March 1, 1995

TO: Members of the UNM Faculty Senate
FROM: Anne J. Brown, University Secretary Emerita
SUBJECT: March 7, 1995 Meeting

The UNM Faculty Senate will meet on Tuesday, March 7, 1995, 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 February 7, 1995
3. Memorial Minute for Professor Emeritus Sherman Wengerd presented by Professor Emeritus Wolf Elston
4. Memorial Minute for Professor Emeritus Lloyd Burley presented by Professor Gary Ness
5. Comments from Senate President Bel Campbell
6. Comments from Provost Mary Sue Coleman
7. Items from Curriculum Committee (Form Cs) --Senator Ernest Dole
   - Early Childhood Multicultural Education - new major (Education)
   - Certificate in Early Childhood - revision of existing degree (Valencia Campus)
   - Associate of Arts in Early Childhood Multicultural Education - revision of existing degree (Valencia Campus)
8. Review of the Senate Action on Student Share of Cost of Instruction (December 10, 1991 meeting) --Senator Maurice "Bud" Wildin
9. Focus Discussion on Faculty Accountability --Senate President Bel Campbell
10. Adjournment
THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MEETING

March 7, 1995

(Summarized Minutes)

The March 7, 1995, meeting of the Faculty Senate was called to order by Senate Vice President Harry Llull in the absence of President Bel Campbell at 3:40 p.m. in the Kiva.

Senators present: LynnDianne Beene (English), Steven Block (Music), James Boone (Anthropology), Judith Brillman (Emergency Medicine), Jane Bruker (Gallup Branch), Beverly Burris (Sociology), Anthony Cardenas (Spanish & Portuguese), Jeff Davis (Math & Statistics), John Geissman (Earth & Planetary Sci.), Deborah Graham (Med. Sch. Lib.), Blaine Hart (Radiology), Andrew Hsi (Pediatrics), Roy Johnson (Civil Engineering), Peggy Kelley (Medicine), Cheryl Learn (Nursing), Harry Llull (General Library), Demetra Logothetis (Dental Hygiene), Deborah McFarlane (Public Admin.), Richard Melzer (Valencia Branch), Carolyn Mold (Microbiology), Elizabeth Nielsen (Special Education), Leroy Ortiz (CMITE), Lynette Oshima (CMITE), Peter Pabisch (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 Trehwitt (Comm. & Journ.), Holly Waldron (Psychology), Gerald Weiss (Physiology), Maurice Wildin (Mech. Engr.), Beulah Woodfin (Biochemistry), and Nancy Ziegler (Gallup Branch).

Senators absent: Monica Cyrino (Foreign Lang. & Lit.), John Finklestein (Management), Charles Fleddermann (Elec. & Comp. Engr.), Astrid Kodric-Brown (Biology), Bill MacPherson (Law), Kurt Nolte (Pathology), Alan Reed (Public Admin.), Gloria Sarto (Obst. & Gyn.), Henry Trehwitt (Comm. & Journ.), Sylvia Vela (Medicine), Holly Waldron (Psychology), Nancy Ziegler (Gallup Branch).

Excused absences: Bel Campbell (Physics & Astronomy), Joseph Champoux (Management), Tom DeCoster (Orthopaedics), Ernest Dole (Pharmacy), Robert Glew (Biochemistry), Linda Hall (History), William Kane (Education), Tom Kyner (Math & Stats.).

Approval of the Agenda. The agenda was approved as presented.
Minutes of February 7, 1995. The minutes were approved as distributed.

Memorial Minute for Professor Emeritus Sherman A. Wengerd. The Memorial Minute for Professor Emeritus Sherman A. Wengerd was read by Professor Emeritus Wolfgang E. Elston (Earth & Planetary Sciences). The minute was adopted by rising vote and Secretary Anne Brown was asked to send copies to the next of kin.

Sherman A. Wengerd, Professor Emeritus of Earth and Planetary Sciences (formerly Geology) died on January 28, 1995, at age 79. He had served on the UNM Faculty from 1947 until his retirement in 1976. In 1982 he returned to UNM as Distinguished Visiting Professor of Petroleum Geology.

A native of Ohio, Sherm graduated from the College of Wooster in 1936 and was awarded his Ph.D. by Harvard in 1947. He wrote his doctoral dissertation while on leave from Harvard and working for Shell Oil Co., but both activities were interrupted by World War II. He was commissioned in the Navy in 1942, served in the Pacific and the Arctic, left active duty in 1945, and retired from the Navy Reserve in 1966 with the rank of Captain. At UNM, he introduced sedimentology, petroleum geology, photogeology, and hydrogeology into the curriculum, trained and inspired generations of students for careers in the petroleum industry and government service, and supervised 30 M.S. theses and Ph.D. dissertations. His research was instrumental in major oil and gas discoveries in the Four Corners region and pioneered applications of aerial photography to petroleum exploration. His resume lists more than 140 publications. As a consultant to the petroleum industry, he traveled as far afield as Angola. Sherm became internationally known for his activities in the American Association of Petroleum Geologists, as recipient of the President's Medal for the publication resulting from his Ph.D. dissertation, Distinguished Lecturer, editor of the prestigious Bulletin, President in 1971-72 and recipient of its highest award, the Sidney Powers Gold Medal, in 1992. He was an Honorary Member of AAPG, the Four Corners Geological Society, and the New Mexico Geological Society, a Fellow of the Geological Society of America, a Certified Professional Geologist and editor of The Professional Geologist. He defended the petroleum industry vigorously at a time when it had a bad press.

Sherm was a man of infectious energy, passionate beliefs, and joie de vivre. After his retirement from UNM he continued to be active professionally and traveled with his beloved wife Florence to many corners of the world. He is survived by his wife of 55 years, daughters Anne W. Rifey, Diana W. Roach, and Stephanie W. Allen, eight grandchildren and two great-grandchildren. Sherm loved his family, his country, his students, his many friends, the search for black gold, and flying. He will be missed by all.
Memorial Minute for Professor Emeritus Lloyd Burley. The Memorial Minute for Professor Emeritus Lloyd Burley was read by Professor Gary Ness (Education). The minute was adopted by rising vote.

Lloyd Burley attended public schools in Duluth, Minnesota and received his B.A. degree from the State Teacher’s College. After earning the M.A. and Ph.D. degrees at the University of Iowa he did advanced studies at New York University and The University of Oslo in Norway. His professional background included teaching in public schools, community recreation management, planning and organizing Physical Reconditioning for disabled U.S. Army Veterans. Before joining the faculty at UNM in 1947, Lloyd taught at Southwest Louisiana State and Eastern Illinois State College. His first assignment here was to direct the graduate program in health, physical education and recreation. His writings covering topics in recreation, physiology, evaluation, education in Norway, remedial programs, and physical fitness appeared in several professional periodicals. Burley conducted the first comprehensive survey of health and physical fitness for the state’s school children for the New Mexico Department of Education in 1959. Leading a long list of community agencies served are the Boy Scouts, Albuquerque Council of Social Agencies, N.M. Youth Fitness Council and the county parks and recreation. He was elected to membership in Phi Kappa Phi, Phi Delta Kappa and Epsilon Kappa. He was given the prestigious Honor Award by the Southwest District of AAHPERD in 1961. As an early advocate of fitness for all, including the disabled, we can be sure that he made the most of being confined to a wheelchair in his last years. He died in January at age 85.

Comments from Senate Vice President Harry Lull. Vice President Lull informed the Senate the information packet for this meeting contained the following:

1. Document for Agenda Item #8 (April 13, 1993 Faculty Senate Minutes)
2. University Secretary Job Description and Search Committee
3. UNM Board of Regents March Schedule
4. UNM Summary of Legislative Funding Recommendations FY 1995-96 Appropriations
5. UNM Legislative Requests FY 1995-96 For Special Project Appropriations
6. UNM Capital Funding Request FY 1995-96
7. Summary Higher Education Budget Proposals
8. UNM Calculation of I&G Formula Costs Plus Fees Outside of I&G per FTE Student
9. 1995-96 Academic Year Tuition Calculation of Change in Three Indices

Vice President Lull acknowledged Randy Whelan’s (CIRT) work in relation to the faculty committees assignment system which included setting up the University Secretary’s Office new computer with a database applications program. Over 200
committee preference forms have been received from faculty and this information has been entered into the new database system. Senator Llull asked Senators to help recruit faculty to serve on standing committees. March 10 is the deadline for returning the committee preference forms to the University Secretary’s Office.

Vice President Llull announced ballots calling for nominations for members of the Academic Freedom and Tenure, the Committee on Governance and the at-large Senators will be mailed to voting faculty next week. These are due in the University Secretary’s office no later than March 31.

Vice President Llull mentioned technical problems with the Faculty Senate Electronic Communication distributions list. This system has now been moved to a CIRT machine and will resume the delivery of information shortly after Spring break.

Vice President Llull reminded the Senate that President Peck and Provost Mary Sue Coleman will hold open meetings with interested students, faculty and staff from 12 to 1 p.m. on March 9, April 18, and May 9 in the SUB Room 230. He encouraged Senators (and faculty) to attend at least one of these meetings

Comments from Provost Mary Sue Coleman. Provost Coleman reported on legislative updates. She said SB 247 to prohibit public post-secondary institutions from providing professor tenure was defeated. On New Mexico Senate bills regarding post-tenure review, the composition of faculty at universities, and course loads for professors at higher educational institutions, UNM’s stance has been to fight some quite vigorously and on others to try to modify the approach the legislature is taking while recognizing the legislature has the right to ask questions about the university. Provost Coleman said hopefully the outcome from this legislative session regarding post-tenure review will be to enact a memorial to have institutions study the issue and propose a plan rather than have a mandate from the legislature. She said there is interest all over the country about faculty accountability, faculty productivity, and issues related to tenure, and New Mexico is not unique in this regard; however, the issue has come late to this state. Provost Coleman has discussed these issues with the Academic Freedom and Tenure Committee, Faculty Senate Operations Committee and there is general agreement about strategies to pursue. Provost Coleman said she does not know of any state which has prohibited tenure, but many states are instituting post-tenure review.

Senator Wildin commented that information received through UNM’s on-line access to legislation actions and schedules is not current, and that the system is totally inadequate in its present status.

Provost Coleman asked Julie Weaks, Budget Director (UNM Budget Office), to talk about the mechanics of the on-line legislative system, and report on UNM’s budget outlook for 1995-96.
With regard to information on pending legislation, Julie Weaks said Gopher (UNM's on-line system) is updated every Thursday, but a weekly update is not sufficient. Another problem is that the large committees, e.g., Senate Finance and House Appropriations and Senate Finance put out their schedules of bills to be heard the next day late in the evening. Also, action on the Senate Finance Committee's agenda items may be delayed due to the length of time spent in floor sessions, thus the difficulty in obtaining timely information on when certain bills will be heard. When interested in a specific piece of information, Ms. Weaks suggests keeping track via UNM's lobbyist or the bill locator. Although there is an on-line access for daily reports (Davenport Reports) from the legislature which is available to the Health Sciences Center, the main campus is not connected to this system now. UNM's main campus Budget Office will be on-line to this service next year.

Ms. Weaks distributed a Summary on Higher Education Budget Proposals listing the various budget recommendations. She explained the Commission on Higher Education, Legislative Finance Committee, and Department of Finance and Administration budget recommendations are prepared before the legislative sessions and presented to the legislature. The House Appropriations and Finance Committee generates the funding bill in which funding for higher education is contained. The Senate Finance Committee reviews the general appropriations act (or House Bill 2) for higher education. House Bill 2 contains all the funding for state government except public schools which were extracted this year and put into a separate bill. The Senate Finance Committee has increased the appropriation to higher education by approximately an 8% increase overall. The overall increase in HEC and general budget funding for UNM averages 5%. The funding formula is based on workload. More of the differential funding is going to the two-year institutions and less going to four-year institutions. The Senate Finance Committee reduced compensation state wide from the House's provision of 4.5 to 3%, incorporated a tuition credit of 3%, and used the money saved for equipment replacement. The tuition credit for UNM is approximately $900,000 and the equipment replacement figure is approximately $1.2 million dollars. Ms. Weaks gave a brief status report on special project appropriations for UNM, and she spoke about the implications of the variety of bills which seek to enhance retirement benefits.

**Items from Curricula Committee (Form C's).** Senator Richard Melzer presented requests approved by the Curricula Committee to be forwarded to the Faculty Senate. Following a lengthy discussion between Senators and College of Education representatives, the Faculty Senate approved a new major, Early Childhood Multicultural Education (College of Education); approved revision of an existing degree, Certificate in Early Childhood Multicultural Education (Valencia Campus); and approved revision of an existing degree, Associate of Arts in Early Childhood Multicultural Education (Valencia Campus).
The College of Education’s new major was developed in response to a special competency-based license for Early Childhood educators, according to representatives of the College present at the meeting. This license will become effective in July 1995, and because this is a new license with state-approved competencies, it was necessary to design an entirely new program.

The revisions to existing degrees proposed by the Valencia Campus enable the branch courses to articulate with the new main campus program. These courses will be more academic in nature than the existing programs and will be designed to prepare students at the Valencia Campus to enter the Early Childhood Multicultural Education B.A. program in the College of Education at the third-year level.

Issues were raised about the status of the College of Education’s reorganization. Vice President Llull will contact Dean Blackwell to request a report to the Faculty Senate about the status of reorganization in the College.

Review of the Senate Action on Student Share of Cost of Instruction (April 13, 1993 meeting). Senator Maurice “Bud” Wildin distributed information regarding potential student tuition and fee increases for 1995-96. He reviewed the Senate policy adopted by the Faculty Senate on April 13, 1993, to increase the student share of the cost of education by 1% per year until it reached 27.5 through 32.5% of the share. Senator Wildin asked the Senate for advice regarding implementation of their recommended action. He reviewed the handout on UNM Calculation of I&G Formula Costs Plus Fees Outside of I&G per FTE student. In 1986-87 the student share of the costs was 19%, in 1993-94 it reached 23.9%, and in 1994-95 it declined to 23.8%. This past year the Planning Council voted to increase student tuition by 8%. However, an increase of 8% was implemented by the UNM administration which made the decision not to levy more than 5.4% against the students and to take the remainder out of other funds, including program improvements. For 1995-96, the Student Fees Review Board proposes to increase student fees by approximately $1 per student credit hour, ($18 to $24 per student, per year) for the Student Health Center. There will be a proposal presented at subcommittee meetings of the University Planning Council to increase the student fees from $39 to $50 for capital improvement bonds which will help pay for a proposed construction package for the new general classroom building and for renovation of the old bookstore, the Student Union, and Johnson Center. The New Mexico Senate assumed an increase in tuition amounting to 8%. Senator Wildin pointed out there has been no increase in student fees for about ten years. He said if the Senate policy is implemented to increase the student share of cost of instruction by 1% this translates into about a 4% increase in tuition. If all these increases are implemented there would be a total 4% increase in tuition. It all these increases range from 9.4% to 10.3%. Julie Weaks reported tuition increase ranging from 9.4% to 10.3%. Vice (1990-91), 7% (1991-92), 6.6% (1992-93), 8% (1993-94), and 5.4% (1994-95).
President Llull suggested that the faculty representatives to the Planning Council use their best judgement in voting on this matter.

**Focus Discussion on Faculty Accountability.** Vice President Llull presented this core topic for open discussion. He summarized the information presented by Provost Coleman earlier in the meeting and reviewed information contained in the agenda packet on this issue. He shared information from notes taken by Senate President Campbell at a national meeting in Washington regarding public disaffection about the function of colleges and universities; resource constraints; pressure to take on corporate norms vs faculty characteristics of individuality and autonomy; faculty bunker mentality; regents’ and administrators’ aversion to publicity (especially negative publicity); the rapidly changing environment of higher education both in the kinds of education being demanded and the way technologies are impacting the delivery of education; and issues and definitions of productivity. Most important changes will occur in research universities. Senators discussed tenure issues, faculty accountability procedures, the role of the chair and dean in the tenure review process. Discussion on this topic will continue at a special Faculty Senate meeting next month.

**Adjournment.** The meeting was adjourned at 5:40 p.m.

Respectfully Submitted,

Anne J. Brown, Secretary
MAJOR AND MINOR CURRICULAR CHANGES

Date: October 21, 1994

Richard van Dongen
(Name of individual initiating curricular change form)

Associate Dean
(Title, position)

Early Childhood Multicultural Ed
(Dept., Div., Prog.)

This form is for Early Childhood Multicultural Education.

Name of New or Existing Program

This program is or would be located in current catalog page 208 (before Ed. Line)

I. Major Change—Mark appropriate category

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

Early Childhood Multicultural Education

ECME offers a baccalaureate program that leads to licensure for teachers working with children from birth to age eight in classrooms that include children (see attachment).

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: Spring 1995

Budgetary and Faculty Load Implications: (attach statement)

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

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

Signature:

Department Chair

Approvals:

Dean of Library Services

CIRT

College Curricula Committee

(If necessary)

College of School Faculty

College of School Dean

FS Undergraduate Ac. Affairs

and/or

FS Graduate Committee

Office of Graduate Studies

FS Curricula Committee

Assoc. VP of Academic Affairs

Faculty Senate

Date: 10-26-94

Date: 10-13-94

Date: 11-1-94

Date: 12-1-94

Date: 5/15/94

Date: 2/18/95

Date: 2/18/95
who are developing both typically and atypically. The program is interdisciplinary, drawing on content from curriculum and instruction, family studies, special education, and health education. The multicultural emphasis prepares professionals to work with young children and their families from a variety of cultural backgrounds. Prospective early childhood teachers are required to complete 54 hours in general education, 47 hours of professional early childhood education, and 18 hours of practical student teaching.

Admission to the Early Childhood Multicultural Education program requires a cumulative GPA of 2.75 and basic computer skills.

In addition, students are required to obtain acceptable scores on a test of basic skills prior to admission. Upon completion of the program, and satisfactory performance on state-approved competencies and other exit requirements, students may apply to the State Department of Education for a Level 1 license.
REASONS FOR REQUEST

The proposed program was developed in response to a new license, approved by the State Board of Education on July 1, 1993, in Early Childhood Education for personnel working with children from birth to age 8. In keeping with the State Board of Education’s position on inclusion (see Appendix A), the license combines regular and special early childhood education. It identifies seven areas of competence for early childhood teachers, with specific indicators for each area, based on the professional standards of the national Association for the Education of Young Children and the Council for Exceptional Children (Division of Early Childhood). Prior to the approval of the new license, teachers in grades Pre-K to 3 were not required to have specialized training in early childhood or in special education (unless assigned to a special education classroom). Only the licenses for Elementary Education (K through grade 8) and Special Education (K through grade 12) were required.

The Early Childhood license will become effective in July, 1995. Because this is a new license with state-approved competencies, it was necessary to design an entirely new program. Existing courses do not meet state requirements and national standards. Other sections of the document will provide further justification for the program.
BUDGETARY AND FACULTY LOAD IMPLICATIONS

Since 1991, the College of Education has been engaged in intensive self-study and restructuring of its programs. The College is guided in this process by a Plan of Action that articulates its mission, the goals, objectives and vision for the future, and strategies for realizing them. As part of this effort, every program in the college is examining its curriculum: identifying overlap and duplication among programs, exploring ways to collaborate, and creating interdisciplinary linkages. The Plan also identifies programmatic priorities. Early Childhood Education is one of those priorities.

During the restructuring process some programs will be revised dramatically; while others may be merged or eliminated. Additionally, a small number of new programs or concentrations will be developed. The proposed Early Childhood Multicultural Education program is one of the first to emerge.

Through reallocation, new resources will be brought to this educational priority. A one year visiting faculty position was approved for the current year to assist in the development and implementation of the proposed new program. Two tenure stream positions have been reallocated for next year (1995/1996) through a competitive process. Because early childhood is an interdisciplinary program, faculty from four programmatic areas will continue to be involved in all aspects of the early childhood program: admissions/advising, teaching, assessment, and supervising practica/student teaching experiences. This is the prototype of the model that COE is encouraging all programs to consider. These contributions are made possible by hiring new faculty when positions become available, and streamlining the curriculum in some areas. New faculty are expected to contribute to a number of different programs, thereby reducing the amount of inter-program overlap. The faculty in ECME will serve many of the students previously enrolled in Elementary Education.

It is the intent of the faculty to implement the program in the Fall, 1995 with a potential cohort of 25 to 30 students. Thereafter, a new cohort will be admitted each Fall. In addition, beginning in the Fall of 1996, a bilingual cohort will be admitted, increasing the student numbers to approximately 50. The ECME students will be together for 303, 305, 315 and 325. The bilingual cohort will concentrate in Bilingual Early Childhood in the
blocks and practicum (404/L, 414/L, 424/L) and in student teaching (434, 435, 436).

When it is fully operational, the ECME program will serve two cohorts totaling 50 to 60 students. The faculty load projections are made with the understanding that faculty from Bilingual Education will support the Bilingual cohort in the blocks and student teaching (see 5 year projection that follows).
RATIONALE

Early Childhood Multicultural Education Major

Care and education of young children birth through age eight has been recognized as a priority by families and communities, child development specialists and public agencies. The importance of specialized knowledge in early childhood education is affirmed by research findings that indicate that early childhood teachers with a strong background in child development and education interact with children in ways that are more growth promoting (Howes & Hamilton, 1980; Lazar & Darlington, 1982; Weikart, 1989). In addition, the increasing attention on the importance of the family as the child's primary educator and on the need of including children with special needs in regular educational settings has led to the recognition that teachers must have a broader preparation in working with young children. Building on this knowledge, the first goal established by the National Education Goals Panel states, "By the Year 2000, all children in the US will start school ready to learn" (N.E.G.P., 1991). Responding to these developments, the New Mexico State Board of Education has accepted the recommendation of the State Professional Standards Commission to establish a special competency-based license for Early Childhood educators. That regulation requires that all professionals working with children from birth through age eight in public school settings be licensed by July 1, 1996.

In response to this licensure, the College of Education at the University of New Mexico is proposing to establish an interdisciplinary early childhood baccalaureate major. The academic program will prepare early childhood professionals to understand the unique developmental characteristics of children from birth through age eight, including those children developing both typically and atypically. The program content will promote the teacher's understanding of and sensitivity to the cultural and developmental differences among children, especially those children representing New Mexico's diverse cultures. To support this effort, early childhood professionals will develop knowledge and skills enabling them to plan, assess, implement and evaluate curricular and instructional strategies appropriate for these young children that support the whole child and his/her family.
The ECME program has the potential to be a model for other programs in Early Childhood Education. Its interdisciplinary nature reflects the growing trend in education to build bridges between different areas of society. Its emphasis on an inclusive view of Early Childhood Education reflects the diverse, multicultural field that it serves. The licesce based competencies assure that the content of the program will fit the needs of the state. These and other innovative aspects put this program at the conceptual forefront of the Early Childhood Education field.
**FORM C**

**MAJOR AND MINOR CURRICULAR CHANGES**

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<td>9. VP of Academic Affairs</td>
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**Date:** Oct. 24, 1995

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<th>Linda Lawrence</th>
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**Instructor**

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This form is for _Certificate in Early Childhood Ed_

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This program is or would be located in current catalog page _49_

I. Major Change—Mark appropriate category

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

Certificate in Early Childhood Multicultural Education

Please see attached sheet.

II. Minor Change—

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

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<tr>
<th>New Name of Program</th>
<th>Minor program revision (3-5 hours) Please specify below:</th>
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Reasons for Request: (attach statement)

Please see rationale.

Effective Date of Proposed Change: **Fall semester, 1995**

Budgetary and Faculty Load Implications: (attach statements) None

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

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

Signature: [Signature]

Department Chair

Approvals:

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| FS Undergraduate Arts, Affairs | Date: 12-2-94 |
| FS Graduate Committee | Date: 2/16/95 |
| Office of Graduate Studies | Date: 2/16/95 |
| FS Curricula Committee | Date: 2/16/95 |
| Assoc. VP of Academic Affairs | Date: 2/16/95 |
| Faculty Senate | Date: 2/16/95 |
UNM-Valencia Campus

RATIONALE
Early Childhood Multicultural Education
AAECME Degree, ECME Certificate, and ECME Child Development Associate Preparation Program

Care and education of young children birth through age eight has been recognized as a priority by families and communities, child development specialists and public agencies. The importance of specialized knowledge in early childhood education is affirmed by research findings that indicate that early childhood teachers with a strong background in child development and education interact with children in ways that are more growth promoting (Howes & Hamilton, 1993; Lazar & Darlington, 1982; Weikart, 1989). In addition, the increasing attention to the importance of the family as the child's primary educator and to the need of including children with special needs in regular educational settings has led to the recognition that teachers must have a broader preparation in working with young children. Building on this knowledge, the first goal established by the National Goals of Education Panel states, "by the year 2000, all children in the U.S. will start school ready to learn" (N.E.G.P., 1991). Responding to these developments, the New Mexico State Board of Education accepted the recommendation of the State Professional Standards Commission to establish a special competency-based license for Early Childhood educators. That regulation requires that all professionals working with children birth through age eight in public school settings be licensed by July 1, 1995.

In response to this licensure, the College of Education at the University of New Mexico has established an early childhood (ECME) baccalaureate major. The University of New Mexico-Valencia Campus is proposing to revise its existing Early Childhood AA, Certificate, and CDA Preparation programs so that they articulate with the new main campus program. The proposed Early Childhood Multicultural Education courses and programs will be more academic in nature than the existing programs and will be designed to prepare students at this branch campus to enter the ECME baccalaureate program in the College of Education at the third year level.

The academic program proposed will prepare early childhood professionals to understand the unique developmental characteristics along the continuum of development from birth through age eight, including children developing both typically and atypically. The program content will embody an understanding of the teacher's need to be sensitive to the cultural and developmental diversity of children, especially those children representing New Mexico's diverse cultures. To support this effort, early childhood professionals will develop knowledge and skills enabling them to plan, assess, implement and evaluate curricular and instructional strategies appropriate for these young children that support the whole child and his/her family.
Early Childhood Multicultural Education Program
at UNM-Valencia Campus

DRAFT DRAFT DRAFT

Child Development Associate Credential Preparation Program
(19 credits)

CORE CURRICULUM
ECME 105: Child Growth and Development (3)
ECME 106: Supervised Field Experience (1)
note: to be taken concurrently with ECME 105
ECME 107: Learning Environments for the Early Years (3)
ECME 108: Supervised Field Experience II (3)
ECME 210: Supervised Field Experience III (3)
ECME 113: Guidance of the Young Child (3)
ECME 117: Working with Families and Communities of Young Children (3)

Early Childhood Multicultural Education Certificate
(32 credits)

GENERAL EDUCATION REQUIREMENTS
ENG 101: Composition I: Exposition (3)
MATH 111: Math for Elementary and Middle School Teachers (3)
1 general elective course chosen from the following multicultural courses:
ANTH 238: Cultures of the Southwest (3)
SOC 216: The Dynamics of Prejudice (3)
MUS ED 293: Multicultural Awareness Through Music Skills (3)

CORE CURRICULUM
ECME 105: Child Growth and Development (3)
ECME 106: Supervised Field Experience (1)
ECME 107: Learning Environments for the Early Years (3)
ECME 108: Supervised Field Experience II (3)
ECME 210: Supervised Field Experience III (3)
ECME 113: Guidance of the Young Child (3)
ECME 117: Working with Families and Communities of Young Children (3)
ECME 203: Introduction to the Early Childhood Professions (4)

Associate of Arts in Early Childhood Multicultural Education
(65 credits)

GENERAL EDUCATION REQUIREMENTS
English (9 hours)
ENG 101: Composition I: Exposition (3)
ENG 102: Composition II: Analysis and Argument (3)

3 additional hours in English, Communications, Linguistics
(possibilities include: C&J 221, LING 101)

**History** (6 hours)
One course required for each of the following groups:
- HIST 101: Western Civilization (3) or HIST 102: Western Civilization (3)
- HIST 161: History of the United States (3) or HIST 162: History of the United States

**Government, Economics or Sociology** (6 hours)
6 credit hours from any two of the following:
- ANTH 230: Topics in Current Anthropology (3)
- ANTH 236: Cultures of the Southwest (3)
- ANTH 250: Human Development (3)
- ECON 101: Introduction to Economics (3)
- SOC 216: The Dynamics of Prejudice (3)
- SOC 225: Marriage, Family and Their Alternatives (3)

**Science** (6 hours)
6 credit hours in biology, chemistry, geology, physics, or zoology

**Math** (6 hours)
- MATH 111: Mathematics for Elementary and Middle School Teachers (3)
- MATH 112: Mathematics for Elementary and Middle School Teachers II (3)

**Fine Arts** (6 hours)
Possibilities include: ART HIST 101 or 151,
MUSIC ED 293 or 298

**Computer Information Systems** (3 hours)
- CIS 120T: Introduction to Microcomputer Applications (3)

**CORE CURRICULUM**
- ECME 105: Child Growth and Development (3)
- ECME 106: Supervised Field Experience (1)
- ECME 107: Learning Environments for the Early Years (3)
- ECME 108: Supervised Field Experience II (3)
- ECME 210: Supervised Field Experience III (3)
- ECME 113: Guidance of the Young Child (3)
- ECME 117: Working with Families and Communities of Young Children (3)
- ECME 203: Introduction to the Early Childhood Professions (4)
**FORM C**
**MAJOR AND MINOR CURRICULAR CHANGES**

**Date:** Oct. 24, 1995

**Name of Individual Initiating Curricular Change Form:** Linda Lawrence

**Instructor (Title/Position):** Professional Studies, UNM-VC

**CIP CODE**

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<td>3. College Curriculum Comm. if necessary</td>
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<td>7. Office of Graduate Studies (For grad. level changes)</td>
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<td>8. FS Curricula Committee</td>
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<td>9. VP of Academic Affairs</td>
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<td>10. Faculty Senate</td>
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This form is for **Associate of Arts in Early Childhood**

Name of New or Existing Program: Ed

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

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### I. Major Change - Mark appropriate category

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

**Associate of Arts in Early Childhood Multicultural Education**

Please see attached sheet.

### 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) **Please see rationale.**

Effective Date of Proposed Change: **Fall semester, 1995**

Budgetary and Faculty Load Implications: (attach statements) **None**

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

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

Signature: [Sign]

**Approvers:**

- Dean of Library Services: Date: 12-20-94
- CIRT: Date: 12-20-94
- College Curricula Committee: Date: 12-20-94
- College of School Faculty: Date: 12-20-94
- College or School Dean: Date: 12-20-94
- FS Undergraduate Ac. Affairs: Date: 12-20-94
- FS Graduate Committee: Date: 12-20-94
- Office of Graduate Studies: Date: 12-20-94
- FS Curricula Committee: Date: 12-20-94
- Assoc. VP of Academic Affairs: Date: 12-20-94
- Faculty Senate: Date: 12-20-94

-23
RATIONALE

Early Childhood Multicultural Education
AECME Degree, ECME Certificate, and ECME Child Development Associate Preparation Program

Care and education of young children birth through age eight has been recognized as a priority by families and communities, child development specialists and public agencies. The importance of specialized knowledge in early childhood education is affirmed by research findings that indicate that early childhood teachers with a strong background in child development and education interact with children in ways that are more growth promoting (Howes & Hamilton, 1993; Lazar & Darlington, 1982; Weikart, 1989). In addition, the increasing attention to the importance of the family as the child's primary educator and to the need of including children with special needs in regular educational settings has led to the recognition that teachers must have a broader preparation in working with young children. Building on this knowledge, the first goal established by the National Goals of Education Panel states, "By the year 2000, all children in the U.S. will start school ready to learn" (N.E.G.P., 1991). Responding to these developments, the New Mexico State Board of Education accepted the recommendation of the State Professional Standards Commission to establish a special competency-based license for Early Childhood educators. That regulation requires that all professionals working with children birth through age eight in public school settings be licensed by July 1, 1995.

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John Whiteside, Director of Student Financial Aid, said that information regarding access to financial aid, as well as the question of the effects of past tuition increases on enrollment is not yet available.

Senator Cottrell expressed his belief that it is important for the Senate to take some action — that to do nothing sends the wrong message.

The Senate voted against the recommendations of the Faculty Senate Budget Committee by a vote of 26 to 9. Senator Mary Harris then moved a substitute motion and the question was called. The Senate then voted in favor of the substitute motion printed below.

The UNM Faculty Senate Budget Committee has completed their study of the student share of the cost of education and has reported their findings to the Senate (and subsequently to the faculty). Their findings and conclusions include but are not limited to the following:

1. Relative to every objective indicator considered, tuition and fee rates at UNM are too low.
2. The University needs a policy on steady gains and maintenance in tuition and fees relative to the appropriate indices.
3. The appropriate mechanism for ensuring adequate access to the University for low income students should be addressed, but adequate access should not be the reason for keeping tuition and fees unreasonably low.
4. Historically, procedures for setting tuition and fees at UNM have not served the state or the institution well, and, in fact, have divided the University community.
5. It appears from the data and the analysis that a 30% student share of the cost of education is an acceptable and reasonable long term goal if coupled with adequate student financial aid.

Therefore, the following policy is proposed:

1. Over the next four years tuition and fees should rise in an amount that will increase the student share of educational costs (definition from FSOE: Tuition and fees divided by total expenditure per student FTE) by no less than 1% per year, as long as the resulting tuition and fee increase does not exceed the Regents’ Policy of a 10% maximum increase per year. This increase will continue each year of the four years until a 26% student share has been achieved. This share increase will be in addition to the base increase.

2. Access to UNM for low income residents of New Mexico must be assured by a parallel rise in financial aid dollars available. Low income, qualified students will not be denied access to UNM for financial reasons.
3. Prior to the end of the fourth year, the UNM Faculty Senate and other bodies within UNM will examine the impact of these tuition and fee increases. If total funding from tuition and fees, legislative appropriations, and other sources has improved UNM’s relative peer standing, its ability to hire and retain strong faculty, its library collections and services, and its financial ability to improve graduate assistant stipends and student stipends consistent with the base indices, then the UNM Faculty Senate may recommend extending its tuition and fees share policy for another four years to achieve a 30% student share.

Recommendation Concerning CBIE Rule 250. Upon recommendation of Professor Richard Need for the Admissions and Registration Committee, the Senate voted to adopt CBIE Rule 250. The purpose of the Rule is to encourage statewide articulation without mandating specifics.

Revision of "Policy and Procedures on Conflicts of Interest in Sponsored Research." As requested by the Faculty Senate at its September meeting, the Research Policy Committee was asked to refine certain elements in the Policy which was presented at that time for approval.

Professor E.A. Walters, for the Research Policy Committee, reported to the Senate that those refinements have now been made and requests that the Policy be approved. Professor Marek Osinski pointed out that the word "government" on page 4, item 2.c. should be stricken in lines 5 and 7.

The Senate voted to adopt the Policy as presented.

At this point, a quorum was called and lacking a quorum, the meeting was adjourned.

Respectfully submitted,

Anne J. Brown, Secretary
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.

.103697.1
AN ACT
RELATING TO HIGHER EDUCATION; REQUIRING PROFESSORS AT INSTITUTIONS OF HIGHER EDUCATION TO TEACH A MINIMUM OF THREE COURSES PER SEMESTER.

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

Section 1. A new section of Chapter 21, Article 1 NMSA 1978 is enacted to read:

"(NEW MATERIAL) HIGHER EDUCATION--MINIMUM TEACHING REQUIREMENTS.--The board of regents of each state educational institution created by Article 12, Section 11 of the constitution of New Mexico shall require all professors, except those on approved sabbatical, to teach a minimum of three courses per semester."
INTRODUCED BY

Coleman
Henney
McKinney
Zuniga Forbes
Weaks
Wilson
Zink
Scholtes

SENATE BILL 1121

EDUCATION

McKINNEY Zuniga Forbes
WEAKS WILSON ZINK
SCHOLTES

INTRODUCED BY

AN ACT

RELATING TO FACULTY TENURE; REQUIRING A POST-TENURE REVIEW PROCESS AT STATE BACCALAUREATE DEGREE-GRANTING EDUCATIONAL INSTITUTIONS; DECLARING AN EMERGENCY.

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

Section 1. POST-TENURE REVIEW PROCESS REQUIRED.--

A. The boards of regents at all state baccalaureate degree-granting educational institutions shall institute a periodic post-tenure review process for all tenured faculty.

B. The tenured faculty member shall be subject to review every three to five years based on a review of a number of factors, including the following:

1. an evaluation of the faculty member's teaching;
2. an evaluation of the faculty member's

.104748.1
research and scholarly output; and

(2) a evaluation of the contributions made by

the faculty member in the area of public service to the

institution and the community.

C. The boards of regents shall ensure that a peer

review is afforded the faculty member and that student

evaluations are considered in the evaluation of the tenured

faculty member's teaching.

Section 2. REPORTING--COMMISSION ON HIGHER EDUCATION.-

Each board of regents shall file annually a report on the

post-tenure review process instituted at the institution.

Section 3. EMERGENCY.--It is necessary for the public

peace, health and safety that this act take effect

immediately.

-2-
Tenure is safe haven for professors

by Mary Sue Coleman
Special to the Daily Lasso

Tenure has once again evoked dis-
cussion in New Mexico. Why is ten-
ure important? Society depends on
the academy to pursue the truth. But
truths are sometimes uncom-
fortable to the very society that com-
missions the search for truth. Ten-
ure was first envisioned and became a wide-
spread institution to pro-
tect faculty members in an unthreatened pursuit of
truth — be the truth convenient or inconve-
nient for established in-
terests in society.

My most vivid recol-
lections of the protection tenure affords dates back
to my days as a faculty
member at the Universi-
ty of Kentucky, the flag-
ship university of the
state where I was born.
Then, as now, Kentucky was a ma-
JOR tobacco-producing state. The eco-
nomic impact of tobacco was enor-
mos. In the 1960s and early 1970s,
American society was just becoming
aware of the multiple health hazards
associated with use of tobacco plants.
These were unwelcome truths in
Kentucky.

But faculty members at the Uni-
versity of Kentucky, along with col-
leagues at other institutions, were
identifying harmful components of
tobacco. They were diligently catalog-
uing negative effects on pulmonary,
cardiovascular and immune systems.
These investigations created great
consternation in the legislature, in
tobacco companies, and most impor-
tantly, among the many small farm-
ers for whom tobacco was the most
lucrative cash crop. To be against to-
bacco "was to be against Kentucky."
The University was under much
pressure to force faculty members to
cease all such studies or, even better,
to hire faculty members who would
do research showing that "tobacco was
not harmful." Public criticism of
the University was frequent.

Tenure clearly protected scientists
who carried out re-
search that faced con-
frontation with an in-
convenient reality. In
1968, the young among
us may not remember
what immense societal
changes have occurred
as a result of research on
the harmful effects of
tobacco. But this soci-
ety has changed dramat-
ically since the initial
Surgeon General's Re-
port on Smoking and
Health of 1965.

Today there are
countless faculty mem-
bers around the nation
engaged in teaching and
studies that may not
please some segment of the popula-
tion. Tenure continues to provide a
haven to protect those whose schol-
arship will someday come to protect society itself.

But the overwhelmingly positive
benefits to society that tenure affords
does not mean that this privilege
comes without costs. Some faculty
members abuse tenure. They use it
to profit without rigor, and to do so
research. Those who do no re-
search can clearly do no research for
the benefit of society. Under the guise
of being great teachers, some facul-
ty have slid into dramatic presen-
tation devoid of rigor or substance.

For these reasons, it is legitimate
to ask if we need always to consider
tenure to be a lifetime privilege, ir-
revocable under any imaginable cir-
cumstances. Does tenure imply
responsibility to live up to the stan-
dards for which it was awarded in the
first place? With the abandonment of
mandatory retirement and with in-
creasing societal demands for insti-
tutional accountability, some univer-
sities are beginning to consider whether
insecure faculty members should be subject to a periodic re-
view.

I am familiar with several propos-
als under discussion at other institu-
tions. One possibility envisions that
reviews could be requested by a de-
partment chair who documented fail-
ing productivity for a given faculty
member. This might happen if pro-
ductivity was lagging in the class-
room or in scholarly research. The decline in productivity would have to be systematic and documentable over a number of years.

A small group of peer faculty
would be appointed to carry out an
in-depth review and suggest a devel-
opment plan to assist faculty mem-
bres in returning to full productivity.
Only if efforts to restore productivity
were unsuccessful could tenure be
revoked. With such an approach, fac-
sity who maintained expected per-
f ormance levels might never under-
go a post-tenure review. Yet the in-
stitution would have the capacity to
check periodically on faculty who were lagging, and lagging faculty would have the opportunity to regain lost ground.

Clearly any plan devised to con-
do post-tenure review would have to
reflect an institution-wide consens-
sus. Efforts to build consensus might
properly include discussions of pro-
cedures for evaluations are generat-
ed only with great patience and re-
spect for multiple interests. But we
should not be afraid to enter unorthodox
discussions. UNM should seize the
issue because we understand it best.

Mary Sue Coleman is UNM Pro-
voost. Her column appears every oth-
er Friday.
By Bel Campbell

Tear Down University Walls or Risk More Than Tenure

As we approach the biennial Legislative Session, the debate over tenure is likely to resurface. While the concept of tenure has been a cornerstone of academic freedom, it has also been a source of controversy. As we reflect on the importance of tenure, we must consider the implications it has on the academic community.

The traditional concept of tenure was designed to provide academic freedom and protect the right of professors to engage in research and teaching without fear of administrative interference. However, in recent years, concerns have been raised about the impact of tenure on the quality of education and the productivity of faculty members.

One of the primary criticisms of tenure is that it provides too much job security, which some argue can lead to complacency and a lack of accountability. If faculty members are tenured, they may feel less pressure to perform at their best, which can negatively impact the quality of education for students.

Another concern is that tenure can limit the ability of institutions to make personnel decisions based on merit. With tenure, professors are afforded substantial protection against dismissal, regardless of performance or the needs of the institution. This can result in a lack of flexibility and adaptability in hiring and firing decisions.

In addition, tenure can be a barrier to innovation and change. As faculty members become entrenched in their roles, they may resist new ideas and approaches, which can stifle creativity and prevent institutions from staying relevant in a rapidly changing world.

However, it is important to recognize that tenure has historically been a vital safeguard for academic freedom. It provides a degree of job security that allows professors to engage in research and teach without fear of administrative interference. Without tenure, professors might feel compelled to tailor their courses to meet the expectations of administrators rather than focusing on their areas of expertise.

Moreover, tenure is a symbol of respect for the contributions made by faculty members to their institutions and the community. It acknowledges the value of their work and recognizes the importance of their role in education.

As we consider the pros and cons of tenure, it is crucial to strike a balance between protecting academic freedom and ensuring accountability. Tenure should not be viewed as a right, but rather as an earned privilege that comes with significant responsibilities.

Tenure does not guarantee job security for life. Faculty members are still required to meet performance expectations, and institutions have mechanisms in place to address instances of poor performance or misconduct.

In conclusion, tenure is a delicate balance between academic freedom and accountability. While it is important to protect the rights of faculty members, it is equally important to ensure that institutions have the flexibility to make personnel decisions based on merit. By striking this balance, we can maintain the strength of the academic community while also ensuring that institutions are well-equipped to meet the challenges of the future.
Documents Attached

(1) Document for Agenda Item #8 (April 13, 1993 Faculty Senate Minutes)
(2) University Secretary Job Description and Search Committee
(3) UNM Board of Regents March Schedule
(4) UNM Summary of Legislative Funding Recommendations FY 1995-96 Appropriations
(5) UNM Legislative Requests FY 1995-96 For Special Project Appropriations
(6) UNM Capital Funding Request FY 1995-96
(7) Summary Higher Education Budget Proposals
(8) UNM Calculation of I&G Formula Costs Plus Fees Outside of I&G per FTE Student
(9) 1995-96 Academic Year Tuition Calculation of Change in Three Indices
Report from the Budget Committee regarding Faculty Salaries and Compensation.
The Senate approved the following recommendations regarding faculty salaries and
compensation upon recommendation of Professor Dodd Bogart of the Budget
Committee.

1. That the UNM Faculty Senate recommend a Tuition and Fee Policy
that (A) the student share of the cost of instruction (i.e., tuition
and fees divided by total IIE expenditures per student FIE) should
over time average 30% and (B) the student share of the cost of
instruction should be permitted to fall as low as 27.5% in years of
exceptionally high state appropriations and should increase up to
32.5% in years of exceptionally stringent state appropriations.

2. That the UNM Faculty Senate recommend that tuition and fee rates
be increased each year an amount such that the expected increase in
student share (based on best estimates of the forthcoming year's IIE
costs) be no less than 1% and that this annual increase continue each year until the 30% student share of cost of
instruction is again achieved.

3. That the UNM Faculty Senate urge the Administration to undertake
a concerted program to communicate with the entire University
Community regarding the university's needs for significant tuition
and fee increases.

UNIVERSITY SECRETARY
OFFICE OF THE PROVOST

SUMMARY:
Reporting to the Provost, the University Secretary is responsible for the administration of the Office of the University Secretary and will assume supervisory responsibility for its staff.

DUTIES AND RESPONSIBILITIES:
Typical duties and responsibilities include but are not limited to working with the Provost on various faculty and staff matters. The University Secretary serves as Secretary of the University Faculty, the Faculty Senate, and the Staff Council, prepares agendas and minutes, arranges and assists at meetings, conducts elections, notifies those affected by official actions, keeps records of all bodies, including standing committee records and certain historical files of the University. The University Secretary supports Faculty Senate standing committees, the Academic Freedom and Tenure committee, and the Staff Council and works closely with Faculty Senate and Staff Council on matters pertaining to UNM policies and procedures. The University Secretary assists in drafting, revising and editing of policy statements, and revises the Faculty Handbook as required. Prepares or supervises the preparation and distribution of a variety of reports, bulletins, publications, brochures, mailing lists, etc. Responsible for certain official correspondence, various general notices, citations, resolutions, introductions, memorial statements, assembling of departmental annual reports, etc. and may serve on several faculty, staff and all university committees and assist others in staff work.

MINIMUM REQUIREMENTS
Bachelor's degree and five years of directly related experience required.

DESIRABLE SKILLS, KNOWLEDGE AND ABILITIES
Master's degree, strong administrative, organizational, communication and public relations
skills, working knowledge of the structure, policies and procedures of faculty governing
bodies including academic freedom and tenure committees, and staff governing bodies;
supervisory experience and administrative experience.

APPLICATION PROCEDURE
Applications must be received by Friday, April 7, 1995 and must include: 1) a resume, 2) a
letter of interest, with original signature, that addresses the applicant’s experience and
qualifications, particularly relating to the desired qualifications mentioned above; and 3) the
names, addresses and telephone numbers of three references. Send all materials to:

Dr. David Stuart, Chair
University Secretary Search Committee
The University of New Mexico
Office of Academic Affairs
Scholes Hall, Rm. 226
Albuquerque, NM 87131-1001

Please include job requisition #953622-A in all correspondence. The University of New Mexico is
an equal opportunity/affirmative action employer and educator.
The University of New Mexico
Regents of the University
Scholes Hall
Albuquerque, NM 87131

March 2, 1995

UNIVERSITY OF NEW MEXICO
BOARD OF REGENTS' MEETING NOTICE

The March schedule for the Board of Regents' is as follows:

Monday, March 13 — Organizational Meeting

As mandated by state statute, the regular Board meeting has been scheduled on the second Monday in March. The meeting, which will constitute the Board's organizational meeting, is scheduled at 1 p.m. in the Roberts Room, Scholes Hall. Regents who are not able to be present at the meeting may participate via telephone conference.

Thursday, March 23 — Special Board Meeting

A special board meeting to consider tuition rates, the salary policy, budget allocations and other matters has been scheduled on March 23 at 10 a.m. in the Roberts Room, Scholes Hall.

Committee meetings have been scheduled as follows:

Monday, March 6
5 p.m., Finance and Facilities Committee, Roberts Room, Scholes Hall

Thursday, March 23
8:30 a.m., Academic Affairs Committee, Scholes Hall, Room 100

A copy of the agenda for all of the meetings will be available at the Public Affairs Department at least 24 hours before the meetings.

A copy of the agenda for the March 13 and March 23 Board meetings will be available at the Zimmerman Library Reserve Desk at least 24 hours before the meeting.

If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in a meeting of the Board of Regents, please contact the Office of Public Affairs at least one week prior to the meeting. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact the Office of Public Affairs if an accessible format is needed.
### FY 1995-96 Appropriations

#### I. Four Year I & G

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<td><strong>Full Formula Workload</strong></td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Compensation</td>
<td>6.00%</td>
<td>3.00%</td>
<td>4.50%</td>
<td>4.50%</td>
</tr>
<tr>
<td>Tuition Credit Increase</td>
<td>3.20%</td>
<td>4.20%</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Inflation</td>
<td>3.20%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Non-Personnel Costs</td>
<td>4.50%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Libraries</td>
<td>3.20%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Utilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formula Adjustments</td>
<td>@ 40%</td>
<td>@ 24%</td>
<td>@ 25%</td>
<td>@ 23.5%</td>
</tr>
<tr>
<td>New Building R &amp; R</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Equipment</td>
<td>1% incr</td>
<td>1.2% incr</td>
<td>no incr</td>
<td>no incr</td>
</tr>
<tr>
<td>Scholarships</td>
<td>4% total</td>
<td>4.2% total</td>
<td>3.0% total</td>
<td>3.0% total</td>
</tr>
</tbody>
</table>

**Other**
- Nurse Practitioner Funding
  - (add 10.0 students in 94-95)

Total: $202,400 in I & G base

#### II. Extended Services/Distance Education

<table>
<thead>
<tr>
<th>Request Area</th>
<th>CHE</th>
<th>ADJ. DFA</th>
<th>LFC</th>
<th>HAFC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workload Adjustment</strong></td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td><strong>Tuition Credit</strong></td>
<td>@ 100%</td>
<td>@ 150%</td>
<td>@ 150%</td>
<td>@ 150%</td>
</tr>
</tbody>
</table>

*(Current credit is at 150%. CHE recommended reduction to 100% to enhance distance education formula funding.)*

LFC leaves credit at 150% but takes no credit for increase in enrollment.

#### III. Two Year I & G

<table>
<thead>
<tr>
<th>Request Area</th>
<th>yes</th>
<th>yes</th>
<th>yes</th>
<th>yes</th>
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</thead>
<tbody>
<tr>
<td><strong>Full Formula Workload</strong></td>
<td>6.00%</td>
<td>3.00%</td>
<td>4.50%</td>
<td>4.50%</td>
</tr>
<tr>
<td>Compensation</td>
<td>3.20%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Inflation</td>
<td>4.50%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Non-Personnel Costs</td>
<td>3.20%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Libraries</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Utilities</td>
<td>3.20%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Tuition Credit Increase</td>
<td>no</td>
<td>4.20%</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Formula Adjustments</td>
<td>@ 40%</td>
<td>@ 24%</td>
<td>@ 25%</td>
<td>@ 23.5%</td>
</tr>
<tr>
<td>New Building R &amp; R</td>
<td>yes</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Equipment</td>
<td>1% incr</td>
<td>1.2% incr</td>
<td>no incr</td>
<td>no incr</td>
</tr>
<tr>
<td>Scholarships</td>
<td>4% total</td>
<td>4.2% total</td>
<td>3.0% total</td>
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**"G" Formula Revisions**

#### IV. School of Medicine I & G

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Compensation</strong></td>
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<td>3.00%</td>
<td>4.50%</td>
<td>4.50%</td>
</tr>
<tr>
<td><strong>Inflation</strong></td>
<td>3.20%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Non-Personnel Costs</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Libraries</td>
<td>3.20%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Tuition Credit Increase</td>
<td>10.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
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<tr>
<td>Reduction of Indirect Cost Credit</td>
<td>10.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
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<tr>
<td>Total IDC &quot;Credit&quot; percentage</td>
<td>@ 15% total</td>
<td>@ 25% total</td>
<td>@ 25% total</td>
<td>@ 25% total</td>
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<tr>
<td><strong>Base Adjustments</strong></td>
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<tr>
<td><strong>Phys Therapy Expansion 94-95</strong></td>
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<tr>
<td><strong>Other Adjustments</strong></td>
<td></td>
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<tr>
<td>Reduce Practice Plan &quot;Credit&quot;</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
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<tr>
<td>Expand Master's in Pub Hlth</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Expand PA Training Prgm</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
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<tr>
<td>Additional Library Support</td>
<td>no</td>
<td>no</td>
<td>no</td>
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</table>

*Not in base*
## OPERATING BUDGET

<table>
<thead>
<tr>
<th>Program</th>
<th>New Funding Requested</th>
<th>New Funding Priority</th>
<th>Funding in HB2</th>
<th>Funding in Special Bills</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharm D. Program</td>
<td>550,000</td>
<td>1</td>
<td>0</td>
<td>H 418 Averett 550,000</td>
<td></td>
</tr>
<tr>
<td>Math &amp; Sci Ed for K–8 Teachers</td>
<td>352,800</td>
<td>2</td>
<td>S 806 Rutherford 352,800</td>
<td></td>
<td></td>
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<tr>
<td>Children’s Psych Hospital</td>
<td>120,000</td>
<td>3</td>
<td>88,550</td>
<td>S 342 Maes 117,000</td>
<td></td>
</tr>
<tr>
<td>Youth Ldrship Devel/Early Outr</td>
<td>150,100</td>
<td>4</td>
<td>H 1139 Williams 269,300</td>
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<td></td>
</tr>
<tr>
<td>Arts of the Americas Institute</td>
<td>296,300</td>
<td>5</td>
<td>S 1043 Aragon 246,800</td>
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<td></td>
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<tr>
<td>Grad Ident, Recruit &amp; Retent</td>
<td>246,800</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Operating Budget</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

## SPECIAL ONE TIME APPROPRIATIONS

- SB 1100 Legislative Scholarship Bill $250,000 to CHE
- HB 1109 Matching Funds for Endowments $10,000,000 statewide

**II. SPECIAL ONE TIME APPROPRIATIONS**

<table>
<thead>
<tr>
<th>Program</th>
<th>New Funding Requested</th>
<th>New Funding Priority</th>
<th>Funding in HB2</th>
<th>Funding in Special Bills</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrier Hospital</td>
<td>86,400</td>
<td>20</td>
<td>22,700</td>
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<tr>
<td>National Information Infrastructure</td>
<td>430,000</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Amer Recruit &amp; Retent</td>
<td>220,000</td>
<td>12</td>
<td>S 951 Tsonsi 220,000</td>
<td>See Priority #32</td>
<td></td>
</tr>
<tr>
<td>Arid Amer Design &amp; Resrch Cntr</td>
<td>100,000</td>
<td>13</td>
<td>H 1018 King 100,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Special One Time Appropriations</td>
<td></td>
<td></td>
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</table>

**3. Other Appropriations**

- See S 693, S 719, S 755

---

*February 21, 1991*
## UNIVERSITY OF NEW MEXICO
### CAPITAL FUNDING REQUEST FY 1995–96

**UNM Main Campus**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>UNM Request</th>
<th>CHE Recommendation</th>
<th>Legislative Bills Introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA Handicapped Access Improvements</td>
<td>1,125,000</td>
<td>(in CHE $10 million statewide)</td>
<td>HB 137 Marquardt 10,000,000 (Statewide)</td>
</tr>
<tr>
<td>Science/Technology Complex Planning</td>
<td>25,700,000</td>
<td>12 500,000</td>
<td>HB 960 Sanchez 500,000</td>
</tr>
<tr>
<td>Domestic Water System Upgrades</td>
<td>2,500,000</td>
<td>* 2,500,000</td>
<td>HB 594 Ryan 2,500,000</td>
</tr>
<tr>
<td>Architecture &amp; Planning Building Planning Funds</td>
<td>800,000</td>
<td>18 250,000</td>
<td>HB 960 Sanchez 250,000</td>
</tr>
<tr>
<td>Administrative Services Center Planning Funds</td>
<td>750,000</td>
<td>31 250,000</td>
<td>HB 960 Sanchez 250,000</td>
</tr>
<tr>
<td>Instructional Facilities Upgrades</td>
<td>7,000,000</td>
<td>3 7,000,000</td>
<td>HB 960 Sanchez 7,000,000</td>
</tr>
</tbody>
</table>

**UNM North Campus/Health Sciences Center**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>UNM Request</th>
<th>CHE Recommendation</th>
<th>Legislative Bills Introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Care Equipment</td>
<td>2,000,000</td>
<td>** 2,000,000</td>
<td>SB 1083 Rutherford 2,000,000</td>
</tr>
<tr>
<td>Electrical Substation &amp; Interconnect</td>
<td>7,100,000</td>
<td>* 7,100,000</td>
<td>HB 594 Ryan 7,100,000</td>
</tr>
<tr>
<td>Center for Alcoholism, Subst Abuse &amp; Addctn</td>
<td>5,000,000</td>
<td>** 5,000,000</td>
<td>HB 960 Sanchez 5,000,000</td>
</tr>
<tr>
<td>Cancer Research &amp; Treatment Center, Phase II</td>
<td>4,000,000</td>
<td>** 4,000,000</td>
<td>SB 408 McKibben 4,000,000</td>
</tr>
<tr>
<td>Education/Administration Building Planning</td>
<td>200,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**UNM South Campus**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>UNM Request</th>
<th>CHE Recommendation</th>
<th>Legislative Bills Introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Arena ADA (in CHE $10 million statewide)</td>
<td>600,000</td>
<td></td>
<td>HB 137 Marquardt 10,000,000 (Statewide)</td>
</tr>
</tbody>
</table>

**UNM — Gallup**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>UNM Request</th>
<th>CHE Recommendation</th>
<th>Legislative Bills Introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Lab Facility</td>
<td>1,050,000</td>
<td>9 1,050,000</td>
<td>SB 392 Howes 1,050,000</td>
</tr>
</tbody>
</table>

**UNM — Los Alamos**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>UNM Request</th>
<th>CHE Recommendation</th>
<th>Legislative Bills Introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services Building Addition</td>
<td>1,350,000</td>
<td>4 1,350,000</td>
<td>HB 320 Wallace 1,350,000</td>
</tr>
</tbody>
</table>

**UNM — Valencia**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>UNM Request</th>
<th>CHE Recommendation</th>
<th>Legislative Bills Introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activities Complex</td>
<td>1,350,000</td>
<td>29 975,000</td>
<td>HB 960 Sanchez 975,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SB 1068 Sanchez 975,000     (duplicate funding)</td>
</tr>
</tbody>
</table>

**TOTAL**

<table>
<thead>
<tr>
<th>Request</th>
<th>Priority</th>
<th>Funding</th>
<th>CHE Recommendation</th>
<th>Legislative Bills Introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>60,525,000</td>
<td></td>
<td>31,975,000 ***</td>
<td></td>
<td></td>
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</tbody>
</table>

*Included in unprioritized statewide recommendation for Infrastructure Renovation and Expansion
**Included in unprioritized statewide recommendation for special schools.
***Excludes UNM portion of any statewide ADA funding.
### SUMMARY

**HIGHER EDUCATION BUDGET PROPOSALS**

**(DOLLARS IN MILLIONS)**

<table>
<thead>
<tr>
<th></th>
<th>CHE</th>
<th>LFC</th>
<th>EXEC</th>
<th>HAFC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I &amp; G WORKLOAD INCREASES</strong></td>
<td>$10.9</td>
<td>$10.4</td>
<td>$9.3</td>
<td>$11.8</td>
</tr>
<tr>
<td><strong>COMPENSATION</strong></td>
<td>24.2</td>
<td>18.1</td>
<td>11.8</td>
<td>18.1</td>
</tr>
<tr>
<td>(1% = $4.02)</td>
<td>@ 6.0%</td>
<td>@ 4.5%</td>
<td>@ 3.0%</td>
<td>@ 4.5%</td>
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<tr>
<td><strong>FINANCIAL AID GROWTH</strong></td>
<td>1.2</td>
<td>0.8</td>
<td>0.5</td>
<td>0.8</td>
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<tr>
<td><strong>STATE SCHOLARSHIPS</strong></td>
<td>1.2</td>
<td>0.0</td>
<td>1.4</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>@ 4.0%</td>
<td>@ 3.0%</td>
<td>@ 4.2%</td>
<td>@ 3.0%</td>
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<tr>
<td><strong>EQUIPMENT REPLACEMENT</strong></td>
<td>9.7</td>
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<td>0.0</td>
<td>0.1</td>
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<tr>
<td><strong>BRR INCREASE</strong></td>
<td>6.8</td>
<td>1.5</td>
<td>0.4</td>
<td>0.9</td>
</tr>
<tr>
<td></td>
<td>@ 40%</td>
<td>@ 25%</td>
<td>@ 24%</td>
<td>@ 23.5%</td>
</tr>
<tr>
<td><strong>SYSTEM DEVELOPMENT FUND</strong></td>
<td>0.4</td>
<td>0.4</td>
<td>(0.4)</td>
<td>0.4</td>
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<tr>
<td><strong>TWO-YEAR &quot;G&quot; REVISIONS</strong></td>
<td>3.4</td>
<td>0.0</td>
<td>0.0</td>
<td>0.2</td>
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<tr>
<td><strong>NMJC/SJC FORMULA PHASE-IN</strong></td>
<td>1.2</td>
<td>1.2</td>
<td>1.2</td>
<td>1.2</td>
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<tr>
<td><strong>TUITION CREDIT ADJUSTMENT</strong></td>
<td>(2.3)</td>
<td>0.0</td>
<td>(3.4)</td>
<td>0.0</td>
</tr>
<tr>
<td>3.2% 4-YR</td>
<td>4.2% 4-YR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.0% 2-YR</td>
<td>4.2% 2-YR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.0% MED</td>
<td>0.0% MED</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INFLATION ADJUSTMENTS</strong></td>
<td>3.8</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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<tr>
<td><strong>DISCRETIONARY FUNDS</strong></td>
<td>0.0</td>
<td>(2.3)</td>
<td>(3.4)</td>
<td>(2.3)</td>
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<tr>
<td><strong>NON-FORMULA PROGRAMS</strong></td>
<td>3.8</td>
<td>2.0</td>
<td>0.0</td>
<td>2.0</td>
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<tr>
<td><strong>TOTAL INCREASES</strong></td>
<td><strong>$64.3</strong></td>
<td><strong>$32.1</strong></td>
<td><strong>$17.5</strong></td>
<td><strong>$33.2</strong></td>
</tr>
</tbody>
</table>

February 21, 1995
1995—96 ACADEMIC YEAR TUITION
CALCULATION OF CHANGE IN THREE INDICES

Projected tuition and fee rates for FY 95—96 based on UBC policy as adopted in March, 1990.

HEPI: (1)

<table>
<thead>
<tr>
<th>Year</th>
<th>Index</th>
<th>% Change</th>
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<tbody>
<tr>
<td>91-92</td>
<td></td>
<td>96.0</td>
</tr>
<tr>
<td>92-93</td>
<td></td>
<td>100.0</td>
</tr>
<tr>
<td>% change</td>
<td></td>
<td>3.2%</td>
</tr>
</tbody>
</table>

NM Per Capita Income: (2)

<table>
<thead>
<tr>
<th>Year</th>
<th>% Change</th>
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<tbody>
<tr>
<td>92</td>
<td>15.520 revised</td>
</tr>
<tr>
<td>93</td>
<td>16.333</td>
</tr>
<tr>
<td>% change</td>
<td>5.2%</td>
</tr>
</tbody>
</table>

I & G Appropriation per FTE Student: (3)

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual 93—94</th>
<th>Budget 94—95</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>93—94</td>
<td>$103,859,096/19,372</td>
<td>$109,252,900/19,372</td>
<td>5.68%</td>
</tr>
<tr>
<td>% change</td>
<td>5.68%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Calculations of tuition and fee increase:
75% to 125% of annual rate changes:

\[
\frac{(3.2 + 5.2 + 5.2)}{3} = 4.54\\
4.54 \times 0.75 = 3.41\\
4.54 \times 1.25 = 5.68
\]

(1) Source: Higher Education Price Indexes, Research Associates of Washington
(2) Source: Per Capita Personal Income from U.S. Dept. of Commerce Bureau of Economic Analysis, Per Capita Personal Income for States and Regions
(3) Source: CHE formula I & G only