3-7-1995

Faculty Senate Meeting Minutes, 03/07/1995, p 367-406

UNM Faculty Senate

THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MINUTES
1994-1995
Volume 19

faculty senate

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

pp. 1-11 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

pp. 12-18 **-Early Childhood Multicultural Education** - new major (Education)

pp. 19-22 **-Certificate in Early Childhood** - revision of existing degree (Valencia Campus)

pp. 23-24 **-Associate of Arts in Early Childhood Multicultural Education** - revision of existing degree (Valencia Campus)

pp. 25-26 8. Review of the Senate Action on Student Share of Cost of Instruction (December 10, 1991 meeting) --Senator Maurice "Bud" Wildin

pp. 27-32 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), Joan Bybee (Linguistics), 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 (CIMTE), Lynette Oshima (CIMTE), 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 Trewhitt (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 Trewhitt (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 vigoriously 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. Riffey, 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.

<u>Memorial Minute for Professor Emeritus Lloyd Burley.</u> 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 Phi 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.

<u>Comments from Senate Vice President Harry Llull.</u> Vice President Llull 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 Llull 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 courseloads 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 i.e, 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 I&G 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.

<u>Items from Curricula Committee (Form C's).</u> 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 $44. 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 tuition and fee increase ranging from 9.4% to 10.3%. Julie Weaks reported tuition increases for UNM main campus undergraduates in the last ten years were 8.8% (1985-86), 14.9% (1986-87), 12.9% (1987-88), 10.4% (1988-89), 7.9% (1989-90), 5.9% (1990-91), 7% (1991-92), 6.6% (1992-93), 8% (1993-94), and 5.4% (1994-95). Vice

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

Anne J. Brown, Secretary

F. AM C

MAJOR AND MINOR CURRICULAR CHANGES

Date: October 21, 1994

CIP CODE

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

Associate Dean
(Title, position)

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

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

This form is for Early Childhood Multicultural Educ.
Name of New or Existing Program

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

I. Major Change-Mark appropriate catagory

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

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

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 (Semester), 1995 (Year) 2/7/95

Budgetary and Faculty Load Implications: (attach statements)
Does this change impinge in any significant way on my other student or departmental programs? Yes____ No X
If yes, have you resolved these issues with department involved?_____ (attach statement)

Signature: _____
Department Chair

Approvals:

Dean of Library Services	Robert L. Mugneault	Date: 10-26-94
CIRT	[illegible]	Date: 10/31/94
College Curricula Committee (If necessary)	Muriel Hamme	Date: 11-1-94
College of School Faculty	[illegible]	Date: 16 Nov 94
College or School Dean	Pauline H. Turner	Date: 5/15/94 16 Nov 94
FS Undergraduate Ac. Affairs	NA	Date:
and/or FS Graduate Committee	NA	Date:
Office of Graduate Studies	Ernest J. Dole, Pharm. D. Clinical Pharmacy Service	Date:
FS Curricula Committee	[illegible]	Date: 2/1/95
Assoc. VP of Academic Affairs	[illegible]	Date: 2/07/95
Faculty Senate		Date:

Received _____ Entered (Mainframe) _____ Entered (Catalog) _____ Mailed _____

FEB 09 1995

For Scheduling Office Use ONLY:

The University of New Mexico (Revised 5-90)

ATTACHMENT

I. (Continued from first page)

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 competetive 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, 1993; 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, 1995.

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

Date: Oct. 24, 1995

Linda Lawrence
(Name of individual initiating curricular change form)

Instructor
(Title, position)

Professional Studies, UNM-VC
(Dept., Div., Prog.)

CIP CODE _____

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

This form is for Certificate in Early Childhood Ed
Name of New or Existing Program

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

Received _____ Entered (Mainframe) _____ Entered (Catalog) _____ Mailed _____

For Scheduling Office ONLY:

I. Major Change-Mark appropriate catagory

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

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

Certificate 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 _____ Year

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: _____ Department Chair

Approvals:
- Dean of Library Services _____ Date: 12/6/94
- CIRT _____ Date: 12-2-94
- College Curricula Committee (If necessary) _____ Date: 12-2-94
- College of School Faculty _____ Date: 12-2-94
- College or School Dean _____ Date: 12-2-94
- FS Undergraduate Ac. Affairs _____ Date: _____
- and/or FS Graduate Committee _____ Date: _____
- Office of Graduate Studies _____ Date: _____
- FS Curricula Committee _____ Date: 2/8/95
- Assoc. VP of Academic Affairs _____ Date: 2/16/95
- Faculty Senate _____ Date: _____

The University of New Mexico (Revised 8-92)

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 specializèd 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 recommendaton 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 continum 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 intructional 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 238: 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 0r 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

Linda Lawrence
(Name of individual initiating curricular change form)

Instructor
(Title, position)

Professional Studies, UNM-VC
(Dept., Div., Prog.)

CIP CODE _____

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

This form is for Associate of Arts in Early Childhood Ed
Name of New or Existing Program

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

I. Major Change-Mark appropriate catagory

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

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

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 (Semester), _____ (Year) SAP

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: _____ Department Chair

Approvals:

		Date
Dean of Library Services		12/6/94
CIRT	Sherry L Holzman	12-2-94
College Curricula Committee (If necessary)		12-2-94
College of School Faculty		12-2-94
College or School Dean		12-2-94
FS Undergraduate Ac. Affairs		
and/or FS Graduate Committee		
Office of Graduate Studies		2/8/95
FS Curricula Committee		
Assoc. VP of Academic Affairs	Ignacio R Gordon 2/14/95	2/16/95
Faculty Senate		

For Scheduling Office ONLY:
Received _____
Entered (Mainframe) _____
Entered (Catalog) _____
Mailed _____

The University of New Mexico (Revised 3-95)

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 recommendaton 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 continum 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 intructional strategies appropriate for these young children that support the whole child and his/her family.

Faculty Senate Mtg 12-10-91

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 FSBC: Tuition and fees divided by total I & G 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 CHE Rule 250. Upon recommendation of Professor Richard Mead for the Admissions and Registration Committee, the Senate voted to adopt CHE 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

Anne J. Brown, Secretary

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SENATE BILL 247

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

INTRODUCED BY

Tom R. Rutledge

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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SENATE BILL 816

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

INTRODUCED BY

Tom R. Benavidez

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."

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EDUCATION

SENATE BILL 1131

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

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

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1131

research and scholarly output; and

(3) 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.

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UNM Lobo 7/24/95

COLUMN

Tenure is safe haven for professors

by Mary Sue Coleman
Special to the Daily Lobo

Tenure has once again evoked discussion in New Mexico. Why is tenure important? Society depends on the academy to pursue the truth. But truths are sometimes uncomfortable to the very society that commissions the search for truth. Tenure was first envisioned and became a widespread institution to protect faculty members in an unfettered pursuit of truth — be the truth convenient or inconvenient for established interests in society.

Mary Sue Coleman
Administrative Angle

My most vivid recollections of the protection tenure affords dates back to my days as a faculty member at the University of Kentucky, the flagship university of the state where I was born. Then, as now, Kentucky was a major tobacco-producing state. The economic impact of tobacco was enormous. 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 University of Kentucky, along with colleagues at other institutions, were identifying harmful components of tobacco. They were dutifully cataloging negative effects on pulmonary, cardiovascular and immune systems. These investigations created great consternation in the legislature, in tobacco companies, and most importantly, among the many small farmers for whom tobacco was the most lucrative cash crop. To be against tobacco "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 research that forced confrontation with an inconvenient reality. In 1995, 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 society has changed dramatically since the initial Surgeon General's Report on Smoking and Health of 1963.

Today there are countless faculty members around the nation engaged in teaching and studies that may not please some segment of the population. Tenure continues to provide a haven to protect those whose scholarship 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 profess without rigor, and to do no research. Those who do no research can clearly do no research for the benefit of society. Under the guise of being great teachers, some faculty have slid into dramatic presentations 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, irrevocable under any imaginable circumstances. Does tenure not imply a responsibility to live up to the standards for which it was awarded in the first place? With the abandonment of mandatory retirement and with increasing societal demands for institutional accountability, some universities are beginning to consider whether tenured faculty members should be subject to a periodic review.

I am familiar with several proposals under discussion at other institutions. One possibility envisions that reviews could be requested by a department chair who documented falling productivity for a given faculty member. This might happen if productivity were lagging in the classroom 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 development plan to assist faculty members in returning to full productivity. Only if efforts to restore productivity were unsuccessful could tenure be revoked. With such an approach, faculty who maintained expected performance levels might never undergo a post-tenure review. Yet the institution 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 conduct post-tenure review would have to reflect an institution-wide consensus. Efforts to build consensus might properly include discussion of procedures for evaluations are generated only with great patience and respect for multiple interests. But we should not be afraid to enter into such discussions. UNM should seize the issue because we understand it best.

Mary Sue Coleman is UNM Provost. Her column appears every other Friday.

OP-ED PAGE

Tear Down University Walls or Risk More Than Tenure

By Bel Campbell
UNM FACULTY SENATE PRESIDENT

I write in reference to Senate Bill 247. It provides that all public post-secondary institutions funded in part by general fund revenues are prohibited from entering into contracts that provide professor tenure. (Introduced by Sen. Tom Benavides, D-Albuquerque)

Sen. Benavides isn't alone. What he is suggesting publicly many other legislators and citizens have been asking themselves for a long time: Why do those rich elitists need tenure, too? Even some regents at New Mexico's universities are beginning to wonder aloud: Do professors really need or deserve lifetime job tenure? Doesn't it insulate them from accountability for their performance? Isn't it a privilege that's abused too often to remain justifiable? Isn't there another way?

New Mexicans aren't the only ones demanding answers to those questions. Our state is, if anything, coming to the issue a bit later than many others. New Mexico's relatively solid fiscal health may be one reason for that. Other states haven't been as fortunate.

Within New Mexico's six universities the language about tenure is very different. Tenure is for most faculty not an elitist privilege but a hard-won benefit, necessary to ensure the free and open discussion of ideas in and outside of the classroom, and to protect scholarship that must often take great risks in pursuit of great gains.

In addition, many faculty view earned tenure as a partial trade-off for lower salaries. Whatever value New Mexicans may place on higher education and those who deliver it, tenured faculty at UNM earn about 10 percent less than their peers around the Southwest and even less with respect to comparable faculty nationwide. (The situation is much the same for public school teachers in New Mexico, of course).

So why now? What's driving this most recent challenge?

I believe the answer is deceptively simple: There is no consensus that universities are doing what our various constituencies believe we ought to be doing.

Whatever the citizens and leaders of this state want out of us — high quality, useful, practical education of themselves and their children; creative ideas and efforts in the areas of health care, crime, and other social issues; centers for artistic and cultural studies; breeding grounds of the future leadership of the state — they apparently do not believe that we are delivering, are doing so for a reasonable cost, or, for that matter, that we even have such goals high on our list of priorities.

Either those looking in on us are expecting things we don't expect from ourselves, or they're asking us to do things we're not equipped (or historically or legally charged) to do, or we have our priorities misplaced and are indeed not fulfilling our proper role.

But if we universities are doing the right jobs and doing them well, we are not communicating that fact clearly enough. And if we aren't, then we had better start thinking very hard about why that's the case.

Ask a typical faculty member at UNM where his or her primary effort needs to be, and the answer will be clear: research.

Far too few of us see quality undergraduate instruction as highly valued in the existing system, and this matches a well-documented trend nationally. But most faculty *want* to spend more time and effort in educating our students, but we see the goals of our administrators, the reward system, and particularly the dollars flowing toward research.

One clear reason is that it's fairly easy to find agreement about what constitutes quality research and the ways to measure it objectively. But what is "quality" instruction, and how do we measure it?

If you ask students whether they have enjoyed an individual teacher, that may only indicate personal popularity.

If you ask them if they learned very much, the answer may not even be clear to them until some time has passed and they are away from the classroom.

If you ask them whether what they learned is useful, they may not have a really valid answer until they've been out working for months or even years.

But the people (or even legislators) in the street are focused on immediate value for their tax or tuition dollars. Can you blame them?

The university's mission is very different from that of community colleges or other undergraduate institutions, and there is a place for all such institutions in the educational quilt of this state. But we cannot hide behind that comfortable truism: as societal and fiscal pressures increase, all members of all institutions must become strongly accountable for whatever value or benefit we claim to be contributing to the state and to society.

For us that means, among other things, making sure our students' performance and progress is measured and then actively used to improve our delivery of education.

It means that individual faculty need to take responsibility for the university as a whole, not just for our own private little niches within it.

It means we cannot abdicate knowledge of and involvement in the governing of the university. It means we must enhance our connections to the context in which we exist: the community, the state, the nation.

We have for too long kept a Berlin Wall between our concerns and those of students and staff and too many of us have maintained that wall resolutely against outside communities, as well.

Neither the public nor the Legislature nor even regents can expect to have truly expert knowledge of the university. It takes being here for years as a serious student, involved faculty member, or dedicated staff member to begin to understand the complexity of this place.

If the outside community has a simplistic and negative view of us, it may be that some of them don't really want to know what we do, don't particularly care, or (like most of us voters) don't have the patience to delve into the complicated issues surrounding higher education — or education in general. But blaming the public for their attitude is only one side of the problem, and it doesn't even begin to solve it.

If we don't do something about that wall, we risk losing more than tenure.

Bel Campbell is an associate professor in the University of New Mexico Department of Physics & Astronomy.

Faculty Senate - March 7, 1995 Packet

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

4-13-93

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 I&G expenditures per student FTE) 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.

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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 I&G expenditures) be no less than 1% and that this minimal 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.

UNIVERSITY SECRETARY
SEARCH COMMITTEE MEMBERS

David Stuart, Chair, Asst. VP Academic Affairs

Judith Bernstein, Director, Parish Library/Associate Professor

Mary Harris, Professor

Maureen Miller, Associate Registrar

Ray Renteria, Accounting Manager, Mental Health Center

Vivian Valencia, Academic Affairs, Search Coordinator (non-voting member)

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.

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

401

	CHE	ADJ. DFA	LFC	HAFC
I. FOUR YEAR I&G				
Full Formula Workload	yes	yes	yes	yes
Compensation	6.00%	3.00%	4.50%	4.50%
Tuition Credit Increase	3.20%	4.20%	no	no
Inflation				
Non–Personnel Costs	3.20%	0.00%	0.00%	0.00%
Libraries	4.50%	0.00%	0.00%	0.00%
Utilities	3.20%	0.00%	0.00%	0.00%
Formula Adjustments				
New Building R&R	@ 40%	@ 24%	@ 25%	@ 23.5%
Equipment	yes	no	no	no
Scholarships	1% incr 4% total	1.2% incr 4.2% total	no incr 3.0% total	no incr 3.0% total
Other				
Nurse Practitioner Funding (add 10.0 students in 94–95)	$202,400 in I&G base	$202,400 in I&G base	$202,400 in I&G base	$202,400 in I&G base
II. EXTENDED SERVICES/DISTANCE EDUCATION				
Workload Adjustment	yes	no	yes	yes
Tuition Credit	@ 100%	@150%	@ 150% *	@ 150%

(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				
Full Formula Workload	yes	yes	yes	yes
Compensation	6.00%	3.00%	4.50%	4.50%
Inflation				
Non–Personnel Costs	3.20%	0.00%	0.00%	0.00%
Libraries	4.50%	0.00%	0.00%	0.00%
Utilities	3.20%	0.00%	0.00%	0.00%
Tuition Credit Increase	no	4.20%	no	no
Formula Adjustments				
New Building R&R	@ 40%	@ 24%	@ 25%	@ 23.5%
Equipment	yes	no	no	no
Scholarships	1% incr 4% total	1.2% incr 4.2% total	no incr 3.0% total	no incr 3.0% total
"G" Formula Revisions	yes	no	no	no
IV. SCHOOL OF MEDICINE I & G				
Compensation	6.00%	3.00%	4.50%	4.50%
Inflation				
Non–Personnel Costs	3.20%	0.00%	0.00%	0.00%
Libraries	0.00%	0.00%	0.00%	0.00%
Utilities	3.20%	0.00%	0.00%	0.00%
Tuition Credit Increase	10.00%	10.00%	0.00%	0.00%
Reduction of Indirect Cost Credit	10.00%	0.00%	0.00%	0.00%
Total IDC "Credit" percentage	@ 15% total	@ 25% total	@ 25% total	@ 25% total
Base Adjustments				
Phys Therapy Expansion 94–95	in base	not in base	in base	in base
Other Adjustments				
Reduce Practice Plan "Credit"	no	no	no	no
Expand Master's in Pub Hlth	yes	no	yes	yes
Expand PA Training Prgm	no	no	no	no
Additional Library Support	no	no	no	no

UNIVERSITY OF NEW MEXICO LEGISLATIVE REQUEST FY 1995-96
FOR SPECIAL PROJECT APPROPRIATIONS
Status Report February 21, 1995

I. OPERATING BUDGET

O = Ongoing Program (Base already funded) N = New Program		New Funding Requested Amount	Priority	Funding in HB2	Funding in Special Bills Bill #	Sponsor	Amount	COMMENTS
N	Pharm D. Program	550,000	1	0	H 418	Abeyta	550,000	
N	Math & Sci Ed for K-8 Teachers	352,800	2		S 806	Rutherford	352,800	
O	Children's Psych Hospital	120,000	3	88,550				
N	Youth Ldrshp Devel/Early Outr	150,100	4		S 342	Maes	117,000	
N	Arts of the Americas Institute	296,300	5		H 1139	Williams	269,300	
N	Grad Ident, Recruit & Retent	246,800	6		S 1043	Aragon	246,800	
O	Spanish Resource Center	(52,600)	7	(52,600)				
N	Expansion of FNP	319,200	8		H 231	Salazar	319,000	See S 693, S 719 (Base)
N	Telemedicine	100,000	9		H 142	Picraux	1,320,000	
O	Cntr for Disaster Medicine	100,000	10	100,000				
N	National Information Infrastructure	430,000	11					See H 686
O	Native Amer Recruit & Retent	220,000	12		S 951	Tsosi	220,000	See Priority #32
N	Arid Amer Design & Rsrch Cntr	100,000	13		H 1018	King	100,000	
O	Poison & Drug Information Center	194,500	14	58,800				
N	Rio Grande Inst of Environ Studies	105,100	15		H 178	Picraux	150,000	See H 1040
N	College Enrich Summer Prep Prgm	144,000	16					
O	Manufacturing Engineering	230,000	17		H 451	Martinez	550,000	
O	FNP Distance Education	70,000	18		H 231	Salazar	70,000	
O	Area Health Education Center	304,500	19		H 725	Taylor	300,000	
O	Carrie Tingley Hospital	86,400	20	22,700				
N	Arts Technology Center	287,000	21					
N	BSN Distance Education	300,500	22		S ?	Jennings	283,100	
O	Gallup Nursing Program	280,000	23		S 407	Howes	271,600	
O	Gallup/Farmington Teacher Ed	238,400	24		S 406	Howes	238,400	
N	Comm Based Family Devel Prog	277,800	25		S 765	Paster	50,000	See S 765
N	Latin American Data Base	178,000	26					
O	Native American Intervention	41,200	27					
N	Cert Nurse Midwife Prgm	367,800	28					
O	SW Indian Law Clinic	22,900	29					
N	Center for Biomechanics	430,000	30		H 177	Picraux	430,000	
N	Native Amer Initiative in Music	205,700	31					
O	Native Amer Resource Materials	100,000	32		S 951	Tsosi	110,000	See Priority #12
N	Enhanced News & Public Affairs	150,000	33					
N	Amer Center on Indian Aging	107,100	34					
O	Sci & Engn Wmns Career Dvlpmt	9,000	35					
N	Libr Without Walls (Taos)	200,000	36		H 922	Gonzales	250,000	See S 930
O	Athletics	300,000	37					
O	NM Judicial Education Cntr	15,000	38					
O	ISTEC	32,600	39					
O	Substance Abuse	33,300	40					
O	Emergency Medical Service Acad	100,000	41					
O	Office of Med Invest	94,500	42					
O	OITEC	17,500	43	67,550				
O	NM Natural Heritage	216,100	44	60,000				
O	Wildlife Law Education	20,000	45					

II. SPECIAL ONE TIME APPROPRIATIONS

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

UNIVERSITY OF NEW MEXICO
CAPITAL FUNDING REQUEST FY 1995–96

	UNM Request	CHE Recommendation Priority	CHE Recommendation Funding	Legislative Bills Introduced Bill #	Sponsor	Amount	
UNM Main Campus							
ADA Handicapped Access Improvements	1,125,000	(In CHE $10 million statewide)		HB 137	Marquardt	10,000,000	(Statewide)
Science/Technology Complex Planning	25,700,000	12	500,000	HB 960	Sanchez	500,000	
Domestic Water System Upgrades	2,500,000	*	2,500,000	HB 594	Ryan	2,500,000	
Architecture & Planning Building Planning Funds	800,000	18	250,000	HB 960	Sanchez	250,000	
Administrative Services Center Planning Funds	750,000	31	250,000	HB 960	Sanchez	250,000	
Instructional Facilities Upgrades	7,000,000	3	7,000,000	HB 960	Sanchez	7,000,000	
				SB 175	Riley	2,500,000	(Dupl funding for College of Edcn)
UNM North Campus/Health Sciences Center							
Patient Care Equipment	2,000,000	**	2,000,000	SB 1083	Rutherford	2,000,000	
Electrical Substation & Interconnect	7,100,000	*	7,100,000	HB 594	Ryan	7,100,000	
Center for Alcoholism, Subst Abuse & Addctn	5,000,000	**	5,000,000	HB 960	Sanchez	5,000,000	
Cancer Research & Treatment Center, Phase II	4,000,000	**	4,000,000	SB 408	McKibben	4,000,000	
Education/Administration Building Planning	200,000						
UNM South Campus							
University Arena ADA	600,000	(In CHE $10 million statewide)		HB 137	Marquardt	10,000,000	(Statewide)
UNM – Gallup	1,050,000	9	1,050,000	SB 392	Howes	1,050,000	
Instructional Lab Facility							
UNM – Los Alamos	1,350,000	4	1,350,000	HB 320	Wallace	1,350,000	
Student Services Building Addition							
UNM – Valencia							
Student Activities Complex	1,350,000	29	975,000	HB 960	Sanchez	975,000	
				SB 1068	Sanchez	975,000	(duplicate funding)
TOTAL	60,525,000		31,975,000 ***				

*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)

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

February 21, 1995

UNM
CALCULATION OF I & G FORMULA COSTS PLUS FEES OUTSIDE OF I & G PER FTE STUDENT

	FY 86-87	FY 87-88	FY 88-89	FY 89-90	FY 90-91	FY 91-92	FY 92-93	FY 93-94	BUDGET FY 94-95
TOTAL FORMULA I & G ACTUAL EXPENDITURES	$89,787,960	$94,318,046	$101,309,726	$110,813,904	$118,049,626	$124,757,536	$130,662,300	$136,838,254	$151,562,095
FEES OUTSIDE I & G	$6,917,393	$7,083,182	$7,548,764	$7,947,376	$8,211,721	$8,225,527	$8,215,362	$8,326,024	$8,436,893
TOTAL	$96,705,353	$101,401,228	$108,858,490	$118,761,280	$126,261,347	$132,983,063	$138,877,662	$145,164,278	$159,998,988
FULL TIME YEAR FTE S (SUMMER FALL, SPRING ANNUALIZED)	18,050	18,429	18,527	18,843	19,047	19,199	19,308	19,372	19,372
I & G EXPENDITURES PLUS FEES OUTSIDE I & G PER FTE	$5,358	$5,502	$5,876	$6,303	$6,629	$6,927	$7,193	$7,494	$8,259
TUITION & FEES AS % OF I & G EXPENDITURES PLUS FEES OUTSIDE OF I & G									
RESIDENT UNDERGRADUATE TUITION & FEES PER FTE	$1,020 19.0%	$1,152 20.9%	$1,272 21.6%	$1,372 21.8%	$1,453 21.9%	$1,554 22.4%	$1,656 23.0%	$1,768 23.9%	$1,884 22.8%

If FY 94-95 tuition and fees were increased by 1%, the share for FY 95-96 would be 23.0%. Tuition and fees could be raised 4.3% in order to increase the share 1%.
(This scenario assumes that I & G formula costs plus fees outside of I & G and entire year FTE's are the same as the 1994-95 Budget)

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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)		
91-92 Index		96.9
92-93 Index		100.0
% change		3.2%
NM Per Capita Income: (2)		
92		15,520 revised
93		16,333
% change		5.2%
I & G Appropriation per FTE Student: (3)		
Actual 93-94	($103,859,096/19,372)	5.361
Budget 94-95	($109,252,900/19,372)	5.640
% change		5.2%

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

(3.2 + 5.2 + 5.2) / 3	4.54%
4.54 x .750	3.41%
4.54 x 1.25	5.68%

(I) 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

UNM Budget Office
TUIT-96 kw4s
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