2-13-1996

Faculty Senate Meeting Minutes, 02/13/1996, vol 20, p 295-347

UNM Faculty Senate

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THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MINUTES
1995-96
VOLUME 20
# UNIVERSITY OF NEW MEXICO
## FACULTY SENATE
### MEETING AGENDA

**February 13, 1996**  
**3:30 p.m.**  
**Kiva**

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<td>8. Honorary Degree Nominations presented by Professor Virginia Seiser, Chair, Senate Graduate Committee</td>
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9. New Business

10. Adjournment
February 13, 1996

The Faculty Senate meeting was called to order at 3:35 p.m. on February 13, 1996, in the Kiva. President Harry Lull presided.

Senators present: Steven Block (Music), Tom DeCoster (Orthopaedics), Victor Dedlos (Education), Charles Heddermann (Electrical & Computer Engineering), John Geissman (Earth & Planetary Sciences), Deborah Graham (Health Sciences Library), Blaine Hart (Radiology), Peggy Kelley (Surgery), Tom Kyner (Mathematics & Statistics), Larry Lavender (Theatre & Dance), Harry Lull (General Library), George Luger (Computer Science), Deborah McFarlane (Public Administration), Richard Metzer (Valencia), Christine Nathe (Dental Hygiene), Donald Neaman (Electrical and Computer Engineering), Elizabeth Nielsen (Education), Peter Pabich (Foreign Languages & Literatures), Stephen Preskill (Education), Ed Reyes (Pharmacology), Howard Schreyer (Mechanical Engineering), Fred Schueler (Philosophy), Sandra Schwartzberg (Nursing), Avarham Shama (Anderson Schools of Management), Scott Taylor (Law), Henry Trewthitt (Communication & Journalism), Maurice Widin (Mechanical Engineering), Sherman Wilcox (Linguistics), Nancy Ziegler (Gallup), Gerald Weiss (Physiology)

Senators absent: James Boone (Anthropology), Judith Brillman (Emergency Medicine), Jane Bruker (Gallup), Beverly Burris (Sociology), Anthony Cardenas (Spanish & Portuguese), Ernest Dole (Pharmacy), Andrew Hsi (Pediatrics), Craig Kelsey (Education), Astrid Kodric-Brown (Biology), Gloria Sarto (Obstetrics & Gynecology), Kim Sorvig (Architecture & Planning), Holly Waldron (Psychology)

Excused absences: Patrick Gallacher (English), William Johnson (Biology), Beulah Woodfin (Biochemistry)

1. APPROVAL OF AGENDA
   The agenda was adopted as presented. However, Senate President Lull asked for flexibility in the reordering of agenda items if needed due to time constraints later in the meeting.

2. APPROVAL OF SUMMARIZED MINUTES (JANUARY 23, 1996)
   The summarized minutes for January 23, 1996 were approved as presented.

3. POST-TENURE REVIEW FINAL DRAFT
   Senate President Lull presented the post-tenure review final draft to the Senate for discussion and action. (The draft document was included in the Information Packet distributed to Senators at this meeting.) The document contained a new paragraph in Section 4: Annual Reviews (last paragraph), and modifications to Section 6: More Complete Reviews
The new sections incorporated in the document are changes made by the Post-Tenure Review Task Force together with the Senate Operations Committee at the request of the Senate at its meeting on January 23. The revisions were requested for clarification purposes of the issues being addressed.

Emeritus Professor Robert Sickels, Chair, and John Trotter, member, of the Post-Tenure Review Task Force were available at this meeting for discussion of the post tenure review document.

Senate President Llull presented the post-tenure review document for vote. He said if this draft was approved by the Senate it would give the faculty the opportunity to review the document and decide if they wanted to call a referendum. If the faculty calls a referendum, the post-tenure review document will be voted on by the entire faculty, not just the Faculty Senate.

Senators engaged in dialogue concerning clarification of the process to be used for annual reviews of administrators and faculty.

Professor Trotter said a statement should be included in the post-tenure review document that would clarify the policies for annual reviews of administrators that are unworkable because of some specific characteristics of a unit, division or department. Senator Wildin proposed the following amendment to the document, which was adopted by the Senate: "The manner in which the chair and other administrators are reviewed shall be decided by an agreement between the dean and tenured faculty in the unit, in a manner consistent with the intent of this document."

Senator Pabisch stated, again, his strong opposition to Section 4. Annual Reviews, in the post-tenure review document. He said he finds annual reviews for faculty bureaucratic and unnecessary, given that there are other documentation available such as Annual Supplements to the Biographical Record, Salary Committees, etc.

Senator Block expressed concern with the references in the document to "... after a reasonable timetable," and "... after a reasonable period of time, ..." in Sections 6 and 7. He objected to the time frames not being spelled out specifically in these sections. Chair Robert Sickels responded that the wording was taken from the Policy on Academic Freedom and Tenure.

Senator Geissman reported the Academic Freedom and Tenure Committee is waiting on the approval of the post-tenure review document to incorporate it into the ongoing revisions of the Faculty Handbook, they hope to do this by the end of the semester. Senator Geissman, in responding to Senator Pabisch, said the post-tenure review document, by its nature, will always be filled with imponderables and wrapped in contention. He said the Post-Tenure Review Task Force has completed its task, which began last spring, to create a
Senator Geissman stated it was now time for this document to go to the faculty for their evaluation.

Senate President Llull said the document has been discussed and several amendments made since November. He said the Senate should now vote on the final draft so it could go to the faculty.

Following these discussions, the Senators voted 18-6 by a show of hands in favor of the document on post-tenure review for faculty. The adopted amendments were:

1) The following paragraph in Section 4. Annual Reviews

Administrators who hold tenured faculty rank shall also be reviewed on the performance of their faculty duties (teaching, research, service). The manner in which the chair and other administrators are reviewed shall be decided by an agreement between the dean and tenured faculty in the unit, in a manner consistent with the intent of this document. Administrators who have no assigned faculty duties within the department will not be reviewed under this policy.

2) The following sentence in Section 6. More Complete Reviews

One of two possible courses of action shall follow: 1) the tenured faculty member may request that the chair submit his or her findings to the other tenured faculty members for consideration in a more complete review during the following year. OR 2) If the faculty member does not request the review, the chair may initiate such a review with the concurrence of 2/3 of the tenured faculty in the department. The more complete review shall be similar to the mid-probationary review described in the Handbook.

The post-tenure review document will now be sent to the faculty for their review in the next ten days. If the faculty decides to call a referendum (by 5% faculty petition) regarding the document on post-tenure review, it will be voted on by the entire faculty.

Chair Hodge said the Teaching Enhancement Committee has been discussing for a long time, how to improving teaching evaluations at UNM. This committee is asking the Senate to charge it with developing a uniform policy for faculty teaching evaluations and enhancement. They are ready to give the Senate some ideas on how to implement this procedure.
Chair Hodge said the committee has discussed having a teaching portfolio for every faculty member. The faculty member’s portfolio would include a variety of different sources of information relating to their teaching. The information contained in the portfolio could then be used by the faculty member, the department, and others to evaluate how that individual is doing with respect to their teaching. The information could then be used for evaluation purposes, and for enhancement of the faculty member’s teaching efforts as well.

Chair Hodge said if there is to be a procedure in which faculty are to be evaluated and expected to improve, then they should be provided with some method to assist them in enhancing or improving their teaching. There are a variety of resources available at UNM from which to obtain help, encouragement or enhancement for teaching efforts. He asked the Senate to also consider asking the Teaching Enhancement Committee to develop a plan to bring all these diverse resources together, so that faculty know who to call and where to go to get this kind of assistance.

There was some discussion on how a portfolio process would be used for faculty accountability. Some Senators expressed concern with a system that would have numerical values associated with faculty teaching.

After discussion, the Senate voted unanimously to charge the Teaching Enhancement Committee with developing a uniform faculty teaching evaluation and enhancement procedure.

(At this point, in the meeting, agenda item #7 (Form C's) was moved to position #5.)

5. FORM C’S FROM THE CURRICULA COMMITTEE PRESENTED BY (SENATE PRESIDENT LLULL) FOR HENRY SHAPIRO, CHAIR

The Faculty Senate approved the following curricular requests from the Curricula Committee:

- minor degree name change- Master of Business Administration (Anderson Schools of Management)
- minor degree name change- Policy & Planning Concentration (Anderson Schools of Management)
- new degree/new major-B.A. Major: Media Arts (Media Arts Program)
- deletion of minor-Minor in Television Production (Media Arts Program)
- revision of existing minor-Minor in Media Arts (Media Arts Program)
- minor program revision-B.A. Languages Major (Foreign Languages and Literatures)
- minor program revision-B.B.A. Entrepreneurial Studies Concentration (Policy and Planning Area-Anderson Schools)
- deletion of degree-A.S. in Pre-Engineering (School of Engineering)
Professor Charles Steen, Chair, Core Curriculum Committee presented revisions to the basic structure of the core curriculum proposal for UNM. The changes and additions were made as a result of meetings with the colleges regarding the courses offered in the core curriculum. Some revisions reflect, in part, the change in the Provost’s office. The current Provost is more interested in stating the values inherent in education, whereas, the previous provost was much more interested in skills. The Core Curriculum Task Force found that skills were simply values written a little differently. When addressing the issue of values gained within the specific freshman experience a broader range was more applicable. The content in terms of skills became less important. The core curriculum will encourage the development of students early in their career along with involving them in a variety of methodological and analytical courses in humanities, social studies, math and languages.

The Core Curriculum Task Force feels UNM should not be like a two-year school. The task force feels that UNM should have core curriculum course offerings and insist on students taking those offerings. Students would be significantly different after mastering these courses than if they went to a standard two-year community college. If UNM builds upon its strengths, a student at the end of their 2 years or 4 years should be substantially different than a student who has simply acquired hours.

The Core Curriculum Task Force hopes that by making a firm, freshman, (or first semester sophomore) program, that relates to what high school students have been required to do for admission to UNM, it will appeal to the better students coming out of high schools. UNM should be able to increase its share of the high school students in New Mexico based not only on low tuition, but the quality of the program that can be offered to them immediately. Although this program is aimed for high school students, it is acknowledged that many of UNM’s best students are transfer or returning students. When the advising component is addressed, necessary adjustments will be made for transfer and returning students.

Chair Steen said it is hoped students will gain ability in a variety of fields spelled out by the divisions within the core curriculum. Objectives are to building writing, language, and mathematics skills, and to train students in various thought processes. He said courses in social studies; physical, natural and behavioral sciences; humanities; and fine arts prod students through a variety of self-selected courses. The courses will develop students in terms of critical analytical thinking, reasoning, and gives them a broader comprehension of understanding on various subjects.

The Core Curriculum Task Force recommends the core courses be taken in an order which is appropriate for an educated person or for a degree program that is coherent and meaningful. It is recommended when students take courses that are appropriate within a core later in their college career that the courses be taken as upper division courses. The students would be with their same cohort group, and intellectually challenged on the basis of where they are in
their college performance at the time. Lower division courses should be for beginning students.

Another recommendation from the task force is that students be encouraged to take the core courses in tandem, and that there be more interdepartmental cooperation in terms of course offerings and shared classes. The same values and abilities sponsored by courses makes a coherent and meaningful program for students. It is recommended that the core courses be made prerequisites to entering degree granting programs whenever possible, with the proviso that they can be subject to modification by advisors who are in tune with this particular program and its particular goal.

The task force has been very concerned over the fact that too many of the courses at the lower division level are taught by staff. Courses at the lower division level should be unimpeachable. All of the values of a research institution should be offered to freshman students as they are offered to graduate students. These courses should be at the highest level in terms of content and how the student is exposed to the subject.

Chair Steen pointed out that advisement in the colleges/schools and departments will be critical in implementing this curriculum in order to identify problems early and get students into remedial programs that exist on campus and into remedial classes that exist at TVI, if necessary. It is recommended that UNM seriously undertake an expanded role in terms of advising students. Departments have to start assisting the Office of Undergraduate Studies in their advising. The advising of students in their sophomore year must become more department oriented and more specific to the student.

The task force recommends that a review of the structure of lower division courses be undertaken. Many of the courses have not been redefined, or even reconsidered, in 25 or 30 years. The evolution in the science courses has been more complete, but the courses in humanities or social studies have not. Chair Steen said this is an opportunity not to change the content of the courses, but to change the way in which they are offered. He said there is a growing concern in the legislature for student outcome competencies evaluations.

Chair Steen asked Senators if they felt there should be a faculty forum to discuss core curriculum issues or whether discussions should take place in the departments. He said he asked for a student forum through ASUNM. He also asked Senators for their general opinions on the content of the core curriculum.

Open discussion was held on the recommended core curriculum and its course requirements. There were mixed reactions from Senators regarding some core course requirements in mathematics, humanities, foreign languages, and fine arts. Courses listed in the core curriculum which received criticism from some senators included: two remedial courses listed in the mathematics requirements, arts and humanities courses listed together under humanities; the foreign languages requirements, and the exclusion of the two foreign
One senator was concerned that notes were not being taken by Chair Steen on the debate being held on the core curriculum issues presented by Senators at this meeting. The senator wanted to be sure that comments from Senators were being noted.

Chair Steen reassured the senator that Senators comments will be taken into consideration as they have been in the past. After his last presentation, substantial changes were made based upon feedback received from Senators.

President Llull said Chair Steen’s report on the core curriculum at this meeting was intended to be presented as an informational item, not an in-depth discussion. He said he would like to see the issues being brought up by Senators discussed at a campus-wide forum.

Senator Luger’s general comment regarding the core courses was that he was appalled by the mediocrity and the level of some of the core courses, mentioning mathematics. He proposed that 1) the core curriculum be looked at in term of competencies, 2) some of the competencies be pushed down to the high school level or encourage them to be taken at TVI, and 3) core competencies should be 300-level courses, not remedial high school courses.

Chair Steen stated a lot of the core courses are not remedial or high school level. He said, there will, however, always be a place for lower division courses. The core curriculum must be aimed at the lower division course levels, anticipating that the departments will ensure that individual degrees are going to be at the highest possible level. At this point, Senate President Llull said a lot of issues have been raised at this meeting. He asked the Senate if they would like to continue discussing these issues, placing this discussion as a priority item on the agenda for the Senate’s next meeting. Possibly, an open forum will be held soon.

The Senate agreed to discuss core curriculum issues further at its next meeting on March 5.

7. ANNOUNCEMENTS - SENATE PRESIDENT
- The Committee on Governance is addressing various faculty and governance issues within the context of revising the Faculty Handbook.
- Senators whose terms carry over next year and are interested in being an officer should petition the Committee on Governance. Faculty members who have served as senators in the past and are interested in becoming an officer should consider running for the Senate within their college or at-large.
- The Faculty Senate requests that alternate senators be elected by colleges/schools for continuity.
- Committee preference letters to faculty were mailed out early this year. Approximately 290 responses have been received thus far. The deadline for receipt of committee
preference forms to the Office of the University Secretary is February 23, 1996.

- Membership appointments to Faculty Senate committees will be made by April.
- The Senate Operations Committee has been operating with a reduction in its membership due to Senator Woodfin’s hip replacement surgery, and to Senator Kane’s resignation from the Faculty Senate.
- Provided a brief legislative update on some issues concerning UNM.

8. HONORARY DEGREE NOMINATIONS PRESENTED BY PROFESSOR VIRGINIA SEISER, CHAIR, SENATE GRADUATE COMMITTEE

Upon the recommendation of Virginia Seiser, Chair, Senate Graduate Committee, the Faculty Senate approved two honorary degree nominations. Names of nominees are confidential and they will not be released until the nominees have been notified and accept the honor.

9. NEW BUSINESS

There was no new business to come before the Faculty Senate at this time.

10. ADJOURNMENT

The meeting adjourned at 5:10 p.m.

Respectfully submitted by:

Mari A. Ulibarri
Office of the University Secretary

Approved by:

Vivian Valencia
University Secretary
CORE CURRICULUM: DISCUSSION DRAFT

WRITING AND COMMUNICATION (Required: three courses, with two from English.)

ENGLISH 101 (3)
Composition I: Exposition

ENGLISH 102 (3)
Composition II: Analysis and Argument

ENGLISH 219 (3)
Technical Writing

ENGLISH 220 (3)
Expository writing (intermediate)

COMMUNICATION 130 AND 130L (1 and 2)
Public speaking

LINGUISTICS 101 (3)
Introduction to the study of language

FOREIGN LANGUAGE (Required: one or two courses)

Any 100 or 200 level courses in the Departments of
Spanish and Portuguese or Foreign Languages and
Literatures.

CLASSICS 107 (3)
Greek Mythology

CLASSICS 204 (3)
Greek Civilization

CLASSICS 205 (3)
Roman Civilization

COMparative literature 223 (3)
Literary Questions

COMparative literature 224 (3)
Literary Questions

COMparative literature 269 (3)
Introduction to Methodology
HUMANITIES  (Required: three courses, one of which must be from Fine Arts)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>ART 101</td>
<td>Introduction to Art</td>
</tr>
<tr>
<td>ART 201</td>
<td>History of Art to the Renaissance</td>
</tr>
<tr>
<td>ART 202</td>
<td>History of Art since the Renaissance</td>
</tr>
<tr>
<td>DANCE 105</td>
<td>Dance appreciation</td>
</tr>
<tr>
<td>ENGLISH 150</td>
<td>Literature (topic).</td>
</tr>
<tr>
<td>HISTORY 101</td>
<td>Western Civilization to 1648</td>
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<tr>
<td>HISTORY 102</td>
<td>Western Civilization since 1648</td>
</tr>
<tr>
<td>FILM/MV 210</td>
<td>Introduction to Film</td>
</tr>
<tr>
<td>MUSIC 139</td>
<td>Music Appreciation</td>
</tr>
<tr>
<td>MUSIC 140</td>
<td>Music Appreciation (discrete courses)</td>
</tr>
<tr>
<td>PHILOSOPHY 101</td>
<td>Introduction to Philosophical Problems</td>
</tr>
<tr>
<td>PHILOSOPHY 111</td>
<td>Humanities</td>
</tr>
<tr>
<td>PHILOSOPHY 112</td>
<td>Humanities</td>
</tr>
<tr>
<td>PHILOSOPHY 156</td>
<td>Introduction to Logic and Critical Thinking</td>
</tr>
<tr>
<td>RELIGION 107</td>
<td>Living World Religions</td>
</tr>
<tr>
<td>THEATER 122</td>
<td>Introduction to Theater</td>
</tr>
</tbody>
</table>
PHYSICAL/NATURAL SCIENCES (Required: two courses)

BIOLOGY 110 AND 112L (4)
Biology for Non-Majors

BIOLOGY 121L (4)
Principles of Biology

BIOLOGY 122L (4)
Principles of Biology

BIOLOGY 131L (4)
Biology for Health Related Sciences and Non-Majors

CHEMISTRY 105 AND 107L (4)
Chemistry for Non-Technical Majors

CHEMISTRY 111L (4)
Elements of General Chemistry

CHEMISTRY 121L (4) and 122L (4)
General Chemistry

CHEMISTRY 131L (4)
Principles of Chemistry

CHEMISTRY 132L (3)
Principles of Chemistry

EPS 101 AND 101L (4)
Physical Geology and Lab

PHYSICS 102 AND 112L (4)
Introduction to Physics and Lab

PHYSICS 151 (3) AND 153L (5)
General Physics and Lab

PHYSICS 152 (3) AND 154L (5)
General Physics and Lab

PHYSICS 160 (3)
General Physics

PHYSICS 161 (3)
General Physics
SOCIAL AND BEHAVIORAL SCIENCES (Required: two courses)

ANTHROPOLOGY 101 (3)
Introduction to Anthropology

ANTHROPOLOGY 108 (3)
Human ancestry

ANTHROPOLOGY 130 (3)
Cultures of the world

ANTHROPOLOGY 150 AND 150L (4)
Evolution and Human Emergence

ECONOMICS 209 (3)
Principles of Macroeconomics

ECONOMICS 281 (3)
Principles of Microeconomic

GEOGRAPHY 101 AND 105L (4)
Physical Geography and Lab

GEOGRAPHY 102 (3)
Human geography

POLITICAL SCIENCE 110 (3)
The Political World: an introduction to politics

POLITICAL SCIENCE 200 (3)
An introduction to American politics

PSYCHOLOGY 105 AND 105L (4)
General Psychology

SOCIOLOGY 191 (3)
Basic concepts, topics and theories of sociology
MATH 121 (3)
Algebra

MATH 123 (3)
Trigonometry

MATH 145 (3)
Statistics

MATH 150 (2)
Advanced Algebra

MATH 162 (4)
Calculus I

MATH 163 (4)
Calculus II

MATH 180 (3)
Elements of Calculus I

MATH 181 (3)
Elements of Calculus II
Major and Minor Curricular Changes

Date: Sept. 11, 1995

Alistair Preston
(Chair of the Committee initiating curricular change)

Anderson Schools of Management

(Title or position)

(CIP CODE)

This form is for

Executive Master of Business Administration

This program is or would be located in current catalog page 65

I. Major Change—Mark appropriate category

Degree

New

Revision of existing degree

Deletion

Major

New

Revision of existing major

Deletion

Minor

New

Revision of existing minor

Deletion

Concentration

New

Revision of concentration

Deletion

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

II. Minor Change—

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

Master of Business Administration

New Name of Program

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

Reasons for Request: (attach statement)

Effective Date of Proposed Change: August 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

Date: 9-21-95

CIRT

Date: 11-25-95

College Curricula Committee

Date: 10-5-95

(If necessary)

College of School Faculty

Date: Sept 20 95

College or School Dean

Date: Oct 26 95

FS Undergraduate Ac. Affairs

Date: Dec 18 95

Office of Graduate Studies

Date: 12/26/95

FS Curricula Committee

Date: 12/28/95

Assoc. VP of Academic Affairs

Date: 12/29/95

Faculty Senate

Date: 12/29/95
Name Change for the Executive Master of Business Administration Degree

Reason For Request

Over the past 3 years the Anderson Schools have restructured their Executive Master of Business Administration (EMBA) program and their Master of Business Administration (MBA) program. The faculty of the Anderson Schools have recognized that the two programs are now sufficiently comparable in terms of course requirements and content that the designation "Executive" should be removed from the Executive Master of Business Administration degree.

Request

1. The Anderson Schools request that the designation "Executive" be removed from the Executive Master of Business Administration degree. With this change the Anderson Schools would offer only one MBA but would do so in a variety of different formats. Currently the MBA is offered on a part-time or full-time format with day time and evening classes. The EMBA would be redefined as an MBA for executives and offered on an alternative weekend format.

2. Given the iterative process of curriculum changes at the graduate level the Schools' request a number of course title changes in the EMBA program to bring them into line with the retitled courses in the new MBA program.

History of Changes in the EMBA and MBA programs

The following summaries of the changes in the EMBA and MBA programs is intended to demonstrate how these two programs have become comparable in terms of course requirements and content.

Changes to the EMBA program were undertaken first and were as follows:
<table>
<thead>
<tr>
<th>Current EMBA Curriculum</th>
<th>Proposed EMBA Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 700 Computer-based Info. Sys.</td>
<td>3 Retained (Number changed to 710)</td>
</tr>
<tr>
<td>MGT 701 Management Science</td>
<td>3 Retained</td>
</tr>
<tr>
<td>MGT 702 Financial Accounting</td>
<td>3 Retained</td>
</tr>
<tr>
<td>MGT 703 Management Accounting</td>
<td>3 Replaced by MGT 702 Fin. &amp; Acct. Info.</td>
</tr>
<tr>
<td>MGT 704 Organizational Economics I</td>
<td>3 Retained</td>
</tr>
<tr>
<td>MGT 705 Organizational Economics II</td>
<td>3 Deleted</td>
</tr>
<tr>
<td>MGT 706 Organizational Behavior I</td>
<td>3 Retained</td>
</tr>
<tr>
<td>MGT 707 Organizational Behavior II</td>
<td>3 Retained</td>
</tr>
<tr>
<td>MGT 708 Organizational Environment &amp; Law</td>
<td>3 Retained</td>
</tr>
<tr>
<td>MGT 720 Operations Management</td>
<td>3 Replaced by MGT 708 Eth. Pol. &amp; Soc. Env</td>
</tr>
<tr>
<td>MGT 722 Marketing Management</td>
<td>3 Retained</td>
</tr>
<tr>
<td>MGT 726 Financial Management</td>
<td>3 Retained</td>
</tr>
<tr>
<td>MGT 728 International Management</td>
<td>3 Retained</td>
</tr>
<tr>
<td>MGT 751 Practicum</td>
<td>3 Retained</td>
</tr>
<tr>
<td>MGT 798 Integrative Seminar</td>
<td>3 Added MGT 700 Management Perspectives</td>
</tr>
</tbody>
</table>

*The two credit hour courses MGT 703, 700, 709 and 712 are in fact 1.5 credit hour equivalent. The University computer at registration cannot handle anything but whole numbers. The EMBA is in fact equivalent to 48 credit hours.*

1. MGT 700 Computer-based Information Systems should be renumbered to MGT 710 Computer-based Information Systems (to achieve consistency in number sequence with MBA curriculum).
2. MGT 700 Management Perspectives should be added as an introductory (1.5 credit hours) cross-functional and perspectives course (C.1.1 and C.1.3.e).
3. MGT 702 Financial Accounting should be reduced to 1.5 credit hour emphasis on financial accounting and expanded to 1.5 credit hour emphasis on managerial accounting (Incorporating one-half of the material in MGT 703 Management Accounting). The course should be retitled MGT 700 Financial and Accounting Information (3 credit hours).
4. MGT 703 Management Accounting should be reduced to 1.5 credit hour emphasis on managerial accounting.
5. MGT 705 Organizational Economics II should be dropped from the curriculum.
6. MGT 707 Organizational Behavior II should be reconfigured in content and title to MGT 707 Organizational Innovation and Leadership (C.1.1; C.1.3.a, and C.1.3.e).
7. MGT 708 Organizational Environment should be replaced by two new courses: MGT 708 Ethical, Political and Social Environment (3 credit hours), and MGT 709 Legal Environment (1.5 credit hours) (C.1.1).
8. MGT 711 Management of Technology should be added as a perspectives course (C.1.1).
9. MGT 712 Corporate Communications (1.5 credit hours) should be added as the communications class (C.1.3.e).
The following changes were then made to the MBA:

<table>
<thead>
<tr>
<th>Current MBA Curriculum</th>
<th>Proposed MBA Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 501 Statistical Analysis for Mgt. Decisions</td>
<td>3 Retained (Skills)*</td>
</tr>
<tr>
<td>MGT 502 Accounting &amp; Info Systems I</td>
<td>3 Retained (Core)</td>
</tr>
<tr>
<td>MGT 503 Accounting &amp; Info Systems II</td>
<td>3 Retained (Integrative/C.F.)</td>
</tr>
<tr>
<td>MGT 504 Organizational Economics I</td>
<td>3 Retained (Core; Title revised)</td>
</tr>
<tr>
<td>MGT 505 Organizational Economics II</td>
<td>3 Retained (Core; Title &amp; content revised)</td>
</tr>
<tr>
<td>MGT 506 Organizational Behavior I</td>
<td>3 Retained (Persp.; Title revised)</td>
</tr>
<tr>
<td>MGT 508 Organizational Environment</td>
<td>3 Retained (Persp.; Title revised)</td>
</tr>
<tr>
<td>MGT 509 Organizational Environment-Law</td>
<td>3 Retained (Skills)</td>
</tr>
<tr>
<td>MGT 510 Introduction to Info. Pro.</td>
<td>3 Retained (Integrative/C.F.)</td>
</tr>
<tr>
<td>MGT 520 Operations Management</td>
<td>3 Retained (Core)</td>
</tr>
<tr>
<td>MGT 522 Marketing Mgt.</td>
<td>3 Retained (Core)</td>
</tr>
<tr>
<td>MGT 526 Finance Mgt.</td>
<td>3 Retained (Core)</td>
</tr>
<tr>
<td>MGT 528 International Mgt.</td>
<td>3 Retained (Core)</td>
</tr>
<tr>
<td>MGT 598 Seminar in Gen. Mgt. Approved Elective (any area)</td>
<td>3 Retained (Integrative/C.F.; Title revised)</td>
</tr>
<tr>
<td>Electives</td>
<td>15 Approved Elective</td>
</tr>
</tbody>
</table>

**TOTAL 60**

**TOTAL 48**

*Skills=C.1.3.c requirement
Core = C.1.3.a requirement
Integrative/C.F. = C.1.3.e requirement on integration/cross-functional courses
Persp. = C.1.1 requirement on perspectives forming context for business

1. MGT 504 Organizational Economics should be retitled Microeconomics for Managers to meet core (C.1.3.a) requirement.
2. MGT 505 Organizational Economics II should be dropped as a core requirement and revise its title to Macroeconomics for Managers.
3. MGT 506 Organizational Behavior I should be reconfigured in title and content to MGT 506 Organizational Behavior and Diversity to meet core (C.1.3.a) and perspectives (C.1.1) requirement.
4. MGT 508 Organizational Environment should be retitled to Ethical, Political & Social Environment to meet perspectives (C.1.1) requirement.
5. MGT 509 Organizational Environment-Law should be retitled Legal Environment of Management to meet perspectives (C.1.1) requirement.
6. MGT 511 Management of Technology and Competitive Markets added as a perspectives (C.1.1) course.
7. MGT 598 Seminar in General Management should be retitled Strategic Management
8. Electives (15 hours) dropped as a requirement for the MBA degree.
9. Students must complete 48 hours of non-waived graduate course work in order to receive a degree.
10. Students may waive up to 42 hours. Up to 12 hours may be taken outside Anderson Schools of Management. A maximum of 6 hours may be taken at the undergraduate
level which are approved for graduate credit (the required 6 hours of approved Business or non-business approved elective cannot be waived) subject to the following:

<table>
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<tr>
<th>Code</th>
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<th>Code</th>
<th>Title</th>
<th>Chr</th>
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<tr>
<td>MGT 501</td>
<td>Statistical Analysis for Decision Making</td>
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<td>MGT 700</td>
<td>Management Perspectives</td>
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<td>MGT 502</td>
<td>Accounting &amp; Info Systems I</td>
<td>3</td>
<td>MGT 701</td>
<td>Stats &amp; Management Science</td>
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<td>Accounting &amp; Info Systems II</td>
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<td>MGT 502</td>
<td>Accounting &amp; Info Systems</td>
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<td>MGT 504</td>
<td>Microeconomics for Managers</td>
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<td>MGT 703</td>
<td>Strategic Cost Mgmt &amp; Control</td>
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<td>MGT 506</td>
<td>Organizational Behavior &amp; Diversity</td>
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<td>MGT 704</td>
<td>Organizational Economics I</td>
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<td>MGT 508</td>
<td>Ethical, Political &amp; Social Environment</td>
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<td>Organizational Behavior I</td>
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<td>Legal Env of Management</td>
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<td>MGT 707</td>
<td>Org Innovation &amp; Leadership</td>
<td>3</td>
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<td>MGT 510</td>
<td>Introduction to Info Processing</td>
<td>3</td>
<td>MGT 708</td>
<td>Ethical, Political &amp; Social Environment</td>
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<td>MGT 511</td>
<td>Mgt of Technology &amp; Competitive Markets</td>
<td>3</td>
<td>MGT 709</td>
<td>Legal Environment of Mgt</td>
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<td>MGT 520</td>
<td>Operations Management</td>
<td>3</td>
<td>MGT 710</td>
<td>Computer Based Information Systems</td>
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<td>MGT 522</td>
<td>Marketing Management</td>
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<td>MGT 711</td>
<td>Management of Technology</td>
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<td>MGT 526</td>
<td>Financial Management</td>
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<td>MGT 712</td>
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<td>MGT 528</td>
<td>International Management</td>
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<td>Operations Management</td>
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<td>MGT 722</td>
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<td>Approved Electives</td>
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<td>MGT 751</td>
<td>Practicum</td>
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</tbody>
</table>

**TOTAL 48**

**TOTAL 50**
This form is for MBA Concentration in Policy & Planning

Name of New or Existing Program

This program is or would be located in current catalog page 6

I. Major Change—Mark appropriate category

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

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. Policy & Planning Concentration

New Name of Program

Minor program revision (3-5 hours) Please specify below: This is not a new concentration, or even a revision. The purpose of this form is to correct an existing error. Although the Policy & Planning concentration has existed for many years in the ASM MBA program, it currently states on graduating students' diplomas and transcripts that they have a major in "Econ, Environment & Policy." This is erroneous information and needs to be corrected so that students' records will indicate a concentration in Policy & Planning.

Reasons for Request: (attach statement)

Please see attached pages from ASM MBA Bulletin, describing

Effective Date of Proposed Change: Fall 1995

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature: Judith K. Thompson

Department Chair

Approved:
Dean of Library Services
CIRT
College Curricula Committee
(If necessary)
College of School Faculty
College or School Dean
FS Undergraduate Affairs
FS Graduate Committee
Office of Graduate Studies
FS Curricula Committee
Assoc. VP of Academic Affairs
Faculty Senate
Management Information Systems
The marked growth in the sophistication of computer technology in the recent past has had a dramatic impact on the way in which businesses manage information. Consequently, there is now a new demand for managers who can design and implement computer-based systems to support decision making and communications within an organization. Students with a concentration in Management Information Systems acquire knowledge of the technical basis of computer science, as well as of computer hardware, software, and programming languages.

Courses in Management Information Systems
- Information System Design (460)
- Data Analysis for Management (462)
- Multivariate Analysis for Administrative Science (530)
- Simulation (532)
- Quantitative Analysis for Systems Planning (533)
- Management of Information Systems (534)
- Information System Analysis (535)
- Data Base Management Systems (537)
- Management Information Systems Design Applications (538)
- Decision Support Systems (539)

Marketing Management
Marketing Management involves assessing the needs of consumers and determining ways in which to provide goods and services to meet those needs in a competitive manner. With both a creative and quantitative approach to marketing research and strategy, and an understanding of the relationship between marketing and organizational growth. Marketing Management students are prepared for careers in product management, advertising, market research, strategy, retail and industrial marketing, and sales.

Courses in Marketing Management
- Marketing Research II (482)
- Distribution Systems Management (486)
- Buyer Behavior (586)
- Research for Marketing Management (581)
- Strategic Marketing Planning (582)
- International Marketing Management (583)
- Sales Management (584)
- Industrial Marketing Management (586)
- Marketing Communications Management (587)
- Marketing for Nonprofit Organizations (588)

Operations and Management Science
The Operations and Management Science concentration addresses the application of statistics and mathematics to managerial decision making. Through the use of simulation modeling, forecasting models, and optimisation techniques, Operations and Management Science students are able to apply analytic and modelling techniques to a wide range of problems facing modern businesses.

Courses in Operations and Management Science
- Intermediate Operations Research Models for Management (436)
- Operations Analysis and Decision Models (459)
- Production and Inventory Management (521)

Policy and Planning
All functional areas of a business organization are encompassed in the Policy and Planning concentration. This concentration addresses the kinds of decisions usually made at the corporate level of an organization, including goal setting, risk assessment, corporate image, organizational structures, planning and control systems, and resource allocation. Students with a background in Policy and Planning have the knowledge to make strategic decisions about the operation and future of an organization.

Courses in Policy and Planning
- Seminar in Small Business (485)
- Seminar in Venture Capital for Small Business (496)
- Industrial Organizational Economics (553)
- Public Control of Business (554)
- Urban Economics and Social Welfare (555)
- Seminar in Organizational Economics (557)
- Seminar in Corporation and Society (558)
- Technological Entrepreneurship (559)
Operations Research and Production Management (532)
A survey of the use of quantitative methods and models in the design and control of operating systems. Emphasis on understanding operational problems and quantitative models in operations research.

Marketing Management (532)
Analysis of the marketing effort and decision-making process in private, not-for-profit, and public institutions. Non-normative models for decision making in different marketing situations. Analytical tools available for appraising, diagnosing, organizing, planning, and implementing marketing plans. Analyses of economic, social, and political forces leading to change in the market place. Development of concepts useful in evaluating marketing situations, including the international setting.

Financial Management (526)
The finance function and its relation to other functions of the firm. Topics include: analysis and budgeting of funds, management of current assets, financing short-term and intermediate-term needs, planning long-term debt policy and capital structure, capital costs and budgeting, dividend policy, valuation, mergers, and acquisition.

International Management (528)
Theoretical foundations and conceptual frameworks for analyzing international management problems in diverse international institutions. Analysis of foreign environments within which multinational organizations operate; survey of various dimensions of international operations; awareness of differences in management practices around the world.

Seminar in General Management (538)
An intensive, interfunctional seminar in management. Use of case studies and projects in a variety of organizations to develop administrative decision-making skills in strategic and operational planning and control.

Areas of Concentration
Students at the Anderson Graduate School of Management have the opportunity to select an area of concentration to meet their career goals and interests, as follows:

Accounting

Tax Accounting
Financial Management
General Management
Human Resources Management
International Management
International Management in Latin America
Management Information Systems
Marketing Management
Operations and Management Science
Policy and Planning

Complete course descriptions begin on page 16.

Accounting and Tax Accounting
The accounting concentration provides students with an understanding of how accounting information is collected and used in decision making by managers.

The area of managerial accounting addresses the use of accounting information for measuring performance, and for planning and control within the organization. Included are the study of budgeting, price setting, bidding processes, cost determination, and performance analyses.

Financial accounting is the study of external reporting, and of the relationships between the organization, its shareholders, and the public.

The Tax Accounting concentration emphasizes concepts and applications of income tax and how they affect business policies and decision making.

A concentration in Accounting or Tax Accounting prepares students for careers in a variety of areas, including corporate controllership, management consulting, public accounting, auditing, and tax planning, as well as to meet the requirements for the CPA or CMA examinations.

INTEGRATED PROGRAMS IN ACCOUNTING

Income Tax Accounting I (542)
Income Tax Accounting II (543)
Managerial and Cost Accounting (546)
Legal Concepts for Accountants (548)
Financial Accounting I (549)
Auditing (544)
Accounting for Not-for-Profit Organizations (444)
Contemporary Accounting Topics (445)
Accounting Information Systems (449)
Financial Accounting II (540)
Advanced Accounting Theory and Practice (541)
Seminar in Personal Tax Planning (542)
Seminar in Business Tax Planning (543)
Advanced Auditing (546)
Seminar in Accounting Theory and Its Development (545)
Seminar in Controllership (546)
Tax Research, Procedures, Compliance, and Practice (547)
Seminar in International Accounting (548)
Seminar in Managerial Control (549)
Professional Accounting (550)

Financial Management
Financial management is the function in an organization which is responsible for acquisition and management of funds for the firm, including the assessment of investment and capital budgeting alternatives. Career opportunities for students with a concentration in Financial Management are found in banks and trust companies, investment houses, insurance companies, and financial planning and consulting firms.

Courses in Financial Management
Analysis of the Financial System (570)
Security Analysis and Investment Management (571)
Financial Planning and Capital Budgeting (572)
Seminar in Management in Financial Institutions (573)
Seminar in International Financial Management (574)
Seminar in Finance (575)
Seminar in Cash Management (577)
General Management

A General Management concentration allows students to select their elective courses from a variety of areas. Students choosing this concentration receive an overview of the functions and responsibilities of the general manager, including formulation and implementation of policy within an organization, strategic planning, leadership, and high-level decision making. Career opportunities in general management exist in various organizations in the public, private, or non-profit sectors.

Courses in General Management

Students select five courses, one from each of at least four areas, from the offerings beginning on page 16.

Human Resources Management

People are perhaps the most critical resource a business has, and effective utilization of employee capability is the focus of the Human Resources Management concentration. Evaluating the needs of an organization, finding people to fill those needs, and providing an optimal environment conducive to high levels of motivation and performance are all aspects of the human resources function in a business.

Courses in Human Resources Management

- Labor Arbitration and Collective Bargaining (464)
- Labor Law (465)
- Advanced Concepts and Problems in Organizational Behavior (466)
- Seminar in Cross-Cultural Organizational Behavior (560)
- Interpersonal Dynamics (561)
- Organizational Design and Development (562)
- Human Resources Management: Theory and Applications (563)
- Seminar in Administrative Theory and Decision Making (565)
- Human Relations Laboratory (566)
- Women in Management (567)
- Creative Leadership and Innovative Organizations (568)
- Seminar in Organizational Communication (569)

International Management

The International Management concentration focuses on the issues faced by organizations doing business in an international market. Managers must be able to understand economic, political, financial and social dynamics and systems of various nations. They must also be able to communicate in cross-cultural settings, and must be aware of the cultural differences faced by their organization.

Courses in International Management

- Seminar in International Accounting (548)
- Seminar in International Financial Management (574)
- International Marketing Management (583)
- Management in Latin America (595)
- International Management Seminar (597)
- General Management of International Operations (599)
September, 1995

To Whom It May Concern:

I wish to introduce briefly the paperwork attached.

The Media Arts Program in the College of Fine Arts proposes to offer both an undergraduate major and a new minor in Media Arts. At the same time we propose to delete both the present minor in television production and the one in film studies, neither of which adequately reflects our current curricular practice. Further, we request approval of the Media Arts Program as an official academic unit authorized to offer a major.

The attached paperwork has been approved in recent months by relevant administrators and curriculum committees in the College of Fine Arts. The paperwork also reflects values and goals, related to the study of film and video in the context of art and culture, agreed upon by the Media Arts Development Committee, and approved by the College of Fine Arts faculty, in 1990-91.

As the paperwork explains, our proposal entails no new costs, since sufficient personnel, both faculty and staff, are already in place; moreover, the courses we propose already are being offered, though often under old course numbers and titles.

I hope you will let me know if I can provide more information.

Sincerely,

Ira Jaffe
Head, Media Arts
September, 1995

To Whom It May Concern:

I am writing in regard to changes we propose in the minor in television production and the minor in film studies.

We are deleting the television production minor because it is not consistent with the present emphasis of the Media Arts Program. The reasons are: 1) we now emphasize video and film as art, whether presented on broadcast television, in a museum, or in another venue. Second, we emphasize the area of history, criticism, and theory of film and video in relation to art and culture more than we do the area of production.

Also, we are revising the film studies minor. Instead, we will have the minor in Media Arts. The minor in Media Arts utilizes the new configuration of courses for the major in Media Arts; in addition, while emphasizing courses in history, criticism, and theory, the minor in Media Arts allows the student one more course in production than did the film studies minor.

In addition to the requirements for the new major and the new minor in Media Arts, the description of the new curriculum, and an introductory philosophical statement, attached is a copy from the current UNM catalog of requirements for the minor in television production and the minor in film studies we wish to phase out.

Sincerely,

Ira Jaffe
Head, Media Arts
b) 20 mL, motT.

Course 2: Movement Analysis
Course 2: Movement Analysis I
Course 2: Movement Analysis II
Course 2: Movement Analysis III
Course 2: Movement Analysis IV

Fine Arts: Theatre and Dance

Theatre FINE ARTS

Elementary Level
Dance 105, 112, 122, 250, 416, 456, 458 and 8 Hours of Dance Technique in Action

Program I:

Minor in Theatre

Program II:

Minor in Film Studies

Additional Information

Fees

Program II: Minor in Film Studies

Course:

Minor in Television Production

Course:

Additional Information

Fees

Courses are considered to be optional. Theatre and Dance courses have been assigned according to their technical contribution to the student experience. Students are advised to consult the course schedule for details.
### MAJOR AND MINOR CURRICULAR CHANGES

**Date:** March 1, 1995

**Head:** Ira Jaffe  
(Fac., Div. Dir.)  
**Media Arts Program**  
(Div. Div. Dir. Prop.)

**This form is for Bachelor of Arts Major: Media Arts**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>Minor</th>
<th>Concentration</th>
<th>Revision of existing degree</th>
<th>Revision of existing major</th>
<th>Revision of existing minor</th>
<th>Revision of existing concentration</th>
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</tr>
</tbody>
</table>

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.

**See Attached**

**II. Minor Change**

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

**New Name of Program**

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

**Reasons for Request:** (attach statement)  

See Attached  

Effective Date of Proposed Change: Fall 1996  

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature: [Signature]

**Approvals:**

- Dean of Library Services  
- CIRT  
- College Curricula Committee  
- College of School Faculty  
- FS Undergraduate A.C. Affairs  
- FS Graduate Committee  
- Office of Graduate Studies  
- FS Curricula Committee  
- Assoc. VP of Academic Affairs  
- Faculty Senate

Date: 9-7-95  
Date: 12/18/95  
Date: 8-28-95  
Date: 9-28-95  
Date: 28-SEP-1995
MEDIA ARTS
Ira Jaffe, Head
The University of New Mexico
Media Arts Program, FAC Room 2431
Albuquerque, NM 87131-1396
(505) 277-6262/Fax: (505) 277-6314

Professor
Ira Jaffe, Ph.D., University of Southern California

Assistant Professor
Scott Bukatman, Ph.D., New York University

Lecturer
Susan Dever, M.A., Occidental College

Fees
Course fees support film and video rentals in history and criticism courses and the purchase, maintenance, and replacement of equipment used in film and video production courses.

INTRODUCTION
The Media Arts Program in the College of Fine Arts is dedicated to the study and practice of film and video as art. In the hope of understanding and enhancing the immense role of film and video in the modern world, the program offers the student a broad foundation in the purposes of art and culture. Although one may study film and video for commercial purposes with little commitment to artistic and cultural standards, in the Media Arts Program, as in the College of Fine Arts, aesthetic criteria prevail.

Media Arts students establish ties to disciplines in Arts and Sciences as well as in Fine Arts. One reason is that a number of disciplines contribute to current practices in the history, criticism, and theory of the media arts. These disciplines include cultural and literary theory, critical analysis of the visual and performing arts, philosophy, psychology, and political theory.

Furthermore, the Media Arts Program fosters in the student an outlook that is international as well as interdisciplinary. Major films arise in every region of the globe. To learn about these films is to explore diverse cultures. The Media Arts curriculum includes courses devoted to various national and regional cinemas. Here and in other courses, the Media Arts Program seeks to collaborate with other academic units that have strong transcultural interests.

Students who major in Media Arts are expected to maintain a grade-point average in the major of 3.0. More details about the major in Media Arts follow.
MAJOR STUDY REQUIREMENTS

BACHELOR OF ARTS IN MEDIA ARTS

1. Courses outside the major:

A. 48 hours selected from courses offered by departments of the College of Arts and Sciences, including general education requirements. (See Fine Arts Graduation Requirements 6.) These 48 hours include as many hours in one foreign language as are necessary to complete the fourth semester course in that language. 48

B. 18 hours selected from at least two other disciplines in the College of Fine Arts (Art History, Art Studio, Fine Arts, Music, Theatre, Dance; up to 6 hours from the School of Architecture and Planning may be included).

Of the total of 66 hours in a. and b., at least 15 will focus on a cultural, psychological, or political perspective particularly significant in the history, criticism, and theory of the media arts; these hours must be approved by the Media Arts advisor. Possible focus areas include Latin American history, cultural studies, political theory, psychoanalytical criticism, and avant-garde movements in the arts. Various departments offer courses relevant to these focus areas. For example, students may combine courses from American Studies, Anthropology, Art and Art History, English, Foreign Languages and Literatures, History, Philosophy, and Psychology. 18

C. 14 additional hours selected from courses outside Media Arts, offered by any college, including Fine Arts. 14

2. Courses in Media Arts:

A. 18 hours in history, criticism and theory: 210, 212, 326, 328, 331, and 428. 18

B. 9 hours in production courses from 111, 216, 217, 218, 390, 409, 429, and 496. 9
C. 21 hours in history, criticism and theory electives from 110, 211, 330, 332, 410, 412, 428, 433, 434, 435, 436, and 497.

TOTAL

128

Students judged by the Media Arts faculty to be exceptionally promising in production may substitute up to 6 hours in production courses for 6 hours in category C.

Minor in Media Arts

In addition to the major, Media Arts offers a minor. The requirements are as follows:

A. 6 hours in history, criticism, and theory: 210; and 326 or 328.

B. 12 hours in history, criticism, and theory from 110, 211, 212, 330, 331, 332, 410, 412, 428, 433, 434, 435, 436, and 497.

C. 6 hours in production courses from 111, 216, 217, 218, 390, 409, 429, and 496.

TOTAL

48

24
MEDIA ARTS

History, Criticism, and Theory Courses

As indicated above, a number of disciplines contribute to current practices in the history, criticism and theory of the media arts. These disciplines include cultural and literary theory, critical analysis of the visual and performing arts, philosophy, psychology and political theory. The Media Arts student learns to develop an interdisciplinary approach. Toward this end, requirements for the major include the concentrations in Fine Arts and in Arts and Sciences listed in 1a. and 1b. above (in the description of courses outside Media Arts required for the major in Media Arts).

In addition to the following courses in Media Arts, other departments occasionally offer courses in film, video or television. For example, the Department of American Studies, the Department of Foreign Languages and Literature, and the Department of Spanish and Portuguese at times offer courses in film or television in relation to culture and society. When appropriate courses of this sort are offered, they may count toward the major in Media Arts with the permission of the Media Arts faculty.

110. Introduction to Mass Communication (3)
(Also offered as C&J 110.) The development of the mass media with emphasis on television in the areas of programming, policy, regulations, economics, and technology. Examination of the social, cultural, and political impact of the mass media on contemporary society.

210. Introduction to Film (3)
Analysis of film as a unique art, and a survey of main trends in film history. Screenings and critical study of major films. Will not count toward the major in art history or art studio. Course fee required. 210 is prerequisite to 300- and 400-level Media Arts courses. (Fall, Spring)

211. Film Comedy (3)
A critical study of the nature of comedy and laughter, with screenings of major works. Course fee required. (Fall, Spring)

212. Beyond Hollywood (3)
An introduction to marginalized and Third World Cinemas, with screenings and discussions of major films. Course fee required. (Fall)

Note: Either 210 or permission of instructor is prerequisite to all courses 300-level and above in history, criticism, theory, and to all production courses 200-level and above.

306. History of Film: The Silent Era. (3)
History of the motion picture from its beginnings to the era of sound. Screenings and analysis of major films. Prerequisite: 210 or permission of Instructor. Course fee required. (Fall)
328. History of Film: The Sound Era. (3)
History of the motion picture from the advent of sound to the present day. Screening and analysis of major films. Prerequisite: 326 plus 210, or permission of instructor. Course fee required. (Spring)

330. Studies in Film. (3)
Studies in various types of film, including the Hollywood Musical and the Western. Studies also in various regional and national cinemas, including cinema of Spain. Screening and analysis of major films. Prerequisite: 210 or permission of instructor. Course fee required. (Fall)

331. Film Theory. (3)
A lecture survey of major currents in film theory from film's beginnings to the present. Screening and analysis of major films. Prerequisite: 210 or permission of instructor. Course fee required. (Fall)

332. Documentary. (3)
History and theory of documentary, with emphasis on how this knowledge is applied in the making of a documentary. Screenings of work by Robert Aaherty, Trinh T. Minh-ha, and others. Prerequisite: 210 or permission of instructor. Course fee required. (Spring)

*410. Latin American Cinema. (3)
This course surveys key moments in Latin American cinema including Mexico's influential "Golden Age" in the 1940s and various "new cinemas" of the '60s and '70s. Also considered are Hollywood films that are about Latin America. Prerequisite: 210 or permission of instructor. Course fee required. (Fall)

*412. "Third World" Cinemas: Cultures in Contact. (3)
Considering cultures in (uneasy) contact, this course examines cinematic representations of political, economic, or social subordination and resistance to domination. Prerequisite: 210 or permission of instructor. Course fee required. (Spring)

*428. Topics in Film. (3)
Seminar in various topics in the history, criticism, and theory of film and video. Prerequisite: permission of instructor. Course fee required. (Spring)

*433. Film Noir. (3)
An examination of a distinct type of American film prominent in the 1940s and early '50s that often deals with crime, corruption, and disillusionment in the city. Prerequisite: 210 or permission of instructor. Course fee required. (Fall)

*434. Teen Rebels (3)
An examination of Hollywood films of the 1950s, '60s, and '70s whose youthful main characters challenge convention and authority. Prerequisite: 210 or permission of instructor. Course fee required. (Spring)
*435. International Horror Film. (3)
A study of major horror films from various countries, with related readings in fiction, philosophy, psychology, and film studies. Classics such as Nosferatu and Frankenstein are screened. Prerequisite: 210 or permission of instructor. Course fee required. (Fall)

*436. Science Fiction Film. (3)
The course examines the American science fiction film's exploration of space and of human perception. Also considered are the implications in our technological age of science fiction's representation and deformation of the human body. Prerequisite: 210 or permission of instructor. Course fee required. (Spring)

497. Independent Study. (2-3)
Individual investigation or reading, plus the writing of an essay, under faculty direction. Prerequisite: permission of instructor. (Fall, Spring)

597. Independent Study. (2-3)
Same as 497, but graduate level. Prerequisite: permission of instructor. (Fall, Spring)

Production Courses.

111. Technical Introduction to Video Production. (3)
111 is for the student who has no practical knowledge of video technology. Students learn about the camera and lens, sound recording, lighting, editing, and other elements of production. Course fee required. (Fall, Spring)

216. Field Production. (3hrs. to a maximum of 6) (3)
216 strengthens students' skills in video technology while helping them to write, direct, and edit video projects that begin to reflect a personal, artistic vision. Prerequisite: 111 and 210, or permission of instructor. Course fee required. (Fall)

217. Video Art in the Studio. (3 hrs. to a maximum of 6) (3)
Students in this course learn to use the production studio as a tool of personal artistic expression. Specific processes and techniques include single-camera work and the intricacies of editing. Prerequisite: 111 and 210, or permission of instructor. Course fee required. (Fall)

218. Guerrilla Video. (3 hrs. to a maximum of 6) (3)
This course examines relations between broadcast television, video art, politics, and ideology. Students jointly create video works that analyze or challenge the prevailing form and content of broadcast television and other dominant media. Prerequisite: 111 and 210, or permission of instructor. Course fee required. (Spring)

390. Elements of Filmmaking. (3 hrs. to a maximum of 9) (3)
Practicum in basic conceptual aspects of independent filmmaking. Each student creates cinematic work in this course. Prerequisite: permission of instructor. Course fee required. (Spring)
409. Advanced Video Art. (3 hrs. to a maximum of 6) (3A)
This class helps students to develop more complex artistic statements on video. Critiques of
student work, plus readings and discussions about various arts and media. Prerequisite: 
permission of instructor. Course fee required. (Spring)

429. Topics in Production. (1-3)
Workshops in specific production topics conducted by guest artists in film and video as their 
schedules permit. Prerequisite: 111 and 210, or permission of instructor. Course fee required. 
(Fall, Spring)

496. Student Production Project. (1-3A)
Prerequisite: permission of instructor. (Fall, Spring)

596. Student Production Project. (1-3A)
Prerequisite: permission of instructor. (Fall, Spring)
REASONS FOR REQUEST

The Media Arts Program requests formal recognition as an academic unit authorized to offer a major. As the attached "Proposal for New Academic Unit" indicates, the Program has existed informally since 1989, and virtually all of the courses proposed for the major have already been offered, a number of them since 1972. Both the proposed major and the new minor are intended a) to clarify and formalize the current curriculum, which emphasizes the study and practice of film and video as forms of art, and b) to allow students engaged in this curriculum to accomplish a major or a minor. The previous minors, under the designation of Film/Television, are being deleted as they do not amply reflect the current curricular emphasis. For more information, please see the attached statements bearing on recognition and on requirements for the major and new minor.
BUDGETARY AND FACULTY LOAD IMPLICATIONS

Essentially there are no budgetary and faculty load implications, for our proposal primarily serves to clarify course offerings that already exist, and to allow students in these courses to accomplish a formal major or a minor. The full curriculum proposed here is already being offered within the limits of our present budget and faculty.
Proposal for New Academic Unit: The Media Arts Program

Summary Statement

We propose that the Media Arts Program be recognized as a distinct academic unit. The Program already exists in fact, and as an express budgetary unit within the College of Fine Arts. No new funding is required for this change.

The Program was formed in 1989, comprised of faculty and courses in film and video that had existed in the Department of Theatre Arts (subsequently renamed Theatre and Dance). Since 1989 the Media Arts Program, reporting directly to the Dean of the College of Fine Arts, and with approval of the Fine Arts faculty, has continued to offer a minor in critical studies in film and video as well as a minor in film/video production. Two full-time faculty have left since 1989, and two new ones have been hired, along with a number of part-time faculty and a new full-time staff member, who is the "Department Administrator."

Given the high enrollment in Media Arts (about 2,100 SCH per semester) and the importance of film and video in society today, it seems desirable to clarify for students and others the current status of the Program. For example, as a result of recognition as a distinct academic unit, the Program will have a more distinct, easy-to-identify position in the UNM catalog of courses, course schedules, and related documents. Further, the Program will more easily amend titles and descriptions of courses in the catalog and other documents so as to more accurately reflect its current curricular direction. The Program also will be able to propose new courses. Moreover, the Program will be eligible to offer a major in film and video studies under the name of Media Arts. This step has become more feasible financially as of January 1995 with the commitment of funds from UNM's Evening and Weekend Division Program to support a major.

Thus the Media Arts Program requests recognition as an academic unit, along with the privilege to institute a major (Of course, the policy for admitting students to the major must be highly selective because of the Program's limited FTE.). Like any official academic unit, the Program would benefit from more funds for faculty, staff, facilities, and equipment; the old University bookstore would be a welcome home for the Program's diverse activities. However, as the following pages indicate in more detail, the Program is fully ready and able to proceed simply with its existing courses and resources, including the recent commitment from EWDP, to become an official academic unit and to institute a major.
Further information in regard to "new unit" guidelines

The following is more detailed information about Media Arts in relation to "new unit" guidelines approved by the UNM Faculty Senate.

Recognition of Media Arts as an official academic unit entails no further changes. Recognition simply affords the Program greater opportunity to communicate with students and to refine its curriculum within present budgetary limits. Recognition also enables the Program to offer a major, for which there has been great demand at UNM for almost a quarter of a century. Most recently, in Spring 1994, 120 Media Arts students signed a student-initiated petition to establish a major.

The Media Arts curriculum already is distinctive as compared to most film/video programs in the country, for the Program pursuing the following features: all film and video studies are conducted here in a film/art context; critical studies and production studies in Media Arts are closely integrated, rather than segregated from one another; also, films and videos, which involve distinct technologies, are examined and pursued in tandem, rather than separately; film and video studies in the Media Arts Program are closely tied to the development of cultural studies at UNM; Media Arts courses already are incorporated in proposals for interdisciplinary UNM undergraduate and graduate degrees in cultural studies that will officially commence in the Fall 1995; and Media Arts has dedicated faculty positions both in film/video's relations to other arts and in Latin American and Third World Cinemas. The Media Arts Program's curricular direction promises to be one of the most innovative and productive in the country. Already, former students have won distinction as writers, directors, and editors of successful feature-length motion pictures, and as authors of scholarly books and articles. Furthermore, both the Program's International Cinema Lecture Series and its Summer Arts of the Americas Film Festival and Course enjoy national reputations.

As indicated above, recognition of the Program will enable it to serve its students and the community more strongly. Recognition entails no new courses or services that would conflict with other units or institutions. The Program does not anticipate changes in costs as a result of formal recognition as an academic unit; the Program expects to continue at the present operating level, with modest additions covered by the EWD allocation cited above.

The Media Arts Program, which in terms of faculty and staff remains small, will retain its current administrative structure following recognition as an official academic unit. The unit and its head will continue to report to the Dean of the College of Fine Arts. The unit will continue to have, as is does this Spring, three full-time faculty and one permanent part-time faculty member—a total regularly budgeted FTE of 3.5; 3+7 temporary part-time faculty; at least 2.0 graduate assistants (drawn from various departments including Art and Art History); and a full-time staff person, whose classification is Department Administrator, and who reports to the faculty member who is Head of the Media Arts Program; also, with funds already committed by EWD, the Program will have one full-time accounting technician to assist the Department Administrator.

Of the three full-time faculty, at present one is a full professor who heads the Program; the second is a tenure-track Assistant Professor whose specialization includes film/video's relations to other arts; the third, whose teaching responsibilities focus on Latin American and Third World cinemas, is Lecturer II.
As an official academic unit, the Media Arts Program will continue as usual. The one change is that the Program's existing courses will be offered according to a sequence and a schedule that will help students to accomplish a major, to earn a Bachelor of Arts in Media Arts.

Useful to reiterate here is that the Media Arts major essentially will consist of courses that already exist: In the Spring 1995, for example, the Program is offering 18 classes, or 48 credits, plus numerous independent studies. The Program's full curriculum for the proposed major is attached. A modest departure from the past contained in the attached list is that some courses formerly offered under topics 530 and 428 will now have different numbers, titles, and descriptions. Another difference is that certain courses, in particular 210 Introduction to Film, are identified as prerequisite to other Media Arts courses.

A number of Media Arts courses at present are cross-referenced in Art and Art History, and this practice will continue. Further, because technical and other aspects of film/video production and critical studies are significant to the general public, there is potential for additional technical workshops and classes designed especially for the public.

In regard to research interests at UNM, the Media Arts Program does not seek at this time establishment of a Media Arts graduate degree. However, the Program's faculty and courses have long been an important resource for graduate students in various UNM departments, including Art and Art History, American Studies, and Theater and Dance. Indeed, Media Arts faculty have served on M.A., M.F.A., and Ph.D. committees in these departments. Furthermore, the Departments of Philosophy, Foreign Languages and Literatures, and Spanish and Portuguese, as well as the new interdisciplinary program in Cultural Studies, are expected to make increasing use at both the graduate and undergraduate level of Media Arts courses and faculty. Also significant is that Media Arts offers vital research resources through its International Cinema Lecture Series and its Latin American Film Festival, both of which bring to CNM internationally prominent scholars and filmmakers from throughout the world. In addition, the Media Arts Program advises the ASUNM Film Committee at the Southwest Film Center, which is widely respected for its eclectic, cutting-edge fare. Among major strengths of the Media Arts faculty are expertise in film/video's relations to other arts and to cultural studies, and b) in Latin American and Third World cinemas.

As for plans for the next three to five years, as indicated above Media Arts looks forward to addressing student needs for a Media Arts major. Growing student interest may warrant hiring additional faculty and staff. Whether this will be possible will depend, as it has since 1972 when the first full-time faculty in film was hired in the College of Fine Arts, on the size and disposition of UNM and CFA resources.

In regard to budget information for the coming three to five years, as indicated above, Media Arts anticipates functioning within its present budget; a copy of which is attached, plus the EWDP allocations announced by Dr. David Stuart in his memo dated January 19, 1995 to Tom Dodson, Dean, CFA, and Iris Jaffe, Head, Media Arts.
Date: March 1995

Ira Jaffe
Head
Media Arts Program

This form is for Minor in Television Production

Major Change—Mark appropriate category

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

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

See Attached (Previous minor no longer reflects curricular emphasis of Media Arts Program.)

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:

See Attached

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall 1996

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature: ____________________________

appl: Dean of Library Services

CIRT

College Curricula Committee

College of School Faculty

College or School Dean

FS Undergraduate Academic Affairs

FS Graduate Committee

Office of Graduate Studies

FS Curricula Committee

Assoc. VP of Academic Affairs

Faculty Senate
This form is for **Minor in Media Arts**

This program is or would be located in current catalog page **286**

I. Major Change—Mark appropriate category

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

See Attached (change name, change requirements)

II. Minor Change—

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

New Name of Program:

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

Reasons for Request: (attach statement) See Attached

Effective Date of Proposed Change: Fall 1996

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature: __________________________

Approval: Ira Jaffe

Dean of Library Services

March 1995

Date: 4-7-95

College Curriculum Committee

Date: 4-7-95

(S) B. Patrick

College of School Faculty

Date: 4-7-95

College of School Dean

Date: 4-7-95

FS Undergraduate Ac. Affairs

Date: 4-7-95

FS Graduate Committee

Date: 4-7-95

Office of Graduate Studies

Date: 4-7-95

FS Curricula Committee

Date: 4-7-95

Assoc. VP of Academic Affairs

Date: 4-7-95

Faculty Senate

Date: 4-7-95
1. Post-Tenure Review Final Report, pp. 1-4

2. Additional Form C's
   - minor program revision B.A. Languages Major (Foreign Languages & Literatures), pp. 5-6
   - minor program revision B.B.A. Entrepreneurial Studies Concentration (Policy & Planning Area-Anderson Schools), p. 7
   - deletion of degree A.S. in Pre-Engineering (School of Engineering), pp. 8-10
POLICY ON POST-TENURE REVIEW

Section 1. General Principles. A tenured professor who performs well should be rewarded, and one who performs inadequately should seek or accept help and improve or be subject to dismissal. The purpose of the University of New Mexico's post-tenure review is to determine levels of performance efficiently, equitably, and in conformity with tenure rights expressed in the Policy on Academic Freedom and Tenure and guaranteed by the Contract Clause of the U.S. Constitution.

Section 2. Data Collection. Biographical updates, student evaluations of teaching (supplemented by periodic but not necessarily annual peer evaluations of teaching), and (with necessary exceptions, as in the Medical School) evaluations for salary recommendations shall be required annually of all faculty, including tenured professors. Some departments and divisions may also wish to require information more detailed than in the current biographical update form. The biographical update shall include space for objectives for the coming year.

Section 3. Performance Criteria. Deans shall require each department or division to file a statement of criteria and procedures for annual evaluation of the performance of tenured faculty members. The criteria and procedures shall be consistent with the Faculty Handbook, reflect the standards of excellence and appropriate balance of teaching, research or other creative activity, and service prevailing in the discipline and the department or division; and have the approval of the department or division faculty and the dean. At a minimum, the procedures shall include an annual written evaluation, as described below. The "Bases for Appointment and Promotion" and suggested "Sources of Information" in the Appointment and Promotion Policy describe good teaching and good research at some length, including the importance of one's original research in imparting new ideas in the classroom and inspiring students to engage in original research. They also stress the need for service in the department, the University, and one's discipline, particularly by senior members of the faculty. (Reviews from outside the University, suggested in the "Sources of Information," shall not normally be included in annual and more formal post-tenure reviews described in Secs. 4 and 6 below.)

Section 4. Annual Reviews. Each department shall conduct an annual review of each tenured faculty member's teaching, research or creative work, and service. This review, which may be combined with salary review and may be performed by the chair or the chair and a committee of tenured faculty, shall be in writing (normally 50 to 100 words for most faculty, more for those with special achievements or identified deficiencies) and contain a description and critique of performance during the past year and performance goals for the coming year. It shall be discussed with the faculty member if there are deficiencies. Two copies of the annual review, signed by the chair, shall be given to the faculty member, one to be signed as acknowledgement of receipt and returned to the chair. A faculty member who disagrees with the review may add a comment or rebuttal. The review and any such statement shall be placed in the faculty member's personnel file. The faculty member, in addition, may appeal the chair's evaluation to the dean. At any point in these or subsequent proceedings, the faculty member shall have access to aggregate information concerning the teaching evaluations, publications, grants, etc., of the department as a
whole for purposes of comparison.

Administrators who hold tenured faculty rank shall also be reviewed on the performance of their faculty duties (teaching, research, service). These reviews will be performed by a committee composed of at least three senior faculty from the department (i.e., Promotion and Tenure Committees if they exist) within which the tenure appointment is held. Administrators who have no assigned faculty duties within the department will not be reviewed under this policy.

Section 5. Reports to Deans. Each department shall annually provide the dean with summaries of the reviews of all faculty members (normally no more than 50 words for most faculty, more for those with special achievements or identified deficiencies) and the full text of any comment or rebuttal. The summaries shall include the special achievements or identified deficiencies of individual faculty members. Merit, as determined in annual salary reviews, shall be the primary criterion for raises. In the case of special achievement, the summary shall state the rewards to be provided. The dean or a college committee shall participate in the merit award for special achievement. In the case of deficiency, the summary shall suggest remedies, and the chair and the dean shall monitor improvements. If the dean disagrees with the chair's evaluation, he or she shall so inform the chair and the faculty member.

Section 6. More Complete Reviews. If in the judgment of the chair the annual review for any faculty member shows a serious deficiency that has continued for two consecutive years, the chair shall inform the faculty member. One of two possible courses of action shall follow: 1) The faculty member may request that the chair submit his or her findings to the other tenured faculty members for consideration in a more complete review during the following year. OR 2) If the faculty member does not request the review, the chair may initiate such a review with the concurrence of 2/3 of the tenured faculty in the department. The more complete review shall be similar to the mid-probationary review described in the Handbook, with the aim of identifying strengths and weaknesses. This review shall be undertaken by the chair with a committee of at least three tenured faculty members chosen by the tenured faculty. If they find that the faculty member's performance is not seriously deficient, the member shall be so informed and a statement of the decision placed in the file. If serious deficiency is found, a specific remedial program shall be developed in consultation with the faculty member, including procedures, criteria for evaluating progress, and a reasonable timetable. The results of the program shall be reported by the chair to the dean. If the dean concludes, after consulting the college promotion and tenure committee, that serious deficiencies persist, he or she shall so inform the Provost or the Vice President for Health Sciences.

Section 7. Enhancement Programs. Whether or not a tenured faculty member accepts a recommendation to participate in a teaching or research enhancement program, and whether or not the member performs well in the program, he or she shall be judged, after a reasonable period of time, on subsequent classroom and research performance.

Section 8. Individual Request for Review. Any faculty member who feels that two or more consecutive annual reviews have inaccurately conveyed his or her professional accomplishments
or have contained other substantial deficiencies shall have the option of initiating the more complete review described above.

Section 9. Frequency of Review. The more complete review shall not be initiated for any faculty member more frequently than once every five years.

Section 10. Review by the Committee on Academic Freedom and Tenure. If a tenured faculty member's professional deficiencies are considered by the Provost or the Vice President for Health Sciences to be very serious and to have been uncorrected at the conclusion of the agreed time period, and, further, if there is evidence that the faculty member's performance has deteriorated since the award of tenure and that his or her academic performance is now typically unsatisfactory, the President of the University may initiate the process specified in the Policy on Academic Freedom and Tenure for removing a faculty member for cause. ["If the faculty member's academic competence is questioned, the proof before the Committee on Academic Freedom and Tenure shall be insufficient unless it includes testimony of teachers and other scholars, either from the University or from other institutions, and it shows that: (1) the faculty member's academic performance has deteriorated since he received tenure, and (2) his academic performance is now typically unsatisfactory." Sec. 12(b)(vii).] [The University Administration has the burden of proving its case. Sec. 13(a).]
ADDITIONAL RECOMMENDATIONS TO THE FACULTY

1. Encourage the Teaching Enhancement Committee to recommend improved systems of teaching evaluation, including student and peer evaluations to supplement and perhaps replace ICES.

2. Encourage programs for the enhancement of teaching and research within departments and colleges, adequately supported by the faculty development program in the Provost’s office.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

CIP CODE

Date: April 3, 1995

(Name of Individual initiating curricular change form)

(Name of Individual initiating curricular change form)

Foreign Languages & Literatures

(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 use by Academic Affairs office only.

The program is or would be located in current catalog page 115

I. Major Change-Mark appropriate category

Degree

New

Revision of existing degree

Deletion

Major

New

Revision of existing major

Deletion

Minor

New

Revision of existing minor

Deletion

Concentration

New

Revision of

Deletion

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

II. Minor Change-

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

Minor program revision (3-5 hours) Please specify below: We propose adding Italian 307/308 (Survey of Italian Literature I & II), and Italian 475 (Dante in Translation) to the Languages that can be used to fulfill requirements under Part 3 of the Languages degree (p. 115) in the 93-95 catalog. That will give students 9 of the 12 hours they need here. They can take Italian 497 for 3 hours to fulfill that requirement.

Reasons for Request: (attach statement)

Effective Date of Proposed Change: ASAP Fall 1995

Semester Year

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature:

Department Chair

Approvals:

Dean of Library Services

Date: 20 April 1995

CIRT

Date: 25 April 1995

College Curriculum Committee

Date: 25 April 1995

(If necessary)

College of School Faculty

Date: 12/15/95

College or School Dean

Date: 2/5/96

FS Undergraduate Ac. Affairs

Date:

FS Graduate Committee

Date:

Office of Graduate Studies

Date:

FS Curricula Committee

Date:

Assoc. VP of Academic Affairs

Date:

Faculty Senate

Date:
### Major Study Requirements

#### Major in Languages

Minor Study Requirements

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<td>102. Reading and Writing Eweserian</td>
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<td>103. Elementary Arabic</td>
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<td>105. Introduction to Latin.</td>
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<td>106. Introduction to Latin America.</td>
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#### Minor in Period Minor

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<tr>
<th>Course</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>223. American Indian Languages</td>
<td>3</td>
<td>Also offered as Port 635-636.</td>
</tr>
<tr>
<td>224. Latin American V Paramount Poems</td>
<td>3</td>
<td>Also offered as Port 635-636.</td>
</tr>
<tr>
<td>225. Latin American V Paramount Poems</td>
<td>3</td>
<td>Also offered as Port 635-636.</td>
</tr>
<tr>
<td>226. Latin American Regionalism</td>
<td>3</td>
<td>Also offered as Port 635-636.</td>
</tr>
</tbody>
</table>

### Foreign Languages (Major)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100. Elementary Topical in Foreign Languages</td>
<td>4-6</td>
<td>Major in minor study offered.</td>
</tr>
<tr>
<td>101. Elementary Topical in Foreign Languages</td>
<td>1</td>
<td>Major in minor study offered.</td>
</tr>
<tr>
<td>102. Reading and Writing Eweserian</td>
<td>2</td>
<td>For native speakers of the languages only.</td>
</tr>
<tr>
<td>103. Elementary Arabic</td>
<td>3</td>
<td>Also offered as Hon 110.</td>
</tr>
<tr>
<td>104. Biblical Hebrew 1: Biblical Hebrew I</td>
<td>4</td>
<td>Also offered as 110.</td>
</tr>
<tr>
<td>105. Introduction to Latin.</td>
<td>3</td>
<td>Also offered as Soc 190.</td>
</tr>
<tr>
<td>106. Introduction to Latin America.</td>
<td>3</td>
<td>Also offered as Soc 190.</td>
</tr>
<tr>
<td>107. Intermediate Topical in Foreign Languages</td>
<td>3</td>
<td>Major in minor study offered.</td>
</tr>
</tbody>
</table>

### American Indian Languages

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>105. Reading and Writing Apache.</td>
<td>3</td>
<td>For native speakers of Apache only.</td>
</tr>
<tr>
<td>106. Reading and Writing Apache.</td>
<td>3</td>
<td>For native speakers of Apache only.</td>
</tr>
</tbody>
</table>

Symbols — See page 388
DEGREE/PROGRAM CHANGE FORM

Date: November 8, 1995

John E. Young

Policy & Planning Area, Anderson Schools

Mark appropriate Program:
- Undergraduate Degree Program [x]
- Graduate Degree Program (For existing degree only) [ ]

Mark appropriate category
- Degree [ ]
- B.B.A. [x]
- Major [ ]
- Minor [ ]
- Concentration [ ]
- Certificate [ ]
- Emphasis [ ]
- Department [ ]

* Plan for curricular process to take at least 12 months.

This form is for Entrepreneurial Studies Concentrate (B.B.A.)

Reason(s) for Request (attach additional sheets if necessary):
Mgt. 346 Managerial and Cost Accounting is being deleted as a required course, because these topics are adequately covered in Mgt. 303, Accounting for Management Control, which is required for all business majors.

Entrepreneurial Studies - 15 hours
The required courses are: Mgt. 324, 384, 493 (Internship), 495 and 496.

Effective Date of Proposed Change: Fall (or as soon as possible) 1995.
**DEGREE/PROGRAM CHANGE**

**FORM C**

**Date:** December 1, 1995

David Kauffman

(Name of individual initiating curricular change form)

Associate Dean 277-5522

(Title, position, telephone number)

School of Engineering

(Department/Division/Program/Branch)

---

**CIP CODE**

**UNIT PREPARES IN QUADRUPLEPLICATE**

Routing (All four copies)

1. Dean of Library Services (if necessary)
2. CIRT (Comp & Inform Res & Tech), (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

---

**Plan for curricular process to take at least 12 months.**

This form is for **Associate of Science in Pre-Engin**

This program is or would be located in current undergraduate/graduate c

on page(s) 262

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<table>
<thead>
<tr>
<th>Mark appropriate Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Degree Program</td>
</tr>
<tr>
<td>Graduate Degree Program</td>
</tr>
</tbody>
</table>

(For existing degree only)

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<table>
<thead>
<tr>
<th>Mark appropriate category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
</tr>
<tr>
<td>Type</td>
</tr>
<tr>
<td>New: Undergraduate degree only</td>
</tr>
<tr>
<td>Revision of:</td>
</tr>
<tr>
<td>Deletion:</td>
</tr>
<tr>
<td>Name Change:</td>
</tr>
</tbody>
</table>

*See New Units policy Guidelines book available from the Provost's Office.

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). Identify in bracket form what is being changed.

---

**Reason(s) for Request (attach additional sheets if necessary).**

See attached

---

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)

CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)

Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes X No

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


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**Required Signatures:**

Department Chairperson

Dean of Library Services (If necessary)

CIRT (If necessary)

College Curriculum Committee (If necessary)

College or School Faculty (If necessary)

College or School Dean/Director of Instruction

FS Graduate Committee (If applicable)

FS Curricula Committee

Assoc. Provost for Academic Affairs

Faculty Senate

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**Date:** 12-7-95

**Date:** 12-4-95

**Date:** 12-8-95

**Date:** 11-24-96

**Date:** 3-6-96
Reasons for Request

The Associate of Science in Pre-Engineering (ASPE) degree consists of the first two years of courses toward an engineering bachelors degree. It was initially developed at UNM to meet specific needs of a program for Native American students in the early 1970's; financial aid from BIA could be used only by students in degree programs, not in University College. This program is no longer active. In the meantime, however, the program became useful for technicians at Sandia National Laboratories and other firms who were working toward bachelors degrees on a part-time basis. Holding an associate degree could qualify a technician for a higher pay grade.

The specific BIA program which precipitated creation of the ASPE degree is no longer active. A poll of students who have recently completed the ASPE degree indicated that it was of little help in obtaining employment and that it no longer had a significant impact of technician pay. Most students were in the program because it offered closer ties to the School of Engineering than did remaining in University College until they were eligible to enter a bachelors degree program. The new practice of admitting qualified freshmen students directly to the School of Engineering addresses this issue in a more effective manner. The number of students receiving the degree has never been high; it was only 15 in the 1994-95 academic year. The program was affordable only because its courses were the same as those required for bachelors degrees.

In addition, Albuquerque Technical-Vocation Institute (T-VI) has been considering offering a pre-engineering associate degree. This would be done in cooperation with UNM. Students could take sophomore-level engineering courses at UNM and transfer the credits to T-VI if enrollments at T-VI were not high enough to justify offering the courses there each semester. T-VI would be a more logical home for such a program than would UNM, since UNM is a research university with its primary emphasis on upper division and graduate programs.

Timing

No new students will be admitted to the ASPE program after the end of the Spring 1996 semester. Students currently in the program will be given a maximum of five years to complete it; i.e., until May 2001. All students in the program will be advised in writing of the deadline for completion.

Other Campuses

This program deletion will eliminate the ASPE program on the UNM main campus only. The similar program at the Los Alamos Branch, which was created on their own Form C, is not affected.
CIRT and Library Impact

Deleting this program has no impact on courses taught since they are the same as those for the first two years of engineering bachelors degrees. There is, therefore, no impact on CIRT or Library.