAL:</td>
<td>$ 63,250,000</td>
<td>$ 37,625,000</td>
<td>$ 1,000,000</td>
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<table>
<thead>
<tr>
<th><strong>N</strong>ORTH <strong>C</strong>AMPUS:</th>
<th>Estimated Project Cost</th>
<th>1997 State Appropriation</th>
<th>Other Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDICAL CENTER PATIENT CARE EQUIPMENT</td>
<td>$ 2,000,000</td>
<td>$ 2,000,000</td>
<td></td>
</tr>
<tr>
<td>ELECTRICAL SUBSTATION &amp; INTERCONNECT</td>
<td>7,100,000</td>
<td>7,100,000</td>
<td></td>
</tr>
<tr>
<td>CENTER FOR ALCOHOLISM, SUBSTANCE ABUSE AND ADDICTIONS (CASAA)</td>
<td>10,000,000</td>
<td>5,000,000</td>
<td>5,000,000</td>
</tr>
<tr>
<td>CANCER RESEARCH &amp; TREATMENT CENTER, PHASE II</td>
<td>4,000,000</td>
<td>4,000,000</td>
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</tr>
<tr>
<td>EDUCATION/ADMINISTRATION BUILDING PLANNING</td>
<td>18,000,000</td>
<td>200,000</td>
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<tr>
<td>CHILD CARE CENTER PHASE II</td>
<td>1,500,000</td>
<td>1,450,000</td>
<td>50,000</td>
</tr>
<tr>
<td><strong>S</strong>UBTOTAL:</td>
<td>$ 42,600,000</td>
<td>$ 19,750,000</td>
<td>$ 5,850,000</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>S</strong>OUTH <strong>C</strong>AMPUS:</th>
<th>Estimated Project Cost</th>
<th>1997 State Appropriation</th>
<th>Other Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY ARENA-ADA COMPLIANCE</td>
<td>$ 600,000</td>
<td>$ 600,000</td>
<td></td>
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<tr>
<td><strong>S</strong>UBTOTAL:</td>
<td>$ 600,000</td>
<td>$ 600,000</td>
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</table>

<table>
<thead>
<tr>
<th><strong>B</strong>RANCH <strong>C</strong>AMPUSES:</th>
<th>Estimated Project Cost</th>
<th>1997 State Appropriation</th>
<th>Other Funds</th>
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<tbody>
<tr>
<td>GALLUP</td>
<td>1,400,000</td>
<td>1,050,000</td>
<td>350,000</td>
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<tr>
<td>LOS ALAMOS: STUDENT SERVICES ADDITION</td>
<td>1,800,000</td>
<td>1,350,000</td>
<td>450,000</td>
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<tr>
<td>VALENCIA: STUDENT ACTIVITIES COMPLEX</td>
<td>3,000,000</td>
<td>2,250,000</td>
<td>750,000</td>
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<tr>
<td><strong>S</strong>UBTOTAL:</td>
<td>$ 6,200,000</td>
<td>$ 4,650,000</td>
<td>$ 1,550,000</td>
</tr>
</tbody>
</table>

* The following major capital building projects appear on the 1994 NM statewide General Obligation Bond Referendum. In the unlikely event of the Referendum failing, they become UNM’s highest priorities for the 1995/1996 academic year.

| **A**DA Compliance | $ 3,000,000 (statewide request) |
| Chemistry Building Renovation | 1,418,000 |
| General Classroom Facility | 7,325,000 |
| Gallup Computer Classroom Lecture Hall | 1,238,750 |

+ UNM will continue to annually request capital outlay support for Equipment Renewal & Replacement. The Commission is reminded of the recurring need to improve the inventory of educational and operational equipment.