TO: Members of the UNM Faculty Senate
FROM: Anne J. Brown, University Secretary Emerita
SUBJECT: April 11, 1995 Meeting

The UNM Faculty Senate will meet on Tuesday, April 11, 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 March 7, 1995
3. Memorial Minute for Professor Emeritus Albert D. Ford, Mechanical Engineering presented by Professor William E. Baker, Mechanical Engineering
4. Comments from Senate President Harry Llull
5. Comments from Provost Mary Sue Coleman (with input from Senators on the draft of UNM 2000)
6. Introduction of a Resolution Commending Faculty Senate President Bel Campbell presented by Senator Lynn Beene
7. Recommendation on Post-Tenure Review from April 4 Meeting presented by Senate President Harry Llull
8. Items from the Admissions and Registration Committee -- University College Procedural Changes -- presented by Charlie Steen, Chair
9. Items from the Research Policy Committee -- Three New Centers (to be voted on at May 9 meeting) -- presented by Ed Walters, Chair
pp. 41-48 10. Items from Curricula Committee -- Associate of Arts in Early Childhood Multicultural Education (Taos Campus) -- Certificate in Early Childhood Multicultural Education (Taos Campus) -- presented by Senator Ernest Doles, Chair

pp. 49-54 11. Items from the Senate Graduate Committee -- Transfer Credits for Graduate Degrees -- presented by Virginia Seiser, Chair, and Mariana Ibanez, Office of Graduate Studies

12. Adjournment
THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MEETING

April 11, 1995

(Summarized Minutes)
The April 11, 1995, meeting of the Faculty Senate was called to order by Senate President Harry Llull at 3:35 p.m. in the Kiva.

Senators present: LynnDianne Beene (English), Steven Block (Music), James Boone (Anthropology), Beverly Burris (Sociology), Joan Bybee (Linguistics), Anthony Cardenas (Span. & Port.), Jeff Davis (Math. & Stats.), Tom DeCoster (Orthopaedics), Ernest Dole (Pharmacy), Charles Fleddermann (Elec. & Comp. Engr.), John Geissman (Earth & Planetary Sci.), Deborah Graham (Health Sciences Center Library), Andrew Hsi (Pediatrics), Roy Johnson (Civil Engr.), William Kane (Education), Peggy Kelly (Medicine), Astrid Kodnic-Brown (Biology), Tom Kyner (Math. & Stats.), Harry Llull (General Library), Deborah McFarlane (Public Admin.), Richard Melzer (Valencia Branch), Elizabeth Nielsen (Spec. Educ.), Leroy Ortiz (CIMTE), Lynnette Oshima (CIMTE), Peter Pabisch (For. Lang. & Lit.), Ed Reyes (Pharmacology), Joe Rothrock (Art & Art Hist.), Richard Santos (Economics), Gloria Sarto (Obst. & Gyn.), Stephen Schreiber (Arch. & Plan.), Howard Schneyer (Mech. Engr.), Holly Waldron (Psychology), Maurice Wildin (Mech. Engr.), Beulah Woodfin (Biochemistry), Nancy Ziegler (Gallup Branch).

Senators absent: Judith Brillman (Emer. Medicine), Jane Brucker (Gallup Branch), Joseph Champoux (Management), Monica Cyrino (For. Lang. & Lit.), John Finklestein (Management), Robert Glew (Biochemistry), Linda Hall (History), Blaine Han (Radiology), Cheryl Learn (Nursing), Demetra Logothetis (Dental Hygiene), Bill MacPherson (Law), Carolyn Mold (Microbiology), Kurt Nolte (Pathology), Alan Reed (Public Admin.), Jerome Shea (Univ. College), Sylvia Vela (Medicine), Gerald Weiss (Physiology).

Excused absences: Henry Trewhitt (Comm. & Journ.).

Approval of Agenda.
The agenda was approved after repositioning item #10 to #3a.

Minutes of March 7, 1995.
The minutes were approved as distributed.
Memorial Minute for Professor Emeritus Albert D. Ford, Mechanical Engineering.

The Memorial Minute for Professor Emeritus Albert D. Ford was read by Professor William E. Baker (Mechanical Engineering). The minute was adopted by rising vote.

Professor Emeritus Albert Duane Ford of the Department of Mechanical Engineering died on March 6, 1995, in Albuquerque. He was called "Pop" Ford by students and associates.

Professor Ford was born in Iowa in 1894, and the family moved to Montana in 1904. During his work as a boy, the steam engines on the thrashing machines served as an introduction to the uses of steam, and the interest it generated lasted a lifetime. He worked his way through a college preparatory program at Montana State College in Bozeman. Because of a health problem from working with the boilers he was forced to leave before completing his degree, but on recovering his health he returned to school and received his B.S. degree in 1929. He joined the University of New Mexico in 1936 as Superintendent of the Heating Plant and Instructor of Mechanical Engineering. He earned his M.S. degree in mechanical engineering from Montana State in 1938. He worked his way through the academic ranks while continuing to serve as superintendent of the heating plant, until becoming Professor and Chairman of the M.E. Department in 1942. He served as Chairman until 1952. He retired from teaching in 1960.

Professor Ford's greatest interest in mechanical engineering was thermodynamics, and in particular, applications to power generation, heating and cooling. While a professor and chairman, he devoted considerable time and effort to the development of facilities for instruction in this discipline, and was singularly responsible for the beginnings of the laboratories needed. During these times the University operated with significant limitations on resources for the development and growth of engineering and its needed laboratories, and his energy and ingenuity in using the resources permitted continuous improvements in the undergraduate program the University was able to offer.

Even while teaching full time, he continued to work closely with the Physical Plant in the maintaining and up-grading the utility systems which serviced the existing buildings on campus and in the planning and construction of the systems needed for servicing the new buildings built during that era. After he retired, he continued to work for the Physical Plant, as an employee and later as a consultant, for 12 years. During this time he made many valuable contributions because of his experience and knowledge of the University systems. The many contributions he made during this phase of his career have received recognition from the University by its naming the central campus heating and refrigeration plant "Ford Utilities Center".

He was active in the establishment of the local section of the American Society of
Mechanical Engineers in Albuquerque in the 30's, and this section is still active. He served a term as Chairman of this section, and also served as faculty advisor of the student section. He was a registered professional engineer in the states of New Mexico and Montana.

During his long tenure here, he did much for the University and for his profession. Well done, Pop!

**Items from the Curricula Committee presented by Senator Ernest Dole.**

The Senate approved an Associate of Arts degree in Early Childhood Multicultural Education (Taos branch), and a revision of an existing degree, Certificate in Early Childhood Multicultural Education (Taos branch).

Prior to introduction of these items by Senator Dole, President Llull apprised the Senate that College of Education administration will be meeting with the Senate Operations Committee on April 14, 1995, regarding issues of reorganization and how they impact requests such as these that come to Faculty Senate for approval.

Senator Dole stated he was very impressed with the collaborative efforts of Taos and main campus representatives regarding articulation of these courses.

**Comments from Senate President Harry Llull.**

President Llull informed the Senate the information packet for this meeting contained the following:

1. Resolution commending Faculty Senate President Bel Campbell (corrected version),
2. Resolution on post-tenure review from the April 4, 1995 Faculty Senate meeting, and

President Llull reminded Senators that President Peck and Provost Coleman's next open meetings with interested faculty, students and staff will be held on April 18, and May 9 from 12 to 1 p.m. in SUB Room 230.

**Comments from Associate Provost Janet Roebuck (on behalf of Provost Mary Sue Coleman).**

Associate Provost Janet Roebuck conveyed Provost Coleman's apologies for not being able to attend this meeting due to illness. She said Provost Coleman reminds Senators to send her their ideas and comments regarding the draft UNM 2000 plan. She also asked them to encourage colleagues, staff, students, and any others who may want to provide input to do so via letters to her, comments in person, UNM Internet, fax, or telephone.
President Llull said it is important for people to respond to the UNM 2000 draft. He said the sentiment of the Senate Operations Committee is that individual faculty should reply to this draft, there will not be "Senate" or "Operations Committee" response.

Introduction of a Resolution Commending Faculty Senate President Bel Campbell.
The following resolution read by Senator Lynn Beene was unanimously adopted by the Senate.

Over the past two years, Professor Bell Campbell has devoted much of her time, intelligence, sensitivity, and patience tirelessly to the Faculty Senate. She did all this work because she strongly, and passionately, believes in the rights of members of the UNM community. President Campbell kept the avenues of communication open and the Senate amply supplied with material. She spent untold hours assessing the factors underlying issues of concern to the faculty and working to change things of concern to many in the University community. She sustained and reorganized committees, assessed the Senate's structure, set the Senate's agenda, and brought a sense of balance to what Senators need to accomplish. She reached out to staff, administrators, and state politicians, all with the goal of improving UNM. Bel brought to this legislative assembly more information than its members previously enjoyed, and she enriched that information with her insights, professional contacts, and wry sense of humor.

In recognition of her extraordinary work for and with the Faculty Senate, the Faculty Senate of the University of New Mexico adopts the following resolution.

WHEREAS President Bel Campbell has provided the Faculty Senate and the UNM Faculty with extraordinary service over the past two years; and

WHEREAS the UNM Community and the public has benefitted from this service and also benefits from knowing about the extraordinary accomplishments of one of its own on behalf of the state's largest university;

BE IT RESOLVED the Faculty Senate expresses its appreciation for President Bel Campbell's efforts in behalf of the Senate and the University Community by publicly commending Professor Campbell and by thanking her for her efforts on our behalf.

This resolution shall be included in the Faculty Senate minutes and

Senate President Llull presented the resolution on post-tenure review drafted at an open meeting of the Faculty Senate on April 4, 1995. He acknowledged Senator Kane who provided the outline and summary for this resolution. After discussion and incorporating minor changes, the following resolution was adopted by the Faculty Senate.

The Faculty Senate instructs the Faculty Senate Operations Committee to appoint a special task force to make recommendations on issues related to periodic review and evaluation of tenured faculty. The Operations Committee will determine the make-up of the task force.

This post-tenure review task force should address issues such as:

1. Reviewing and incorporating when appropriate evaluative processes currently available: i.e., yearly evaluations, student evaluations, workload reports, merit criteria, and annual biographical updates.
2. Creating a process that evaluates all three areas of responsibility of faculty: teaching, research, and service.
3. Incorporating professional development assistance programs as part of the process.
4. Including merit reinforcers as part of the process.
5. Recommending appropriate timetables for post-tenure review taking into consideration reviews already being carried out, i.e., for promotion, and taking into account the workload created by the process.
6. Clarifying mechanisms for addressing non-performing faculty, which also incorporates the process already established in the Faculty Handbook.
7. Addressing issues of standardization of a process across the university.

The task force should bring its recommendations to the Faculty Senate by the fall of 1995.

President Llull said the Operations Committee will determine the composition of the task force committee, however, any input from Faculty Senators would be very much appreciated. He said some faculty have already volunteered to serve on this
committee. President Llull stated the task force committee would identify issues and keep appropriate branch campus committees informed. He asked that recommendations regarding the structure of the task force committee be sent to any member of the Senate Operations Committee.

Senator Schreyer asked about the status on issues relating to periodic review of administrators. President Llull said the Operations Committee has scheduled at least one administrator review, and is discussing scheduling a group of reviews.

**Items from the Admissions and Registration Committee presented by Charlie Steen.**

President Llull announced the presentation from the Admissions and Registration Committee was an informational item about current (and possible future) changes in University College. He read the following supportive statements from Edythe Tuchfarber, Chair, B.U.S. Committee, who could not attend this meeting.

"The B.U.S. Committee voted unanimously to support this proposal. It will certainly clean up many problems associated with B.U.S., and we are very much in support of that. This seems like a very logical and fair way to deal with students and faculty in the program."

Charlie Steen, Chair, said the Admissions and Registration Committee has assisted in discussing and rewriting certain provisions of the administrative procedures of the undergraduate programs administered through University College. Associate Provost Janet Roebuck, in dealing with problems that developed previously in the B.U.S. program in University College, instituted procedures to take care of inconsistencies in the program that have developed historically. He said the proposed changes are not in academic or admissions matters, but in the management of pre-major undergraduate students. He discussed two aspects of these changes: the new categories for pre-major students, and the name change for the sub-unit within University College which manages pre-major undergraduate students to "Office of Undergraduate Studies".

Associate Provost Janet Roebuck answered questions regarding the proposed procedural changes. She thanked the Senate, and expressed her appreciation to all the committees and offices involved in this process, especially the Admissions and Registration Committee.

Senator Wildin commended Associate Provost Jan Roebuck for the outstanding job she did in handling the problems that existed in University College.

**Items from the Research Policy Committee presented by Ed Walters.**

Ed Walters, Chair, Research Policy Committee, presented information on three proposed centers for UNM. He briefly summarized the policies, criteria, and procedures of the Research Policy Committee on establishment of centers at UNM.
Summaries of the proposals regarding the centers were included with the agenda packet, however, additional information is available from Professor Walters, or in the University Secretary’s office. Faculty Senators will vote on proposals for the establishment of a High Performance Computing, Education and Research Center, a Research Institute for Assistive and Training Technologies, and a Center for Radioactive Waste Management at its May 9 meeting.

Professor Walters answered questions from Senators regarding directorships and management structures, funding, space needs, and overhead return for centers. He said that the Research Policy Committee’s primary consideration in the emergence and existence of centers is that they enhance and complement the activities and potentials for the university without penalizing or detracting from individual departments and colleges.

There was discussion concerning the creation of centers’ impact on library services, parking, and other basic facilities on campus. It was felt that something needs to be done to support the demands of these centers on infrastructure services.

**Items from the Senate Graduate Committee presented by Virginia Seiser.**

Virginia Seiser, Chair, Senate Graduate Committee presented proposed revisions of academic regulations regarding transfer/applied credits at the master’s degree and doctoral/MFA degree level. The Senate Graduate Committee approved changes in policy statements in the master’s degree program in which up to 50% of the coursework required can consist of any combination of transfer credit, UNM non-degree credit, UNM extension credit, and UNM Law Credit. Changes in the Ph.D., Ed.D., or MFA degree shall require at least 24 hours of coursework completed at UNM, of which at least 18 hours must be taken after admission to the doctoral/MFA program (exclusive of dissertation hours). These are minimum requirements which may be supplemented by an academic unit. The purpose for these changes is to make it easier to advise students and have fewer exceptions referred to the Dean of Graduate Studies, and the Senate Graduate Committee. The changes would be effective Fall 1995, and the Senate Graduate Committee forwarded these recommendations to the Senate for approval at this time in order to include these changes in the next edition of the Graduate Bulletin.

Senators asked questions concerning the procedures the Senate Graduate Committee used to arrive at the proposed changes, specific coursework requirements allowed for transfer and applied credit from other universities, departmental requirements and responsibilities, and how these changes are in relation to requirements in other universities. Senator Pabich was concerned about the lack of general faculty input regarding these issues and moved the items be tabled until Senators can discuss the proposed changes with departmental faculty. Senators voted to table the Senate Graduate Committee’s requests until the next Faculty Senate meeting on May 9, 1995.
Adjournment.
The meeting was adjourned at 4:48 p.m.

Respectfully Submitted,

Anne J. Brown, University Secretary
The UNM Strategic Plan:
The University of New Mexico's Vision
For the Year 2000 and Beyond
UNM 2000, the University's long-range plan, was approved by the Board of Regents in November 1990 and was highlighted in the inaugural address of President Peck, also in November 1990. The document was the result of several years of planning efforts undertaken with the goal of producing specific goals for the University. As revealed in the "possible measures" appended to the current revision draft document, UNM has made tangible progress toward some of those goals.

In 1994 the Regents of the University met at a retreat session to review UNM 2000 and to articulate a vision for UNM. From that retreat, eight vision statements were produced. The Regents have embraced those statements and established them as central guiding principles.

The Regents, in early 1995, charged the Planning Council, chaired by the Provost, to revisit and revise UNM 2000. The Planning Council has been encouraged to produce a simplified, short and easily accessible document. Broad input is to be sought and the final draft should be submitted to the Board of Regents by early June 1995. The Council has developed an accelerated schedule to accomplish this goal. We invite you to participate in this exciting, continually evolving process.

Mary Sue Coleman
Provost and Vice President for Academic Affairs
The mission of the University of New Mexico, including its branch campuses and educational centers, is to serve the educational needs of the citizens of the State in ways which take advantage of its special characteristics and its wide range of academic and professional fields. The University develops and offers comprehensive educational programs at the associate, baccalaureate, master’s and doctoral levels. The University conducts research and engages in scholarly and creative activities to support undergraduate, graduate and professional educational programs and to create, interpret, apply and accumulate knowledge. The University contributes to the quality of life in New Mexico by providing selected services to the public that are part of, contribute to, or originate from the University's teaching and scholarly activities.

SPECIAL CHARACTERISTICS OF UNM

The University of New Mexico offers active teaching and learning in an environment in which world-class research takes place. Our students can choose from a myriad of academic interests and be assured that their classroom and laboratory experiences will be enriched by the associated research and scholarly activities of the University. The University plays an important educational role in the business community and economic development of New Mexico.

Several characteristics of the University of New Mexico afford it special opportunities. As an integral part of the Southwest, the University has academic programs that recognize the attributes of the region. In addition, the University has long had interaction with Latin America through collaborations that build on our complementary strengths. UNM has also benefited from and contributed to New Mexico’s leadership in advanced science and technology.

As an institution located in a region in the United States in which many cultures have developed in concert for centuries, the university enjoys a special position in higher education. Not only does this setting challenge us to provide educational experiences that preserve these cultures, but it also provides a rich environment of ideas and experiences that serve as a living laboratory for our students and faculty.
THE PLANNING CONTEXT

I. Major Environmental Trends and Issues

1) Demand for Services

• The population of the state is expected to increase by 14% between 1995 and 2005, with the 20-29 age group increasing by 17%. The number of high school graduates is expected to increase nearly 20% over the same period. These demographic trends should create increasing demand overall for higher education services in New Mexico.

• Demand for higher education services will continue to increase among New Mexico’s underrepresented populations.

• The state’s two-year higher education sector, including UNM’s Branch Campuses, will continue to grow more rapidly than its universities. UNM’s Main Campus can expect its greatest increases in student demand to occur at the upper division and graduate levels.

• Overall demand for research by the federal government will decline for the foreseeable future. However, the decline will not affect all areas of research equally, and some areas will increase. Industrial demand for applied, commercializable research will grow.

• The public increasingly will expect the University to address social problems, including health care, and to enrich the quality of life in New Mexico. There will also be increasing demand for individualized client and patient care services.

2) Resource Availability

• Both the New Mexico and Albuquerque economies are expected to be relatively strong for the foreseeable future. State general fund revenues are likely to increase on the order of 6% per year, excluding any changes in tax structure. Nevertheless, higher education’s share of these tax revenues is not expected to increase significantly because of pressures to fund other state services.

• As indicated above, federal research funding will be scarce overall, while industrial funding of applied research will likely grow.
Generally, universities will face a growing gap between the costs of satisfying demand for their services and the supply of resources. This gap will occur in both operating and capital resources.

Restructuring of the nation's healthcare system will be ongoing. This restructuring will place great pressure on healthcare resources, including patient bases.

3) Competition

- The environment described above will result in heightened levels of competition for scarce resources, not only among institutions of higher education, but also among these institutions and other kinds of organizations. Further, this competition will be felt in all mission areas.

- Universities will have to compete with a growing range of alternative delivery systems of higher education services.

- Cost-consciousness, both public and private, will continue to create an environment of intense price competition within higher education.

- The rapidly changing health care system will create a challenging competitive environment.

4) Accountability/Stewardship

- Accountability is one of the most pressing issues facing higher education today. The public, government, customers, and accrediting bodies all increasingly expect higher education institutions to be both effective and efficient.

- The quality of instruction, research and public and client services will be increasingly important. Moreover, "quality" will tend to be measured in terms of the results achieved rather than the resources consumed.

- Institutions of higher education increasingly will be held accountable on issues of diversity and campus climate. Recruitment and retention of minority students, faculty, and staff will be of growing importance.

5) Technology

- Technological changes will continue to accelerate. These changes will have an impact not only on how higher education delivers its services, but also on the content of those services. Technological changes will be so profound that they will transform institutional structures and employee roles.
• Distance learning increasingly will be employed as an effective and economical way to reach dispersed populations. Existing concepts of "service area" will become obsolete.

6) Public Policy

• State-level public policy will focus on articulation of programs between institutions, on distance education, and on accountability. The state's policy makers will focus more on the quality of higher education services and will look increasingly at student "outcomes," i.e., what graduates know and are able to do. The state will also consider some element of performance-based funding for higher education.

• Federal policy regarding existing student financial aid programs is likely to be unfavorable to higher education. On the other hand, some regulatory relief in this area is likely, especially for institutions which meet certain performance criteria. There will be continuing debate over income tax deductions for college expenses.

• As stated above, federal policy regarding research funding is expected to be unfavorable. However, opportunities for higher education may exist in the new approaches now being considered for the distribution of federal funds to state and local governments.

• Dramatic restructuring of the health care system will occur. Public policy at the federal, state, and local levels will have an impact on this restructuring in important ways.

7) Public Perceptions/Image

• Most New Mexicans (about 60%) perceived UNM to be "very" or "somewhat" good. Impressions were most favorable among respondents who (a) live outside Bernalillo County, and (b) are Hispanic.

• Among the survey respondents, UNM is best known for its sports teams (about 33%), cultural diversity (about 14%), and its graduate programs (about 12%). Among UNM's offerings, the University Hospital is the best known, followed by the basketball program, and the undergraduate program.

(Based on results from a survey of 1030 New Mexicans about perceptions of the University of New Mexico. The data were collected in June and July of 1994 by the UNM Survey Research Center.)
From among those respondents who said they would choose to attend UNM, the most frequent reason for picking UNM was that it was close to home, family and friends, followed by academic excellence and the availability of a specific program. The most frequent reason for choosing other universities was academic excellence, followed by the reputation of the college.

When asked to evaluate the stringency of UNM’s admissions policies, most respondents thought them about right and fair to all ethnic and racial groups. However, a significant fraction perceived them to be “too lenient” and about 40% of African American respondents perceived unfair admissions.

When asked to evaluate the current level of emphasis on research at UNM, a plurality (about 49%) would prefer to increase emphasis on basic research, and a majority (about 70%) want to see an increase on emphasis in applied research.

II. Assessment of Strengths, Weaknesses, Opportunities and Threats

The environment described above contains both threats and opportunities for the University. In fact, many environmental issues present both threats and opportunities at the same time. In facing this challenging environment, UNM has a number of strengths:

- Increasingly able students, faculty and staff;
- A wide range of academic and public service programs;
- Rapidly increasing research capabilities and attainments;
- A number of programs which have achieved national -- even international -- recognition;
- An outstanding Health Sciences Center which serves the entire state;
- High-quality Branch Campuses which serve the needs of their communities;
- Location of the Main Campus in a growing and robust population center;
- Numerous international involvements, especially with Latin America;
- Excellent libraries;
- Beautiful campuses;
- A leadership position in continuing, non-traditional, and distance education.

In short, UNM is improving significantly in almost every dimension; the "trajectory" of the institution is decidedly positive.
There are, however, some weaknesses which UNM must confront:

- A thin resource base which manifests itself in many unmet programmatic needs, relatively low levels of faculty and staff compensation, and serious capital and deferred maintenance challenges:
- The need for greater emphasis on quality customer service;
- The need for improved recruitment and retention of students, faculty, and staff from underrepresented groups;
- A public image which is not as good as the underlying reality and which needs to be improved, especially among some segments of the population;
- The needs for better internal administrative systems and procedures and for improved training and development of employees;
- An organizational structure which may not be most efficient or effective.
The University of New Mexico Will Embody

Scholarship and Academic Excellence

Leadership in Addressing Public Policy Issues Facing New Mexico and Our Hemisphere, and

Responsible Stewardship Of Its Human, Fiscal and Physical Resources
THE UNIVERSITY OF NEW MEXICO VISION

The University will strengthen scholarship and academic excellence.

- UNM will attract superior students, faculty and staff from New Mexico, the nation and the world.
- UNM will establish itself as a superior national research university.
- UNM will achieve academic excellence in selected broad areas (that take advantage of cutting edge research, interdisciplinary cooperation, our geographic location and the state's scientific technological base.)
- UNM will be a model of teaching and learning excellence.

The University will lead in addressing public policy issues facing New Mexico and our Hemisphere.

- UNM, as the flagship of the State's university system, will lead in improving the lives of New Mexicans.
- UNM will demonstrate that diversity and excellence go hand in hand.
- UNM will be prominent in our Hemisphere as a University for the Americas.

The University is committed to responsible stewardship of its human, fiscal and physical resources.

- UNM will give a high priority to customer satisfaction and accountability.
- UNM will preserve the investment in its resources.
- UNM will deliver its services and programs in the most efficient and effective manner.
UNM will attract superior students, faculty and staff from New Mexico, the nation and the world by:

- Recruiting and supporting well-prepared undergraduate and graduate students who select UNM because of its academic programs, diversity and welcoming environment;
- Using the UNM branch campuses, education centers and distance learning to introduce talented students statewide to the opportunities available in University educational programs;
- Recruiting and supporting a multiculturally diverse, nationally competitive faculty who consistently demonstrate commitment to both teaching and research/creative activity;
- Expanding opportunities for interdisciplinary study and research; and
- Creating and sustaining a sense of community for students, staff and faculty that fosters intellectual and personal development.
Scholarship and Academic Excellence, continued

UNM will establish itself as a superior national research university by:

- Focusing research efforts in areas that take advantage of UNM’s strengths and that will gain or retain national prominence;
- Enhancing graduate and professional education by expanding student financial support and maintaining rigorous program evaluation;
- Helping and supporting faculty and students in their quest for externally funded grants and contracts with streamlined research administration, start-up funding, seed funding and matching funding; and
- Taking an increasingly stronger role in research.
Scholarship and Academic Excellence, continued

The University will achieve academic excellence in selected broad areas by:

- Continuing to support science and engineering, University for the Americas, the Southwest and health sciences/services that have already been identified as areas of academic emphasis;
- Encouraging the identification and selection of additional areas that take advantage of cutting edge research, interdisciplinary cooperation, our geographic location, and the state's scientific and technological base; and
- Investing in teaching, research and service activities, as well as a range of academic programs and activities, within each of the selected areas.
Scholarship and Academic Excellence, continued

UNM will be a model of teaching and learning excellence by -

- Strengthening our commitment to hiring faculty who are prepared to be teacher-scholars and rewarding faculty who have demonstrated effective innovative teaching;
- Encouraging senior faculty members to participate in undergraduate instruction and assisting all faculty and graduate teaching assistants who desire to improve their teaching skills;
- Rigorously evaluating our academic programs with special emphasis on outcomes assessment and time-to-degree for undergraduate, graduate and professional students;
- Recruiting students who are prepared to accept rigorous academic programs and assisting students who require additional preparation through UNM branch campuses and the Albuquerque T-VI;
- Supporting students through an integrated effective system of academic advising and specialized retention programs;
- Ensuring that our intercollegiate athletics program supports and is consistent with the academic mission of the university; and
- Improving instructional environments and facilities with special emphasis on libraries, computing, interactive distance education and audio-visual support.
LEADERSHIP IN NEW MEXICO AND OUR HEMISPHERE

UNM, as the flagship institution of the State's university system, will lead in improving the lives of New Mexicans by -

- Utilizing our branch campuses, education centers and distance education technology to increase New Mexicans' awareness of and participation in lifelong education and to serve the higher education and training needs of local communities;
- Responding to the state and its population health and wellness needs through the teaching, research and service programs of the Health Sciences Center;
- Responding to community concerns by offering selected services consistent with the mission of the University;
- Providing cultural and recreational opportunities for communities around the state by sharing our student and faculty performers, artists and unique collections and by promoting the arts;
- Responding to community and professional continuing educational needs;
- Providing an intercollegiate athletic program that serves the needs of both the University and the larger communities; and
- Supporting a research program that enhances the economic base in New Mexico; and
- Supporting participation in leadership roles by faculty and staff which brings prominence to New Mexico.
Leadership in New Mexico and Our Hemisphere, continued

UNM will demonstrate that diversity and excellence go hand in hand by:

- Fostering a positive campus environment among students, faculty and staff, and an enhanced awareness of the richness inherent in age, gender, ethnic, cultural, and intellectual diversity;

- Increasing participation in the University by populations historically underrepresented at UNM: Hispanics, Native Americans, African Americans, Asian Americans, students from rural areas and first-generation college students; and

- Recruiting and supporting a faculty and staff which is diverse in age, gender, ethnicity and culture; and

- Fostering diverse intellectual approaches to teaching, research and creative activity.
Leadership in New Mexico and Our Hemisphere, continued

UNM will be prominent in our Hemisphere as a University for the Americas by -

- Building on our cultural and historical links with Mexico, Central and South America;
- Communicating our extensive involvement with Latin America across disciplines within the University by establishing a clearinghouse and information focus for our programs;
- Expanding our influence to the entire Hemisphere by establishing similar links with Canada;
- Establishing academic programs that actively encourage our students, faculty and staff to master Spanish, indigenous and other languages important in the Hemisphere;
- Encouraging student and faculty exchanges and Hemispheric study programs; and
- Expanding faculty participation in Hemispheric research and teaching activities.
RESPONSIBLE STEWARDSHIP

UNM will give a high priority to customer satisfaction and accountability by -

- Creating a work environment that is supportive of high standards;
- Creating an instructional environment that is conducive to high achievement through state of the art learning technologies;
- Including customer satisfaction as one dimension of employee performance assessments;
- Developing resource allocation processes that deliver resources to the priority needs of our customers;
- Designing programs and services that are responsive to customer needs and are easy to access;
- Encouraging advisory groups for University programs and services that include representation from the clients or consumers utilizing those services; and
- Creating flexible and timely institutional reviews of new programs and services to support responsiveness to customer needs.
Responsible Stewardship, continued

UNM will preserve the investment in its resources by -

- Developing compensation programs and performance measurements that attract and retain the best faculty and staff;
- Creating training and professional development programs that help faculty and staff be responsive to the customer expectations;
- Establishing facility management programs that provide the best use of available space in support of the University's programs and services;
- Developing long-range capital development plans that relate to the program and service priorities of the University;
- Establishing management processes that seek to achieve maximum return on investment and recovery of value including research products, land investments, and endowment management; and
- Establishing program and service pricing processes that communicate to the customer best value for the dollar invested.
UNM will seek to deliver its programs and services in the most efficient and effective manner by:

- Implementing state of the art information exchange systems to allow cost efficient performance of University business;
- Seeking to achieve a high ratio of direct dollar investment in the University's programs and services per dollar of support service investment;
- Evaluating the organization of programs and services and institutional policies and procedures to eliminate redundancy, excessive bureaucracies, and inefficient delivery systems;
- Designing new programs and services that take advantage of new more efficient technologies and delivery systems; and
- Creating standards of facilities design that take advantage of new technologies with respect to resource requirements (i.e., energy consumption, security, and flexibility of use.)
### EXAMPLES OF POSSIBLE MEASURES

**SCHOLARSHIP AND ACADEMIC EXCELLENCE**

<table>
<thead>
<tr>
<th>Measure</th>
<th>1990</th>
<th>1995</th>
<th>2000</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase percentage freshmen entering by Plan A</td>
<td>68%</td>
<td>81%</td>
<td>90%</td>
<td>99%</td>
</tr>
<tr>
<td>Increase percentage of freshmen in top ACT quartile</td>
<td>34%</td>
<td>48%</td>
<td>50%</td>
<td>80%</td>
</tr>
<tr>
<td>Raise ACT score of entering freshmen</td>
<td>21.2</td>
<td>22.3</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>Increase percentage of freshmen graduating within five calendar years</td>
<td>19%</td>
<td>25%</td>
<td>30%</td>
<td>50%</td>
</tr>
<tr>
<td>Increase faculty compensation relative to peers</td>
<td>88%</td>
<td>92%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Increase ranking of UNM libraries (out of 108 research libraries)</td>
<td>60th</td>
<td>53rd</td>
<td>top 50</td>
<td>top 40</td>
</tr>
<tr>
<td>Increase extramural research funding</td>
<td>$84M</td>
<td>166M</td>
<td>$250M</td>
<td>$375M</td>
</tr>
<tr>
<td>Increase computer availability to faculty</td>
<td>--</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Increase number of faculty holding membership in National Academy of Sciences or Engineering, Institute of Medicine, Academy of Arts (others?)</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Increase graduate student stipends relative to peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase number of applicants to graduate programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Increase percent of graduate students with fellowship support</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Increase number of faculty holding leadership positions in professional societies</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Increase number of faculty editors of professional journals</td>
<td></td>
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</tbody>
</table>
### EXAMPLES OF POSSIBLE MEASURES

#### LEADERSHIP—NEW MEXICO AND HEMISPHERE

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Increase diversity of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American, African American, Hispanic, Asian</td>
<td>44.5%</td>
<td>46.1%</td>
<td>54%</td>
<td>Reflect Demographics</td>
</tr>
<tr>
<td>Increase transfers from UNM branch campuses, centers and other 2- or -4 year institutions</td>
<td>-</td>
<td>3582</td>
<td>5000</td>
<td>6000</td>
</tr>
<tr>
<td>Increase ethnic diversity of tenure track faculty</td>
<td>12%</td>
<td>17%</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>Increase gender diversity of tenure-track faculty</td>
<td>25%</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>Increase primary care physicians and nurses locating in New Mexico</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase number of students from Latin America</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase number of UNM students and faculty in exchange programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase number of UNM students who who participate in Hemispheric Studies and area languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase participation in UNM’s continuing education programs and ITV</td>
<td></td>
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</tbody>
</table>
EXAMPLES OF POSSIBLE MEASURES
RESPONSIBLE STEWARDSHIP

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Increase state funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase annual private support</td>
<td></td>
<td></td>
<td>$15 million</td>
<td>$18 million</td>
<td>$25 million</td>
<td>$35 million</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receive unqualified opinions on financial audits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Receive positive accreditation reviews</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Receive positive approval ratings in external and internal surveys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receive state bond issue support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase staff compensation relative to market</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
Examples of Possible Measures of Responsible Stewardship, continued

<table>
<thead>
<tr>
<th>Measure</th>
<th>1990</th>
<th>1995</th>
<th>2000</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase participation in training/professional development programs by faculty and staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase return on investments of endowment funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase value of technology commercialized per dollar of University research</td>
<td></td>
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</tr>
<tr>
<td>Increase dollar earned per square foot of land owned by the University and commercially developed and managed</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Increase percent of faculty and staff receiving annual formal, documented performance evaluations</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Increase ratio of direct expenditures for instruction, research, and public service programs versus the expenditure of indirect support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve results of energy and other performance audits on all facilities</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
WE WELCOME YOUR IDEAS ON
THE UNM STRATEGIC PLAN: A VISION FOR THE YEAR 2000 AND BEYOND

Did you know there are five different ways you can submit your thoughts and ideas to the University of New Mexico on the UNM 2000 plan?

1) Send ideas through the UNM Internet to: provost@unm.edu

2) Send ideas by FAX: 505-277-8700

3) Call us at 505-277-5064

4) Drop a note to: The University of New Mexico Patricia L. Chavez, Office of the Provost Scholes Hall 119A, Albuquerque, NM 87131

5) To obtain extra copies of the plan or to give comments in person, drop by the above named office in Scholes Hall, 119A.

WE HOPE TO HEAR FROM YOU!
Over the past two years, Professor Bell Campbell has devoted much of her time, intelligence, sensitivity, and patience tirelessly to the Faculty Senate. She did all this work because she strongly, and passionately, believes in the rights of members of the UNM community. President Campbell kept the avenues of communication open and the Senate amply supplied with material. She spent untold hours assessing the factors underlying issues of concern to the faculty and working to change things of concern to many in the University community. She sustained and reorganized committees, assessed the Senate's structure, set the Senate's agenda, and brought a sense of balance to what Senators need to accomplish. She reached out to staff, administrators, and state politicians, all with the goal of improving UNM. Bel brought to this legislative assembly more information than its members previously enjoyed, and she enriched that information with her insights, professional contacts, and wry sense of humor.

In recognition of her extraordinary work for and with the Faculty Senate, the Faculty Senate of the University of New Mexico adopts the following resolution.

WHEREAS President Bel Campbell has provided the Faculty Senate and the UNM Faculty with extraordinary service over the past two years; and

WHEREAS the UNM Community and the public has benefitted from this service and also benefits from knowing about the extraordinary accomplishments of one of its own on behalf of the state's largest university;

BE IT RESOLVED the Faculty Senate expresses its appreciation for President Bel Campbell's efforts in behalf of the Senate and the University Community by publicly commending Professor Campbell and by thanking her for her efforts on our behalf.

This resolution shall be included in the Faculty Senate minutes and forwarded to the members of the UNM Board of Regents, UNM President Richard Peck, UNM Provost Mary Sue Coleman, UNM Vice President David McKinney, and UNM Vice President Orcilia Zuniga-Forbes.
March 27, 1995

TO: Charlie Steen, Chair, A&R Committee
FROM: Janet Roebuck, Associate Provost
SUBJECT: Name Change in University College

As we move towards developing concepts and tools which are more appropriate for the academic management of our current body of pre-major undergraduate students, the name of the sub-unit within University College which does this work becomes increasingly obviously unsuitable and confusing. However, as we discussed at the last A&R meeting, the process by which its name should be changed is unclear. On the one hand, because it is neither an academic department nor a college but a staff unit, it may need only the approval of the Provost (as was the case when I changed the name of another sub-unit from "Assessment and Counseling Service" to the "Testing Center"). On the other hand, it is an important component of our undergraduate programs and the unit which, in essence, administers the academic regulations which are under the charge of the A&R Committee.

Accordingly, we have obtained permission for a name change, to "Office of Undergraduate Studies," from both the Provost and A&R. The Council of Deans has been informed of the change and responded positively to it. Please take this item forward to the Senate along with the new categories for pre-major students. The name change simply reflects the concepts behind the development of the new categories. It makes clear that we have moved away from the old "university college" model of managing new students, it helps move along the process of reorganizing University College and it will be less confusing to students. Again, this matter is urgent as we are increasingly pressed by the deadline for text for the new Undergraduate Catalog.

cc: Provost Coleman
THE ACADEMIC MANAGEMENT OF "PRE-MAJOR UNDERGRADUATES"
UPDATING THE CATEGORIES

GENERAL RULES

a) The General Academic Regulations of the University regarding matters such as hours and minimum GPA apply in all cases.

b) A student may be enrolled in a category only once and may not reenter a category once they have left it and enrolled in some other category.

c) Students seeking second baccalaureate degrees will re-enter the University in one of these categories.

d) Technical arrangements for these categories will be made using the current, general, "College 12" designation.

e) These arrangements will become effective with the 1995-97 UNM Undergraduate Catalog.

CATEGORIES

1) NEW STUDENTS

a) These are "new freshmen" and other, slightly more advanced students, who currently enter as "University College" students. No changes are needed for them.

b) At least one college (Engineering) has indicated that it may wish to experiment with allowing a small group of well qualified new freshmen direct entrance into the college. If "qualified" is well defined, this arrangement can benefit both students and the college and can easily be accomplished by the Admissions Office. However, entrance qualifications must be carefully drawn as misplacement at this level could have a serious negative effect on students who are not well prepared for the field. While not all colleges will want to consider this idea, those which do want to explore the option should have the opportunity to put forward proposals to the A&R Committee.

2) A "QUALIFYING YEAR" FOR STUDENTS IN TRANSITION

This provides students who have too many hours to qualify for the "New Student" category with the opportunity to take the necessary steps to transform their academic careers (eg. to transfer between institutions; to change from being an engineer to being a poet or a dancer).
This category is available only for the circumstances noted below. It will not be used, for example, for students changing majors within a college or for students transferring between colleges who already meet the qualifications of the accepting unit. Students may take a maximum of 30 hours in this category.

a) Advanced Transfer Students

This would take care of UNM-admissible transfer students with too many hours to qualify as "new students" who lack the requirements to enter the college of their choice. One semester will be enough time in most cases, but some colleges admit students to their programs only on an annual basis and some students changing fields may need more than one semester to meet complex requirements.

b) Students Preparing to Enter Special Programs

This allows students to qualify for admission to special programs eg. the "Fast Track BBA" or other evening and weekend programs. These students must be advised by the Program they wish to enter and their academic management will be governed by regulations appropriate to each special degree-granting program.

c) "Dismissed" students seeking a new College

Some students, who are still UNM students in good standing under the General Academic Regulations of the University, have fallen below the minimum requirements for good standing in their current college and are "dismissed" from that college. If they are eligible for admission to another college, they should seek admission immediately. If they are not already eligible for admission to a second college of their choice, this category allows them the opportunity to qualify for that college. It is to be used only by students seeking to make a major transition.

3) ACADEMIC RENEWAL CANDIDATES AND RETURNING STUDENTS

This category accommodates academic renewal candidates and some students returning to baccalaureate education after an absence of more than 5 years who have too many hours to qualify as "new students" and do not qualify to enter (or have not yet chosen) a college. Academic Renewal candidates will be governed by the Academic Renewal Policy. Students may stay in this category until academic renewal is accomplished and/or they are admitted to a College. Students may take a maximum of 36 hours in this category.
To: Harry Llull, President, Faculty Senate
From: Janet Roebuck, Associate Provost
Subject: University College Reorganization

I am happy to respond to the request of the Operations Committee for a brief sketch of the current and potential future organization of University College.

**CURRENT STRUCTURE**

**UNIVERSITY COLLEGE**

- B.U.S. Program
- Faculty
- Business Technology
- Testing Center
- Veterans Affairs
- Office of Undergraduate Studies

**PROPOSED/POSSIBLE CHANGES**

The Business Technology Program is being phased out.

The Testing Center and Veterans Affairs will be transferred to Student Affairs.

The B.U.S. Program and the faculty will remain in University College. We are examining the possibility of making University College the interdisciplinary, inter-collegiate undergraduate unit of UNM — for example, the General Honours Program and the Science, Society and Technology Program may be moved in here.

While the Office of Undergraduate Studies will stay in University College for the time being, as the character of the College changes, this unit will leave and become a free-standing unit, much like the Office of Graduate Studies.

Both units will be run by existing personnel in the Provost's Office. These changes will allow us to run more rational, more efficient operations while continuing to maintain our current net reduction in administrative costs.
Summary of Policies and Procedures for Establishment of Centers

Steps are:

1. Submit a proposal to RPC conforming to RPC guidelines.
2. RPC reviews proposal and makes a recommendation to the Faculty Senate.
3. Faculty Senate recommends action to the Office of the Provost.

Types of centers:

1. College level
   Activities lie almost exclusively within a college. Administration is by college dean. Approval by Faculty Senate is not required for establishment.

2. University-level
   Activities routinely involve faculty from two or more colleges. Report to Office of the Provost. Approval by Faculty Senate is required for establishment.

3. Business centers
   These centers typically provide services to the business and governmental communities of New Mexico. Approval by the Faculty senate is required for establishment.

Criteria for establishment of University centers:

1. University centers are accountable to the senior research officer of the Office of the Provost.
2. All tenured or tenure-track faculty must be members of academic departments. Other center employees have appointments dependent upon funding of the center.
3. Center funding is to sustain the mission of the center. It comes from external sources, public or private, and some (target: 50%) return of overhead.
4. Intellectual property is owned by UNM.
5. Positive recommendation for establishment must be given by the Faculty Senate. This must include positive endorsement by deans and department chairs impacted by the center.
6. Annual reports must be presented to the Office of the Provost and thorough reviews are to be conducted on a seven-year cycle.

Other points:

1. Centers must pay for their own space.
2. Overhead return is linked to needs of center and of colleges and departments with faculty participating in the center.
3. Existence of a center is to enhance the research enterprise at UNM and must not diminish the ability of departments and colleges to carry out their mission.
OVERVIEW

This proposal is to establish a High Performance Computing, Education and Research Center (HPCERC) to initiate, coordinate, and manage selective high performance computing and communications (HPCC) initiatives at UNM, further student and faculty research through the use of these new tools, and to facilitate cooperation with local federal laboratories. The most obvious recent UNM initiative in HPCC is the Maui Project which established the Maui High Performance Computing Center (MHPCC), and which is managed by UNM under a Cooperative Agreement administered by the Phillips Laboratory (PL).

The three primary functions of the proposed HPCERC are:

• Provide Academic Research and Education in HPCC at UNM,
• Provide User Services related to HPCC,
• Manage the Maui Project and oversee the MHPCC.

These activities at UNM are organized in two main thrusts:

• Academic programs, especially cross-disciplinary efforts, and
• Albuquerque Resource Center (ARC), providing computing resources and support.

The purpose of the HPCERC academic programs is to bring together groups of high performance computing users: from various departments. Currently a graduate Certificate Program in Scientific and Engineering Computation (SEC) is in the approval process and involves ten Engineering and A&S departments.

Affiliated with the MHPCC, and a key component of the HPCERC, will be an Albuquerque Resource Center - it will specialize in user services and communications for HPCC and will facilitate access to equipment necessary for high performance computing. These activities will be enhanced through shared resources at UNM such as state-of-the-art parallel computer (a 32 node IBM SP1.5), visualization workstations (an SGI Onyx Reality), data storage, printers, and other special usage equipment. HPCERC currently funds the 10Mbit Internet connection for UNM faculty and students. The ARC will facilitate UNM access to the vast resources located at the MHPCC facility on Maui.

MANAGEMENT

The HPCERC will be managed by an Executive Director, who reports to the Office of Provost. The Executive Director will be Frank Gilfeather, with Brian T. Smith and John Sobolewski as Directors. The Albuquerque Resource Center will be headed by a Director, Brian T. Smith.

FACULTY AND STUDENT PARTICIPATION

Membership in the HPCERC will be available to all interested faculty who participate in HPCERC activities. In addition the HPCERC will cooperatively foster, with departments and colleges, a wide range of HPCC faculty and student research programs. Currently there are 20 RA positions funded by HPCERC and additional support going to the colleges of Engineering and A&S to support faculty (currently 6) released for HPCERC activities. HPCERC provides leveraged support to a number of current and pending UNM proposals from a number of departments.

FUNDING

Funding for the HPCERC will initially come from several sources all linked to the Maui Project. Specifically the resources to initially fund the HPCERC includes some direct budgeting from of the Maui Project and the reinvestment of the indirect costs (IDC) from the Maui Project which are apportioned to the Center.
March 30, 1995

PROPOSAL FOR CREATION OF A UNIVERSITY OF NEW MEXICO CENTER FOR RADIOACTIVE WASTE MANAGEMENT

Summary:

The University of New Mexico should establish an interdisciplinary Center for Radioactive Waste Management. The purposes of this center are to bring together researchers from across campus who are working on various aspects of radioactive waste management, to provide an organizational structure for major additional work in this area, to develop facilities for specialized work in this area, and to bring recognition to UNM for this work.

The Center for Radioactive Waste Management at UNM is a logical outgrowth of the present Waste-Management Education and Research Consortium (WERC) program, which has been funded by the U.S. Department of Energy at about $5 million per year for a five-year period. Over 50 faculty members at UNM have received small research grants from WERC. Participants have come from 14 schools, departments, and institutes. Over 200 UNM students have enrolled in educational programs sponsored by WERC. As an integral part of the program, UNM has developed and equipped a laboratory designed specifically for the characterization of radioactive samples and wastes.

With less than one year of DOE funding left, it is imperative that UNM develop a means of continuing its activities in waste management. The Center for Radioactive Waste Management will be able to assist faculty in several ways. First, it will provide a mechanism and an organizational structure for obtaining large grants in this area. Such grants would involve the collaborative effort of many faculty across the campus. Second, it will provide a convenient means of sharing facilities and information. Third, through its larger total mass, it will provide recognition and visibility to UNM faculty working in this area.

The Center will be directed by a senior faculty member. Dr. Werner Lutze, from Karlsruhe, Germany, was selected to be the director. He has been at UNM since November, 1993. Specific goals for the Center include the following:

develop a functioning organization of UNM researchers involved in radioactive waste management, building on the base of UNM's portion of the WERC program;

ramp up to several million dollars per year in funded research contracts at UNM related to radioactive waste management;

initiate programs to increase the visibility and recognition of UNM in radioactive waste management research (e.g., through professional symposia, short courses, international cooperation, etc.);

maintain collaborative research and education activities with the other WERC institutions in the area of waste management.

Existing space within the College of Engineering, though extremely tight, is sufficient to house the Center Director and a small staff. The Environmental Radiation Measurement Laboratory (ERML) has already been set up within the Nuclear Engineering Laboratory. As the Center grows, however, it is likely that additional office and laboratory space will be needed. With the exception of laboratory work involving radioactive materials, the space could be in almost any reasonable location, such as the UNM Research Park, new UNM facilities, etc.
To: University of New Mexico Faculty Senate

Subject: Application of RIATT as a University Institute

Date: March 29, 1995

The purpose of the Research Institute for Assistive and Training Technologies is to conduct research in assistive technologies by studying the specific applications of adaptive devices and diverse technologies (hydraulics, biomechanics, robotics, microelectronics). Such applications may be used to improve or maintain the quality of life for people with disabilities in the areas of rehabilitation, education, recreation, vocation, mobility and life skills. The purpose of research in training technologies is to investigate the potential of new and emerging technologies (alternative computer input devices, augmentative communication systems, interactive multimedia applications) in improving or enhancing the instruction of all learners.

The mission of RIATT is to provide services and resources to further the research and application of technology which enhances the productivity and quality of life for individuals with disabilities. The leading enterprises of RIATT are:

Research and Demonstration:
- Clinical and field-based sites in agencies, hospitals and school districts statewide have been developed by RIATT for studying the needs for assistive technology and for providing demonstration settings for assistive technology assessments, device testing and professional training.

Training Innovations:
- Training in the use of innovative multimedia techniques is provided to industry and agencies. Curriculum and instructional design multimedia development is offered to schools, agencies and the community interested in developing training sequences.

Technology Transfer and Development:
- The Institute supports new technology development in cooperation with assistive technology vendors and technology extraction from federally owned technical institutions in cooperation with Sandia National Laboratories and Laguna Industries.

Product Commercialization:
- The development and promotion of new assistive and training technologies is integral to the Institute's mission. Technology transfer from design to commercial use by individuals with disabilities in the assistive technology marketplace is a leading goal.

Information Dissemination:
- The Institute provides information and resources for consumers, developers, professionals and caregivers interested in assistive technology worldwide from our extensive data base.

Clinic Assessment:
- The Institute Clinic conducts research in assessments for assistive technology for ADA elderly and school age children. Assessment research includes development of instruments, refining techniques and testing of the assessment process.

The future of research and development in assistive technology lies in the collaborative efforts of a variety of highly specialized professional groups. It is important that cross-disciplinary investigations be encouraged and supported. The institute (RIATT) is currently involved in research projects which are broad in scope, requiring the contribution of individuals from a variety of disciplines, representing many colleges and outside organizations. At this time in addition to our relationship with the College of Education, RIATT is currently collaborating with the College of Engineering, Sandia National Laboratories and Laguna Industries Incorporated. Current plans include grants and projects with the Medical School, three area businesses and Sandia Laboratories. These efforts are most efficiently operated and supported when they are separate from traditional academic units or colleges to encourage flexibility in seeking funding sources, cross-disciplinary exploration and support.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES
Date: Nov. 14, 1994

Margaret Mactavish
{Name of Individual initiating curricular change form}

Coordinator Early Childhood Ed.  
{Title, position}

UNM-Taos  
{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  
Name of New or Existing Program

This program is or would be located in current catalog page

I. Major Change-Mark appropriate category

Degree  
New  x

Major  
New  x

Minor  
New

Concentration  
New

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

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

CIP CODE

II. Minor Change-

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

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

New Name of Program

Reasons for Request: (attach statement) Please see attached 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:  

Department Chair

Approvals:  

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

FAX: 415-221-5445
PROPOSED CURRICULUM FOR

Associate of Arts in Early Childhood Multicultural Education
Early Childhood Multicultural Education Certificate
Child Development Associate Preparation Program

Submitted by:
University of New Mexico - Taos
December 1994
UNIVERSITY OF NEW MEXICO - TAOS
Early Childhood Multicultural Education

RATIONALE

Associate of Arts in Early Childhood Multicultural Education,
Early Childhood Multicultural Education Certificate,
Child Development Associate Preparation Program

The 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 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, 1992; Weikart, 1989). In addition, the increasing attention to the importance of the family as the child's primary educator and the need for including children with special needs in the 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 that, "By the year 2000, all children in the United States will start school ready to learn," (N.E.G.P., 1991).

In response to these developments, the New Mexico State Board of Education accepted the recommendations of the State Professional Standards Commission to establish a special competency based license for early childhood educators. This 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 developed an interdisciplinary early childhood baccalaureate major. The University of New Mexico - Taos is proposing to re-design the existing Early Childhood Education Certificate and the Child Development Associate Preparation programs so that these programs will articulate with the new Early Childhood Multicultural Education main campus degree program. These re-designed Early Childhood Multicultural Education courses and programs are more academic in content than the existing courses and programs. These new courses will not only help child care providers in Taos County meet the new state-mandated licensing and certification requirements but will allow students completing our AAECME to enter the ECME baccalaureate program at the third year level.

This proposed academic program will prepare early childhood professionals to understand the unique continuum of development from birth through age eight, including children developing both typically and atypically. The program content will embody an understanding of the need for teachers and caregivers 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.

As a two year community-based educational institution, we believe that UNM-Taos is in a unique position to take the lead in promoting quality early childhood care and education in Northern New Mexico by preparing professionals, by offering continuing education and in-service programs for teachers and providers, and by building partnerships and establishing collaborative relationships with local early care and education programs.
REFERENCES


UNIVERSITY OF NEW MEXICO - TAOS
Early Childhood Multicultural Education

ASSOCIATE OF ARTS
(68 credits required)

This program in early childhood multicultural education is designed for students who wish to work in this field or transfer to a four-year college or university to complete a bachelor's degree in early childhood education, child development, or a related field. This degree, plus experience, meets the requirements for qualifying as a center director as specified in the New Mexico Child Care Facilities Licensing Regulations. As part of this program, students will complete the Child Development Associate (CDA) credential preparation courses. This program addresses the seven general early childhood education competency areas required as partial fulfillment of the New Mexico Department of Education licensure in Early Childhood Education (birth to third grade).

To assure the best transition, students who plan to transfer to a four year program should work closely with a UNM-Taos advisor and advisors from the institution to which they plan to transfer.

General Education Requirements: (45 hrs. min.)

English: (9 credits)
Engl 101 Composition I: Expository Writing (3)
Engl 102 Composition II: Analysis & Argument (3)
3 additional hours in English, Communications, Linguistics.

History: (6 credits)
One course required from each of the following groups:
Hist 101 or 102 Western Civilization (3)
Hist 161 or 162 History of the United States (3)

Government, Economics, or Sociology: (6 credits)
Possibilities include:
ANTH 230: Topics in Current Anthropology (3)
ANTH 238: Cultures of the Southwest (3)
ECON 101: Introduction to Economics (3)
SOC 216: The Dynamics of Prejudice (3)
SOC 225: Marriage, Family, and Their Alternatives (3)

Science (9 hours)
9 hours in biology, chemistry, geology, physics, or zoology.

Computer Technology: (3 credits)
CT 102 Introduction to Microcomputers (3)

Mathematics: (6 credits)
Math 111 & 112 Math for Elementary Teachers

Fine Arts: (6 credits)
Possibilities include:
Art Hist 101 or 151
Music Ed 293
Early Childhood Core Curriculum Requirements: (23 credits)

ECME 105 Child Growth & Development (3)
ECME 106 Supervised Field Experience I* (1)
ECME 107 Learning Environments for Early Childhood (3)
ECME 108 Supervised Field Experience II* (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)
ECME 210 Supervised Field Experience III* (3)

*ECME 106 must be taken concurrently with ECME 105. The other two field experience courses must be taken concurrently with one of the following courses: ECME 107, ECME 113, ECME 117, or ECME 203. Each of the two 3 credit field experiences involves working a total of 160 hours during the 16 week semester in an approved early childhood setting. Students who are currently employed in an early childhood program may complete field experiences at their place of employment.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: Nov. 14, 1994

Margaret Mactavish
(Name of Individual initiating curricular change form)

Coordinator Early Childhood Education
(Title, position)

UNM-Taos
(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 Curriculum 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

I. Major Change-Mark appropriate category

<table>
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<tr>
<th>Degree</th>
<th>Major</th>
<th>Minor</th>
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<td>New</td>
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Revision of existing degree
Revision of existing major
Revision of existing minor
Revision of

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

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:
All course prefixes changed from Early Childhood Education (ECE) to Early Childhood Multicultural Education (ECME). Drop all "T"s. See course change request.

Reasons for Request: (attach statement) Please see attached 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

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

Signature:

Date:

Approvals:

Dean of Library Services
CIRT
College Curricula Committee
(If necessary)
College of School Faculty
College or School Dean
and/or
FS Undergraduate Ac. Affairs
FS Graduate Committee
Office of Graduate Studies
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Date:
This program in Early Childhood Multicultural Education provides students with the knowledge and skills required to work with children from birth through age eight and with their families in a variety of settings including child care centers, Head Start programs, family child care, preschools, and as early childhood teacher assistants. This certificate, plus experience, meets the New Mexico Child Care Licensing Regulations requirements for qualification as director of a child care center. Though not intended for transfer, this program addresses the seven general early childhood competency areas required as partial fulfillment of the New Mexico Department of Education licensure in Early Childhood Education (birth to third grade). All course work for this certificate can be applied toward the Associate of Arts degree in Early Childhood Education. As part of this program, students will complete courses required for the Child Development Associate credential preparation.

General Education Requirements: (9 hours)

Engl 101 Composition I: Expository Writing (3)
MATH 111 Math for Elementary and Middle School Teachers (3)
Choose one elective from the following multicultural courses:
ANTH 238 Cultures of the Southwest (3)
SOC The Dynamics of Prejudice (3)
MUS ED Multicultural Awareness Through Music Skills (3)
Multicultural Children’s Literature (3)

Early Childhood Core Curriculum Requirements: (23 hours)

ECME 105 Child Growth and Development (3)
ECME 106 Supervised Field Experience I* (1)
ECME 107 Learning Environments for Early Childhood (3)
ECME 108 Supervised Field Experience II* (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)
ECME 210 Supervised Field Experience III * (3)

*ECME 106 must be taken concurrently with ECME 105. The other field experience courses must be taken concurrently with one of the following courses: ECME 107, ECME 113, ECME 117, or ECME 203. Each of the two 3 credit field experiences involves working a total of 160 hours during the 16 week semester in an approved early childhood setting. Students who are currently employed in an early childhood program may complete field experience at their place of employment.

Total Semester Credits Required 32.
Policy Statement

Up to 50% of the coursework required for a master's degree program can consist of any combination of the following: Transfer credit (graduate-level coursework from an accredited university whether taken in graduate or non-degree status); UNM non-degree credit (graduate-level work taken in non-degree status at UNM); UNM extension credit; and UNM Law Credit. Departments may impose additional limits. Policy will become effective beginning with students who are admitted for the Fall of 1995.

Proposed Bulletin Language regarding General Academic Regulations:

The following will replace the x-ed out sections on page 23 of the UNM Graduate Bulletin:

TRANSFER CREDIT

Transfer credit includes graduate-level coursework taken at an accredited institution other than UNM whether the student was in graduate or non-degree status. These credits may be transferred into a degree program via the Application for Candidacy within the limits described on pages XX-XX (master's degree), XX-XX (Ph.D. and Ed.D. programs, or XX-XX (MFA programs). Graduate units may impose additional limits. Courses taken as extension credit at other universities are not accepted for graduate credit at UNM.

APPLIED CREDIT

Graduate-level UNM courses taken in non-degree status, graduate-level UNM extension credit, and UNM Law credit may be applied toward a graduate degree via the Application for Candidacy within the limits described on pages XX-XX (master's degree), XX-XX (Ph.D. and Ed.D. programs, or XX-XX (MFA programs). Graduate units may impose additional limits.

UNM non-degree credit and UNM extension credit to be applied toward a graduate degree must meet the following requirements:

1. the course(s) recommended for inclusion in a program of studies had received prior graduate approval;
2. the student earned a grade of B (3.0) or better in the courses;
3. the student received permission to take the non-degree or extension course for graduate credit by filing a GCA with the registration center (see page XX, applies to 300 and 400 level courses only);
4. the course(s) is/are recommended and approved by the student's advisor, graduate unit head, and, where applicable, the program of studies committee;
5. the course(s) was/were taught by a faculty member duly approved for graduate instruction;
6. this policy is subject to any restrictions on courses taken in non-degree status or on extension courses that have been or may be established by the various graduate units. UNM Law Credit to be applied toward graduate degree course requirements must be approved by the major professor or committee on studies, the head of the graduate unit, the Dean of the Law School, and the Dean of Graduate Studies. Such hours may not also be counted toward requirements of the J.D. degree (except in the case of dual degree programs, see page XX).

Approved by the Senate Graduate Committee April 21, 1994.
credit. The student must also provide a letter
wining eligibility from the student’s under-
graduate advancement office. The form must be
signed by the instructor, and the instructor fol-
low the same steps as listed above for Hon.
Degree students. The student will not be al-
lowed to enroll in more than nine graduate
credit hours. The courses taken will apply to
advanced education after the completion of the
baccalaureate degree. The same course
counts for both graduate and under-
graduate credit.

Both non-degree and undergraduate students
must have the form filed by the last day of the
last week of classes during the regular sea-
son and by the end of the first week of four-
week classes or the second week of eight-week
classes during the summer session. No up-
grades will be allowed after these deadlines.
Graduate credit status downgrades for courses
will be allowed only with the instructor’s ap-
proval (signature on an orange card) through
the fourth week of classes during the regular
semester, and through the sixth week of classes
for a four-week course or the third week of
classes for a four-week course during summer
sessions.

UNDERGRADUATE CREDIT IN 500-LEVEL COURSES
Although courses numbered above 500 are
open only to graduate students, senior students
with GPA’s of 3.0 or higher may receive under-
graduate credit in such courses. They must ob-
tain approval in advance from the instructor
concerned, the chair of the department and the
dean of their college. Undergraduates may not
enroll in graduate problems or graduate credit.

CREDIT TOWARD SINGLE DEGREE
No course applied toward another degree
may be applied toward the degree for which it was
approved in advance from the department, and the
Dean of Graduate Studies.

UNDERGRADUATE CREDIT IN 500-LEVEL COURSES
Although courses numbered above 500 are
open only to graduate students, senior students
with GPA’s of 3.0 or higher may receive under-
graduate credit in such courses. They must ob-
tain approval in advance from the instructor
concerned, the chair of the department and the
dean of their college. Undergraduates may not
enroll in graduate problems or graduate credit.

CREDIT TOWARD SINGLE DEGREE
No course applied toward another degree
may be applied toward the degree for which it was
approved in advance from the department, and the
Dean of Graduate Studies.

CONCENTRATED COURSES AND WORKSHOPS
Graduate credit earned in concentrated
courses and workshops that have been ap-
proved for such credit may not exceed one
quarter of credit per each 12.5 hours of instruc-
tion time. Two hours of instruction appropri-
ately distributed over no more than 6 days,
three hours of credit require 45 hours of instruc-
tion appropriately distributed over no less than
10 days.

CONCORDANCE COURSES
Correspondence work is not accepted for
graduate credit.

CREDIT TOWARDS SINGLE DEGREE
No course applied toward another degree
may be applied toward the degree for which it was
approved in advance from the department, and the
Dean of Graduate Studies. See also individual
Dual Degree Program (p. 30).

MASTER’S DEGREES

FIELD AND DEGREES
Graduate work leading to the master’s degree
is offered in the following major fields: A.

Anthropology (I, II, M.A.)

Art History (I, II, M.A.)

Biological Sciences (II, M.S.)

Chemistry (I, II, M.S.)

Communication (II, M.A.)

Community and Regional Planning (II, M.C.R.P.)

Comparative Literature (I, II, M.A.)

Earth and Planetary Sciences (II, M.S.)

Economics (II, M.A.)

Education

Administrative (II, M.A.)

Adult (II, M.A.)

Art (I, II, M.A.)

Counseling (II, M.A.)

Education (Foundations) (II, M.A.)

Elementary (II, M.A.)

Family Studies (II, M.A.)

Health (II, M.S.)

Nutrition (II, M.S.)

Physical Education (II, M.S.)

Recreation (II, M.A.)

Secondary (II, M.A.)

Special (II, M.A.)

Teaching and Learning Technologies (II, M.A.)

Engineering

Chemical (II, M.S.)

Civil (II, M.S.)

Computer Science (II, M.S.)

Electrical and Computer (II, M.S.)

Engineering (II, M.T.E.)

Mechanical (II, M.S.)

Nuclear (II, M.S.)

English (II, M.A.)

French (II, M.A.)

German (II, M.A.)

German Studies (II, M.A.)

History (II, M.A.)

Linguistics (II, M.A.)

Latin American Studies (II, M.A.)

Management (II, M.B.A., M.S.B.A.)

Mathematics (II, M.A.)

Music (II, M.M.)

Nursing (II, M.S.)

Pharmaceutical Sciences

Hospital Pharmacy (II, M.S.)

Pharmacy Administration (II, M.S.)

Radiopharmacy (II, M.S.)

Taxonomy (II, M.S.)

Theology (II, M.A.)

Philosophy (II, M.A.)

Physics (II, M.S.)

Political Science (II, M.A.)

Pomology (II, M.A.)

Psychology (II, M.S.)

Public Administration (II, M.S.)

Sociology (II, M.A.)

Spanish (II, M.A.)

Theatre and Dance (II, M.A.)

Water Resources Administration (II, M.A.)

For Hours of Non-degrees, see p. 25.

PREREQUISITES
The minimum undergraduate prerequisite is 12 semester hours of advanced work (100-level

The student must provide a letter
wining eligibility from the student’s under-
graduate advancement office. The form must be
signed by the instructor, and the instructor fol-
low the same steps as listed above for Hon.
Degree students. The student will not be al-
lowed to enroll in more than nine graduate
credit hours. The courses taken will apply to
adanced education after the completion of the
baccalaureate degree. The same course
counts for both graduate and under-
graduate credit.

Both non-degree and undergraduate students
must have the form filed by the last day of the
last week of classes during the regular sea-
son and by the end of the first week of four-
week classes or the second week of eight-week
classes during the summer session. No up-
grades will be allowed after these deadlines.
Graduate credit status downgrades for courses
will be allowed only with the instructor’s ap-
proval (signature on an orange card) through
the fourth week of classes during the regular
semester, and through the sixth week of classes
for a four-week course or the third week of
classes for a four-week course during summer
sessions.
The following will replace the x-ed out sections on page 24 of the UNM Graduate Bulletin

PLAN I.3. At least 50% of coursework requirements completed after admission to a graduate program.

PLAN II.3. At least 50% of coursework requirements completed after admission to a graduate program.

4a. **The application or transfer of credit is never automatic.** Up to 50% of the course requirements for a graduate degree may consist of the following: transfer credit from another properly accredited graduate school, graduate-level courses taken at UNM in non-degree status, graduate-level UNM extension courses, and/or UNM Law credit, **provided that:**

b. The coursework is graded at least a B (3.0) and falls within the student's five-year period (see below).

c. The credit is judged by both the graduate unit and the Dean of Graduate Studies to be appropriate to the particular student's master's program.

d. Graduate units may impose additional limits.

Approved by the Senate Graduate Committee April 21, 1994.
24 MASTER'S DEGREES

courses or higher in the major field. Certain departments require more extensive or more specific preparation; consult individual sections of this Bulletin.

REQUIREMENTS FOR MASTER'S DEGREE

To meet the formal requirements for the master's degree the student must:

1. complete the requirements of Plan I or II;
2. complete any additional graduate unit requirements (e.g., specific course requirements, foreign language requirement, etc.);
3. apply for and be admitted to candidacy;
4. pass the Master's Examination;
5. present a thesis acceptable to the graduate unit and the Graduate Dean (Plan I only).

For the various program requirements, please consult the appropriate section of this Bulletin. General requirements are described in the sections following.

FIVE-YEAR RULE

All work offered toward a master's degree must be accomplished within a five-year period, including transfer work from another institution. A student must request an extension of the time limit in writing. The request must be supported by the student's graduate unit and approved by the Dean of Graduate Studies. Failure to obtain an approved extension will result in the student being unable to use hours outside the five-year limit toward the degree, beginning with the courses taken earliest.

PLANS I AND II

In each course hour requirement or limitation listed below, the number of hours given refers to semester hours in the major and minor or related fields combined, and is exclusive of theses.

Plan I

1. A minimum of 24 hours of course work.
2. A minimum of 1 hour of 500-level courses.
3. A limit of 6 hours of problems courses and 5 hours of workshop credit.
4. If a minor is declared, a minimum of 14 hours in the major and 7 hours in the minor.

Plan II

1. A minimum of 32 hours of course work.
2. A minimum of 12 hours of 500-level courses.
3. A limit of 12 hours in problems courses and 8 hours of workshop credit.
4. If a minor is declared, a minimum of 18 hours in the major and 12 hours in the minor.

In either Plan I or Plan II, the student and the major graduate unit may design a program of studies in which all work is done in the major graduate unit, in the major graduate unit and a minor graduate unit, or in the major graduate unit and one or more related graduate units. The following provisions must be observed:

1. Programs meeting the minimum requirements of Plan I or II do not automatically constitute a student's program. Each program must be approved by the major graduate unit and the Office of Graduate Studies.

2. A declared major may be changed only with the approval of the new graduate unit and the Office of Graduate Studies.

3. After the Application for Candidacy has been filed, a change between Plans I and II may be made only with the approval of the new graduate unit and the Office of Graduate Studies via a new application for candidacy.

The Transfer of Credit

The transfer of credit is never automatic. Graduate credit may be transferred only from other properly accredited graduate schools, and the credit earned must be acceptable as graduate credit at the University of New Mexico. A student must have obtained a B or higher in the course to be accepted.

1. Transfered work must be graded A or B (minimum GPA of 3.0) and must fall within the student's five-year period (see below).
2. The credit must be approved by both the graduate unit and the Dean of Graduate Studies to be acceptable to the particular student's major graduate unit.
3. Normal transfer work is limited to 32 hours, one-third of total credit, and must fall within the student’s five-year period.

The credit will be approved for graduate instruction and service hours respectively. If, in the judgment of the student's major graduate unit, the credit does not apply to the master's degree, the student may petition the Office of Graduate Studies for a change in the degree. The student must be notified of the decision, and if so notified, the decision shall be reported to the Graduate Dean.

NOTIFICATION OF INTENTION TO GRADUATE

By September 22, February 16, or June 15, respectively, the student should inform the major graduate unit and the Office of Graduate Studies, in writing, of the intention to complete all degree requirements during that semester. Degrees are awarded three times during the year; commencement exercises are held in May and December.

MASTER'S EXAMINATION

The Master's Examination must be passed by all candidates for the master's degree. The examination, drawn from the major field and from minor or related fields as appropriate, may be written, oral, or both, at the option of the graduate unit.

The examination is conducted by a committee of at least three faculty, at least two of whom must be full-time UNM faculty with regular faculty approval. All members must be approved for graduate instruction and service on thesis committees by the Dean of Graduate Studies. The committee is appointed by the major graduate unit in consultation with the student and must have the approval of the Dean of Graduate Studies. Under Plan I, the thesis chair usually serves as chair of the committee. The chair of the examination committee must be a regular faculty member approved by the student's major graduate unit.

The examination may be given only after the Application for Candidacy has been approved by the Graduate Dean. The student must have a GPA of at least 3.0 at the time of the examination.

At least two weeks prior to the date of the Master's Examination, the major graduate unit must notify the Office of Graduate Studies of the date of this examination.

The student must be notified of the results of the examination no later than two weeks from the date of the examination. If the graduate unit anticipates being unable to meet this deadline, it must give the student written notice to this effect prior to the examination; in this event, the student must be notified of the results of the examination no later than three weeks from the date of the examination. The results of examinations taken between semesters or during the summer must be given no later than two weeks after the first day of classes in the next regular semester.

Results of the examination shall be reported to the Office of Graduate Studies on the form provided by November 15, April 1, or July 6, respectively.

If a candidate fails the examination, a second examination may be given at the next regularly scheduled examination but no later than one calendar year after the first examination. A candidate may take this examination only twice.
Proposed Bulletin language regarding transfer/applied credit at the doctoral/MFA level
Replaces x-ed out sections on page 26 of the UNM Graduate Bulletin

The Ph.D., Ed.D., or MFA degree shall require at least 24 hours of coursework completed at UNM, of which at least 18 hours must be taken after admission to the doctoral/MFA program (exclusive of dissertation hours).

the remainder of the coursework required for the program may be applied or transferred as follows:

1. Credit applied to the master's degree (can include credit transferred from another institution, UNM non-degree and/or extension credit, and UNM Law credit. May include a maximum of 6 hours of thesis credit or other coursework graded CR);
2. 1-12 credit hours of graduate-level UNM credit taken prior to admission to a doctoral/MFA program (that was not previously applied toward the master's degree);
3. 1-6 hours of transfer credit (graduate-level coursework taken at an accredited institution either in graduate or non-degree status) or up to 12 hours from New Mexico institutions covered by cooperative agreements.

Transferred and applied credit as defined above may be used toward the doctoral/MFA program provided that:

1. grades of B or better were earned in all coursework (minimum GPA of 3.0);
2. the student has already completed at least 12 hours of graduate work in a doctoral/MFA program at the University;
3. the transfer/application of these credits is approved by the Committee on Studies in the student's Application for Candidacy;
4. the transfer/application of these credits is approved by the Dean of Graduate Studies

Approved by the Senate Graduate Committee March 2, 1995.
ducting, and reporting of individual
dent is expected to grow in the professional
scholarly attainments, a deep grasp of a field
specific
study, and
examination, and the time limit.

COURSE

ereign language or alternative skill; the approval
as a minimal formal context in which the stu­
ments described below should be viewed only
hve requirement, additional requirements of
Qu11!1!dl

REQUIREMENTS FOR

THE

Appointment of the Committee
involves
steps: (1) the student arranges for an
appropriate faculty member to serve as Com­mette Chairperson; (2) the student and the
Committee Chairperson agree upon remaining
members of the Committee; (3) the Committee
must be approved by the graduate unit chair­
person or graduate unit advisor, attested by the
latter's signature on the student's Application
or Doctoral Candidacy; (4) the Committee
must be approved by the Graduate Dean as part
of the "tentative" approval of the Candidacy Ap­plication.

The student has the right at any time to call
for a review of the membership of the Commit­metheir name may call for such a review, or
address any other grievance, to the
Chairperson and its members must
be approved during the

The Committee consists of at least three fac­
ulty members. The chair of the Committee on
Studies must be a regular faculty member ap­
proved by the student's graduate unit. If the student's program is to include a minor, or a
significant amount of non-major work, ad­di­
tional members may be appointed.

Appointment of the Committee involves the
following steps: (1) the student arranges for an
appropriate faculty member to serve as Com­mette Chairperson; (2) the student and the
Committee Chairperson agree upon remaining
members of the Committee; (3) the Committee
must be approved by the graduate unit chair­
person or graduate unit advisor, attested by the
latter's signature on the student's Application
or Doctoral Candidacy; (4) the Committee
must be approved by the Graduate Dean as part
of the "tentative" approval of the Candidacy Ap­plication.

The student has the right at any time to call
for a review of the membership of the Commit­metheir name may call for such a review, or
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Chairperson and its members must
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Faculty Senate - April 11, 1995

Documents Attached

(1) Resolution Commending Faculty Senate President Bel Campbell (p. 1)

(2) Recommendation on Post-Tenure Review from April 4, Meeting (attached copy of Senate Floor Substitute for Senate Bill 1131 (pp. 2-5)

(3) Administrative Review of Police Reports 94-1992 and 94-772 (Alarid Report), (pps. 6-13)
Resolution Commending Faculty Senate President Bel Campbell

Over the past two years, Professor Bell Campbell has devoted much of her time, intelligence, sensitivity, and patience tirelessly to the Faculty Senate. She did all this work because she strongly, and passionately, believes in the rights of members of the UNM community. President Campbell kept the avenues of communication open and the Senate amply supplied with material. She spent untold hours assessing the factors underlying issues of concern to the faculty and working to change things of concern to many in the University community. She sustained and reorganized committees, assessed the Senate’s structure, set the Senate’s agenda, and brought a sense of balance to what Senators need to accomplish. She reached out to staff, administrators, and state politicians, all with the goal of improving UNM. Bel brought to this legislative assembly more information than its members previously enjoyed, and she enriched that information with her insights, professional contacts, and wry sense of humor.

In recognition of her extraordinary work for and with the Faculty Senate, the Faculty Senate of the University of New Mexico adopts the following resolution.

WHEREAS President Bel Campbell has provided the Faculty Senate and the UNM Faculty with extraordinary service over the past two years; and

WHEREAS the UNM Community and the public has benefitted from this service and also benefits from knowing about the extraordinary accomplishments of one of its own on behalf of the state’s largest university;

BE IT RESOLVED the Faculty Senate expresses its appreciation for President Bel Campbell’s efforts in behalf of the Senate and the University Community by publicly commending Professor Campbell and by thanking her for her efforts on our behalf.

This resolution shall be included in the Faculty Senate minutes and forwarded to the members of the UNM Board of Regents, UNM President Richard Peck, UNM Provost Mary Sue Coleman, UNM Vice President David McKinney, and UNM Vice President Orcilia Zuniga-Forbes.
RESOLUTION:
The Faculty Senate instructs the Faculty Senate Operations Committee to appoint a special task force to make recommendations on issues related to periodic review and evaluation of tenured faculty. The Operations Committee will determine the makeup of the task force. This post-tenure review task force should address issues such as:

1. Reviewing and incorporating when appropriate evaluative processes currently available: i.e., yearly evaluations, student evaluations, workload reports, merit criteria, and annual biographical sketches.
2. Creating a process that evaluates all three areas of responsibility of faculty: teaching, research, and service.
3. Creating a process that provides opportunities and is viewed as proactive on the part of faculty.
4. Incorporate professional development assistance programs as part of the process.
5. Include merit reinforcers as part of the process.
6. Recommend appropriate timetables for post-tenure review taking into consideration reviews already being carried out, i.e., for promotion and taking into account the workload of the process.
7. Clarify mechanism for addressing non-performing faculty which also incorporates the process already established in the Faculty Handbook.
8. Address issues of standardization of a process across the university.

The task force should bring its recommendations to the Faculty Senate by the fall of 1995.
of factors, including the following:

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

2. an evaluation of the faculty member's research and scholarly output; and

3. an evaluation of the contributions made by the faculty member in the area of public service to the institution and the community.

D. 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.

E. In the event a faculty member receives an unfavorable evaluation in the area of the faculty member's teaching, the post-tenure review process shall include:

1. a two-year probation and reevaluation period; and

2. loss of tenure if, during the subsequent probation and reevaluation period, the faculty member fails to demonstrate improvement in the area of teaching.

Section 4. EMERGENCY.--It is necessary for the public peace, health and safety that this act take effect immediately.
On January 27, 1995, an agreement was entered between the Regents of The University of New Mexico and me, Nick Alarid, to review two University of New Mexico police reports case numbers #94-1992 (CRIMINAL SEXUAL PENETRATION) and # 94-772. (RESIDENTIAL BURGLARY). In addition I was contracted to review the investigative policy within The University of New Mexico Police Department to determine if proper policies and procedures were followed.

SCOPE OF WORK:

A.) To determine whether The University of New Mexico Police deviated from standard police policies and practices in handling these investigations, including timely notification of appropriate University of New Mexico officials and the District Attorney’s Office:

RESULTS AND FINDINGS:

Investigators involved in the investigation of both cases did not violate any written policy of the University of New Mexico Police Department since there is no written policy pertaining to criminal investigations within The University of New Mexico Police Department. They did violate standard police practices in investigating both cases. In the case of #94-1992, I found that crucial statements were not taken from at least three potential witnesses and that suspect statements were not signed or dated. The investigators’ preliminary investigative notes were missing from the file. I could not find who had the notes and the investigator advised me that they were with the case file. There was also a lack of communication between the investigative officer and the victim’s assistance advocate as to who was going to investigate the case. All written statements taken in this case were given to the victim’s advocate and not the investigating officer. In speaking to the investigator, I was told that he gave the case file to the victim advocate to finish the investigation. This took place approximately the fourth week in November, 1994. Documentation shows that the victim’s advocate gave the file to the Lieutenant on November 30, 1994. Both the Lieutenant and the investigator agreed that the case was given back to the investigator the week of Christmas Break, 1994. I could find no further investigations being done on this case until January 1995.

In Case # 94-772, I found that standard police practices were not followed in the areas of written statements involving the suspects. Their statements were not dated or signed making it almost impossible for them to be used if this case were to be litigated. I also found that even though investigators advised me that it was standard procedure to “make deals,” I could find no written policy on this matter and in speaking with command staff of the police department, they advised me that “making deals” was not standard policy. Also, in the investigation, I found that the investigators were the “go-between’s” when the monetary reimbursement to the victim was made. This is not standard police practice.
After reviewing approximately one-hundred and eight (108) police department reports I found no evidence of "deal-making" in any of the reports. Of the reports I reviewed, all the information was given to the District Attorney's Office for prosecution, or warrants were issued, or the cases were closed or inactivated. As to timely notification of appropriate University of New Mexico officials and the District Attorney's Office, I found that the University of New Mexico Police Department also notified the Dean of Students. The Dean of Students was notified of the criminal sexual penetration case but not the burglary case. The University of New Mexico Police Department notified the appropriate head coaches and assistant coaches in both cases. They in turn notified Mr. Rudy Davalos, Athletic Director within two or three days of the reporting date of the cases. Mr. Davalos did not notify President Peck thinking that the Police Department would be notifying President Peck. Notification to President Peck was not made by the University of New Mexico Police Department, through the office of the Vice President of Student Affairs. (Case# 94-772)

A notification policy has now been developed and implemented by the athletic department as of January 12, 1995. Proper and timely reporting of incidences regarding student athletes is now standard policy.

As to the notification to the District Attorney's Office of Case # 94-1992, it was explained to then Assistant District Attorney, Neil Candelaria, but never presented to the District Attorney's Office for prosecution and is currently being re-investigated by University of New Mexico Police Department.

In case # 94-772, the District Attorney's Office was never notified of the residential burglary until the second week of January, 1995. I spoke to the supervisor of the pre-prosecution probation unit to review the residential burglary case that was received in her office to insure that I had all the paperwork involved in this case. I found that the case forwarded to the District Attorney's Office was incomplete and I gave what I had to them so the District Attorney's Office could make their recommendations as to prosecution or probation. This case is still under review by the District Attorney's Office.

SCPOE OF WORK:

B.) To determine whether these cases were handled differently in any way because student athletes were involved:

RESULTS AND FINDINGS:

In case # 94-1992, I found that the case was not handled any differently because the student involved was an athlete. I did find that the case investigation was severely lacking in standard investigative procedures and needed further investigation. It was also found that in this case, communication between officers in The University of New Mexico Police Department as to who was investigating the case drastically affected the quality of investigation.

In case # 94-772, I found that the student athletes' case was handled differently. This was shown by the "deal" which was made by the investigators and the victim. There is some disagreement between the victim and the investigator as to whose idea it was to make the deal." The victim stated that "the investigator suggested the reimbursement." The investigator stated that "it was the victim who requested reimbursement" and this statement is supported by another investigator who was present during the interview. I also found that this case was also lacking in standard investigative procedures. In my interviews with twenty-one (21) people involved in both cases, I found that one within the University of New Mexico administration, athletic department, or Booster's Club had anything to do with the "deal making" for restitution in case # 94-772.

After delays in both cases due to the victim's delay in reporting the rape and the police failure to notify the Dean of Students, regarding the burglary, notifications were made to the administration and proper University of New Mexico internal procedures were followed involving student discipline. In speaking with command staff of The University of New Mexico Police Department there is no formal or informal policy regarding "special treatment" of student athletes. It is not the policy of The University of New Mexico Police Department to do so. Any special handling involving case # 94-772 appears to have been done by the individual or individuals investigating the case.

In reviewing approximately one-hundred and eight (108) police reports and interviewing University of New Mexico police personnel, I found no evidence involving felony or misdemeanor cases where restitution was offered.

NOTE: None of the suspects were allowed to be interviewed on advice of counsel. Attorneys representing the suspects stated that after all criminal proceedings were completed the suspects would be available for interviews.

SCPOE OF WORK:

C.) To determine whether there are any other incidents involving student athletes reported to The University of New Mexico Police Department and, if so, whether they were handled appropriately:

RESULTS AND FINDINGS:

In reviewing reports, I did not find any names of student athletes that I recognized. In speaking with members of the Police Department, they could not give me any other names of student athletes except the three which were previously given to me. Therefore, I could not say whether all the cases reviewed were handled properly. I was given three reports by University of New Mexico Police Department command staff. One involved receiving stolen property (case #93-1641). This case went to Metropolitan Court on June 4.
1994, and the suspect was found guilty and charged court costs and put on six months probation. On January 14, 1995, the case was dismissed and the student was taken off probation.

The second report, no case # available, involved harassment and threats to a female student and her friends. I feel that a police report should have been written on this case. Due once again to a communication problem between an investigator and the victim’s assistance advocate, no report was made because they believed “the other” was going to initiate the report.

A third report was found, case # 93-1760, involving a student athlete. The offense was “student pranks” and it was handled appropriately.

**SCOPE OF WORK:**

D.) To determine whether The University of New Mexico Police Department should adopt new or modified policies or procedures for handling allegations of crimes involving students, including student athletes:

**RESULTS AND FINDINGS:**

It is my opinion that The University of New Mexico Police Department should adopt policies and procedures involving crimes, both felony and misdemeanor, for all students, staff and faculty. In the area of criminal felony investigations I found that there are no written guidelines on the proper way of investigating, case tracking, case prioritization, quality control, evidence procedures, records-keeping, personnel training, officer responsibility, investigative responsibility, supervisory responsibility, victim’s assistance advocate, and notification of critical incidents occurring within the jurisdiction of The University of New Mexico Police Department.

**RECOMMENDATIONS:**

1.) *Case Tracking:* Presently, the case tracking system in the police department is time consuming and hard to follow. All reports are being assigned to individual detectives with minimal follow-up. A case tracking system should be implemented in every assigned case with at least three sequential review due dates to insure proper case follow-up and presentation and review. A written policy should be implemented.

2.) *Case Priority:* Presently, a vast majority of cases are being assigned for investigatory follow-up, even those cases with no investigatory leads. This causes the detectives to generate extra paper work and to close out a case that should never have been assigned. A numerical case priority system should be implemented so that investigators could receive assigned cases which would, in turn, be investigated. There are numerous case priority tracking systems available in the police field. By only investigating those cases which meet the minimum priority, savings would be made in the areas of staff time, investigatory effort and department finances within The University of New Mexico Police Department. A written policy should be implemented.

3.) *Quality Control:* Without case tracking and case prioritization there can be no quality control. As shown in these two cases, the lack of quality control caused both investigations to be lacking in completeness and quality. This also came to light when I reviewed case (# 94-772) at the District Attorney’s Office and found that they were not sent a complete copy of the case. A written policy should be implemented.

4.) *Evidence Procedures:* It is evident that evidence procedures were not followed in these two cases. In case # 94-1192, a rape kit should have been taken even though several weeks elapsed between the rape and the report to police personnel. In case # 94-772, the money should have been tagged into evidence with receipts showing how the amount of money appeared, where it was kept and to whom it was given. To this date there is still one-hundred dollars ($100.00) belonging to the victim in the desk of the Chief of Police. He does not know who brought in the money but he knows it belongs to the victim of the burglary.

A police department should never be a conduit through which money is received and distributed in order to complete a restitution. This should be done by either student services or University of New Mexico legal counsel. It should not be done by the police department. A written policy should be implemented.

5.) *Records Keeping:* Presently, all reports written by University of New Mexico Police Department are being kept in filing cabinets in the police station with a records clerk in charge. There is no restriction as to who can enter and remove original reports from the filing cabinet. In reviewing reports, I found that copies of reports were in case files with no original reports to back them. The lack of security for the records caused this incident in case # 94-772 to appear that a cover-up was in process. The problem was that the investigating officer removed the original report from the file and did not let anyone know that he had it in his desk. When a request for information came into the police department regarding this incident, no file could be found. The media was then incorrectly advised by the University of New Mexico Police Department that “they had no information about the incident in question.”

Records should be kept confidential and secure. A process for restricted access to only one or two designated staff should be implemented. Once a report is in Records it should never be removed and given to an investigator or officer. A copy should be made and given to them. If an original report is to leave records, a card should be placed in the file indicating time, date and to whom the report was released. A written policy should be implemented.
6.) Personnel Training: In speaking with members of The University of New Mexico Police Department, I found that other than basic police training completed at The New Mexico Training Academy, there was little or no training after graduation. It appeared that training within The University of New Mexico Police Department takes place "on-the-job." Those officers who were conducting the training had little training themselves. Some officers received specialized training in their field of expertise. It was apparent that even the supervisors had little or no training themselves.

It is my recommendation that all supervisors receive and complete a minimum of forty hours supervisory training at The New Mexico Training Academy.

If the University of New Mexico is going to hold supervisors responsible for their actions and the actions of their subordinates they must receive the training in their field of expertise. It was apparent that even the supervisors had little or no training on how to supervise case investigations.

The University of New Mexico Police Department must develop, implement and evaluate their departmental policies for the entire University of New Mexico Police Department staff. Training must be appropriate and ongoing. Positional job descriptions should be reevaluated for each position within the University Police Department, both sworn and civilian. With these inclusions, the department can tailor their specific training needs to reflect the mission of the University of New Mexico Police Department. A written policy should be implemented.

7.) Officer Responsibility: Presently, there is no policy outlining the responsibility of a University of New Mexico Police officer in the area of criminal investigations. A written policy should be implemented that outlines this responsibility so that there are clear expectations as to the job an officer is required to perform. Copies of officer responsibility policy can be obtained from any major police organization in the state.

8.) Investigative Responsibility: Presently, there is no policy outlining the responsibility of a University of New Mexico Police investigator in the area of criminal investigations. A written policy should be implemented that outlines this responsibility so that there are clear expectations as to the job an investigator is required to perform. Copies of investigator responsibility policy can be obtained from any major police organization in the state.

9.) Supervisory Responsibility: Presently, there is no policy outlining the responsibility of a University of New Mexico Police supervisor in the area of criminal investigations. A written policy should be implemented that outlines this responsibility so that there are clear expectations as to the job a supervisor is required to perform. Copies of supervisor responsibility policy can be obtained from any major police organization in the state.

10.) Victim’s Assistance Advocate: In both cases I reviewed, where the victim’s advocate was involved, major communication problems occurred between the investigating officer and the advocate as to who had the responsibility to investigate cases and submit written reports. This miscommunication was a major problem in case # 94-1992 between the victim’s advocate and the detective assigned to the case. I found no written policy that outlines the victim’s advocate’s duties and responsibilities. This position is currently being held by a sworn police officer.

A victim may discuss with the victim’s advocate, a situation that may put the advocate, when he or she is a police officer, in a position of violating the confidentiality of the victim. This confidentiality may conflict with the performance and duties of a police officer. A written policy should be implemented.

It is my opinion that this position should be converted to a civilian position due to a possible conflict of interest between the needs of the victim and the role of the police department in the area of confidentiality.

11.) Notification of critical incidences occurring within the jurisdiction of The University of New Mexico Police Department:

Since January 12, 1995, and because of the situation involving cases #’s 94-1992, and 94-772, the University of New Mexico Police Department and The University of New Mexico have adopted policies to insure the proper notification to the President of The University and other University officials in a timely manner. These policies should be disseminated to The University of New Mexico Police Department and placed in their Standard Operating Procedures. One problem with this procedure involves student athletes. Since most police officers do not know the names of all the student athletes who attend the University of New Mexico, timely notification, to the appropriate coaching staffs may not be possible.

In order to protect the University from undue negative publicity, such as that which occurred in January of 1995, it is my recommendation that a list of all student athletes and their coaching staffs be placed in a confidential file at the University Police Department available only to authorized personnel.

To achieve a timely notification process when a student athlete is involved in an incident, the following procedure is suggested: an officer would take a report and check the confidential file to see if the student involved is an athlete. If so, the officer would notify their supervisor who in turn would notify the head coach. The head coach would notify the athletic director who would advise the President of the University.