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UNM Faculty Senate

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secondary institutions and may include analyses of the acceptance and denial of credits for transfer, including grounds for denial; numbers of students applying for transfer and transferring between post-secondary campuses; progress of transfer students in meeting program completion requirements; student complaints regarding articulation and transfer; and other measures needed to evaluate the status of articulation and transfer. The report may include data and other information regarding individual institutions as well as statewide summaries. The report shall include identification of any institution electing not to apply credit earned in the lower-division general education transfer module toward graduation requirements in one or more of its programs and not demonstrating to the satisfaction of the commission that the transfer module is inappropriate to such programs. By September 30 of each year, public post-secondary institutions shall provide to the commission such information as is needed for the annual report, as defined by the commission.

Section 3. APPROPRIATION.— Fifty thousand dollars ($50,000) is appropriated from the general fund to the commission on higher education for expenditure during the ninety-sixth fiscal year for the purpose of paying costs associated with the provisions of this act.
THE UNIVERSITY OF NEW MEXICO
FACULTY SENATE MEETING
February 7, 1995

(Summarized Minutes)

The February 7, 1995, meeting of the Faculty Senate was called to order by Senate President Bel Campbell at 3:30 p.m. in the Kiva.

Senators present: Lynndianne Beene (English), Steven Block (Music), James Boone (Anthropology), Jane Bruker (Gallup Branch), Beverly Burris (Sociology), Joan Bybee (Linguistics), Bel Campbell (Physics & Astronomy), Jeff Davis (Math & Statistics), Tom DeCoster (Orthopaedics), Ernest Dole (Pharmacy), Charles Fiedlerman (Elec. & Comp. Engr.), John Geissman (Earth & Planetary Sci.), Deborah Graham (Med. Sch. Lib.), Blaine Hart (Radiology), Roy Johnson (Civil Engineering), William Kane (Education), Tom Kyner (Math & Stats.), Cheryl Learn (Nursing), Dessiea Logothetis (Dental Hygiene), Deborah McFarlane (Public Admin.), Richard Meizer (Valencia Branch), Kurt Nolte (Pathology), Leroy Ortiz (CIMTE), Lynette Oshima (CIMTE), Peter Fabisch (Foreign Lang. & Lit.), Ed Reyes (Pharmacology), Joe Rothrock (Art and Art History), Richard Santos (Economics), Stephen Schreiber (Arch. & Planning), Howard Schreyer (Mech. Engr.), Jerome Shea (University College), Henry Trevhitt (Comm. & Journ.), Holly Waldron (Psychology), Gerald Weiss (Physiology), Maurice Wildin (Mech. Engr.), Beulah Woodfin (Biochemistry), and Nancy Ziegler (Gallup Branch).

Senators absent: Judith Brillman (Medicine), Anthony Cardenas (Spanish & Portuguese), Joseph Chamoux (Management), Monica Cyrino (Foreign Lang. & Lit.), John Finklestein (Management), Linda Hall (History), Andrew Hsi (Pediatrics), Peggy Kelley (Medicine), Astrid Kodric-Brown (Biology), Harry Lill (General Library), Bill MacPherson (Law), Carolyn Mold (Microbiology), Elizabeth Nielsen (Special Education), Alan Reed (Public Administration), and Sylvia Vela (Medicine).

Excused absences: Robert Glew (Biochemistry), and Gloria Sarto (Obst. & Gyn.).

Approval of the Agenda. The Agenda was adopted following an amended ordering of agenda items. The Memorial Minute for Professor Joyce Rogers was moved from item #6 to item #3 on the Agenda.

Minutes of December 12, 1994. The summarized minutes of December
12, 1994, were approved with the following change: Senator Peter Pabisch's absence at the December 15, 1994, meeting was an excused absence.

Memorial Minutes for Professor Joyce Rogers. The Memorial Minute for Professor Joyce Rogers was read by Professor Helen Damico (English). The minute was adopted by rising vote and Secretary Anne Brown was asked to send copies to the next of kin.

Memorial Minute for Professor Joyce Rogers

Joyce Elaine Rogers, Associate Professor of Religious Studies and English, died on 24 December 1994. Rogers served the University from 1983 to 1994. For her distinguished work she received the Burlington Northern Faculty Achievement Award, the PNM Distinguished Educators Award, and the Phi Beta Kappa Alumni Membership Award. She taught courses on C.S. Lewis, Spanish Mysticism, and religion in the arts, composition, and academics. In 1990 she was scholar-in-residence at C.S. Lewis's home in Oxford.

Rogers' most important books were Louis Martin, Father of Saint; The Second Best Bed: Shakespeare's Will in a New Light; and Thought to Essay: A Process Approach to Writing. She published many critical essays on mysticism and theological abstracts. She held membership in the Modern Language Association, the Medieval Academy of America, The Renaissance Society of America, and the Shakespeare Association of America.

Rogers was likewise well-known for her community work. For five years she wrote and produced "The Glory of Man" for KLYT-FM in Albuquerque. She worked for DARE, and was a member of the New Mexico Historical Preservation. An active member of the Roman Catholic Church, she participated in several interdenominational groups. For many years she was organist at San Felipe Parish and catalogued the entire parish library. These records are now housed in Zimmerman. She was a leader in the national and state associations for the Lay Order of Carmelites. Her life exemplifies the happy blending of scholarship, joy, and faith.

I ask that these words be included in the official record of the Faculty Senate and that a copy be sent to her mother.

Comments from Senate President Bel Campbell. Senate President Bel Campbell informed the Senate that the distributed information packet contained some material which is included in the agenda, but also some supplementary information. The information packet contained the following:

1. Motion from the Faculty Senate Graduate Committee also included with the agenda.
2. A memo from President Peck regarding campus climate.
3. A memo from Dr. Kari Ward Karr regarding problems with Lovelace Mental Health Services.
4. A memo to the dean of the School of Medicine regarding a Faculty Senate seat for faculty in the allied health sciences.
5. An outline of UNM's 1995-96 Budget Request with CHE, Executive Branch, and LFC recommendations.
7. Summary of UNM-backed legislative amendments.
8. Copies of various legislative actions proposed or in process.

Regarding SB 247, Prohibiting Professor Tenure, which was included in the packet, Senate President Bel Campbell said there has been considerable discussion on this subject, the Daily Lobo and the Albuquerque Journal are looking into the matter, and there will probably be more information forthcoming. She is composing a public response to this Senate Bill and said any Senator wanting to do so should send in a response.

President Campbell announced that the Institutional Research Office (formerly Office of Planning and Policy Studies) search for the person to replace Richard Cady is now in the interviewing phase. She said the quality of these candidates is very, very high and they come from well known institutions.

President Campbell recalled the public survey completed by the Institute for Public Policy last fall entitled "New Mexicans' Views of the University of New Mexico." She announced a similar faculty/staff survey, on a grander scale, to assess accurately employee attitudes about UNM will be conducted (via phone) by the Institute of Public Policy. The Faculty Senate did not have input into the draft version of the questions for this survey and it was not coordinated with the HERI survey which was prepared for the former Office of Planning and Policy Studies. The results of the HERI survey conducted last fall have been delayed in part because of Richard Cady's departure and because of the severe illness of Patricia Burris-Woodall in that office.

Comments From Provost Mary Sue Coleman:
(a) Development Officer for UNM Libraries

Provost Coleman introduced Lynn Trojahn, new development officer for UNM Libraries. Lynn has just completed a very
successful campaign which raised over $100,000 for library collections. This campaign will be celebrated with a Sweetheart Sock Hop to benefit the General Library, February 10, 1995, at Johnson Gym from 7:30-11:00 p.m. Provost Coleman extended an invitation to all present to attend the sock hop. Provost Coleman said Ms. Trojahn has been extraordinarily successful in getting people to donate all the services for the sock hop so that ticket prices will all go toward library purchases. Provost Coleman said hopefully this will become an annual event. The Sock Hop has struck a chord in Albuquerque with the Route 66 Association in celebrating the 50s, and Albuquerque's link to those 50s. Provost Coleman thinks this event is a grand tradition for UNM to start and since $100,000 was raised with out too much trouble those horizons will be expanded considerably next year in raising money for the libraries by starting a much bigger campaign, a multi-year campaign.

(b) University Secretary's Office

Provost Coleman thanked Anne Brown, University Secretary Emerita, for coming out of retirement to help evaluate the Secretary's office and provide advice on what is needed. There have been some ups and downs trying to keep staff. The job description for a senior staff position has been almost completed and the position will be advertised soon. This senior staff position will be assisted by an administrative assistant and by a permanent, part-time person. Provost Coleman said she is optimistic about having the University Secretary's Office be a vibrant place in the university.

(c) Staff Services Office

Provost Coleman said the University Secretary's Office will be supplemented by, but not in conjunction with, a Staff Services Office which will report to the Provost, through the Faculty Contracts Office. This unit will not be a counseling office, but simply a referral, user-friendly office where people go for help in obtaining information about items such as resume writing, where to go to get help for specific problems they may be having, etc. She said this office will be a positive benefit for the campus. The position for a senior staff person who will be responsible for the creation and management of this staff resource will be advertised soon. The proposal for the staff center will be advertised soon. The proposal for the Staff Services unit was researched and presented by the Staff Services Task Force, a sub group of the Staff Council.
(d) Legislative Concern

Provost Coleman said there has been quite an interest in the legislature about textbook prices. The Commission on Higher Education was required by the legislature to conduct a justification study and a defense of current textbook prices. Provost Coleman is now preparing a response to go along with the CHE document. The plan is to develop strategies the faculty member can use. Presently, the Bookstore calls Provost Coleman when they receive any order for a textbook over $100. She then calls the professor and asks if there is any other alternative. Legislatures in other states have mandated the kind of books people can use and the length of time they have to use them. She thinks this is a disaster, it has not worked well in other states and it will not work well here. She said copyright laws have been tightened and professors cannot copy materials anymore. She says this is a very serious problem, but that doesn't mean that we can't try to think about strategies that will at least be helpful, and heighten awareness in the faculty of the importance of keeping textbook prices low.

Getting book orders in early will reduce the costs of shipping, etc. Provost Coleman said these strategies will be brought back to the Faculty Senate for review and it would be very beneficial if the Faculty Senate could make some recommendations for the faculty as a whole about what to do.

(e) Searches Update

Provost Coleman provided information on several searches, in addition to the Institutional Research Office search. She said the Institutional Research Office search produced many very high quality candidates.

Two director searches, Valencia branch and Gallup branch, have now closed. The screening of applicants will commence shortly. These two searches produced very large applicant pools.

Two dean searches, Continuing Education and School of Engineering, are at various stages of completion. These should be completed by this summer.

The search committee for Vice President for Student Services has formed now and President Peck will be releasing the names of committee members soon. Some applications for this position have already been received.

The search for the dean, School of Medicine, is winding up with one more candidate to interview.
All these searches are anticipated to be completed by this summer.

Current Athletic Issue

Provost Coleman addressed this topic with updated information on recent athletic issues and investigations as they now stand. A closed executive Board of Regents meeting was held January 31, 1995. Prior to this meeting, UNM hired Nick Alarid, recently-retired Deputy Chief of Police of the Albuquerque Police Department, to conduct a review of recent incidents of alleged crimes by UNM student athletes. Provost Coleman had an opportunity to talk to Mr. Alarid and she is extremely impressed with his philosophy, his strategies, and ideas. She feels totally confident that within the limits of his ability to talk to people that he will provide a good report on UNM Police Department policies and procedures. Provost Coleman said that there is every evidence of no desire on anybody's part to cover up, to not correct wrong procedures or not to make everything as public as it can be made within the limits of personal liability.

Senator Beulah Woodfin said she spent six years on the Athletic Council, through two presidents, and three athletic directors, and from all of these people she kept hearing the refrain not to treat student athletes differently than other students. However, athletic administrators and coaches do not seem to know how to do this. They don't want additional restrictions on student athletes, but they go out of their way to stretch rules to help student athletes. This unequal treatment of student athletes in terms of helping them to solve their problems is the crux of the matter and Senator Woodfin asked what can be done to get the message across to the administration that when a vice president or a dean helps an individual student solve a certain problem this is a little bit excessive.

Provost Coleman said that we as an institution need to have a philosophy that all students are going to be treated equally. However, we must realize that student athletes who are cheered by thousands of people at ball games, and who are scrutinized by the media are not the average run-of-the-mill students, and no matter what is said these students are going to be held to a higher standard than any other student. We need to think about processes within the institution that recognize this and deal with it. Provost Coleman is as concerned as anyone about the notion that some students are not adults, they are youngsters who are undergoing stresses in their lives. These students have been valued all their lives for their athletic ability, have
have been put on a pedestal and are expected to make the transition from adulation to recognition that they may not make it in the NBA. Provost Coleman thinks we have a moral responsibility to help them. She feels very strongly that the athletic endeavors of the institution have to be consistent with and have to support the academic mission of the institution. These are issues that need to be talked about openly and recognized.

Senator Tom Kyner said this is an artificial problem created because we have allowed athletics to become big time. The obvious and needed solution is a sharp cut back and if the pressure is too great and the students are corrupted this should stop.

Provost Coleman said she believes in intercollegiate athletics, which can be valuable, but there is a need to be cognizant of and recognize the issues that it raises and have explicit strategies for dealing with them. She has seen this done well at other institutions and it can be done well here.

Senator Woodfin responded that she also has seen it done well at other institutions, but it has not been done well at UNM and this is due to the administrative climate. The Athletic Council has a charge to be concerned about the welfare and the academic progress of the student athletes and yet the Athletic Council has been completely frozen out of these discussions.

Provost Coleman said that the Athletic Council should be fully integrated into the whole process. She is very impressed by the current head of the Athletic Council, Professor Breda Bova. Her ideas are good, she is right on target and she speaks very eloquently about these issues.

Hugh Witemeyer (English), not a senator, who sponsored the faculty resolution which was passed by the faculty last spring to ban intercollegiate athletics, reminded Provost Coleman the official position of the UNM faculty is that UNM should cease to participate in intercollegiate athletics.

Professor Witemeyer said the question of Mr. Alarid's investigation raises some interesting issues. Judging from recent press reports, the scope of Mr. Alarid's mandate was unclear, and whether he is to conduct a investigation or an administrative review, is he licensed as a private investigator to do the job thoroughly.

Provost Coleman responded that this issue has been resolved and those who questioned Mr. Alarid's certification have agreed that he is perfectly qualified to do the ...
investigation that he has been charged to do.

Professor Witemeyer said that unless the investigative report addresses the question of who, if anyone, was in charge of Detective Rodriguez when he made the decisions he did, the report itself may give an impression of being a cover up. He hopes that Mr. Alarid is aware of the importance of that issue.

Provost Coleman said she had the sense in talking to Mr. Alarid that he is a very experienced, competent person. She said to the degree that Mr. Alarid can investigate, he will. The detective in question is no longer employed at the university for other reasons not related to this incident and he has retained legal counsel. The degree to which the legal counsel will allow him to be questioned may be issues that we have no control over. No one has said that Mr. Alarid will not be given the greatest latitude that he can possibly be given to try to find the truth and tell us what it is.

A question was made regarding the status of a resolution sponsored by Senator Tom Eyler last April 1994, which suggested a budgetary study of the intercollegiates athletic program and the need for the Faculty Senate to ascertain to what extent this program helps or drains the university financially.

Senate President Bel Campbell asked whether Breda Bova or any representative of the Athletic Council had been invited to the closed session of the Board of Regents meeting on January 31. Provost Coleman confirmed that Breda Bova was there and had spoken at this meeting.

President Campbell said the discussion coming up concerning UNM 2000 is an opportune time for a broader voice of the faculty to speak if they so choose. The opportunities for contact will be many and varied and she urged the Faculty Senate to take advantage of this opportunity.

(g) Legislative Update

Provost Coleman said a centralized information service, a bill locator service, which is updated every few days is online and can be accessed from UNMINFO. She said because of a change in the governorship we don't know what is going to happen. UNM's top priority is faculty and staff salaries. UNM's request for faculty and staff salaries was 7% and that was reduced to 6% by the CHE. The next priority is equipment modernization, and renovation and modernization of classroom facilities.
Provost Coleman said the Planning Council retreat to develop a process for revising and updating UNM's long-range plan was extremely positive and was one of the best sessions she had attended since coming to the University of New Mexico. She was charged with the first cut of revision, a skeleton document around eight vision statements which she has prepared and is sending to the Planning Council. One of the failures of the old UNM 2000 was that it not only gave a vision for the institution, but it also developed the strategies for accomplishing the visions and it was much too prescriptive. The revised UNM 2000 will look to the faculty, staff, and students to identify strategies for accomplishing the eight vision statements and to develop measures for monitoring progress.

Senate President Campbell announced her resignation from the Planning Council and said Senator Maurice "Bud" Wildin will take serve the balance of her term. Senator Wildin is a past, three-year member of this council. Senator Campbell, Senator Wildin, and Professor Brian Hansen are members of this extended working group and comments should be sent to any one of them. They all can be reached by e-mail.

Senator President Bel Campbell asked Provost Coleman about the progress of the general classroom building. Provost Coleman said during the last two years since the request was made and before the $8,000,000 bond is received, the building costs have expanded to the extent that only 60% of this building can be constructed. Since this is not acceptable, Vice President David Mc Kinney is trying to come up with a creative and viable plan which will include not only the classroom building, but also, renovations of the Student Union, Johnson Gym, and the old Bookstore building. Students will be asked if they would like to participate in a package that will pay for these bonds i.e, use of student fees, increase in tuition, etc. In response to Senator Tom Kyner's question regarding faculty input into the design of these classrooms, Provost Coleman said faculty will be asked for input as to what these classroom should look like in making sure they are accessible to any kind of technology.

**Update on Core Competencies presented by Maurice Wildin**

Senator Maurice "Bud" Wildin provided an update on the Core Competencies Committee membership. Charlie Steen (History) has agreed to be the chair of this committee. Committee members so far include: Martin Bradshaw (EECE), Gail Ward (College of Engineering, Student Programs), Lynn Beene (English), Barry Rues (Earth and Planetary Sciences), Andrea Padilla (University College), Cindy Stuart (Admissions and Outreach), Nancy Usher (Music), and Michelle Le Beau (Valencia). Representation is...
needed on this committee from Humanities, Mathematics, Spanish and Portuguese, and Education. Senator Wildin said the committee has good staff and faculty representation. In response to a question regarding Gallup branch representation, Senator Wildin said that Gallup was not deliberately excluded. It was thought the distance to be traveled might be a problem, but he asked to be informed if someone from that campus wanted to be on the committee.

Curriculum Committee Report -- The name change from College of Engineering to School of Engineering -- presented by Ernest Dole

Ernest Dole, chair of the Curriculum Committee presented the College of Engineering's petition to change their name from "College" to "School". This request is due to a change in Engineering's philosophy to move towards a more professional degree like Law, Medicine, and Pharmacy have done. The name change will not have any budget or faculty implications, and is more in line with their upcoming accreditation. The Curriculum Committee recently approved this request to be forwarded to the Faculty Senate.

Professor Dole, in responding to Senator Joan Bybee's questions, said this would not change any of Engineering's degrees now being offered, they still offer undergraduate degrees, and would be subject to core curriculum requirements if those were implemented by the university.

Senator Richard Santos moved to accept the recommendation. Motion seconded. The Faculty Senate voted (with one nay, one abstention) to approve the name change from College of Engineering to School of Engineering.

"Proposed [UNM Graduate] Bulletin Language Regarding Graduate Credit for Experiential Learning" presented by Virginia Seiser

This proposal was approved by the Senate Graduate Committee on May 5, 1994, to be forwarded to the Faculty Senate.

Virginia Seiser, Chair, Senate Graduate Committee, was present to discuss the proposal which states that, in extraordinary circumstances, a student with extensive graduate-level learning obtained through experience may be awarded graduate credit through the submission of a prior learning portfolio.

Professor Seiser said that every year or so, the SGC receives a petition from a student requesting advanced academic standing based on high-level learning obtained through extensive prior experience. These requests are currently being dealt with on an ad hoc basis. The SGC believes that there should be a strict procedure in place so that such requests can be given serious, systematic consideration when they do occur.
In response to Senator Roy Johnson's request, Virginia Seiser provided a definition of experiential learning as high level achievement in an area directly relevant to a course already in the curriculum. She also said credits awarded through this process will be paid for at the current tuition rates.

Virginia Seiser answered questions from several Faculty Senators regarding the procedures and criteria of this proposal. Some Senators questioned whether the proposal as it now stands could ensure strong programs, whether there would be considerable opportunity for manipulation by individuals seeking shortcuts towards a degree. Concerns expressed were to maintain the ability and freedom to make strong exceptions, and not to set up a policy that becomes fairly broad and makes the exception the rule.

After much discussion, the motion to approve the recommendation of the Graduate Studies Committee was put to vote of the Faculty Senate. The Faculty Senators voted (18 in favor, 14 opposed, 3 abstentions) to approve the proposed UNM Graduate Bulletin Language Regarding Credit for Experiential Learning.

Senator Campbell proposed that the Faculty Senate begin discussions regarding the role of faculty at UNM. She said it is no accident that Senator Benavidez has proposed to eliminate tenure, he is not alone. Changes are happening all over the country that are just now getting to New Mexico. She proposes that this be the core issue for open discussions of the Faculty Senate at it next three meetings.

The meeting was adjourned at 4:45 p.m.

Respectfully Submitted,

Anne J. Brown, Secretary
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 3/11/94

James E. Thompson
(Name of Individual initiating curricular change form)

Dean
(Title, position)

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

CIP CODE

UNIT PREPARES IN QUADRUPLEPLICATE
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

College of Engineering
(Name of New or Existing Program)

This program is or would be located in current catalog page 225

I. Major Change-Mark appropriate category

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

Major
New

Minor
New

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.

Name change from College of Engineering to School of Engineering
(See memo attached)

II. Minor Change-

Minor name change of existing degree, major, minor, or concentration.
School of Engineering
New Name of Program

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

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall 1994

Budgetary and Faculty Load Implications: (attach statements)

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

If yes, have you resolved these issues with department involved?

(attach statement)

Signature:

Dean
Department Chair

Approvals:

Dean of Library Services
CIRT
College Curricula Committee N/A

College or School Faculty Positive Mail Ballot
College or School Dean N/A
FS Undergraduate Ac. Affairs
FS Graduate Committee
Office of Graduate Studies
FS Curricula Committee
Assoc. VP of Academic Affairs
Faculty Senate

Date: 3/28/94
Date: 3/28/94
Date: 3/23/94
Date: 3/23/94
Date: 3/29/94
Date: 11/9/94
Date: 12/07/94

(All signatures)

The University of the State of New York
Board of Regents

COLLEGE OF ENGINEERING

Name Change

From "College of Engineering" to "School of Engineering"

Reason for Request

On November 5, 1993 the faculty of the College of Engineering approved by mail ballot a name change from College of Engineering to School of Engineering.

There is a national trend towards moving engineering education towards the professional school models of law and medicine. The departments of Aerospace Engineering and Electrical Engineering at MIT have recently made the Master of Engineering their first professional degree, replacing the undergraduate Bachelors Degree in Engineering. A major motivating force behind this trend is the realization that four years is no longer sufficient for the first professional degree in engineering. This name change is in preparation for these upcoming changes in engineering education. It is expected that practice-oriented graduate degrees will ultimately replace undergraduate degree programs. Undergraduate education would, like law and medicine, be pre-professional. This will permit engineers to receive a broader educational foundation, and to allow sufficient time for training in increasingly more complex areas of technology. At the present time about 30% of engineering programs are housed in Schools of Engineering rather than Colleges of Engineering. Some notable Schools of Engineering include Purdue, MIT, Stanford, RPI, UCLA & Columbia University. The engineering accreditation agency, ABET, is also requiring more and more engineering design, making it almost impossible to continue with the present mode of undergraduate engineering education. It is anticipated that the professional graduate degrees would be administered by the School of Engineering. However, the research-oriented MS and Ph.D degrees in engineering would continue to be administered by the Office of Graduate Studies.

Budgetary and Faculty Load Implications

This name change by itself has no budgetary or faculty load implications, except for minor costs associated with new letterheads, signs, etc. Most of these costs can be phased in as existing supplies are exhausted. Budget implications for new professional degree programs will be spelled out as specific programs are presented for approval. However, it is the intention of the School to make new professional degree programs as cost-neutral as possible. Accrediting agency requirements for more design in the curriculum may increase costs of engineering education. However, this will be true whether or not the program is a "School" or a "College."

Professor Peter Dorato has volunteered on behalf of the College of Engineering to address any administrative or Faculty Senate organization which may require further information.
MEMORANDUM

TO: Bel Campbell, Physics & Astronomy
    Harry Luill, Centennial Library
    Richard Melzer, UNM Valencia Campus
    Maurice "Bud" Wildin, Mechanical Engineering
    Beulah Woodfin, Biochemistry

FROM: Virginia Seiser, Chair
      Senate Graduate Committee

DATE: October 14, 1994

SUBJECT: FACULTY SENATE AGENDA

Please place the enclosed "Proposed [UNM Graduate] Bulletin Language Regarding Graduate Credit for Experiential Learning" on the agenda for the December Faculty Senate meeting. (I will not be able to attend the November meeting.)

The enclosed statement was approved by the Senate Graduate Committee at its May 5, 1994 meeting, to be forwarded to the Faculty Senate. It is not SGC's intention to promote or encourage the awarding of graduate credit for experiential learning. However, every year or so, SGC does receive a petition from a student requesting advanced academic standing based on high-level learning obtained through extensive prior experience. Currently, such requests are dealt with on an ad hoc basis. SGC believes that there should be a procedure in place so that such requests can be given serious, systematic consideration when they do occur.

encl.

cc: Ellen Goldberg, OGS
    Ed DeSantis, OGS
    Mariana Ibanez, OGS

University of New Mexico General Library

14c94 vs - sgc.new - hd
Proposed Bulletin Language Regarding
Graduate Credit for Experiential Learning

(Should be added to the General Academic Regulations section of the Bulletin under the Graduate Credit head, immediately following the statement about CLEP exams.)

In extraordinary circumstances, a student with extensive graduate-level learning obtained through experience may be awarded graduate credit through the submission of a prior learning portfolio.

Credits awarded through this process will be paid for at the current tuition rates. They will be recorded as "Credit," not a grade, and will not be computed into the GPA. The is a six hour limit on the use of credit-graded courses toward the award of a degree.

In order to initiate the process, the student submits a written request to prepare a prior learning portfolio, through a faculty member serving as an advisor, to the department or academic program. The student should state the purpose of gaining experiential credit and should provide a brief summary of the experience and learning on which the portfolio will be based. The student also identifies graduate bulletin courses (areas normally taught as topics courses may also be included) for which credit is being requested.

If the department supports the student's request, it notifies the Office of Graduate Studies and seeks approval to initiate the portfolio development process. With OGS approval, the student develops a prior learning portfolio with the help of the advisor and according to guidelines provided by OGS.

The portfolio is submitted to an evaluation committee consisting of three faculty members appointed by the department. The committee will be formed of faculty who have expertise in the requested areas and at least one member will be the instructor of record in courses relating to the student's request.

If the committee recommends full or partial approval, the request is reviewed by the college graduate committee and the Office of Graduate Studies. Disapproval at any level stops the process subject to appeal policies.

Approved May 5, 1994
FACULTY SENATE - 07 FEBRUARY 1995 AGENDA PACKET

-- The next meeting of the full Board of Regents is scheduled for Tuesday, 14 February, 1995, at 10AM in the Roberts Room of Scholes Hall.

DOCUMENTS ATTACHED

(1) Faculty Senate Graduate Committee motion for "Graduate Credit for Experiential Learning" pp. 1-2
(2) Memo from the President regarding Campus Climate (17Jan95) pp. 3-4
(3) Memo from Kari Ward Karr regarding Problems with Lovelace Services (27Jan95) pp. 5-6
(4) Memo from Dean of the School of Medicine regarding Faculty Senate seat for Allied Health (1Feb95) pp. 7-8
(5) Outline of UNM's 1995-96 Budget Request, with CHE, Executive Branch, and LFC recommendations appended pp. 9-16
(6) Revision of UNM 2000 supporting documentation pp. 17-22
(7) Summary of UNM-backed legislative amendments pp. 23-30
(8) Copies of various legislative actions proposed or in process:
   (a) HB 112 -- Appropriation to provide matching funds for NSF program to increase minority participation in undergraduate & graduate education pp. 31-32
   (b) HB 41 -- Amending public school code pertaining to teacher certification requirements pp. 33-36
   (c) HB (draft) -- Post-Secondary Education Articulation Act pp. 37-42
   (d) SB 247 -- Prohibiting Professor Tenure p. 43
MEMORANDUM

TO: Bel Campbell, Physics & Astronomy
    Harry Luli, Centennial Library
    Richard Melzer, UNM Valencia Campus
    Maurice "Hub" Wildin, Mechanical Engineering
    Beulah Woodfin, Biochemistry

FROM: Virginia Seiser, Chair
Senate Graduate Committee

DATE: January 24, 1995

SUBJECT: FACULTY SENATE AGENDA

Please place the enclosed "Proposed [UNM Graduate] Bulletin Language Regarding Graduate Credit for Experiential Learning" on the agenda for the February 1995 Faculty Senate Meeting.

The enclosed statement was approved by the Senate Graduate Committee at its May 5, 1994 meeting, to be forwarded to the Faculty Senate. It is not SGC's intention to promote or encourage the awarding of graduate credit for experiential learning. However, every year or so, SGC does receive a petition from a student requesting advanced academic standing based on high-level learning obtained through extensive prior experience. Currently, SGC believes that such requests are dealt with on an ad hoc basis. SGC believes that there should be a procedure in place so that such requests can be given serious, systematic consideration when they do occur.

In October 1994, I sent a memo to the Senate Operations Committee, requesting that this matter be placed on the December 1994 Faculty Senate agenda. It did not appear. If there is any reason why it cannot be considered at the February Faculty Senate Meeting, please let me know. I can be reached at vs@nsunm.edu or telephone me at 7-6401.

Thank you for your consideration of this matter.

encl.
cc: IlIon Goldberg, OGS
    Ed DeSantis, OGS
    Mariana Ibanez, OGS

24ja95 vs - sgc.new  hd
Proposed Bulletin Language Regarding Graduate Credit for Experiential Learning

(Should be added to the General Academic Regulations section of the Bulletin under the Graduate Credit head, immediately following the statement about CLEP exams.)

In extraordinary circumstances, a student with extensive graduate-level learning obtained through experience may be awarded graduate credit through the submission of a prior learning portfolio.

Credits awarded through this process will be paid for at the current tuition rates. They will be recorded as "Credit", not a grade, and will not be computed into the GPA. The is a six hour limit on the use of credit-graded courses toward the award of a degree.

In order to initiate the process, the student submits a written request to prepare a prior learning portfolio, through a faculty member serving as an advisor, to the department or academic program. The student should state the purpose of gaining experiential credit and should provide a brief summary of the experience and learning on which the portfolio will be based. The student also identifies graduate bulletin courses (areas normally taught as topic courses may also be included) for which credit is being requested.

If the department supports the student's request, it notifies the Office of Graduate Studies and seeks approval to initiate the portfolio development process. With OGS approval, the student develops a prior learning portfolio with the help of the advisor and according to guidelines provided by OGS.

The portfolio is submitted to an evaluation committee consisting of three faculty members appointed by the department. The committee will be formed of faculty who have expertise in the requested areas and at least one member will be the instructor of record in courses relating to the student's request.

If the committee recommends full or partial approval, the request is reviewed by the college graduate advisory committee and the Office of Graduate Studies. Disapproval at any level stops the process subject to appeal policies.

Approved May 5, 1994

The University of New Mexico
Office of the President
Albuquerque, NM 87131-0001
(505) 277-2626

January 17, 1995

TO: Faculty and Staff

FROM: Richard E. Peck, President

SUBJECT: CAMPUS CLIMATE

On December 13, 1994, the University of New Mexico Board of Regents adopted the following resolution regarding campus climate:

The University of New Mexico reaffirms its commitment to creating and maintaining a diverse community and a campus in which students, faculty, and staff can learn and work together in an atmosphere that is productive and free from harassment, exploitation, intimidation, hate crimes, discrimination, and retaliation. The University will act decisively and promptly to deal with those who engage in criminal acts and who violate applicable administrative policies and procedures, thereby demonstrating in the strongest terms that such actions will not be tolerated on this campus.

In fulfilling its institutional obligation to provide leadership with regard to campus climate, the Board of Regents also urges every student, faculty, and staff member to exercise his or her individual responsibility to contribute to a safe and positive campus environment. Only by working together, through institutional processes and individual behavior, can the University community deal with actions which subvert the mission of the University and threaten students, faculty, and staff.

The President of the University shall distribute this resolution to all faculty and staff, along with information about policies and procedures which
address the issues of harassment, exploitation, intimidation, hate crimes, discrimination, and retaliation.

The University has a number of policies and procedures which relate to campus climate. They include the following:

- Policy on Equal Opportunity and Affirmative Action for Employees and Students (3100)--effective September 27, 1991
- Sexual Harassment Policy (3780)--effective August 9, 1988
- Dispute Resolution Policy (3220)--effective November 1, 1994
- Policy on Reporting Misconduct and Retaliation (2200)--effective October 26, 1994
- Sanction Enhancement Policy (applicable to students and visitors)--discussion draft being circulated for review and comment
- Student and Visitor Codes of Conduct (set out in the Pathfinder)
- Rights and Responsibilities at the University of New Mexico (Pathfinder)

As President, I am committed to assuring compliance with policies and procedures designed to protect our faculty, staff, and students and to speaking out against words and actions which threaten our sense of community.

mb
As you know, I strongly supported the retention of Lovelace as a provider during the bid process because of my impression of the importance of employee loyalty. However, I judge that the following needs to occur:

1. Lovelace Mental Health/Substance Abuse needs to follow the existing contract regarding EAP or be sanctioned as the contract outlines.

2. The contract language, if it does not already, should include a) timely delivery of appropriate services and b) retention of sufficient staff to provide timely services.

3. Item #2 should be general as we have heard complaints about timeliness and services outside mental health/substance abuse.

cc: Judy Lamoreaux, Lovelace
Phyllis Freyer, V.P. for Sales, Lovelace
Carol Volbrecht, Staff Council Benefits Comm.
UNM Faculty Senate
UNM Staff Council Members, FSBC

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The University of New Mexico
Dental Hygiene Program
Novinski Hall
Albuquerque, NM 87131-1391
(505) 277-4513

February 1, 1995

TO: Paul Roth, MD, Interim Dean
    School of Medicine

FROM: Ann Dinius, EdD, Director
    Division of Dental Hygiene

Attached is a copy of a memo received from Anne B. Brown, secretary for the University Faculty Senate, informing us of the loss of our Faculty Senate seat at the close of this academic year. We are very concerned because this could mean the loss of any allied health education representation on the Senate.

As a result of this concern, the Division of Dental Hygiene faculty wish to propose that in the School of Medicine elections for faculty senators at least one seat be designated for a qualified allied health education faculty senate representative.

Thank you for consideration of this proposal and we look forward to a positive response.

cc Bel Campbell, President, Faculty Senate
    Anne B. Brown, Secretary to the Faculty Senate
    Joseph Scaletti, Coordinating Director, Allied Health
    Demetra Logothetis, Division of Dental Hygiene Faculty Senator
TO: Ann Dinius, Director, Dental Hygiene
FROM: Anne J. Brown, University Secretary Emerita
DATE: January 30, 1995
SUBJECT: Faculty Senate Elections

On January 11, I sent you a memo asking that you elect a faculty senator for a two-year term (1995-97). This was an error since Dental Hygiene is now a division in the School of Medicine and the senators are elected by that faculty. Therefore, Dental Hygiene faculty will be considered with School of Medicine faculty.

I regret any confusion this may cause.

If you have questions, please let me know.

AJB:mau
pc: Jerry White

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UNIVERSITY OF NEW MEXICO
SUMMARY OF LEGISLATIVE FUNDING RECOMMENDATIONS
FY 1995–96 APPROPRIATIONS

I. FOUR YEAR I & G

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<th>CHE</th>
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<tr>
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II. DISCRETIONARY FUNDING

- $600,000
- $200,000
- $600,000

III. TWO YEAR I & G

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IV. EXTENDED SERVICES/DISTANCE EDUCATION

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UNM SUMMARY OF APPROPRIATIONS

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<th>RECOMMENDATIONS FOR 1995-96</th>
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<td>Spanish Resource Center</td>
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<td>Law School Library Books</td>
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<td>Anvil Area Design &amp; Research Center (New Program)</td>
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### UNM SUMMARY OF APPROPRIATIONS

#### Original Appropriations

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<th>BASE</th>
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<th>RECOMMENDATIONS FOR 1995 - 96</th>
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<td>APPROP</td>
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<tr>
<td>1994-95</td>
<td>1994-95</td>
<td>1995-96</td>
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<tr>
<td>Enhanced News &amp; Public Affairs Cov (New Program)</td>
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<td>Native American Initiative in Music (New Program)</td>
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<td>Rio Grande Inst of Environmental Studies (New Prog)</td>
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<td>Gallup/Farming Teacher Education Program</td>
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<td><strong>Total Main Campus</strong></td>
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<td><strong>119,357,800</strong></td>
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### MEDICAL CENTER

- Instruction & General: 29,597,700
- UHf Cancer Center: 1,775,100
- Emergency Med Svc Acad: 589,900
- Health Resources Regs: 17,700
- Hemophilia Program: 349,900
- Newborn Int Care Unit: 1,922,500
- Pediatric Oncology Pgm: 175,800
- Spec Perinatal Care Unit: 426,800
- Pediatric Pulmonary: 172,800
- Young Child Hlth Ctr: 177,400
- Out of County Indigent: 1,694,100
- Gold Intervention Pgm: 164,200
- Poison & Drug Info Ctr: 709,000
- Birth Defects: 135,200
- Dystrophyology Pgm: 200,000
- Louisiana Tens: 2,669,500
- Children's Psych Hosp: 2,260,300
- Off of Med. Invest: 1,462,500
- Annie E. Cupp Hosp: 216,300
- Center for Disaster Medicine: 100,000
- Gallop Nursing Program: 311,000
- Telemedicine: 100,000
- Stark Distance Education: 367,800
- **Total Medical Center** | **44,736,400** | **45,319,900** | **59,501,250** | **31.2%** | **50,871,800** | **12.3%** | **44,740,900** | **-1.2%** | **48,166,900** | **6.3%** |

#### BRANCHES:

- Los Alamos: 1,296,500
- Valencia: 2,470,800
- Gallup: 4,987,100
- Total Branches: 8,754,400
- Institutional Discretionary Funds: 600,000

**TOTAL**: 174,083,100
UNIVERSITY OF NEW MEXICO

AGENCY DESCRIPTION

STATUTORY AUTHORITY

Constitution of New Mexico, Article XII, Section 11. Sections 21-7-1 through 21-7-25 NMSA 1978.

MANAGEMENT

The University of New Mexico (UNM) is governed by a seven-member Board of Regents appointed for staggered six-year terms by the Governor with the advice and consent of the Senate. The University President serves as the chief executive officer.

REVENUE SOURCE(S)

General Fund, student tuition and fees, federal grants, Land and Permanent Fund income and other receipts, all nonwearing.

AGENCY FUNCTION

The University of New Mexico is a comprehensive research institution which offers broad programs of instruction at the undergraduate, master’s and doctoral levels. Three branch campuses of the University of New Mexico provide for two-year programs in vocational and academic areas. The University of New Mexico was often programs in the professional fields of medicine and law.

BUDGET RECOMMENDATIONS

(in thousands)

The Governor recommends an FY 96 (1995-96) appropriation of $1,019,419 from the General Fund for the University of New Mexico and its associated programs. This represents an increase of 3.9 percent over the FY 95 (1994-95) General Fund appropriation.

BASE RECOMMENDATION ANALYSIS

The recommendation reflects I & G funding formula assumptions including a 3.0 percent compensation increase, a 4.2 percent increase in credit taken for tuition and a similar 4.2 percent increase in financial aid.

No new base adjustments or program changes are recommended at the main campus or the branches, although a new Building Replacement and Renewal formula is supported at 24 percent of complete implementation.

At the main campus and Health Sciences Center, the Governor’s recommendation includes all programs existing or initiated in FY 95 except those of a nonwearing nature.

GENERAL FUND APPROPRIATIONS

<table>
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<th>FY 95</th>
<th>CHANGE TO FY 95</th>
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<td></td>
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<td>RECOMM</td>
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<tr>
<td>I &amp; G - Main Campus</td>
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<td>- Gallup</td>
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<td>ENR Academy</td>
<td>598.6</td>
<td>598.6</td>
</tr>
<tr>
<td>Office of Grants Budget</td>
<td>1,244.1</td>
<td>1,112.8</td>
</tr>
<tr>
<td>Children’s Research Home</td>
<td>5,909.7</td>
<td>2,041.1</td>
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<tr>
<td>Specialized Pediatric Care</td>
<td>428.6</td>
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</tr>
<tr>
<td>Alcohol Intensive Care</td>
<td>1,322.3</td>
<td>1,322.3</td>
</tr>
<tr>
<td>Pediatric Dentistry</td>
<td>175.6</td>
<td>175.6</td>
</tr>
</tbody>
</table>
The University of New Mexico
Office of the President
Albuquerque, NM 87131-0001
(505) 277-2626

February 1, 1995

To: Mary Sue Coleman, Provost/Vice President for Academic Affairs
    Orcilia Zúñiga Forbes, Vice President for Student Affairs
    Jane Henney, Vice President for Health Sciences
    David L. McKinney, Vice President for Business and Finance
    Paul Nathanson, Community Relations
    Don Burge, President, Staff Council
    Bel Campbell, President, Faculty Senate
    Cici Aragon, President, GSA
    Alberto Solis, President, ASUNM

From: Richard E. Peck, University President
    Arthur D. Melendres, President, UNM Board of Regents

Subject: Revision of UNM 2000

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mcm

Attachment

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mcm

Attachment

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#39

UNIVERSITY OF NEW MEXICO

GENERAL FUND APPROPRIATIONS (cont.)

<table>
<thead>
<tr>
<th>Program</th>
<th>FY 95-96 APPROP</th>
<th>CHE RECOMM</th>
<th>EXEC RECOMM</th>
<th>EXEC FOT 1ST QT FY 96</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Sciences Endowment Fund</td>
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<td>544.6</td>
<td>339.2</td>
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<tr>
<td>New Mexico Health Center</td>
<td>177.4</td>
<td>143.8</td>
<td>143.5</td>
<td>(18.1%)</td>
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<tr>
<td>Pediatric Research Program</td>
<td>172.8</td>
<td>189.0</td>
<td>172.8</td>
<td></td>
</tr>
<tr>
<td>Health Sciences Office</td>
<td>17.7</td>
<td>20.7</td>
<td>17.7</td>
<td></td>
</tr>
<tr>
<td>New Mexico Health Center</td>
<td>218.2</td>
<td>223.6</td>
<td>218.2</td>
<td></td>
</tr>
<tr>
<td>Student Housing Program</td>
<td>164.2</td>
<td>172.8</td>
<td>164.2</td>
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</tr>
<tr>
<td>Carl T. Solis Scholarship Fund</td>
<td>1492.5</td>
<td>2406.0</td>
<td>1492.5</td>
<td></td>
</tr>
<tr>
<td>Faculty Development</td>
<td>138.2</td>
<td>146.7</td>
<td>138.2</td>
<td></td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>299.0</td>
<td>308.6</td>
<td>299.0</td>
<td></td>
</tr>
<tr>
<td>UT Indian Law Office</td>
<td>52.9</td>
<td>90.8</td>
<td>82.9</td>
<td></td>
</tr>
<tr>
<td>Tax Offset Center</td>
<td>308.9</td>
<td>308.1</td>
<td>309.9</td>
<td></td>
</tr>
<tr>
<td>Judicial Education Center</td>
<td>184.6</td>
<td>208.8</td>
<td>194.5</td>
<td></td>
</tr>
<tr>
<td>STG</td>
<td>205.6</td>
<td>218.8</td>
<td>205.6</td>
<td></td>
</tr>
<tr>
<td>Natural Heritage Program</td>
<td>101.8</td>
<td>107.2</td>
<td>101.8</td>
<td></td>
</tr>
<tr>
<td>New Mexico Historical Review</td>
<td>102.6</td>
<td>102.4</td>
<td>102.6</td>
<td></td>
</tr>
<tr>
<td>Geographic Alliance Education</td>
<td>50.0</td>
<td>52.9</td>
<td>50.0</td>
<td></td>
</tr>
<tr>
<td>Youth Education Recreation Projects</td>
<td>191.9</td>
<td>190.7</td>
<td>191.8</td>
<td></td>
</tr>
<tr>
<td>Advanced Materials Research</td>
<td>75.0</td>
<td>77.8</td>
<td>76.8</td>
<td></td>
</tr>
<tr>
<td>Manufacturing Engineering Projects</td>
<td>376.0</td>
<td>184.8</td>
<td>184.6</td>
<td></td>
</tr>
<tr>
<td>Mead Student Center</td>
<td>126.6</td>
<td>126.8</td>
<td>126.0</td>
<td></td>
</tr>
<tr>
<td>Disability Law Education</td>
<td>50.0</td>
<td>52.0</td>
<td>50.0</td>
<td></td>
</tr>
<tr>
<td>Women's Center Development</td>
<td>15.0</td>
<td>15.0</td>
<td>15.0</td>
<td></td>
</tr>
<tr>
<td>Institutional Development</td>
<td>80.0</td>
<td>80.0</td>
<td>80.0</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>172,110.6</td>
<td>193,486.5</td>
<td>177,016.9</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

Included in the CPE FY 96 recommendation are $230.4 for Native American Resources Materials, $51.1 for the Spanish Resource Center and $1.000.0 for the Disaster Medicine Center not recommended by the Governor because they are non-recurring projects begun earlier; these FY 96 base recommendations. $1.195.0 is deducted for the inflationary adjustment. The Governor does not recommend inflation increases.

---

#39

The University of New Mexico
Office of the President
Albuquerque, NM 87131-0001
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February 1, 1995

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mcm

Attachment

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In 1990, the University of New Mexico Board of Regents adopted a long-range plan, commonly known as "UNM 2000." Then in late 1993, the Board articulated eight vision statements--or strategic directions--derived from UNM 2000. Now five years after UNM 2000 was adopted, the time has come to evaluate our progress and to consider goals, strategies, and measures of progress as we look beyond the Year 2000 into the first 10-20 years of the next century.

The Regents have asked the UNM Planning Council to be responsible for the revision effort, using the eight vision statements as guiding principles, to seek broad public input and involvement from the campus and external community, and to bring a revised UNM 2000 to the Regents for their action by June 1995.

We know this is an ambitious undertaking, but we are confident the revision process developed by the Planning Council at a retreat in late January is realistic. We have asked Provost/Vice President for Academic Affairs Mary Sue Coleman to lead this effort as chair of the Planning Council. She will be communicating the details of the revision process and the mechanisms for involvement.

One of the most important duties of the Board of Regents is to articulate a vision for the University. We are looking to the faculty, staff, and students to identify strategies for accomplishing the eight vision statements and to develop measures for monitoring progress. The revised UNM 2000 plan will guide our decision making, not only at the institutional level but also within individual units--schools, colleges, and departments--as they carry out the mission and vision of the University of New Mexico. We urge you to join in this important process for the future of our University.

UNM will:

1. Be the choice of superior students and faculty, attracting the "best and brightest" from New Mexico and elsewhere.
2. Expand its role in improving the quality of life of the citizens of the state as the "flagship" university for New Mexico.
3. Become a member of the American Association of Universities and one of the top 25 public research universities.
4. Emphasize "Steeple's of Academic Excellence" which take advantage of cutting-edge research, interdisciplinary participation and proximity to the national laboratories.
5. Expand its role and achieve hemispheric prominence as the University for the Americas.
6. Demonstrate that diversity and excellence go hand-in-hand, and this will be a source of competitive advantage for UNM.
7. Be a model of teaching excellence, using the most effective and advanced learning techniques.
8. Create an environment of positive interaction with the many clients and consumers of the educational services offered by UNM, giving a high priority to customer service.
Quantifiable Goals in UNM 2000

- Maintain a balance between lower division and upper division students

<table>
<thead>
<tr>
<th>Level</th>
<th>Fall 1990</th>
<th>Fall 1994</th>
<th>UNM 2000 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>55%</td>
<td>51%</td>
<td>LD/UD balance</td>
</tr>
<tr>
<td>Upper Division</td>
<td>31%</td>
<td>34%</td>
<td>LD/UD balance</td>
</tr>
<tr>
<td>Graduate Division</td>
<td>14%</td>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>

- Continue to enroll a graduate and professional student population of about 25 percent of the total student population, excluding non-degree students

<table>
<thead>
<tr>
<th></th>
<th>Fall 1990</th>
<th>Fall 1994</th>
<th>UNM 2000 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

- Increase percentage of freshman class entering by Plan A

<table>
<thead>
<tr>
<th></th>
<th>Fall 1990</th>
<th>Fall 1994</th>
<th>UNM 2000 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68.4%</td>
<td>81.1%</td>
<td>90%</td>
</tr>
</tbody>
</table>

- Increase percentage of freshman class in top quartile of ACT

<table>
<thead>
<tr>
<th></th>
<th>Fall 1990</th>
<th>Fall 1994</th>
<th>UNM 2000 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>34.4%</td>
<td>48.1%</td>
<td>50%</td>
</tr>
</tbody>
</table>

- Raise average composite ACT score of entering freshman class

<table>
<thead>
<tr>
<th></th>
<th>Fall 1990</th>
<th>Fall 1994</th>
<th>UNM 2000 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21.2</td>
<td>22.3</td>
<td>&gt;=23</td>
</tr>
</tbody>
</table>

- Increase percentage of students from out-of-state (including foreign countries)

<table>
<thead>
<tr>
<th></th>
<th>Fall 1990</th>
<th>Fall 1994</th>
<th>UNM 2000 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18%</td>
<td>21%</td>
<td>20%</td>
</tr>
</tbody>
</table>

- Increase percentage of entering freshmen from underrepresented groups to meet or exceed percentages in college bound population (shown here as "ACT," percentage taking the ACT test)

<table>
<thead>
<tr>
<th></th>
<th>Fall 1990</th>
<th>Fall 1994</th>
<th>UNM 2000 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>9.9</td>
<td>4.9</td>
<td>12.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5.6</td>
</tr>
<tr>
<td>Black Non Hispanic</td>
<td>1.6</td>
<td>1.7</td>
<td>2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>32.2</td>
<td>37.9</td>
<td>34.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>39.8</td>
</tr>
</tbody>
</table>

- Increase percentage of entering freshmen from underrepresented groups to reflect high school age population of the state (shown here as "HS," percentage of high school graduating class)

<table>
<thead>
<tr>
<th></th>
<th>Fall 1990</th>
<th>Fall 1994</th>
<th>UNM 2000 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>10.2</td>
<td>4.9</td>
<td>11.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5.6</td>
</tr>
<tr>
<td>Black Non Hispanic</td>
<td>2.1</td>
<td>1.7</td>
<td>2.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>39.5</td>
<td>37.9</td>
<td>40.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>39.8</td>
</tr>
</tbody>
</table>

- Increase the number of transfer undergraduate students

<table>
<thead>
<tr>
<th></th>
<th>1990-91</th>
<th>1993-94</th>
<th>UNM 2000 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan A Entrants</td>
<td>10.0%</td>
<td>8.4%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>

- Increase the number of freshmen graduating in 4 calendar years

<table>
<thead>
<tr>
<th></th>
<th>1985-90</th>
<th>1989-90</th>
<th>UNM 2000 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan A Entrants</td>
<td>30.1%</td>
<td>29.6%</td>
<td>30.1%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>30%</td>
</tr>
</tbody>
</table>

- Increase the number of freshmen graduating in 5 calendar years

<table>
<thead>
<tr>
<th></th>
<th>1985-90</th>
<th>1989-90</th>
<th>UNM 2000 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan A Entrants</td>
<td>19.0%</td>
<td>24.7%</td>
<td>19.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>30%</td>
</tr>
</tbody>
</table>
Quantifiable Goals in UNM 2000

- Increase percentage and diversity of students residing on campus (no specific goal given)

<table>
<thead>
<tr>
<th></th>
<th>Fall 1990</th>
<th>Fall 1994</th>
<th>UNM 2000 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>4.5%</td>
<td>5.8%</td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>5.2%</td>
<td>5.3%</td>
<td></td>
</tr>
<tr>
<td>Black Non Hispanic</td>
<td>3.6%</td>
<td>4.7%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>27.1%</td>
<td>23.3%</td>
<td></td>
</tr>
<tr>
<td>White Non Hispanic</td>
<td>59.5%</td>
<td>58.6%</td>
<td></td>
</tr>
<tr>
<td>Not specified</td>
<td>0.2%</td>
<td>2.2%</td>
<td></td>
</tr>
</tbody>
</table>

- Increase faculty compensation to exceed the average at peer institutions and then maintain this relative position (1995 goal)

<table>
<thead>
<tr>
<th></th>
<th>Fall 1990</th>
<th>Fall 1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNM 2000 Goal</td>
<td>88%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>&gt;=100%</td>
<td></td>
</tr>
</tbody>
</table>

- Increase the ranking of UNM libraries among research libraries

<table>
<thead>
<tr>
<th></th>
<th>1990-91</th>
<th>1993-94</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNM 2000 Goal</td>
<td>60 of 107</td>
<td>53 of 108</td>
</tr>
<tr>
<td>top 50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

December 20, 1994

Mr. Philip Larragoite
Sheehan, Sheehan & Stelzner, PA
P.O. Box 271
Albuquerque, NM 87103

Re: Upcoming Legislative Session and New Legislation

Dear Mr. Larragoite:

For the upcoming legislative session in 1995, the University would like to have five statutes amended, as will be explained in detail below. Redlined copies of these statutes with our proposed changes are attached for your information.

The University would like to amend Section 10-7-4-8, which pertains to group insurance, cafeteria plans, and contributions from public funds, so that the University will not be restricted in its contribution to insurance premiums for University staff. Changing the percentage of contributions allowed would change only the minimum amount of contributions that state institutions can make, which means that the University would be permitted to contribute more if it wants. By changing the wording, the University will have the flexibility it needs to restructure the insurance premium contributions.

The University would like to amend Section 13-6-1 D., which concerns the disposition of obsolete, worn-out, and unusable personal property, so that it will be able to donate to other public entities, such as public school districts, surplus property that is no longer being used by the University. The current statute allows for a negotiated sale of surplus property, but not an actual donation.

The University would like to amend Section 13-6-1 D., which concerns multi-term contracts for a specified period. Specifically, the University wants to change the statute to allow for a term of eight years for investment managers, rather than the four years currently allowed for all professional services contracts. Both vendors and University departments have found that a four year term is not long enough to analyze the performance of an investment management company, but believe that an eight year term would provide sufficient time.

The University would like to amend Sections 21-1-17 and 21-1-35, which pertain to interests in contracts by board members or employees and sales by boards.
officers, or employees, respectively. Board members and employees of the University should not be subject to restrictions that do not apply to other public employees under the Procurement Code and the new Governmental Conduct Act, which was formerly the Conflict of Interest Act. Under our amendments of Sections 21-1-17 and 21-1-35, contracts between the State and State employees would not be forbidden, but full disclosure and adherence to the Procurement Code would be required. This seems to be sufficient protection for the State. Representative Danice Picraux had language drafted in the 1994 Session to this effect but did not pursue it. We believe she would be willing to sponsor this again on behalf of the University.

Very truly yours,

Pamina M. Deutsch
Paralegal

PMD: rjd
cc: Charles N. Estes, Jr., University Counsel

10-7-4. Group insurance; cafeteria plan; contributions from public funds.

A. All state departments and institutions and all political subdivisions of the state, excluding municipalities and counties, shall cooperate in providing group term life, medical or disability income insurance for the benefit of eligible employees or salaried officers of the respective departments, institutions and subdivisions.

B. The group insurance contributions of the state or any of its departments or institutions, including institutions of higher education and the public schools, shall be made as follows: not less than the following:

(1) seventy-five percent of the cost of the insurance of an employee whose annual salary is less than fifteen thousand dollars ($15,000);

(2) seventy percent of the cost of the insurance of an employee whose annual salary is fifteen thousand dollars ($15,000) or more but less than twenty thousand dollars ($20,000);

(3) sixty-five percent of the cost of the insurance of an employee whose annual salary is twenty thousand dollars ($20,000) or more but less than twenty-five thousand dollars ($25,000); or

(4) sixty percent of the cost of the insurance of an employee whose annual salary is twenty-five thousand dollars ($25,000) or more.

As used in this subsection, "Cost of the insurance" means the premium required to be paid to provide coverages. Any contributions of the political subdivisions of the state, except the public schools, shall not exceed sixty percent of the cost of the insurance.

C. When a public employee elects to participate in a cafeteria plan as authorized by
the Cafeteria Plan Act [10-7-14 to 10-7-19 NMSA 1978] and enters into a salary
reduction agreement with the governmental employer, the provision of Subsection B
of this section with respect to the maximum contributions that can be made by the
employer are not violated and will still apply. The employer percentage or dollar
contributions as provided in subsection B of this section shall be determined by the
employee's gross salary prior to any salary reduction agreement.

D. Any group medical insurance plan offered pursuant to this section shall include
effective cost-containment measures to control the growth of health care costs. The
responsible public body that administers a plan offered pursuant to this section shall
report annually by September 1 to appropriate interim legislative committees on the
effectiveness of the cost-containment measures required by this subsection.

13-1-150. Multi-term contracts; specified period.

A multi-term contract for items of tangible personal property, construction or
services except for professional services, in an amount under twenty-five thousand
dollars ($25,000) may be entered into for any period of time deemed to be in the best
interests of the state agency or a local public body not to exceed four years; provided
that the term of the contract and conditions of renewal or extension, if any, are
included in the specifications and funds are available for the first fiscal period at the
time of contracting. If the amount of the contract is twenty-five thousand dollars
($25,000) or more, the term shall not exceed eight years including all extensions and
renewals. Payment and performance obligations for succeeding fiscal periods shall
be subject to the availability and appropriation of funds therefor. A contract for
professional services may not exceed a term of four years including all extensions and
renewals, except for investment managers for which the term may not exceed eight
years, and except that a multi-term contract for the services of trustees, escrow
agents, registrars, paying agents, letter of credit issuers and other forms of credit
enhancement; and other similar services excluding bond attorneys, underwriters and
financial advisors with regard to the issuance, sale and delivery of public securities
may be for the life of the securities or as long as the securities remain outstanding.
13-6-1 D. Disposition of obsolete, worn-out and unusable personal property.

The governing authority shall dispose of the item by negotiated sale or donation to other state agencies, local public bodies, school districts, state educational institutions or municipalities or through the central purchasing office by means of competitive sealed bid or public auction or through the federal property assistance bureau of the general services department.

21-1-17. Interest in contracts by board members or employees prohibited.

No employee or member of a board of regents of any state educational institution shall have any participate in any manner with respect to awarding a contract, in which he has a direct or indirect financial interest, in any contract for building or improving any of that state educational institution or for the furnishing of supplies or services to that institution except as permitted pursuant to the University Research Park Act [12-28-1 to 21-28-25 NMSA 1978].
21-1-35. Sales by boards, officers or employees prohibited; parties to contracts receiving commission or profit; penalty.

No board of regents of a state educational institution, no member of a board and no school official or teacher, either directly or indirectly, shall participate in any manner with respect to a contract or other transaction in which he has a direct or indirect financial interest to sell to any state educational institution that he is connected with by reason of being a member of a board of regents of a state educational institution or to any school official or teacher, any school books, school furniture, equipment, apparatus or any other kind of school supplies, sell property insurance or life insurance to any employee of that state educational institution or do any work under contract, (or shall any such board or members thereof or school officials or teachers receive any commission or profit on account thereof, and all such persons are prohibited from being parties directly or indirectly to any such contract or transaction) unless the member of a board or employee has disclosed his financial interest and unless the contract is awarded pursuant to the Procurement Code; provided, that the provisions of this section shall not apply to contracts entered into pursuant to the provisions of the University Research Park Act [21-28-1 to 21-28-25 NMSA 1978]. Any person violating the provisions of this section shall be fined not exceeding one thousand dollars ($1,000) or imprisoned not exceeding one year in the penitentiary of New Mexico or be fined and imprisoned as set forth in this section in the discretion of this court.

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unencumbered balance remaining at the end of fiscal year 1996 shall revert to the general fund.

- 2 -
(3) six hours in mathematics;
(4) six hours in government, economics or sociology;
(5) twelve hours in science, including biology, chemistry, physics, geology, zoology and botany; and
(6) six hours in fine arts.

B. Beginning with students first entering a college or university in the fall of 1995, the state board shall require any person seeking certification in elementary and secondary education to complete the following minimum requirements in the college of arts and sciences:

(1) nine hours in English;
(2) nine hours in history, including American history and western civilization;
(3) six hours in mathematics;
(4) six hours in government, economics or sociology;
(5) eight hours in science, including biology, chemistry, physics, zoology, zoology and botany;
(6) six hours in fine arts; and
(7) not less than ten hours specifically related to a specialized academic program.

[6] C. The state board shall require, prior to certification, no less than fourteen weeks of student teaching, a portion of which shall occur in the first thirty credit hours taken in the college of education and shall be under the direct supervision of a certified school instructor and a portion of which shall occur in the student's senior year with the student teacher being directly responsible for the classroom.

[6-1] D. Nothing in this section shall preclude the state board from establishing or accepting equivalent requirements for purposes of reciprocal certification or minimum requirements for alternative certification.

[6--] E. Vocational teacher preparatory programs may be exempt from Subsections A and B of this section upon a determination by the state board that other certification requirements are more appropriate for vocational teacher preparatory programs.
Measure Altering Teacher Education Passes House

SANTA FE — A proposal to change teacher education requirements to allow prospective teachers to take more specialized arts and sciences courses during their college years was passed by the House on Thursday.

The measure was approved 35-30 and sent to the Senate.

The legislation would require students of elementary and secondary education to complete nine hours in English, nine hours in history, and eight hours in science.

Currently, students are required to complete 12 hours in English, 12 in history and 12 in science.

House Republican Whip Kip Nicole of Albuquerque said the measure would not improve teacher education in New Mexico. "This is just watering down the requirements," Nicole said.

Rep. Mimi Stewart, a Democrat who is an Albuquerque public school teacher, disputed that. "This bill doesn't lower the requirements. It gives teachers more flexibility," she said.

LEGISLATIVE SUMMARY
Section 3. [NEW MATERIAL] ARTICULATION PLAN—DEVELOPMENT—IMPLEMENTATION—ESTABLISHMENT OF TRANSFER MODULE.---

A. The commission shall establish and maintain a comprehensive statewide plan to provide for the articulation of educational programs and facilitate the transfer of students between institutions.

B. In establishing a statewide articulation plan, the commission shall define, publish and maintain a module of lower-division general education courses accepted for transfer at all institutions and meeting requirements for lower-division general education requirements established for associate of arts, associate of science and baccalaureate degree-granting programs. The transfer module shall include not less than thirty-five semester hours of general education college-level work.

C. In addition to general education courses, the transfer module shall include college-level course work designed to demonstrate skills in communication, mathematics, engineering, science, social and behavioral science, humanities, fine arts and comparable areas of study coordinated for the purpose of obtaining a baccalaureate degree in those areas of study.

D. The transfer module shall include not less than sixty-four hours of lower-division college-level credit.

Section 4. [NEW MATERIAL] UTILIZATION OF TRANSFER MODULE—TRANSFER OF CREDITS.---

A. Each institution shall accept for transfer course credits earned by a student at any other institution that are included in the transfer module. Transfer credits shall be accepted to meet lower-division graduation requirements of an institution's degree-granting programs.

B. A public post-secondary institution shall not increase requirements for degree-granting programs as a result of the utilization of the transfer module. An institution may specify additional lower-division or upper-division general education requirements for one or more programs of study provided that those requirements apply equally to transfer students and students originating their study at the institution.

C. The commission shall establish and maintain procedures to identify additional lower-division credit courses in specific disciplines of study that will be
transferable among institutions and applicable to requirements
for completion of baccalaureate degrees in specific programs
of study.

Section 5. [NEW MATERIAL] OVERSIGHT OF ARTICULATION
PROGRAMS—GRIEVANCE PROCEDURES—
A. The commission shall establish and maintain a
process to monitor and improve articulation through frequent
and systematic consultation with institutions. Institutions
shall monitor the progress of each transfer student and
provide appropriate information to the student's originating
institutions.

B. The commission shall establish a grievance
procedure for transfer students who fail to receive credit for
courses contained in the transfer module taken at another
institution. The commission shall investigate all
articulation grievances and render decisions as to the
appropriateness of the actions of the refusing institution.

C. Prior to December 31 of each year, the
commission shall summarize all articulation grievances filed
with the commission and the decisions of the commission with
respect to those grievances. For those grievances for which
the commission finds merit, the commission shall calculate the
number of credits refused at the receiving institution and
recommend a corresponding reduction of legislative funding to
the next session of the legislature.

Section 6. [NEW MATERIAL] REPORTING—
A. Prior to December 31 of each year, the
commission shall report to the legislative finance committee,
the legislative education study committee and the governor
regarding the status of articulation programs and the transfer
of students between institutions.

B. The report developed by the commission shall
include an analysis of the number of students transferring
between campuses, the number of credits being requested and
accepted for transfer, institutions denying transfer of
credits and reasons for denial, the progress of transfer
students at receiving institutions and a summary of student
grievances regarding articulation. The report shall include
data and other information obtained on both a statewide and
individual institution basis.

C. The report shall identify each institution
against which a meritorious grievance has been filed. The
report shall summarize the recommendations of the commission
with regard to funding reductions at those institutions.

D. All institutions shall provide articulation
information required by the commission for the development of
the annual report prior to September 30 of each year.

Section 7. [NEW MATERIAL] SHORT TITLE—Sections 7
through 16 of this act may be cited as the "College District
Tax Act".
1 Section 8. [NEW MATERIAL] DEFINITIONS.--As used in the
2 College District Tax Act:
3 A. "board" means the governing board of the college
district:
4 B. "college" means a two-year, public post-
5 secondary educational institution organized pursuant to the
6 provisions of the Community College Act, Chapter 21, Article
7 14 NMSA 1978, the Technical and Vocational Institute Act,
8 Chapter 21, Article 17 NMSA 1978 or the Off-Campus Instruction
9 Act; and
10 C. "college district" means a district in which a
college is located or is proposed to be located, the exterior
boundaries of which are determined pursuant to the statutory
provisions under which the college is organized.
11 Section 9. [NEW MATERIAL] PURPOSE.--The purpose of the
12 College District Tax Act is to provide a uniform procedure for
13 the authorization, imposition and collection of tax levies for
14 the operation of college districts and the issuance of college
district general obligation and revenue bonds for capital
15 improvements in a college district.
16 Section 10. [NEW MATERIAL] APPLICATION OF ACT.--The
17 College District Tax Act applies to all educational
18 institutions organized pursuant to the provisions of Chapter
19 21, Article 14 NMSA 1978, the Community College Act, Chapter
20 21, Article 17 NMSA 1978, the Technical and Vocational

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SENATE BILL 247
42ND LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 1995

INTRODUCED BY

AN ACT
RELATING TO EDUCATIONAL INSTITUTIONS; PROHIBITING PUBLIC POST-
SECONDARY INSTITUTIONS FROM PROVIDING PROFESSOR TENURE;
ENACTING A NEW SECTION OF THE NMSA 1978

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

Section 1. PROFESSOR TENURE--PROHIBITED.--All public
post-secondary institutions funded in part by general fund
revenues are prohibited from entering into contracts that
provide professor tenure.

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