TO: Members of the UNM Faculty Senate

FROM: Anne J. Brown, University Secretary Emerita

SUBJECT: September Meeting

The UNM Faculty Senate will meet on Tuesday, September 13, 1994 from 3:30 p.m. to 5:30 p.m. in the Kiva.

The agenda will include the following items:

1. Approval of Agenda

2. Summarized Minutes for May 10, 1994

3. Comments from President Richard Peck

4. Comments from Provost Mary Sue Coleman

5. Comments from Senate President Bel Campbell

6. Report from the Senate Vice President regarding Communication

7. Report from the College of Education on the Status of Restructuring of the College

8. 1994-95 Committee Assignments – Harry Llull

9. Item from the Curricula Committee Masters in Hazardous Waste Engineering - College of Engineering

10. Approval of Candidates for Degree Summer Session 1994

11. PRIME TOPIC DISCUSSION: Is there any value to a Core Curriculum? Open discussion: Non-Senate faculty wishing to speak may be recognized by Senators

12. Potential Actions Resulting from Discussion

13. Adjournment
THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MEETING

September 13, 1994

(Summarized Minutes)

The September 13, 1994 meeting of the Faculty Senate was called to order by President Bel Campbell at 3:30 p.m. in the Kiva.

Senators present: Lynndianne Beene (English), Steven Block (Music), Jane Bruker (Nursing Dir.), Beverly Burris (Sociology), Joan Bybee (Linguistics), Bel Campbell (Physics & Astronomy), Anthony Cardenas (Spanish & Portuguese), Monica Cyrino (Foreign Lang. & Lit.), Jeff Davis (Math & Stats.), Tom DeCoster (Orthodontics), Ernest Dole (Pharmacy), John Finklestein (Management), Charles Flicker (Chem. & Chem. Engr.), John Geissman (Earth & Planetary Scil.), Robert Glew (Biochemistry), Deborah Graham (Mod. Sch. Lib.), Roy Jonson (Civil Engineering), William Kane (Education), Astrid Kodric-Brown (Biologv), Tom Kyner (Math & Sciences), Cheryl Learn (Nursing), Harry Lull (Librarianship), Demetra Logothetis (Dental Hygiene), Richard Melzer (Valencia Branch), Elizabeth Nielsen (Special Education), Kurt Nolte (Pathology), Leroy Ortiz (CINTE), Lynette Oshina (CINTE), Peter Pabisch (Foreign Lang. & Lit.), Alan Reed (Public Admin.), Ed Reyes (Pharmacology), Joe Rothrock (Art and Art History), Richard Santos (Economics), Stephen Schreiber (Arch. & Planning), Howard Schreyer (Mech. Engr.), Jerome Shea (Univ. College), Leonard Stitelman (Public Admin. Sem. I), Henry Treshitt (Coms. & Journ.), Holly Waldron (Psychology), Gerald Weiss (Physiology), Maurice Wildin (Mech. Engr.), Beulah Woodfin (Biochemistry) and Nancy Ziegler (Gallup Branch).

Senators absent: James Boone (Anthropology), Joseph Champoux (Management), Blaine Hart (Radiology), Andrew Hsi (Pediatrics), Astrid Kodric-Brown (Biologv), Bill MacPherson (Law), Carolyn Mold (Microbiology), Paul Montner (Medicine), Gloria Sarto (Obst. & Gyn.) and Scott Walker (Psychiatry). Excused: Linda Hall (History).

Approval of the Agenda. The Agenda was approved as presented.

Minutes of May 10, 1994. The summarized minutes of the May 10, 1994 meeting were approved with the following correction: Alan Reed was elected to the Operations Committee; however, he resigned because of a heavy work load. Since Maurice Wildin received the next highest number of votes, he was named as replacement for Alan Reed. Roy Johnson and Beverly Burris were present at the May meeting.
Comments from President Richard Peck. President Richard Peck presented statistics compiled by Associate Provost for Research Ellen Goldberg comparing the University of New Mexico to AAU universities. Statistics showed that, compared to these universities, UNM would rank first when government grants and contracts were considered as a percentage of I & G revenues.

He also compared UNM to peer institutions in other categories and pointed out that UNM's College of Engineering was the best funded college in the country on a per capita basis due to a research active faculty. He said that UNM ranks higher in most categories than the University of Utah, which may be the next choice for membership in AAU.

President Peck and Provost Mary Sue Coleman met with John Vaughn, AAU staff member in charge of gathering data for possible new members, and presented this data. President Peck foresaw visiting AAU in Washington twice a year. AAU membership would provide UNM with more opportunities for grant activity and allow UNM to be part of the National Council on Education.

He had a conversation with the members of the Faculty Senate Operations Committee, who expressed concern that UNM was focusing on research at the expense of teaching. He feels it doesn't have to be this way, but says research is one of the ways in which UNM is measured and looks good. Individual grants and activities make this possible.

Comments from Provost Mary Sue Coleman. Provost Mary Sue Coleman was available for questions and immediately addressed the request that the faculty of the Anderson School consider accepting a faculty member from University College into their ranks. She stated that if this was not workable for either college, the issue would not be pushed.

Professor James Thorson asked whether faculty salaries would rise significantly due to the optimistic projections made by President Peck. Provost Coleman agreed that faculty salaries are a big problem (of which the Regents are aware) and said that in preparation for the Commission on Higher Education (CHE) meeting on September 15, another 7% increase in compensation would be targeted this year.

Faculty Senate President Bel Campbell asked a question about UNM planning. President Peck responded by saying he needed an update and consensus on UNM 2000. It is anticipated that there will be three committees corresponding to the Regent's subcommittees - Academic Affairs, Finance and Facilities, and Student Affairs. A Regent will chair each committee which will include the appropriate Vice President, a faculty senator, and President Peck. A subcommittee of the Planning Council will write the summary. Both President Peck and Provost Coleman urged senators to offer
suggestions so that UNM 2000 is a collective vision.

Comments from Faculty Senate President Bel Campbell. President Campbell informed the Senate that:

1. Conversations among the Regents indicate that the Faculty Incentive Retirement Program (just approved to run for an additional three years in its present form) will probably NOT be extended further. The sentiment appears to be that the incentive becomes useless if kept indefinitely. Under this discussion, once the program ends after academic year 1996-97 it might be brought back irregularly, for a year or so at a time.

2. Preliminary indications from the task force judging the proposals for UNM's Health Insurance Plans are that big changes may be in store for the 18 months beginning 1 January 1995. Five insurance companies have bid on the contract, including those currently available, Health Plus and Lovelace. One idea being discussed is the possibility of UNM becoming self-insured, given the likelihood that the University would save a considerable amount of money. Anyone with specific concerns should communicate them to Dr. Kari Karr, CARS, Chair of the Faculty-Staff Benefits Committee; she will be happy to convey your concerns to the task force.

3. President Peck has expanded the membership of the President's Council to include the presidents of the UNM Staff Council, the ASUNM, and the GSA. The meetings changed from being weekly for three hours to a total of six 90-minute meetings over the next nine months.

4. The Legislative Budget Request approved by the Board of Regents called for a 7% increase in faculty and staff salaries for the 1995-96 academic year.

Regarding item #3 above, Professor John Finklestein moved that a letter be written to President Peck requesting that the weekly, 3-hour President's Council meetings be restored. The motion died for lack of a second.

Report from Faculty Senate Vice President Harry Lull. Vice President Lull called attention to his Faculty Senate Electronic Communication Program Proposal attached to the "Information Packet" handout (Section A), explaining the use of e-mail as a delivery mechanism for Senate Faculty news. He asked senators to send him an e-mail message or call his at 277-5510 if there are any questions.

Report from the College of Education on the Status of Restructuring. President Campbell introduced Professor Bill Kane (Education) as Kathy Koehler's replacement as chairperson of the Faculty Senate.
Professor Kane began his interim report by saying he hopes the College of Education (COE) incorporates change as an ongoing process, as opposed to operating from one final conclusion.

He listed three new COE restructuring committees: the Faculty Committee, the Undergraduate Committee and the Graduate Committee.

He noted that change has not been easy in the four year restructuring process. Initial change was fueled by two perceptions: faculty perception that teacher preparation programs could and should be strengthened to be more responsive to the needs of New Mexico's families and communities and public concern that the same programs were not responsive to their children's current and future needs.

Professor Kane stated that at some point proposed changes in COE academic course work will come before the Faculty Senate for recommendations and that there is now an increased expectation in opportunity for faculty to share responsibility in academic program planning.

The changes included: more client focused academic programs for diverse populations, increased faculty research benefiting quality of life for New Mexico citizens, increasingly interprofessional and interdisciplinary academic programs, increased faculty communication concerning academics and research, strengthened communication between colleges and agencies outside of UNM and increased focus on student learning and conducting research in schools and communities.

He also mentioned program changes in the areas of early childhood multicultural education, the middle school teacher preparation program, language, literacy and cultural studies, and the inclusion of health education in all teacher preparation programs, such as one hour topic classes on AIDS prevention and conflict mediation.

More than 100 national education colleges are restructuring their programs. Some UNM COE faculty participate in the national Holmes Group and Rockefeller Network for Innovative Schools in Education. UNM COE received an award from the National Education Association for its efforts in restructuring secondary education programs. Professors Lyn Oshima and Bill Klein received national recognition for their secondary education restructuring work.

COE achievements include $16 million of outside funding from grants and contracts. One upcoming grant between COE and Arts & Sciences from Sandia Labs revises curriculum in math and science education for elementary teachers.
In response to questions concerning the faculty's role in the election of Dean Peggy Blackwell, Professor Kane thought faculty had as much opportunity as they sought to participate in this restructuring process. Senator Bybee stated that in future, the process could be organized to better protect faculty input.

On student advisement issues, he said his students were receiving one-on-one attention. Professor Guillermina Engelbrecht mentioned that the college, since 1986, has been in the process of constructing an advisement center. She will again this year present the concept of a Student Services Center for the College of Education. She also answered a question on degree granting status, saying degrees will be granted dependent upon the structure in place the year the college is entered, with some variation on existing structures.

Senator Bob Glew asked if research productivity and published works by junior faculty had been tracked in the last 3 or 4 years as a guideline to how well COE was progressing. Professor Kane did not have department statistics (as a whole) available.

Before moving to the next item on the agenda, President Campbell added that COE promotion and tenure material had been submitted to the Academic Freedom and Tenure Committee (AF&T) for review.

1994-95 Committee Assignments - Harry Lull

Harry Lull, Faculty Senate Vice President, recommended the following changes in committee assignments: Martin Bradshaw (Engineering) for Bachelor of University Studies, Pat Peters (Gallup) for Curricula and Teresa Kokoski (Education) for the Research Policy committee. The amendment was unanimously approved.

Approval of Candidates for Degree Summer Session 1994. President Campbell presented a motion to accept the graduation lists as submitted, unless there were corrections to be made at the meeting. There were no corrections and the motion was unanimously accepted.

Item from the Curricula Committee

Masters in Hazardous Waste Engineering - College of Engineering. President Campbell introduced David Kaufman, Associate Dean of the College of Engineering, and said that he would answer questions concerning the degree.

There were a few questions and the degree was approved.

PRIME TOPIC DISCUSSION: Is there any value to a Core Curriculum?

President Bel Campbell introduced Professor Paul Davis, who gave a summary of previous work done (1990-92) on a proposed core curriculum. He began by reviewing reasons the core curriculum discussion originated in the first place. Curricular, educational and political pressure from the state were among the top reasons. Increased student movement from one institution to another, one
college to another, is responsible for pressure from the state. Faculty not wanting to adopt a core curriculum will have one adopted for them. Therefore, the University of New Mexico should be the educational leader in the state by developing their own core and setting the standard for other institutions.

Provost Mary Sue Coleman echoed this belief, stating that in New Mexico's current political climate, the CHE and legislature are interested in having a core curriculum as a base for those students transferring from one institution to another. Of special interest is finding a way for students completing any two year college program in the state to then transfer to UNM as a junior.

Professor Davis mentioned the many hours spent reviewing all angles of the core curriculum issue and hoped the Faculty Senate would not begin (again) at the beginning. Section C, in President Campbell's information packet contains "The Core Curriculum: A Follow-up Report," by Davis et al.

Senator Richard Santos asked whether this was the same core curriculum voted down by the Faculty Senate two years ago. Professor Davis replied that this core curriculum was approved by the Faculty Senate, but was voted down (when combined with other measures) by the faculty as a whole. Senator Santos wanted to stress that opposition would likely be encountered again.

Senator Beulah Woodfin asked about departments facing the brunt of new courses. Provost Coleman said the Senate could be creative and use existing classes. She has been through this process at another university and knows the strains of compromise, but it can be done. She believed that everyone was afraid of losing credit hours.

Senator Joan Bybee feared a "circus" atmosphere in her 100 level classes because she thought students would expect an "easy A" if the course was required. Senator Lynn Beene mentioned that 100 level students in her class did not behave in that manner, knowing there were no "easy A's." Provost Coleman also added that she had had a positive core curriculum experience.

In reference to two year college students transferring to UNM as juniors, Senator Jeff Davis asked what being a junior meant, saying the average student was older, had to work and didn't need a core. UNM is no longer a four year liberal arts college, he said, but rather a research institution, with the average student's college career being approximately 6 years.

Senators arguing in favor of core competencies offered as an example the productive gain for students having a frame from which to learn and understand certain minimal skills such as reading, thinking critically, writing and analyzing.
Several comments concerned the student transfer vs. core curriculum issue. Some senators thought that transfer problems should not be intertwined with core curriculum pressures. A few also wondered whether research results were available demonstrating educational improvement with a core curriculum. President Bel Campbell offered to have information on these issues mailed to senators, followed by further discussion at the next Faculty Senate meeting on October 11, 1994.

The Senate adjourned at 5:30 p.m.

Respectfully Submitted,

Anne J. Brown, Secretary
### FACULTY, STUDENT, ADMINISTRATIVE AND EX OFFICIO

#### MEMBERS ON STANDING COMMITTEES 1994-95

#### ACADEMIC FREEDOM & TENURE

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<tr>
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<tr>
<td>Lyndianne Beene (Eng)</td>
<td>1996</td>
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<tr>
<td>Judith Bernstein (Parish Library)</td>
<td>1995</td>
</tr>
<tr>
<td>Del Campbell (Physics &amp; Astronomy)</td>
<td>1995</td>
</tr>
<tr>
<td>Lynette Cofer (Psychology)</td>
<td>1996</td>
</tr>
<tr>
<td>John Gelseman (Earth &amp; Planetary Sciences)</td>
<td>1996</td>
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<td>Jane Hood (Sociology)</td>
<td>1996</td>
</tr>
<tr>
<td>Christine Joost-Gaugier (Art &amp; Art History)</td>
<td>1996</td>
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<tr>
<td>Byron Lindsey (Phys. &amp; Life Sci)</td>
<td>1996</td>
</tr>
<tr>
<td>William MacPherson (Law)</td>
<td>1995</td>
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<tr>
<td>John Odekil (Biochemistry)</td>
<td>1996</td>
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<tr>
<td>Sally Saybal (Nursing)</td>
<td>1996</td>
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<tr>
<td>Jon Tolkan (Span &amp; Port)</td>
<td>1995</td>
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<tr>
<td>John Trotter (Anatomy/Cell Biol)</td>
<td>1995</td>
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### ADMISSIONS & REGISTRATION

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<tr>
<td>Patricia Harris-Woodall</td>
<td>1996</td>
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<td>Mary Jo Campbell (Health Prof Hys Ed)</td>
<td>1996</td>
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<td>Fred Christ, Jr. (Registrar)</td>
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<td>Susan Deese (General Libr)</td>
<td>1995</td>
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<td>Ronald C. Daviers (EE/CE)</td>
<td>1996</td>
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<td>Michele Diel (Valencia)</td>
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<td>Cecilia Zuniga Forbes (VP of Student Affairs)</td>
<td>1995</td>
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<td>Karen Glasser (Dean of Students)</td>
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<td>Luis A. Izquierdo (Dept. of Chem &amp; Gym)</td>
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<td>William W. Johnson (Biology)</td>
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<td>Kathleen Kohler (HEP/HEP)</td>
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<td>Gerald Nash (History)</td>
<td>1995</td>
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<td>Andrew Price (GSA)</td>
<td>1996</td>
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<td>Janet Roebuck, (Acting Dean, Univ. College)</td>
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### ATHLETIC COUNCIL

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<tr>
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<tr>
<td>Walt Arnold (Alumnus)</td>
<td>1996</td>
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<tr>
<td>Freda Basa (Ed Admin)</td>
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<td>Gregory Basa (Ed Admin)</td>
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<td>Charles Coates (Comm &amp; Jour)</td>
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<td>Rudy Davalos (Dir, Athletics)</td>
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<td>Robert Donehoo (NCAA Rep)</td>
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<td>Linda Estes (Assoc. Dir, Athletics/Women's Athletics)</td>
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<td>Richard John Hayen (Civil Engineering)</td>
<td>1997</td>
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<td>Hugh Kabat (Pharmacy)</td>
<td>1996</td>
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<td>Alfred Matheson (Law)</td>
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<td>Robert D. Rogers (Anderson)</td>
<td>1997</td>
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<tr>
<td>Margaret Jane Slaughter (History)</td>
<td>1997</td>
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<tr>
<td>Three student vacancies (ASUNM)</td>
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### BACHELOR OF UNIV STUDIES FACULTY ADVISORY

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<tr>
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<tr>
<td>Ranjit Bose (Management)</td>
<td>1996</td>
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<td>Monica Cicero (Phys. &amp; Life Sci)</td>
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<td>Hugh Kabat (Pharmacy)</td>
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<td>Phillip Peterson (Art Education)</td>
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<td>*Janet Roebuck (Acting Dean, Univ. College)</td>
<td>1996</td>
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<td>George F. Schueler (Philosophy)</td>
<td>1997</td>
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<td>Robert Sutherland (Psychology)</td>
<td>1996</td>
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<td>Ellyce Tuchfarber (Nursing)</td>
<td>1997</td>
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<tr>
<td>Barry Gaines UC Director, English</td>
<td>1997</td>
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<tr>
<td>One faculty vacancy (Architecture)</td>
<td>1996</td>
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<td>One faculty vacancy (Engineering)</td>
<td>1995</td>
</tr>
<tr>
<td>One faculty vacancy (Fine Arts)</td>
<td>1995</td>
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*Note: Term entries are provided for reference, indicating the year(s) of service.*
BUDDLE
William E. Baker (Mech Engineering) 1997
David Colton (Ed. Admin) 1995
Russ Davidson (General Libr) 1995
Peter Dorato (E&CE) 1996
David Benkel, Jr. (Architecture) 1996
Elizabeth Ann Jameson (History) 1997
Joan Johnston (Nursing) 1996
Robert Gary Maw (Health Prof. Phys) 1997
Ocileo Quintal (Med Ctr Library) 1996
H. V. Ravinder (Management) 1996
David Soharr-Hadwiger (Political Sc. 1997
Christopher Urbina (Fam & Comm Mod) 1995
Peter Winograd (Law) 1995
Julie Weeks (Budge Director) 1997
Faculty vacancy (Fine Arts)
Faculty vacancy (Pharmacy)

CAMPUSS PLANNING
Fritz Allen (Chemistry) 1995
*Ken Balizer (Albuq. Planning Officer) 1995
*Willie Barnhart (East Neighborhood Assn) 1995
*John Castillo (Albuq. Public Works Dept.) 1995
*John Cochran (West Neighborhood Assn) 1995
Mary Sue Coleman (Provost/VP-Acad Affairs) 1996
*Robert Dunnington (Campus Safety Dir) 1996
Frank H. Field (Education) 1995
Ocilia Zuniga Forbes (VP-St. Affairs) 1996
*Jesus Montanez (Dir, Police Services) 1995
*Rupert Holland (South Neighborhood Assn) 1995
William H. Johnson, Jr. (Admin, UNM) 1996
*Sumers Kalishman (North Neighborhood Assn) 1995
Gordon Kennedy (Theater & Dance) 1996
Cheryl Lear (Nursing) 1996
*Roger Lujan (Mrp, Facility Plng) 1995
Paul Eber Lusk (Arch & Plan) 1996
Don Mackal (Dir, Physical Plant) 1996
David Mc Kinney (VP-Bus & Finance) 1995
Gilbert Merlo (Sociology) 1995
Jane Henney (VP/Health Sciences) 1995
*Bruce Rizzleri (Alb. Transit & Parking Dept.) 1995
Kirsten Tapscott (Residence Hall Assn) 1996

BUDGET

CAMPUSS PLANNING (Continued)
*Leon Ward (Dir, Parking Services) 1997
One student vacancy (ASUNM) 1997
One student vacancy (GSA) 1997

COMMUNITY EDUCATION
Farjot Bose (Management) 1995
*William Bramble (Dir, Media Tech. Serv.) 1995
John Brayner (Comp Science) 1995
Andrew Burgum (Philosophy) 1996
*Mary Sue Coleman (Provost/VP-Acad Affairs) 1996
Donna Cromer (Libr-CSEL) 1996
Altha Crouch (Gallup) 1996
*Jerry Dominguez (Interim Dean, Continuing Educ) 1996
David Dunlap (Phys & Astr) 1995
Mina Jane Grotewey (General Libr) 1996
Lourdes Trizarri (Medicine) 1996
Marvin Lozano (Community Rep) 1996
Steven G. Meilleur (Community Rep) 1996
Philip Peterson (Art Education) 1995
Barbara Rickert (Nursing) 1996
*Tom Root (Branch Admissions Coord.) 1996
*Robert Velk (Dir, Mgmt Dev Ctr - ASM) 1996
Demarise Wright (Community Rep) 1996
One faculty vacancy (Los Alamos) 1996
One faculty vacancy (Valencia) 1996

COMPUTER USE

Richard S. Angel (Comp Science) 1995
*William W. Britton (Chairperson - Administrative Computing Committee) 1995
*Mary Sue Coleman (Provost/VP - Acad Affairs) 1995
Evangelos Goutsias (Kath & Stat) 1995
Walter Gerstle (Civil Engineering) 1996
*Ellen Goldberg (Assoc Provost - Research) 1996
Joan C. Griffith (General Libr) 1995
Richard Harris (Psychology) 1996
Richard Herrmann (Music) 1996
Christee King (Med Ctr Library) 1995
Bernard Moret (Rep from Research Pol Camp) 1995
*Richard Nordhaus (Chairperson - Computing Information Policy Board) 1995
Joseph Norwood (Law) 1995

Page 2
1993-94 Committees

080
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Year</th>
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<tr>
<td>Herbert Nuttall, Jr.</td>
<td>(Ch &amp; NE)</td>
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<td>Joseph V. Ortiz</td>
<td>(Chemistry)</td>
<td>1995</td>
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<td>Turner Oeler</td>
<td>(Surgery)</td>
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<td>Ronald Schrader</td>
<td>(Math &amp; Stat)</td>
<td>1996</td>
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<td>John Sobolowski</td>
<td>(Assoc. VP - CINT)</td>
<td>1996</td>
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<td>Gustav Vora</td>
<td>(Management)</td>
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<td>Sherman Wilcox</td>
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**CURRICULUM**

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<tr>
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<tr>
<td>Adelaear Alcantara</td>
<td>(Public Admin)</td>
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<td>Earl Bourne</td>
<td>(Biology)</td>
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<td>Fred Chreist, Jr.</td>
<td>(Registrar)</td>
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<td>Ernest Dole</td>
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<td>William Galey Jr.</td>
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<td>Linda Lewis</td>
<td>(Collect. Dev.)</td>
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<td>Demetra Logothetis</td>
<td>(Dental Hygiene)</td>
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<td>Kathleen Matthews</td>
<td>(Univ College)</td>
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<td>Richard Wiltzger</td>
<td>(Valencia)</td>
<td>1995</td>
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<td>David Natenan</td>
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<td>1995</td>
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<td>Margaret Montoya</td>
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<td>1996</td>
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<td>Jennifer Prelock-Tinsell</td>
<td>(Theater &amp; Dance)</td>
<td>1995</td>
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<td>Scott Sanders</td>
<td>(English)</td>
<td>1996</td>
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<td>Nancy Shapiro</td>
<td>(Comp. Sci)</td>
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<tr>
<td>David Sturt</td>
<td>(Eve &amp; Reed Programs)</td>
<td>1996</td>
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**FACULTY ETHICS & ADVISORY**

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<td>Kurt Fiedler</td>
<td>(Neurology)</td>
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<td>Samuel Hall</td>
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<td>H.L. Ross</td>
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<td>1996</td>
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<td>James Scott</td>
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<tr>
<td>Mark Schulte</td>
<td>(Surgery)</td>
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**FACULTY & STAFF BENEFITS**

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<tr>
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<tr>
<td>Josie Abyata</td>
<td>(Asst Controller)</td>
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<td>Ben Curet</td>
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<td>Mary Harris</td>
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<td>Marc Ingber</td>
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<td>Dev Kloeppel</td>
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<td>David McKinney</td>
<td>(VP-Bus &amp; Finance)</td>
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<td>Romeo Ortiz</td>
<td>(Assoc Dir-Human Resources)</td>
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<td>Alexander Stone</td>
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<td>Holly Waldron</td>
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<td>Beulah Woodfin</td>
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**GENERAL HONORS COUNCIL**

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<td>Susan Cox</td>
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<td>(Biochemistry)</td>
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<td>David M. Johnson</td>
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<td>Byron Lindsey</td>
<td>(Por. Lang &amp; Lit)</td>
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<td>Deborah R. McFarlane</td>
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<td>Richard Norsham</td>
<td>(Arch &amp; Plan)</td>
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<tr>
<td>Rosalie Otero*</td>
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**GRADUATE**

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</tr>
<tr>
<td>Gloria Bluchels</td>
<td>(Nursing)</td>
<td>1995</td>
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<tr>
<td>Scott Burchel</td>
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<tr>
<td>Teresa Cordova</td>
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<tr>
<td>William Decroott</td>
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<tr>
<td>Edward DeSantis</td>
<td>(Asst Dean, Grad Stds)</td>
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<tr>
<td>Ken Frandsen</td>
<td>(A&amp;S)</td>
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<td>William Galey</td>
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<td>Douglas George</td>
<td>(Fine Arts)</td>
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<td>Ellen Goldberg</td>
<td>(Dean, Grad Studies)</td>
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<td>Su Moon Park</td>
<td>(A&amp;S)</td>
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<td>Bruce Parisman</td>
<td>(Public Administration)</td>
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<td>Susan Deese Roberts</td>
<td>(General Library)</td>
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<td>Alan Reed</td>
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GRADUATE-continued

Howard Schreyer (Engineering)
Virginia Selsor (General Libr)
Peter White (A&S)

HONORARY DEGREES

Cici Aragon (GSA President)
Charles Biebel (Amer Studies 1995
*Arthur D. Melendres
(B Pres, Board of Regents)
Richard E. Peck (President)
Bruce Perlman (Public Admin)

HOI.DRARY DEGREE

Roberta Cooper Ramo (Regent)
Natasha Kolchevska (For Lit 1996
*Hc:Mard Schreyer (Mech Eng)
*C. Gene Samberson (Regent)

LIBRARY

Patricia Boverie (Tmg & Lrng Tech)
Michael Buchner (Math & Stats)
Andrew Burgess (Philosophy)
Anthony Cardenas (Foreign Lang)
Peter Eves (General Libr)
Gordon Johnson (Biology)
Astrid Kadic-Brown (Biology)
John Lipaki (Span & Port)
*Robert Migneault (Dean, Library SVCS)
Chung Puen (Economics)
Noel Pugach (History)
Patrick Scott (CMSE)
George Shuster III (Nursing)
Roger Sweet (Los Alamos)
Trump, Randy (ME)
One faculty vacancy (Soc Sci)
The two student vacancies (ASUNM)
The two student vacancies (GSA)

LONG RANGE PLANNING

Steven Block (Music)
Michael Boroski (Arch & Plan)
Jane Bruner (Gallop)
James Ellisong (Math & Stats)
Deborah Graham (Med Ctr Library)
Brian Hansen (Theatre & Dance)
Richard Holder (Assoc Prov - Acad Affairs)

LONG RANGE PLANNING-Continued

John Matthews (Phys & Astr)
Ronald Quenzer (Medicine)
Raymond Rudesiewicz (Anderson)
Alan Reed (Public Administration)
Virginia Shipman (Couns & Fam Svcs)
David Thompson (Mech Eng)
Julie Weaks (Budget Director)
Phyllis Wilcox (Linguistics)

RESEARCH ALLOCATIONS

Joseph Chamoux (Management)
Richard Harris (Psychology)
Patricia Higgins (Nursing)
Albert Kano (Earth & Plan Sci)
Arup Kanti Maji (Civil Engineering)
David Matherson (English)
Kestutis Nakas (Theatre & Dance)
Virginia Shipman (Couns & Fam Svcs)
Andrea Testi (General Libr)
Mete Turan (Arch & Plan)

ADVISORS - RESEARCH ALLOCATIONS

James Rapine (Inst of Meteorics)
Su Moon Park (Chemistry)
Myrian Carr (Surgery)

RESEARCH POLICY

Harjit Atwal (Phys & Astr)
*Deborah Calhoun (Dir, NMERI)
Philip Duyea (Education)
Mohammed S. El-Genk (Chem & NE)
Ellen Golberg (Assoc Provost - Research)
Karl Karlstron (Earth & Pl. Sci)
Neeraj Nagata (EE/CE)
*Robert Migneault (Dean, Library SVCS)
Bernard Moret (Computer Sci)
John Omohu (Biology)
Allison Reeves (Psychiatry)
Sally Rajab (Nursing)
Nancy Uscher (Music)
Richard Valter (Chemistry)
One faculty vacancy (Education)
SCHOLARSHIPS, PRIZES AND LOANS

Olaouki Alwallah (EE/CE) 1996
Kristina Ciesielecki (Psychology) 1995
Ronald Battin (E&CE) 1995
Karen Stone (Director of Development) 1996
Kishore Gavanda (Economics) 1995
Karen Glaser (Dean of Students) 1995
Kishore Gawande (Economics) 1995
Karen Glaser (Dean of Students) 1995
Carol Joiner (General Library) 1996
Patricia Kelliher (C&IE) 1996
Carolyn Lavender (Theatre & Dance) 1996
Leo Moya (Biology, St. Acctg. Svcs) 1995
John L. Ondahl (Biochemistry) 1995
Jeffrey Piper (Music) 1996
Cynthia Stuart (Dir, Undg. Adm.) 1995
Michael Thomas (Lecturer III) 1996
Can Han/Undergrad Sesmr Frf 1996
John Whiteside (Dir, Student Fin. Aid) 1996
Two student vacancies (ASUM) 1996
One student vacancy (GSA) 1996

UNDERGRADUATE - Continued

Lisa Alwallah (EE/CE) 1996
Anita Alvareno (Anthropology) 1995
Enrl Bourne (Biology) 1996
Jane Bruker (Gallup Branch) 1996
Christina Carter (General Library) 1996
Michael Gold (Physics & Astrophysics) 1996
Paul Mann (Pharmacy) 1996
Richard Reid (Anderson) 1996
Charles Richards (Mech. Engr) 1996
Steve Rubio (E&CE) 1995
Gary A. Smith (Earth & Pl. Sci) 1995
FACULTY-STUDENT COMMITTEES:

INTERNATIONAL AFFAIRS

Henning Attermann (Education) 1996
Ben Kamali (Dir, International Center) 1996
Peter Karl Pabisch (Porg Lang) 1996
Polly Scootard (Asst Dir, Int'l Programs)
Two student vacancies (ASUNM)
Two student vacancies (GSA)

STUDENT PUBLICATIONS BOARD

Robert H. Johnson (journalist) 1995
Wanda Martin (English) 1995
Henry Trechitt (Journalism) 1996
Carolyn Wix (Art Education) 1996
*All Editors & Business Mgrs of
Student Publications
Four student vacancies (ASUNM)
One student vacancy (GSA)

STUDENT STANDARDS AND GRIEVANCE

Undergraduate Panel:
Rosa Fernandez (Span & Port) 1995
Gordon Hodge (Psychology) 1995
Two student vacancies (ASUNM)

Alternates:
Paul Mann (Pharmacy) 1995
Diane Viens (Nursing) 1995
Two student vacancies (ASUNM)

Graduate Panel:
Miguel Korzeniewicz (Sociology) 1995
Samuel Roll (Psychology) 1995
Two student vacancies (GSA)

Alternates:
Two student vacancies (GSA)
Mary Jo Campbell (Health Prom) 1996
Zane Reeves (Public Adm.) 1996
Laura Valdez (Student Relations Coor.)

STUDENT UNION BOARD

Alex Beach (alunna) 1995
Orcilia Zuniga Forbes (VP-St. Affairs) 1995
Karen Glasser (Dean of Students) 1995
Ernest Lange (FPFLP) 1995
Sandra Lopez (ASUNM) 1996
Nancy Pistorius (Fine Arts Lib) 1996
*Walt Miller (Dir, Student Union)
Four student vacancies (ASUNM)
Two student vacancies (GSA)
*Ex officio member
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: October 7, 1992

David Kauffman
(Name of individual initiating curricular change form)

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

Degree

Major
New X
New
Revision of existing degree
Revision of existing major
Revision of existing minor
Deletion

Minor
New
Revision of existing degree
Revision of existing major
Revision of existing minor
Deletion

Concentration
New

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

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
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: 11/3/92
Date: 11/2/93
Date: 3/10/94
Date: 1/9/94
Date: 9/13/93
Date: 10/10/94
Date: 12/14/93
Date: 3/14/93
Date: 4/6/94
Date: 9/9/94
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 bachelors 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 informal "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 bachelors 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 in Los Alamos. All courses required for the program are currently 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)
Phare 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.
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)
Pharm 587 Pollution Toxicology (2)
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 undergraduate 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 four semester hours of advanced (beyond freshman level) science laboratory courses (At most, two of these hours 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 bachelors 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 18 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 must be from within the College of Engineering; others may be from related departments. Adjunct faculty who are experts in hazardous waste engineering may be members of Committees on Studies. (Such adjunct faculty must be approved by the appropriate 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 "I" 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 to 50 students anticipated in the program at any one time. At the present time, and until about December 1995, the Waste-Management Education and Research Consortium is funding 0.5 UNM FTE faculty, year-round for the administration of educational programs. The MEHWE program would be administered by this person. 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 program, advising and program administration may have to be provided by UNM after 1995. Ideally, this will be done by giving a faculty member a reduced teaching load in return for advising and administrative work. In practice, it is unlikely that additional funds will be provided for this purpose; so the individual and his or her department may have to agree on an appropriate workload.
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Note: Salaries assume 5% increase per year
To: Linda Lewis, Head of Collection Development
From: Dena Thomas, Civil Engineering Selector
Subject: Proposed Hazardous Waste Engineering Degree

Andrea Testi, Science/Engineering Collection Development Coordinator, referred this form C to me for review. I see this new degree as one that the Library is quite capable of supporting. I am actively collecting library materials in many of the subject areas, and others are well-established within our collection. Although I can't speak for those in charge of Pharmacy and Law collection development, those classes are established and my feeling is that the respective collections in the Law and Medical Libraries support the areas.
Information Packet for Faculty Senate: 13 September 1994

1. Conversations among the Regents indicate that the Faculty Incentive Retirement Program (just approved to run for an additional three years in its present form) will probably NOT be extended further. The sentiment appears to be that the incentive becomes useless if kept indefinitely. Under this discussion, once the program ends after academic year 1996-97 it might be brought back irregularly, for a year or so at a time.

2. Preliminary indications from the task force judging the proposals for UNM's Health Insurance Plans are that big changes may be in store for the 18 months beginning 1 January 1995. Five insurance companies have bid on the contract, including those currently available, Health Plus and Lovelace. One idea being discussed is the possibility of UNM becoming self-insured, given the likelihood that the University would save a considerable amount of money. Anyone with specific concerns should communicate them to Dr. Kari Karr, CARS, Chair of the Faculty-Staff Benefits Committee; she will be happy to convey your concerns to the task force.

3. There's one small addition to Harry Llull's e-mail Faculty Senate news item on the new expanded membership of the President's Council. The meetings have changed from being weekly for three hours into a total of six meetings over the next nine months, each meeting to last 90 minutes. In one fell swoop, the President's Council has gone from being a close advisory group to anything but. This change was instituted three weeks after our criticism of the process by which President Peck's contract was being renewed. You may draw your own conclusions.

4. The Legislative Budget Request approved by the full Board of Regents this morning is attached. Note particularly the (uncontested) plan to go for a full 7% increase in faculty and staff salary for the 1995-96 academic year. From the Regents, this request goes to the Commission on Higher Education. Last year CHE reduced our 7% request to 6%, and the State Legislature subsequently passed 4.5%. It ought to be an interesting year.

DOCUMENTS ATTACHED
A. Faculty Senate Electronic Communication Program Proposal
B. Brief Summary of Changes in the College of Education
D. UNM Legislative Funding Request, 1995-96
E. Selection from the Minutes of the Board of Regents' 9 August 1994 Meeting
F. Minutes of the Board of Regents' 20 August 1994 Meeting
G. Letter to Provost Coleman (cc: Campbell) from Harry Sheski, President of the Faculty Senate, UNM - Gallup
H. UNM Faculty and Scholarship, 1990-1994 (Main Campus and Medical Center)
I. Ethnicity and Gender in New Mexico Higher Education
J. Memo from Anne Brown regarding Honorary Degree Nominations
FACULTY SENATE ELECTRONIC COMMUNICATION
PROGRAM PROPOSAL

INTRODUCTION

An account has been set up under the name of SENATE@HAL.UNM.EDU. There are plans to set up an account under SENATE@UNM.EDU so that anyone on the CIRT machines may send a message just to SENATE.

The distribution list from this account currently includes Faculty Senators and some Faculty Senate Committee members. The goal is to include all Faculty Senators and Chairs of Faculty Senate Committees. Faculty Senators who do not currently have e-mail are receiving messages through FAX or campus mail.

The SENATE account at this point should be viewed as a delivery mechanism for news and not as a traditional bulletin board or Listserv. The Vice-President of the Faculty Senate will coordinate the service. Generally, the delivery of information will be more in the format of a newsletter with messages going out periodically as appropriate. Senators are encouraged to re-route and share the information with their constituencies.

RECOMMENDATIONS ON WHAT SHOULD BE INCLUDED FOR DISTRIBUTION

1. Information for Senators relevant to campus issues, Faculty Senate meetings, and Faculty Senate Committees. This would include previews of agenda items, agenda items and possible summary of minutes of Faculty Senate Committees, and background information on issues as needed.

2. Information and call for input on university issues which develop between scheduled Faculty Senate meetings and which need an immediate response.

3. A forum for Senators to express opinions on University and Faculty Senate issues to be shared with other Faculty Senators. When sending messages to SENATE, Senators need to indicate whether or not the message is meant to be shared with the full Senate.

4. A forum for Committee Chairs to present background information on committee issues to the Faculty Senate.

5. A forum for the university community to express concerns and raise issues before the Faculty Senate by sending a message to SENATE.

6. A forum for Senators and the university community to communicate to the Faculty Senate Operations Committee.
Update from the dean's office

The beginning of a new academic year always brings with it new challenges and fresh excitement. Certainly, this academic year for our College is no different, and has brought with it new faculty, the planning for our accreditation visit, the beginning of a new committee structure, the implementation of a new organizational structure, and systematic review of College curriculum. Challenging and exciting, as we continue to build a college of education for the 21st century.

This Update will come in two installments. The first one will deal with information about the logistics of the year and the state and national scene, while the second one will address committee work, curriculum, and accreditation (both the College's and the University's). The intent is to set the work of the year in a larger context.

The College in 1994-1995

As everyone knows, the faculty voted in May to end the department structure, as well as the divisions, and we moved into a program-focused organization with the goal to form some type of tighter, but still program-focused, structure over this year. The task force formed by the Faculty Policy Committee last year set some objectives and put in place a process to help accomplish that.

Along with the abolition of departments and divisions, we've instituted some new administrative procedures. Program coordinators were recommended and appointed by the dean; two clusters (HHPH and LLCS) have named cluster coordinators. Business offices have been set up in each major college building (Johnson Center [Sally Renfro], Mesa Vista [Sharlene Swisher], Student Services [Ruth Kubacka], Simpson [Trish Stevens], and Education Office Building [Paula Passetti]).

Senior staff in each building business office will assist program coordinators and faculty to process their financial and personnel paperwork. The goal here is to reduce the amount of administrative work that coordinators and faculty have to do. Let us know what works and what doesn't, as we work out the "kinks".

The work of the individuals with responsibility in the dean's office has also changed. They will pick up some of the work previously done by department chairs or division directors, again reducing the administrative work of coordinators and faculty. 1 discussed the proposed distribution of workload in the dean's office with program coordinators in July. We are stressing the importance of capable senior staff to handle much of the daily detail. So, here's a summary of the assignments:

Richard van Dongen, assisted by Roberta Mackel. Richard has the responsibility for guiding and assisting with the restructuring of curriculum.

Pauline Turner, assistant to be named. Polly has the responsibility to attend to the community of faculty, including issues of promotion and tenure, liaison with faculty structures in the University, and coordination of NCATE (assisted by Kay Tenorio for NCATE).

Frank Field, assisted by Ginger Hayes. Frank has the responsibility of the daily operations of the College, including liaison with most university bureaucracy.

Guillermina Engelbrecht, assisted by Laura LaCour Johnson. Guillermina will continue to work with issues of student life, including admissions and advisement. She also is the coordinator for Early Childhood and is director of LAPE.

Carlene Van Etten, assisted by Mary McLaughlin. Carlene will direct the College's Office of Field Services and will facilitate the work of licensure programs on issues of student teaching, placement, and so on.

Craig Kelsey, assisted by Helen Conover. Craig will continue as director for faculty searches and will assist programs and search committees to conduct quality searches and to recruit outstanding pools of applicants.

John Mondragon, John will direct the New Mexico Research and Study Council and will coordinate and work with the dean to facilitate the work with various external agencies that have important relationships with the College.

James Apodaca. James will serve as the College grievance officer and will expand his responsibility into development for the College. He also continues to serve as director of the I Teach program.

Program/Cluster Coordinators (list attached) will handle issues of student admissions into programs, advisement, curriculum, and program planning and operations.

Ramona Caplan will continue to handle financial affairs, as well as personnel issues and contracts and grants.

Some staff have moved so that we can assure continuing support services to faculty. Each major faculty location will have staff support for instructional activities, as well as business office support. Your program coordinator or business office can give you additional information. The College Publication Center continues its service to faculty and students for instructional and dissemination activities.

My major focus this year, as dean, will be to work closely with the dean's office personnel, program coordinators, and faculty on issues of restructuring and planning, to work with the committees as appropriate, to continue to work with various University and state groups and individuals to consolidate the base of support for the College, and to place a great deal of attention on state and national agendas that have direct impact on the College.
The Core Curriculum: A Follow-up Report

In the Spring of 1990, as the result of extensive discussion at three meetings of the Senate, including one meeting devoted solely to the issue of the Core Curriculum, the program required of all candidates for baccalaureate degrees. Further, the Senate agreed that the range of content areas, including "social sciences, fine arts, humanities, mathematics, science Committee with instructions to the Committee to re-evaluate its curriculum recommendations, and to written statements to the Committee from many interested faculty, students, and

The Committee has spent the several months, meeting almost weekly, to carry out this charge. We have reviewed the criticisms of our initial proposal; indeed, some of our most vocal critics from last year have served on the revision committee. We have reconsidered both the specific course proposals. We have added to and subtracted from, revised and refined our original recommendations.

In this follow-up report, we have constructed our charge narrowly and limited ourselves as much as possible to curricular issues—to the courses and the course sequence that we, in our initial proposal, a core program. The Committee expresses its concern about such questions as who will teach in the Core Program, where the money will come from, how the courses will be chosen, how the program will be administered, and how the program will affect existing programs. But such issues distract attention from the prior curricular issues. Until we can agree on the curriculum, most implementation questions are moot.

After the Senate approves a curriculum, then we recommend that the Senate take steps, in concert with appropriate administrators and students, to develop an implementation plan. Our committee has discussed many of these implementation issues and can contribute a good deal to the discussion.

The Criticisms of the Initial Curricular Recommendations

We received many position papers, departmental resolutions, and individual statements in response to our initial proposal. Some gave unqualified praise, others unmitigated criticism. Overall, the communications we received corroborated the results of the recent poll by the New Mexico Association of Scholars. In that poll, as in responses to our initial report, there was general acceptance of the principle of the core, but there were widely differing ideas about what the UNM Core Program should be. In reviewing our original proposal and developing our present recommendations, we have tried to respond to the most frequent criticisms of our work and to develop a balanced and flexible program that reconciles at least some of the divergent points of view.

Most of those who responded to our original proposal offered alternative schemes or suggested particular revisions to our recommendations. These criticisms of our curriculum appeared in many of the responses we received:

1. Science. By far the most common complaint was that we had ignored science, or designated it, or included it inappropriately. In our reconsideration process, we have spent more time on this issue than on any other topic. We recommend a specific science requirement in this Core Proposal.

2. The proposal was not a core program. Several critics objected to the flexibility in our proposal which allowed for alternative courses that would satisfy each of the core requirements. Some argued that a core was not a core unless it specified a particular list of courses required of every student. We were offered several such lists, each very different from the others.
The committee considers such approaches too restrictive and believes there are compelling reasons, both curricular and practical, for an approach that allows for some flexibility in the courses that satisfy each of the core requirements. This is an approach to core requirements used by many universities, for example, both Stanford and UC Berkeley.

3. The program was not sufficiently content-based. There were several reasons why some of our critics felt that our original proposal needed to specify the subject matter in the core courses. Some felt that specifying the only content was the only way to assure flexibility in the core program. Others thought that core courses would be superficial, "mickey mouse" courses because there was no specified content. Others saw difficulties with transfer students and accreditation committees if the core courses were not identified by content areas.

The committee has reviewed these arguments and made some specific revisions in our recommendations to define and limit the content in particular core requirements. But we have not limited our core program to a specific list of six or eight courses as some of our critics suggested. We continue to believe that such a limited program would be inflexible and would not meet the criteria of our critics.

Our arguments were based on a commitment to a conceptually based core allowing for more flexibility and involvement in a wider range of faculty. We believe that this is an appropriate approach for UNM.

Alternative Approaches to Core Curricular Design

We would remind the faculty of other approaches that we have considered and our reasons for not adopting them. In our original report we outlined the reasons for the choices we made as follows:

- We looked at several different kinds of core programs as possible models and we rejected many of them as inappropriate for UNM. We began with the 30 Hour program proposed by the National Endowment for the Humanities, but we found it too extensive and constraining, for example, requiring 30 hours to constitute all of the non-major work for many students, especially those in professional programs. We agreed that our program should be limited to 18 hours and departmental participation would constitute set general education requirements of their own to complement the core. We set a goal of 18 hours, a half of the general education courses taken by most students, somewhat over 30 hours, leaving an equal number of hours for courses required by individual colleges.

- We also did not want our core to be a "remedial" program, as many of the social science programs we looked at seemed to be. Such programs created the impression that the general education courses are hurdles, preparatory experiences to be gotten over before real learning begins. But we see the core as inculcating habits of mind, intellectual disciplines and points of view shared by all educated people. We have in mind the attitudes and abilities as well as long-standing and critical thinking. They are a part of the experience that enables us to see the world in a different way, a part of the intellectual and aesthetic development of the individual.

Thus we recommend a core that complements the students' major work and encourages them to connect their specialized studies with broader social issues and human concerns. The core will be an ongoing part of our educational experience through our undergraduate years. Finally, we considered the subject matter of the core courses. We looked at several elaborate distribution/core programs which established long lists of courses that met various categories in the core program. But these schemes were often so complicated

and offered so many choices, that they seemed so different to us than the distribution systems they replaced. For one of the virtues of a core program—perhaps its greatest advantage—is that it provides a common experience that all students share and that promotes intellectual discourse and community on the campus. Such benefits are lost, we think, when the core program offers too many choices.

Our arguments were based on a commitment to a core program which begins with a list of canonical texts that define the core do provide a common experience for all students, but often do so by imposing a narrowly defined culture on all students. Such narrowness may not be inappropriate at a small, selective college that defines its mission in terms of a particular ideology or perspective. But it does seem inappropriate to take at a diverse and pluralistic university like UNM. In fact, when we considered the distinctiveness of UNM, it was its acknowledgement and recognition of the core program's nature, and indigenous ideas that marked its character. For many decades our programs in anthropology, archeology, Spanish language, literature, and folk culture, the visual and performing arts have been central in defining the character of the institution. We have also attempted to accommodate American Studies programs which have extended regional interests to hemispheric ones. New Mexico with its multicultural heritage has an ethical imperative to promote intercultural tolerance, understanding, and social pluralism. We considered this required that it be an integrated, conceptually based core allowing some options to students, to focus on history or culture in ways to incorporate New Mexico's distinctive culture into the core program, but instead of such specific requirements, we have tried to develop our whole core proposal in relation to the values and challenges of diversity which seemed to us to define the distinctive character of both UNM and the state.

In our reconsideration we have reevaluated some of these basic decisions and have spent a good deal of time discussing an integrated, conceptually based approach—to the one suggested by the National Endowment for the Humanities—before reaffirming the conceptual model we originally proposed. As a result of these discussions, we have made significant revisions in the requirements we recommended, especially to define the subject matter in several of the requirements more narrowly and specifically. The concepts on this curriculum is based on the idea that only teaching is as disembodied is the particular subject matter. We have not attempted to create a fixed list of courses, but do include some. In this proposal we have attempted to develop courses that reflect the New Mexico's distinctiveness into the core program, but instead of such specific requirements, we have tried to develop our whole core proposal in relation to the values and challenges of diversity which seemed to us to define the distinctive character of both UNM and the state.

How the Conceptual Core Would Work

Our core proposal is not a list of six or eight courses that all students will take. Rather, we identified certain purposes that all courses offered in that area will include. All five core areas have certain goals and content that all courses offered in those areas will include.

1. It gives the transition from a distribution system by retaining some choice in each core area and by utilizing existing courses.

2. It permits considerable flexibility in the content of core courses, drawing on the particular interests of different students, faculty, and departments, thus promoting more engaged teaching and learning.
The Core Curriculum Committee, Follow-up Report - 5

3. It creates no sinecures for particular courses or departments, but rather opens opportunities in each of the core areas for departments to propose appropriate courses.
4. It builds experimentation and growth into the core program through the process of on-going review of core courses. At institutions where this approach has been used, each of the core areas typically "sorts itself out" in a few years to a fairly stable group of six or eight courses that meet each of the core requirements.
5. It encourages the development of interdisciplinary courses to emerge as part of the continuing review and implementation process.
6. It is compatible with existing administrative and departmental structures.

The Theses of the Core Program: Ways of Knowing

We believe the core program should seek to foster intellectual self-awareness. Students must know how their expertise relates to other ways of knowing, appreciate both the possibilities and limitations in their own point of view while being open to learning from the perspectives of others. They must recognize that each scholar, each project, each scholarly study is part of a larger intellectual enterprise that serves larger social ends.

The core program should continue throughout the student's undergraduate years. It should:
1. Introduce the map of learning. The core should make students aware of the broad differences between the main areas of learning—humanities, social science, natural science, mathematics, and fine arts—of key concepts, established ideas, and important subject masters in each of these areas, and of some of the different approaches to pursuing knowledge taken by different disciplines.
2. Develop critical thinking skills. The core should teach students to analyze texts, problems, and situations; to approach different subjects in appropriately different ways; to recognize the limitations inherent in any approach; to develop conclusions consistent with the evidence and with the approach taken.
3. Encourage intellectual independence. The core should concentrate on primary materials—original texts, data, statistical claims, field experiences, problems, laboratory experiences—so that students can develop their own strategies for analysis and understanding and reach their own conclusions. By working with particular problems and looking at them from the perspectives of several disciplines, students can learn the importance of accurate data and gain an appreciation for the complexity of issues.
4. Develop an understanding of difference. The core should make students aware of how knowledge is related to its context, its historical situation, and the perspectives and interests of those who produce it.
5. Facilitate the integration of knowledge. The core should help students make sense of their total university experience and relate their specialized studies to broader concerns and uses.
6. Encourage active involvement in the community. The core should open up ways for students to use their education, not simply in their vocation, but as educated and engaged members of the community.

The Ways of Knowing theme articulates these goals. These concepts are especially important for the learning process in a state that prides itself on its cultural diversity. In such a social context the search for truth must include an understanding of difference.

The Program We Propose

The Committee recommends that we begin with a 23-hour program: one course in each of the seven core areas described below, plus one additional course chosen from core areas two through six.

Ideally the core courses would be taken throughout a student's undergraduate years, not all at once. We recommend that Core 1 be prerequisite for any further courses in the Core and that one course each in Core 2, Core 3, and Core 4 be prerequisite to Core 5 and Core 6.

Courses. The Core 7 capstone course would be open only to students who have completed the rest of their core requirement and at least 90 hours toward graduation.

In the descriptions of the seven core requirements that follow, we indicate the conceptual assumptions underlying each core requirement, then we briefly describe the content of the requirement, and finally we indicate the kinds of guidelines that we suggest for course proposals. In the guidelines for all of the core requirements we stress the use that will meet the requirement. In the guidelines for all of the core requirements we stress the use that can be made of original texts, field experiences, laboratory work, for we believe that students can only make sense of their core coursework through the search for understanding and growth of difference. The core should build on and extend their own point of view. It is compatible with existing administrative and departmental structures.

The Core Program's requirements

1. Introduction to the Core (1 hr)

Assumptions: There are many ways of knowing by which humans understand themselves.

Contents: This first course for all students introduces the central concepts of the core program: that there are many different ways of knowing, and that most topics can be approached from more than one perspective. This approach will be taken throughout the course, and the approach taken will be made explicit. The course will be based on the ideas of some leading philosophers and sociologists. The course will be based on a framework that will be used throughout the course, and the approach taken will be made explicit. The core program is designed to do this: these courses will be taken at the beginning or to provide background for other courses.

Guidelines: This one-hour course will be presented in large lecture format and in video format for individual study. The topics covered will introduce students to several ways of thinking about the way that we know what, and that most topics can be approached and studied from more than one perspective, that some approaches are more appropriate than others, and that the approach taken will be made explicit. The course will be based on the ideas of some leading philosophers and sociologists. The core program is designed to do this: these courses will be taken at the beginning or to provide background for other courses.

2. Ways of Knowing (3 hrs)

Assumptions: We can become more skilled in a particular way of knowing by studying its

Contents: Each course in Core 2 introduces a particular approach to knowledge. There are

Guidelines: This one-hour course will be presented in large lecture format and in video format for individual study. The topics covered will introduce students to several ways of thinking about the way that we know what, and that most topics can be approached and studied from more than one perspective, that some approaches are more appropriate than others, and that the approach taken will be made explicit. The core program is designed to do this: these courses will be taken at the beginning or to provide background for other courses.

3. Intellectual History (4 hrs)

Assumptions: We can become more skilled in a particular way of knowing by studying its

Contents: Each course in Core 3 introduces a particular approach to knowledge. There are

Guidelines: This one-hour course will be presented in large lecture format and in video format for individual study. The topics covered will introduce students to several ways of thinking about the way that we know what, and that most topics can be approached and studied from more than one perspective, that some approaches are more appropriate than others, and that the approach taken will be made explicit. The core program is designed to do this: these courses will be taken at the beginning or to provide background for other courses.

4. Historical Study (4 hrs)

Assumptions: We can become more skilled in a particular way of knowing by studying its

Contents: Each course in Core 4 introduces a particular approach to knowledge. There are

Guidelines: This one-hour course will be presented in large lecture format and in video format for individual study. The topics covered will introduce students to several ways of thinking about the way that we know what, and that most topics can be approached and studied from more than one perspective, that some approaches are more appropriate than others, and that the approach taken will be made explicit. The core program is designed to do this: these courses will be taken at the beginning or to provide background for other courses.

5. Scientific Method (4 hrs)

Assumptions: We can become more skilled in a particular way of knowing by studying its

Contents: Each course in Core 5 introduces a particular approach to knowledge. There are

Guidelines: This one-hour course will be presented in large lecture format and in video format for individual study. The topics covered will introduce students to several ways of thinking about the way that we know what, and that most topics can be approached and studied from more than one perspective, that some approaches are more appropriate than others, and that the approach taken will be made explicit. The core program is designed to do this: these courses will be taken at the beginning or to provide background for other courses.

6. Mathematical Reasoning (4 hrs)

Assumptions: We can become more skilled in a particular way of knowing by studying its

Contents: Each course in Core 6 introduces a particular approach to knowledge. There are

Guidelines: This one-hour course will be presented in large lecture format and in video format for individual study. The topics covered will introduce students to several ways of thinking about the way that we know what, and that most topics can be approached and studied from more than one perspective, that some approaches are more appropriate than others, and that the approach taken will be made explicit. The core program is designed to do this: these courses will be taken at the beginning or to provide background for other courses.

7. Aesthetic Experience (4 hrs)

Assumptions: We can become more skilled in a particular way of knowing by studying its

Contents: Each course in Core 7 introduces a particular approach to knowledge. There are

Guidelines: This one-hour course will be presented in large lecture format and in video format for individual study. The topics covered will introduce students to several ways of thinking about the way that we know what, and that most topics can be approached and studied from more than one perspective, that some approaches are more appropriate than others, and that the approach taken will be made explicit. The core program is designed to do this: these courses will be taken at the beginning or to provide background for other courses.
Guidelines: Each course will use some primary texts, cases, or situations to present the way of learning, its methodology, its results, and its limitations.

CC 3: Science (4 hrs.)
Assumptions: In Western culture since the Renaissance, empiricism has been the dominant model for learning: an understanding of the scientific method, its potentials and limitations, is essential for scientific literacy.

Content: Core 3 courses lay the foundation for scientific literacy, as discussed by Rutherford and Altsiner in Science for All Americans (1990), "Scientific literacy—which encompasses mathematics and technology as well as the natural and social sciences—has many facets. These include being familiar with the natural world and respecting its unity; being aware of some of the important ways in which mathematics, technology, and the sciences depend on one another; understanding the central role of the key concepts and principles of science; having a capacity for scientific ways of thinking; knowing that science, mathematics, and technology are human enterprises, and knowing what that implies about their strengths and limitations; and being able to use scientific knowledge and ways of thinking for personal and social purposes."

Guidelines: Courses meeting Core 3 guidelines will be interdisciplinary, studying selected key concepts and principles in science. These courses are expected to introduce the scientific world view, survey methods of scientific inquiry, show relationships to other disciplines, and discuss how scientific activity proceeds within the individual, social, and institutional framework. A hands-on, laboratory experience, essential to attaining scientific literacy and consistent with the Core Program's stress on personal experience, requires an additional hour for the science course. The Committee encourages the development of "gateway" science courses—like the interdisciplinary course currently being planned for the General Honors Program—such courses must be developed at the departmental level, with provisions for using a team-teaching approach.

CC 4: Western Traditions (3 hrs.)
Assumptions: A society's cultural traditions define its identity and influence what is known; knowledge of these traditions and the key works that establish them are essential to cultural literacy.

Content: Although the assumption supporting this requirement applies to any intact culture, Core 4 courses will be restricted to the western Euro-American tradition. These courses longitudinally survey aspects of the Western tradition through the study of ideas contained in philosophical, literary, and scientific classics; works of art, music, and architecture; and technological artifacts. Core 4 courses seek to develop a knowledge of the development of Western culture, its major periods and ideas, and an awareness of the challenges to these ideas, both historical and contemporary.

Guidelines: Core 4 course proposals should describe broad survey courses covering, for example, the Western tradition from pre-history through the Renaissance or from the sixteenth century to the present. The syllabus should include a significant list of primary texts, works of art, architecture, music, dance, theater, or items of technology. To facilitate looking at the Western tradition from more than one perspective, the syllabus must also include some works that challenge or present alternatives to the dominant traditions, especially works produced by non-Westerners, by women, or by members of minority cultures within the West.

CC 5: World Cultures (3 hrs.)
Assumptions: Knowledge and belief are constructed differently in various cultures. Study of one or more (another) way of life enables us to learn about that culture and about our own, making us aware of the role that reason, experience, authority, and rhetoric play in shaping our convictions, while enhancing our appreciation of human diversity.

Content: Ideally Core 5 courses will take place within another culture and study that culture holistically. Where foreign study is impossible, Core 5 courses will relate several aspects of the culture being studied, as in an area-studies approach. There are rich faculty resources for courses in many world cultures; the Committee believes that UNM has especially good resources for Core 5 courses on Mexico and other Latin American cultures.

Guidelines: Core 5 courses will include some direct experience of the culture being studied, by visiting the culture, reading primary materials about the culture, viewing films, etc. Knowledge of the language can be a prerequisite for some Core 5 courses, but courses that do not have a language prerequisite will always be offered.

CC 6: American Cultures (3 hrs.)
Assumptions: The United States is itself a pluralistic culture. Persons of different ethnicities, races, and genders relate to "American culture" differently, and operate with different social experiences and expectations. It becomes increasingly important to understand our society from diverse perspectives and to recognize the many communities of shared experiences and values that create the broader national culture. Self-perceptions, approaches to knowledge, an values significantly depend on socially and historically constructed roles and statuses.

Content: Core 6 courses treat important themes in American history, society, and culture from the perspectives of groups thus far marginalized in traditional academic discourses by virtue especially of class, race, ethnicity, or sex. They study issues that are relevant to ethnic, gender, and cultural differences, and explore what difference a pluralistic society means to less powerful groups. A minority on the Committee believes that class, race, ethnicity, and gender need not be the only focus of the course, but could be explored in the context of other aspects of American society.

Guidelines: Core 6 courses will focus on the experiences and expressions of class, of women, and of racial and ethnic groups in the United States. These courses, where appropriate and possible, will use primary texts, field experiences, and projects.

CC 7: The Capstone Program
Assumptions: We test the efficacy of our ways of knowing by seeing if they help us answer important questions and solve real problems.

Content: Many of the faculty who commented on our last proposal were particularly enthusiastic about the capstone seminars we presented in that document. We remain enthusiastic about the capstone seminar as potentially an important part of the curriculum. However, we believe that the potential for such seminars is perhaps most appropriately realized within the context of our proposal, in that the seminar provides a capstone experience that evaluates the student's educational experience at UNM, or one that develops his/her abilities to do so on his/her own initiative. We believe that the capstone course can provide a valuable opportunity for students to reflect on their educational experience at UNM and to develop skills in critical thinking and the ability to evaluate and understand cultural diversity. Therefore, we propose that Core Program students must complete a capstone course, which can be part of a major, a minor, or a capstone program. The capstone course should be taken during the senior year. The capstone course should be tailored to the specific discipline or field of study, and should provide an opportunity for students to integrate the knowledge and skills they have acquired throughout their education.
Next Steps
The Core Curriculum Committee recommends that, after the curricular design is approved, the Senate undertake an implementation plan. This plan should be developed in consultation with faculty and students with from all instructional units (on the main and branch campuses) that participate or have an interest in bachelor's degree programs. The Core Curriculum Committee recommends that, insofar as possible, all UNM faculty should teach in the Core and that no special Core Curriculum faculty be created. Such general participation would greatly benefit both students and faculty by enriching everyone's educational experience and promoting truly interdisciplinary courses. It would also enhance UNM, a large state institution, with some of the benefits traditionally associated with small private colleges, namely, more personalized education, more intimate contact between students and faculty, more awareness of other disciplines and activities within the university, and, incidentally, better student retention.

The Core Curriculum Committee
Shaul Ben-David, Economics
Philip Bock, Anthropology
Jane Bruker, Gallup Branch
Laura Croussey, Geology
Wolfgang Elston, Geology
Douglas George, Art and Art History
Brian Hansen, Theatre and Dance
Betsy Jameson, History and Women Studies
Roy Johnson, Civil Engineering
Bernard Moret, Computer Science
David Null, Library
Shiami Okoor, African American Studies
Lynette Oshima, CMTE
John Panitz, Physics and Astronomy
Warren Smith, Modern and Classical Languages
Paul Davis, English, Chair

UNIVERSITY OF NEW MEXICO
LEGISLATIVE FUNDING REQUIREMENTS
FISCAL YEAR 1995-96 LEGISLATIVE REQUEST

Each year the UNM Board of Regents approve a statement of "funding requirements" that is presented to the Commission on Higher Education (CHE), the Governor and the Legislature. The attached table (Table I) summarizes projected funding needs for the University of New Mexico in Fiscal Year 1995-96. It contains a summary of projected requirements for:

- Inflationary and "unavoidable" costs, including faculty and staff compensation.
- Base adjustments to compensate for one-time appropriations of cash balances in the current year and for unavoidable program cost increases which exceed the rate of inflation.
- Workload adjustments for Instruction and General (I&G) programs.
- Elimination of certain credits taken against the School of Medicine I&G appropriation.
- Expansion of currently funded special programs and introduction of new special programs.

Not included in this statement of funding requirements are changes in the state funding formula for four-year (main campus) and two year (branch campus) I&G. These potential formula modifications could include addition of an equipment depreciation formula component, enhancement of the building renewal and replacement formula, modification of growth adjustment calculations related to enrollment increases, full implementation of the new academic support formula, additions of a "G" component for summer and distance education formula calculations, and improvement of the student services component of formula calculations. These formula issues are being discussed by the CHE staff and institutional representatives and are expected to be finalized in October.

Unavoidable or Inflationary Increases

The recurring base legislative (state general fund) appropriation to the University of New Mexico is $172,728,100. (See Table I-A for the detail of this appropriation base.) The attached preliminary summary request submitted for consideration (Table I) projects that "unavoidable" or inflationary increases in legislative funding will add approximately $15 million (8.69%) to that total. Included in this category is the standard annual request for increases in faculty and staff total. Included in this category is the standard annual request for increases in faculty and staff total. Included in this category is the standard annual request for increases in faculty and staff total. Included in this category is the standard annual request for increases in faculty and staff total. Included in this category is the standard annual request for increases in faculty and staff total. Included in this category is the standard annual request for increases in faculty and staff total. 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insurance benefits and increases in the employer portion of social security (FICA) contributions; increases of 5.0% in expense budgets (materials, services, travel, etc.); a projected inflationary increase of 4.0% in utility costs; and a 10.0% increase in library acquisition costs.

Base Adjustment Increases

It is anticipated that increases related to base adjustments will total $1.2 million. These base adjustments are related either to restoration of appropriations because of "credits" that were taken for cash balances by the legislature in prior years or expense adjustments (over and above regular inflation) required to maintain program operations at current levels. (Credits are reductions of state general fund appropriation in order to force programs to spend cash reserves to support ongoing operations.) Credits against appropriations were taken by the legislature for the WICHE program, Carrie Tingley Hospital and Children's Psychiatric Hospital in FY 1994-95, and base adjustments will be requested in these areas. A base adjustment will be requested in the Hemophilia Program because of precipitous increase in the cost of blood products utilized in that program.

Workload Increases

Workload increases (as summarized in Table I and Table I-A) fall into two categories: those that are automatic or formula generated and those that are related for continuation of ongoing non-formula I&G (School of Medicine I&G) programs. The formula generated workload numbers in Table I and Table I-A are projections of the automatic formula increases that will be generated by changes in student credit hours in formula funded I&G programs. These estimates only at this time since actual formula computations are still being finalized by the CHE. The School of Medicine (our only non-formula I&G budget) will request specific line-item workload increases associated with establishing the master's of public health degree, initiating a legislatively mandated physician assistant training program and for funding Health Sciences library expenses. Details of the School of Medicine line-item workload funding change requests are summarized in the attached material (see Table I-A and Appendix I).

Reduction of Credits Against School of Medicine I&G

The School of Medicine is requesting a change concerning certain revenue credits that are imposed against their I&G appropriation. Currently, the state takes credit for 25% of indirect costs generated by the School of Medicine and for $2,288,600 from the University Physician Associates Medical Practice Plan income. This means that once the School of Medicine I&G appropriation level is established, $2,288,600 of practice plan revenues and 25% of indirect costs revenues are deducted from the appropriation amount, forcing the School of Medicine to utilize the practice plan and indirect cost revenue as I&G revenue in lieu of general fund appropriation. The School of Medicine is requesting an adjustment of their general fund appropriation in the amount of $4,082,800 in order to reduce these "credits" as described above. The proposed cut of the practice plan and indirect cost funds freed-up by reducing these "credits" is discussed in Appendix II.

Line Item Increases

The University is proposing an increase of $8.1 million for expansion of ongoing and addition of new special projects. (See Table I-A, and Appendix III for summaries of these changes.) The process followed by the administration in order to develop the 1995-96 funding request was different from that followed in previous years in that there was an organized effort to identify new special projects and expansion needs in ongoing line-item appropriated programs. In the past, there had been very little emphasis on systematic review of these programs. The University Planning Council, in conjunction with University Administration, made a concerted effort to address this aspect of the University's funding requirements for 1995-96. The Planning Council worked with the administration in the preparation of budget request guidelines that invited new projects, as well as expansion requests in ongoing projects by initiating a campus-wide request for proposal (RFP) process. Numerous proposals were received by the vice presidents and the provost and were prioritized in each of those individual areas. These prioritized requests were then submitted to the Planning Council and individual priorities from Student Affairs, Academic Affairs, Business and Finance and the Health Sciences were integrated into a single prioritized list of special project funding requirements by the Planning Council. That prioritized list is summarized on page 2 of Table I-A; brief details of each special project request are included in Appendix III. Also included (see Table I-B) is information about how each of these special project funding requests will contribute to accomplishing the goals set forth by the Board of Regents in their Vision Statement.

Summary

The entire funding request, as summarized in Table I, shows an increase of $31.5 million (18.21%) in state appropriated funding. Not included in this number are any funding formula revisions which will be finalized as discussions between the CHE staff and higher education institutional representatives progresses. It is anticipated that formula revisions may total $2.0 to $3.0 million, and thus would bring the University's request for new funding up to the level of $33.5 to $34.5 million (between 19.4% and 19.9%). In comparison, the University's overall funding request for FY 1994-95 was for an increase of 19.6%.
### TABLE I - A

#### UNIVERSITY OF NEW MEXICO LEGISLATIVE REQUEST FY 1995 - 96

<table>
<thead>
<tr>
<th>Project Title</th>
<th>1994-95 Base Appropriations</th>
<th>1995-96 Legislative Request</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SB 372 R/N</td>
<td>Total</td>
<td>SB 372 R/N</td>
</tr>
<tr>
<td>BASE</td>
<td></td>
<td></td>
<td>BASE</td>
</tr>
<tr>
<td>INSTRUCTION AND GENERAL (I&amp;G) FUNDING</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>FORMULA GENERATED FUNDING</td>
<td>(Actual increases will be determined by formula -- these are estimates)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Campus I&amp;G</td>
<td>109,252,000</td>
<td>109,252,000 + 1,300,000 Ext</td>
<td>110,552,000</td>
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<tr>
<td>Graded Services</td>
<td>851,000</td>
<td>851,000</td>
<td>851,000</td>
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<tr>
<td>Tax Education Center</td>
<td>229,900</td>
<td>229,900</td>
<td>229,900</td>
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<td>Subtotal Formula</td>
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<td>110,413,800</td>
<td>110,691,800</td>
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<tr>
<td>NON-FORMULA I&amp;G</td>
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<td></td>
<td></td>
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<tr>
<td>School of Medicine I&amp;G</td>
<td>29,347,700</td>
<td>29,347,700</td>
<td>29,347,700</td>
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<td>Eliminate Pract Plan Credit</td>
<td>794,200</td>
<td>794,200</td>
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</tr>
<tr>
<td>Reduce IDC Credit to 1%</td>
<td>111,400</td>
<td>111,400</td>
<td></td>
</tr>
<tr>
<td>Master's of Public Health</td>
<td>111,400</td>
<td>111,400</td>
<td></td>
</tr>
<tr>
<td>Physician Assist Program</td>
<td>111,400</td>
<td>111,400</td>
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</tr>
<tr>
<td>Library</td>
<td>111,400</td>
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<tr>
<td>Subtotal</td>
<td>30,146,000</td>
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<tr>
<td>BRANCH CAMPUS – TWO YEAR – FORMULA I&amp;G</td>
<td>(Actual increases will be determined by formula – these are estimates)</td>
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<tr>
<td>Los Alamos</td>
<td>1,296,300</td>
<td>1,296,300</td>
<td>1,296,300</td>
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<td>Valencia</td>
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<td>4,987,100</td>
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<td>Galisteo</td>
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<tr>
<td>Subtotal</td>
<td>6,733,400</td>
<td>6,733,400</td>
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<td>DISCRETIONARY FUNDING</td>
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<tr>
<td>Main Campus</td>
<td>300,000</td>
<td>300,000</td>
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<tr>
<td>Branch Campuses</td>
<td>300,000</td>
<td>300,000</td>
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<tr>
<td>Subtotal</td>
<td>600,000</td>
<td>600,000</td>
<td>600,000</td>
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<tr>
<td>ON GOING Special Projects – NO PROGRAM CHANGE REQUESTED</td>
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<td></td>
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<tr>
<td>MAIN CAMPUS</td>
<td></td>
<td></td>
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<tr>
<td>Advanced Materials Laboratory**</td>
<td>75,000</td>
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<td>75,000</td>
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<td>WCHNE</td>
<td>2,047,100</td>
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<td>Judicial Selection</td>
<td>62,600</td>
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<td>Youth Ed Rec Proc (Natural High)</td>
<td>151,900</td>
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<tr>
<td>Law School Library Books**</td>
<td>50,000</td>
<td>50,000</td>
<td></td>
</tr>
<tr>
<td>Marilou Geese Equine Lib Rtn**</td>
<td>25,000</td>
<td>25,000</td>
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<tr>
<td>UNM Grad Student Computers**</td>
<td>200,200</td>
<td>200,200</td>
<td></td>
</tr>
<tr>
<td>Center for SW Research</td>
<td>666,200</td>
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<td></td>
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<tr>
<td>Geographical Alliance</td>
<td>50,000</td>
<td>50,000</td>
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<tr>
<td>KINSE</td>
<td>1,116,600</td>
<td>1,116,600</td>
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</tr>
<tr>
<td>Hispanic Geographical Info Sys</td>
<td>189,900</td>
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<tr>
<td>NM Historical Review</td>
<td>102,600</td>
<td>102,600</td>
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<tr>
<td>Graduate Student Research**</td>
<td>500,000</td>
<td>500,000</td>
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<tr>
<td>HEALTH SCIENCES</td>
<td></td>
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<tr>
<td>Cancer Center</td>
<td>1,775,100</td>
<td>1,775,100</td>
<td>1,775,100</td>
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<td>Health Resources Regist</td>
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<td>Hemophilia Program</td>
<td>348,900</td>
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<tr>
<td>Muscular Dystrophy Care</td>
<td>1,922,300</td>
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<tr>
<td>Pediatric Oncology</td>
<td>175,600</td>
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<tr>
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<tr>
<td>Pediatric Pulmonary</td>
<td>172,800</td>
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<tr>
<td>Grief Intervention</td>
<td>184,200</td>
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<tr>
<td>Pediatric Dysmorphology</td>
<td>138,200</td>
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<tr>
<td>Lung Transplant</td>
<td>200,000</td>
<td>200,000</td>
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<tr>
<td>Vitamins Children's Health Center</td>
<td>127,400</td>
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<tr>
<td>Out of Country Fellowships</td>
<td>1,694,100</td>
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<tr>
<td>Subtotal</td>
<td>6,977,200</td>
<td>6,977,200</td>
<td>6,977,200</td>
</tr>
</tbody>
</table>

**Denotes DFA designation as either recurring (R) or non-recurring (N) appropriation in SB 372.
**Denotes programs funded for the first time in 1993-94 -- outside regular CHE process.
**Denotes appropriation reallocated from Main Campus I&G into special project line item.

*GSA will request additional funding in 1995-96 independent of the UNM promissory process.
TABLE 1-1

<table>
<thead>
<tr>
<th>Project Title</th>
<th>1994-95 Base Appropriations</th>
<th>1994-95 Legislative Rees</th>
<th>New II</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Base</td>
<td>New Funds</td>
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</tr>
<tr>
<td></td>
<td>($000)</td>
<td>($000)</td>
<td></td>
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</tbody>
</table>

**PROGRAM CHANGE REQUESTS FOR 1995-96 ON-GOING AND NEW PROJECTS**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Base (1993-94)</th>
<th>New II</th>
<th>Priority</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>($000)</td>
<td>($000)</td>
<td></td>
</tr>
</tbody>
</table>

**New**

- Phase III: Project ****
- New Math & Sci Ed for K-8 Teachers
- Children's Psych Hospital
- Youth Litdep/Disc/Early Outreach
- Arts of the American Indian
- Great Reads, Read & Repeat
- Spanish Research Center
- Expansion of PNP ***
- Telemedicine
- Care for Ethnic Diseases**
- New Information Infrastructure
- Native Am Recruit & Retain**
- Art Aids Design & Rock Cnsr
- Pow'r & Drug Information Cnsr
- New Grads Inst of Environ Studies
- New College Emerg Summer Prog
- Manufac Engineering**
- PNP Distance Education ***
- Area Health Education Center
- Ctr for Minors Hospital
- New Technology Center
- NN Distance Education
- Gallop Nursing Program
- Gallop/Farmington Teacher Ed
- New Core Based Family Devt Prog
- New LatAm Data Bse
- Native American Intern
- New Nurse Malpractice Proj
- SW Indian Law Clsc
- New Center for Humanities
- New Native Am Initiation in Music
- Native Am Resource Materials**
- New Enhanced News & Pub Affairs
- New Amer Center in Indian Aging
- Sci & Engn Waste Control Deposits
- New Lifew Sci Majors (Time)
- Atherosclerosis
- NM Native Education Ctr
- STEC
- Substance Abuse
- Emergency Medical Service Academy
- Office of Med Linn
- OITEC
- NM Natural Heritage
- Wildlife Law Education***
- Subtotal
- **Grand TOTAL

<table>
<thead>
<tr>
<th>Funded by</th>
<th>Amount</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
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**THE MINUTES OF THE MEETING OF THE REGENTS OF THE UNIVERSITY OF NEW MEXICO**

**August 9, 1994**

The Regents of the University of New Mexico met on Tuesday, August 9, 1994 in the Roberts Room of Scholes Hall. A copy of the public notice of the meeting is on file in the Office of the President.

Regents Present:
- Arthur D. Melendres, President
- Penny Taylor Rembe, Vice President
- Barbara G. Brazil, Secretary/Treasurer
- J. E. (Gene) Gallegos

Regents Absent:
- Siegfried S. Hecker
- Roberta Cooper Ramo
- C. Gene Samberson

Also Present:
- Advisors to the Regents
- Cici Aragon, President, Graduate Student Association
- Don Burge, President, Staff Council
- Kel Campbell, President, Faculty Senate
- Marty Wilson, President, UNM Alumni Association

University President Richard E. Peck
- Members of the Administration, the media and others

Absent:
- Alberto Solis, President, Associated Students of UNM
- Wayne Payne, UNM Foundation, Inc.

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Regent President Arthur D. Melendres called the meeting to order at 9:50 a.m.

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Regent Brazil concurred and said she believes once the Bookstore project is complete it will be an enhancement to the Central Avenue side of the campus.

Regent President Melendres said he has spent a considerable amount of time on this issue, and has spoken with the Mayor and consulted with Mr. Lujan and others, and said he believes the Yale Park location is the most practical use of space for this project and affirmed the decision the regents had previously made to build the Bookstore in Yale Park. He requested that President Peck meet with the Mayor to convey the Board's appreciation for his offer.

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CONTRACTS, RESIGNATIONS, RETIREMENTS AND LEAVES

The Contracts, Resignations, Retirements and Leaves are presented as information and are hereby made a part of these minutes as Exhibit B.

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UNM PRESIDENT RICHARD E. PECK'S CONTRACT & SALARY

On July 16, 1994, the Board met in a closed session regarding President Peck's annual review. Each regent had the opportunity to discuss issues regarding the President's performance at the evaluation session. Regent President Melendres said the regents requested that President Peck address specific issues during the next year, including the University's long-range plan, UNM 2000 and programs to improve minority participation and success at the University. President Peck will address these issues in his 1994-95 work plan to regents, which will be made available to the public.

Regent Brazil moved that the regents extend President Peck's contract for an additional five years beginning July 1, 1995. Regent Rembe seconded the motion.

Regent President Melendres said the regents are generally pleased with the substantial progress which has been made by the University under President Peck's stewardship, ambassador for UNM. They believe that the President continues to be an effective spokesman and a good University over the past four years and are pleased with the strong team of academic

Regent President Melendres said while he recognizes that one person is responsible for the leadership of the University, that person alone cannot change an academic culture or move it forward. It is the responsibility of the entire University to join together to accomplish that; therefore, the regents propose to structure and put in place within the next few months an institutional review which will give everyone at the University, as well as external constituencies, an opportunity to express their concerns.

Faculty Senate President Bel Campbell read excerpts of a letter she wrote to Regent President Melendres expressing extreme disappointment at the process by which President Peck's performance was reviewed. She stated that faculty, staff and students have been excluded from the evaluation process and appealed to the Board to delay its decision and to seek input from the representatives of the three campus constituencies.

Staff Council President Don Burge and GSA President Cici Aragon supported Professor Campbell's opposition.

Professor Campbell read a letter addressed to the Board from ASUNM President Alberto Solis, who was unable to attend the meeting. Mr. Solis stated that the student body should play a larger role in the president's evaluation. He also encouraged the President to be more visible to students.

Regent Rembe affirmed her approval to renew President Peck's contract at the meeting and expressed her desire to start working with Provost Coleman and Professor Campbell on the institutional review.

Regent Brazil said she was astounded at the forcefulness of the comments in the letters and said she was interested in hearing more. She indicated her support for President Peck but suggested that perhaps these campus groups could make recommendations to the regents and possibly defer the vote until the September meeting.

Regent Rembe said she has conversed with faculty members and students and believes this has been the most positive period the University has ever experienced. She is happy with President Peck's achievements during his tenure, and noted that the person who was the hardest on what had not been accomplished was the President. Regent President Melendres said that President Peck was indeed stringent in his self-evaluation and
commented that placing his emphasis outside the University may not have helped his relationship with the campus groups. He added that President Peck was following the directive of the Board and it would therefore be unfair to fault him for this.

Regent President Melendres said it was not the intent of the Board to exclude anybody from the process but rather to subject the entire University to a fair evaluation in the most inclusive way. He added that it was his perception after the July 16 meeting, that the regents had agreed this was the way to proceed.

Regent Gallegos moved that Regent Brazil’s motion be tabled until the September Board meeting and in the interim an Executive Session be held with representatives of each of the three constituent groups in order to hear their views and obtain any information they had concerning this decision. Regent Brazil seconded the motion.

Voice vote to table the motion was taken and the vote was 2-2, with Regents Melendres and Rembe opposing.

Regent President Melendres said this was a very difficult situation. He said it was unfortunate not all of the regents were present and added that if they had been at the meeting, there may have been a different result. He said since some of the regents wanted more input from the affected constituencies, he believed everyone would be best served by getting all the regents together to address this matter. Regent President Melendres said he was willing to delay briefly, noting that time was of the essence for the President to address the specific issues during the next year which the regents requested of him at the July 16 evaluation meeting. He suggested the regents hold a special meeting within the next two weeks with the various constituency groups to obtain their input. He said it was his hope the regents could move forward on President Peck’s contract extension and be prepared to discuss the institutional review at the September Board meeting.

******


The University of New Mexico Board of Regents met as the Member of the UNM Technology Development Corporation and approved the minutes for January 11, 1994.

Regent Rembe moved approval of the minutes. Regent Brazil seconded the motion.

Voice vote was taken and Board members unanimously approved.

THE MINUTES OF THE SPECIAL MEETING OF
THE REGENTS OF THE UNIVERSITY OF NEW MEXICO

August 20, 1994

The Regents of the University of New Mexico held a special meeting on Saturday, August 20, 1994, in the Roberts Room of Scholes Hall. A copy of the public notice of the meeting is on file in the Office of the President.

Regents Present:
Arthur D. Melendres, President
Penny Taylor Rembe, Vice President
Barbara G. Brazil, Secretary/Treasurer
Roberta Cooper Ramo
C. Gene Samberson

Regents Participating Via Telephone Conference:
J.E. (Gene) Gallegos
Siegfried S. Hecker

Also Present:
Don Burge, President, Staff Council
Bel Campbell, President, Faculty Senate

Members of the Administration, the media and others

Absent:
University President Richard E. Peck
Cicl Aragon, President, Graduate Student Association
Wayne Davenport, President, UNM Foundation, Inc.
Alberto Solis, President, Associated Students of UNM
Marty Wilson, President, Alumni Association

Regent President Arthur D. Melendres called the meeting to order at 1:08 p.m. Regents J.E. (Gene) Gallegos and Siegfried S. Hecker verified their participation via telephone conference.
The Board is required to set Voice vote was taken $165,000 l th ed Brazil seconded the President Melendres mov.

Regent Hecker moved to extend Peck's contract for an additional 5-year term beginning July 1, 1995. He said although there are some concerns about Dr. Peck's overwhelming positive. Dr. Hecker said he was very impressed by the enthusiastic community, adding that it was especially gratifying to see such strong support for the outstanding job President Peck has done in the past four years. Regent Hecker stated that at a time when many campuses across the nation are either in turmoil or dire financial straits, UNM has risen from the despair it was in 5 or 6 years ago. He believes the University has moved forward in the quality of its education, research and scholarly activity and has become a greater resource for the citizens of the state of New Mexico. Dr. Hecker enthusiastically supports the President for another 5-year term and challenged the University community and all of its constituents to rally around Dr. Peck and continue to move the institution to its greatness, thereby serving the citizens of New Mexico with distinction.

Regent Brazil seconded the motion. She said that her participation to delay this decision at the August 9, 1994 meeting, was never intended as any kind of discredit to President Peck's leadership of UNM. Regent Brazil said she strongly supports the President as she did several weeks ago.

Regent C. Gene Samberson said that when the regents searched for a University President four years ago, they were looking for a candidate who could move UNM to the next level. He believes President Peck has done that. He believes the University has made substantial progress and is beginning to see the benefits of Dr. Peck's leadership.

Regent Gallegos indicated it had been extremely valuable for him to have the information and comments submitted to the regents and is impressed with the interest to make the University a better place. He believes that in contrast to other institutions, UNM is in a good state of affairs and continues to improve under Dr. Peck's leadership. He said it would have been a disservice to the President and to all of the constituencies who are interested in the University not to have made available the opportunity for input.

Regent Penny Taylor Rembe complimented President Peck on his significant improvements and achievements at the University. She said the President's strong leadership has been vital to the development of UNM as the University of the Americas. She acknowledged Dr. Peck for his willingness to travel around the state and participate in the Health Sciences Town Meetings, as a commitment to the strengthening of the University Hospital, UNM Medical School and the Health Sciences Center.

Regent Roberta Cooper Ramo said President Peck has been very responsive to the role of leading a university that is multicultural and diverse in nature. She also complimented the President for supporting the excellent people who were here when he came to UNM and for adding first-rate people as he has had an opportunity to fill positions at both the deans' level and the upper administrative level.
Regent President Melendres said President Peck had done an exceptional job as president and has been a very positive image for UNM. He believes the President will continue to provide outstanding leadership for the University. He stated that Dr. Peck is committed to implementing the Regents’ Visions and Goals and updating UNM 2000. Regent President Melendres added that the President intends to make an even more aggressive effort to recruit highly-qualified minority students, faculty, staff and administrators so that the overall enrollment and level of participation at UNM will more closely mirror the demographics of New Mexico.

Voice vote was taken and Board members unanimously approved.

Motion carried.

*****

CONTRACT NEGOTIATIONS WITH PRESIDENT PECK

Regent Ramo moved that the President of the Board of Regents negotiate the new contract with Dr. Peck in its details and then report back to the Board. Regent Samberson seconded the motion.

Voice vote was taken and Board members unanimously approved.

Motion carried.

*****

There being no further business to come before the Board, the meeting adjourned at 1:25 p.m.

*****

September 2, 1994

Dr. Mary Sue Coleman
Provost and Vice-President
The University of New Mexico
Scholes Hall, Room 108
Albuquerque, NM 87131

Dear Provost Coleman,

As the President of The University of New Mexico-Gallup Faculty Senate I have been asked to relay the Senate’s displeasure with the selection process for appointing a new Associate Director for Instruction.

In response to Dr. Cordova’s visit this past Tuesday, August 30, the Faculty Senate approved the following motion:

The Faculty Senate expresses no confidence in the selection process for an Associate Director of Instruction for UNM-Gallup. The Faculty Senate looks forward to presenting our reservations and recommendations.

The motion was unanimously approved by the members attending the Faculty Senate meeting of September 2, at which a quorum was documented.

Sincerely,

Harry Shonki
President
UNM-Gallup Faculty Senate

cc Dr. Ignacio Cordova, Associate Provost
Dr. John Phillips, UNM-Gallup Director
Mr. Charles Hayes, University Counsel
Dr. Bel Campbell, President UNM-Albuquerque Faculty Senate
Most students now begin their postsecondary education at a two-year campus. New Mexico's network of public postsecondary institutions is comprised of six four-year institutions and 16 two-year institutions. Over the past decade, the dominant point of entry into postsecondary education has shifted from the four-year to the two-year institutions. Early in the 1980s, only about 30% of first-time freshmen entered a two-year institution; in Fall 1990, 63.3% of first-time freshmen entered a two-year institution.

Both two-year and four-year institutions serve as entry points for women and ethnic minority students. In Fall 1990, the ethnic profiles of two-year and four-year freshman cohorts were similar, although, as noted above, a larger number of students entered through a two-year campus. The table below shows similar percentages of students in the various ethnic clusters at two-year and four-year campuses and that similar portions of the total number of freshmen in each cluster choose two-year campuses as their point of entry. The two most notable departures from this pattern are Native American students, who are more likely than others to enter a two-year institution, and Asian students, who are more likely to enter a four-year institution.

Women are slightly more likely than men to choose a two-year campus as their point of entry, but they represent a majority of freshmen at both types of institution.

### Students’ Entry into New Mexico’s Postsecondary System

<table>
<thead>
<tr>
<th>First-Time Freshmen Entering New Mexico Institutions</th>
<th>Native</th>
<th>Hispanic</th>
<th>American Black</th>
<th>Asian</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Year Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Students</td>
<td>5,043</td>
<td>55.9%</td>
<td>35.6%</td>
<td>4.5%</td>
<td>2.7%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Hispanic Students</td>
<td>2,798</td>
<td>55.7%</td>
<td>34.7%</td>
<td>9.6%</td>
<td>2.0%</td>
<td>0.7%</td>
</tr>
<tr>
<td>American Black Students</td>
<td>693</td>
<td>33.7%</td>
<td>56.0%</td>
<td>10.3%</td>
<td>6.5%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Asian Students</td>
<td>216</td>
<td>6.3%</td>
<td>89.6%</td>
<td>4.1%</td>
<td>1.3%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Women</td>
<td>1,177</td>
<td>50.7%</td>
<td>48.7%</td>
<td>1.2%</td>
<td>1.2%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

### Percent of Each Group That Entered via Two-Year Institutions

<table>
<thead>
<tr>
<th>First-Time Freshmen Entering New Mexico Institutions</th>
<th>Native</th>
<th>Hispanic</th>
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<tr>
<td>1-Year Institutions</td>
<td></td>
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<td>55.9%</td>
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<td>6.3%</td>
<td>50.7%</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

1. This analysis counts all students who enroll for the first time at one of New Mexico’s public institutions. Data are from the CHED Basic Skills Student Profile database. The data in this report do not include non-first time or out-of-state students. The data in this report do not include non-first time or out-of-state students. The data in this report do not include non-first time or out-of-state students. The data in this report do not include non-first time or out-of-state students.
| Table 4 | ETHNIC AND GENDER COMPOSITION OF TEACHING FACULTY AND PROFESSIONAL STAFF AT NEW MEXICO'S SIX POSTSECONDARY INSTITUTIONS OFFERING GRADUATE EDUCATION |
|-----------------|----------------------------------|---------------------------------|-----------------|

**Ethnic and Gender Composition of Teaching Faculty and Professional Staff**

**New Mexico Public Postsecondary Institutions, circa 1990**

### Numbers of Faculty/Professional Staff by Ethnicity

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Faculty</th>
<th>Total Staff</th>
<th>Total Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNM</td>
<td>1,557</td>
<td>2,464</td>
<td>5,292</td>
</tr>
<tr>
<td>NMSU</td>
<td>562</td>
<td>646</td>
<td>1,208</td>
</tr>
<tr>
<td>NM Tech</td>
<td>988</td>
<td>1,052</td>
<td>2,040</td>
</tr>
<tr>
<td>LAMU</td>
<td>136</td>
<td>166</td>
<td>302</td>
</tr>
<tr>
<td>WNMU</td>
<td>84</td>
<td>92</td>
<td>176</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic Composition of Teaching Faculty</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total Anglo</th>
<th>Hispanic Nat. Amer.</th>
<th>Black</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,464</td>
<td>1,557</td>
<td>2</td>
<td>3,941</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Faculty</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>1,557</td>
<td>68.0%</td>
<td>32.0%</td>
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</table>

**Gender Composition of Teaching Faculty**

<table>
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**Postsecondary Institutions, circa 1990**

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### Percent of Facutly/Professional Staff by Ethnicity

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<td>32.0%</td>
</tr>
</tbody>
</table>

### Source:

Fall 1991 survey of institutions.
Table 4

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Headcount</th>
<th>Anglo</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Black</th>
<th>Asian</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Four-Year Institutions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENMU</td>
<td>3,764</td>
<td>72.2%</td>
<td>19.6%</td>
<td>1.8%</td>
<td>5.0%</td>
<td>1.2%</td>
<td>56.7%</td>
</tr>
<tr>
<td>NMHU</td>
<td>2,768</td>
<td>26.9%</td>
<td>65.6%</td>
<td>4.2%</td>
<td>2.7%</td>
<td>0.4%</td>
<td>57.6%</td>
</tr>
<tr>
<td>NMIMT</td>
<td>1,722</td>
<td>76.0%</td>
<td>18.3%</td>
<td>2.4%</td>
<td>1.0%</td>
<td>2.3%</td>
<td>37.3%</td>
</tr>
<tr>
<td>NMSU</td>
<td>15,788</td>
<td>61.5%</td>
<td>32.1%</td>
<td>3.8%</td>
<td>2.0%</td>
<td>0.9%</td>
<td>49.5%</td>
</tr>
<tr>
<td>UNM</td>
<td>24,670</td>
<td>67.5%</td>
<td>23.8%</td>
<td>4.0%</td>
<td>2.2%</td>
<td>2.5%</td>
<td>54.9%</td>
</tr>
<tr>
<td>WNMU</td>
<td>2,342</td>
<td>52.4%</td>
<td>42.4%</td>
<td>2.4%</td>
<td>2.3%</td>
<td>0.4%</td>
<td>59.8%</td>
</tr>
<tr>
<td><strong>Two-Year Branch Institutions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENMU Roswell</td>
<td>2,517</td>
<td>63.6%</td>
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<td>9%</td>
<td>2.2%</td>
<td>8%</td>
<td>65.4%</td>
</tr>
<tr>
<td>NMSU Alamogordo</td>
<td>2,095</td>
<td>69.1%</td>
<td>18.2%</td>
<td>4.3%</td>
<td>6.4%</td>
<td>2.1%</td>
<td>59.8%</td>
</tr>
<tr>
<td>NMSU Carlsbad</td>
<td>1,271</td>
<td>67.9%</td>
<td>25.6%</td>
<td>4.7%</td>
<td>1.2%</td>
<td>6%</td>
<td>62.2%</td>
</tr>
<tr>
<td>NMSU Dona Ana</td>
<td>3,697</td>
<td>45.1%</td>
<td>47.9%</td>
<td>3.1%</td>
<td>3.2%</td>
<td>6%</td>
<td>49.0%</td>
</tr>
<tr>
<td>NMSU Grants</td>
<td>516</td>
<td>39.5%</td>
<td>28.3%</td>
<td>30.4%</td>
<td>1.2%</td>
<td>6%</td>
<td>69.8%</td>
</tr>
<tr>
<td>UNM Gallup</td>
<td>2,603</td>
<td>15.8%</td>
<td>10.4%</td>
<td>72.9%</td>
<td>5%</td>
<td>4%</td>
<td>64.3%</td>
</tr>
<tr>
<td>UNM Los Alamos</td>
<td>1,055</td>
<td>69.2%</td>
<td>26.0%</td>
<td>2.1%</td>
<td>5%</td>
<td>2.3%</td>
<td>58.9%</td>
</tr>
<tr>
<td>UNM Valencia</td>
<td>1,442</td>
<td>46.9%</td>
<td>49.1%</td>
<td>2.8%</td>
<td>8%</td>
<td>4%</td>
<td>68.9%</td>
</tr>
<tr>
<td><strong>Two-Year Independent Institutions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATVI</td>
<td>14,841</td>
<td>48.7%</td>
<td>36.5%</td>
<td>6.0%</td>
<td>3.0%</td>
<td>1.5%</td>
<td>56.0%</td>
</tr>
<tr>
<td>CCC</td>
<td>3,452</td>
<td>73.9%</td>
<td>17.2%</td>
<td>8%</td>
<td>6.4%</td>
<td>1.7%</td>
<td>63.7%</td>
</tr>
<tr>
<td>LVTI</td>
<td>1,236</td>
<td>10.7%</td>
<td>86.6%</td>
<td>4%</td>
<td>3%</td>
<td>0%</td>
<td>58.3%</td>
</tr>
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<td>NMJC</td>
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<td><strong>Statewide Total</strong></td>
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</table>

Source: Fall 1993 Institutional Registrar Reports.

Table 5

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<tr>
<th>Type of Degrees</th>
<th>Total Student Recipients</th>
<th>Anglo</th>
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<th>Native American</th>
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<tr>
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<tr>
<td>1988-89</td>
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<td>12.4%</td>
<td>1.7%</td>
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</tr>
<tr>
<td>1989-90</td>
<td>2,348</td>
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<td>1.8%</td>
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</tr>
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<td>1.7%</td>
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<td>1.8%</td>
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<td>52.8%</td>
</tr>
<tr>
<td>1991-92</td>
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<td><strong>Masters Degrees</strong></td>
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<td>1.3%</td>
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</table>

Source: The CHE Degree File and the Completions Survey for the Integrated Post-Secondary Education Data System.
### Table 6

**Type of Degrees**  
**Total Student Recipients**  
*Native American*  
*Black*  
*Asian*  
*Female*

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</table>

Refer to note on page 33

---

Source: The CHE Degree File and the Completions Survey for the Integrated Post-Secondary Education Data System.

---

*TO:* The University Community  
*FROM:* Anne J. Brosity, Secretary Emerita  
*SUBJECT:* Honorary Degree Nominations

The Honorary Degree Committee, a subcommittee of the Senate Graduate Committee, is charged with the solicitation of nominations for honorary degree recipients. On behalf of the Committee, I am asking for nominations for degrees to be presented at the May 1995 commencement ceremony.

For your information, The Honorary Degree Policy is printed on the reverse side of this memo.

Nominators are requested to submit a letter stating in sufficient detail their reasons for the nominations. Biographical material, if available, should accompany the letters.

1. In order that the Committee may have time for its screening of nominations, the nominations and supporting materials should be sent to me at Scholes Hall, room 101 not later than October 7, 1994.

2. **Note:** If a nominee is proposed by a person, department or college representing a discipline other than that of the nominee (e.g., Music nominates a poet), the committee will consult with the appropriate faculty before making a recommendation.

September 8, 1994

The University of New Mexico  
Office of the Secretary  
Scholes Hall 101  
Albuquerque, NM 87131-3386  
(505) 277-4664
The University of New Mexico wishes to recognize and thereby encourage individuals by giving some preference in the awarding of special honors to those persons who have contributed significantly to the cultural or scientific development of the Southwest, or to the spiritual or material welfare of its people. At the same time, due regard should be paid to eminent individuals and scholars whose contributions are of general significance and transcend geographic limitations. In no case should a passing courtesy to the University of New Mexico, such as the delivery of a commencement address, be the sole or principal cause for such honorary awards. The award of an honorary degree to a person seeking or holding a political office does not indicate endorsement by the University of New Mexico. Political involvement should not prevent selection of an individual for an honorary degree.

It is not the University’s policy to award honorary degrees to active members of the faculty, staff, and administration. This does not preclude, in an exceptional case, the awarding of an honorary degree to an emeritus member of the faculty or to a year following his or her active service with the University. In such exceptions, sufficient time shall have elapsed to ensure objectivity in the process of selection.

Approved, Faculty 10/21/51
Approved, Regents 02/10/52
Amended, 12/17/63
Amended, 02/23/67
Amended, 05/12/92

Policy on Nonmotorized Vehicles
Implementation Document

1. Dismount Areas:
   a. See map
   b. Except where otherwise noted, the dismount areas will be the zones indicated in yellow on the map.
   c. All handicap ramps are deemed dismount areas for all nonmotorized vehicles.
   d. In all circumstances, pedestrians have the right of way.

2. Days and Times of Enforcement of Dismount Areas (except where otherwise noted)
   a. Enforcement is suspended on Saturdays, Sundays, and UNM holidays.
   b. 24 hours per day enforcement.

3. Special Types of Nonmotorized Vehicles
   a. Skateboards:
      1) The entire campus is a dismount area for skateboards, enforced seven days per week, 24 hours per day.
   b. Bicycles (includes unicycles and tricycles):
      1) All zones indicated in yellow on the map constitute dismount areas for bicycles, except for areas marked in blue as designated bike routes/paths. Enforcement is suspended on Saturdays, Sundays and UNM holidays.
      2) Users of bicycles as transportation to campus must get off the bike(s) at entrance to dismount areas.
      3) Bike paths/routes will be designated by proper signage.
      4) Speed of bicycles on bike routes/paths which penetrate into campus are limited to a prudent rate which will avoid collisions.
      5) Bicycles are to be used on the ground only and may not be used on walls, benches, fountains, or other structures.
6) Co-existence of pedestrians and bicyclists on the designated bike routes/paths will be encouraged.

c. Skates (includes rollerblades/rollerskates/inline skates):
   1) All zones indicated in yellow on the map constitute dismount areas for skates. Designated bike routes/paths are dismount areas for skates. Enforcement is suspended on Saturdays, Sundays and UNM holidays.
   2) Users of skates as transportation to campus must remove skates at entrance to dismount areas.
   3) Skates may not be worn in dismount areas nor in any building at UNM.
   4) Skates are to be used on the ground only and may not be used on walls, benches, fountains, or other structures.

4) Enforcement
   a. Enforcement will be the responsibility of UNM Campus Police and those designated by the UNM Police Chief. Person(s) stopped for violations must produce an ID upon request.
   b. Sanctions:
      1) All student and visitor violations will be referred to Dean of Students for review and action under:
         a) Student Code of Conduct
         b) Visitor Code of Conduct
      2) All faculty and staff violations will be referred to Human Resources or appropriate academic unit.
   c. Enforcement will be pursuant to official UNM Policy and/or rules.

5) In Summary
   a. Skateboards are banned from campus.
   b. Skates permitted on campus only on Saturday, Sunday, and UNM holidays.
   c. Bikes permitted only on bike routes Monday through Friday; elsewhere on Saturday, Sunday, and UNM holidays.