5-13-1997

Faculty Senate Meeting Minutes, 05/13/1997, vol 22, p 983-1105

UNM Faculty Senate

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# Faculty Senate Meeting Agenda

May 13, 1997
3:30 - 5:30 p.m.
Kiva

## Agenda Topics

<table>
<thead>
<tr>
<th>Meeting of 1997-98 Senate (3:30 p.m.):</th>
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<tr>
<td>1. Election of Officers</td>
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<td>2. Adjournment</td>
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<thead>
<tr>
<th>Meeting of 1996-97 Senate (immediately following adjournment of 1997-98 Senate meeting):</th>
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<tr>
<td>1. Approval of Agenda</td>
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<td>2. Approval of Summarized Minutes for April 8, 1997</td>
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<th>3. President’s Report</th>
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<td>INFORMATION</td>
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<td>Richard E. Peck</td>
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<th>4. Provost’s Report</th>
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<td>INFORMATION</td>
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<td>William C. Gordon</td>
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<th>5. Senate President’s Report</th>
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<tr>
<td>INFORMATION</td>
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<td>Beulah Woodfin</td>
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<th>pp. 13-19</th>
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<td>6. Approval of Members for 1997-98 Senate Committees</td>
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<p>| 7. Changes to Senate Committees’ Charges |</p>
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<tr>
<th>(Tabled Items from 4-8-97 Senate meeting)</th>
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<th>pp. 20</th>
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<tr>
<td>Computer Use</td>
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<tr>
<td>Curricula Committee</td>
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<th>pp. 22</th>
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<tr>
<td>Teaching Enhancement</td>
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<th>8. Approval of Degree Candidates, Sem. II, Spring 1997</th>
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**The following agenda item was repositioned from #11 to #9 on the agenda.**

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<tr>
<th>9. ⚫⚫⚫ Approval of Interim Policy for Centers &amp; Institutes</th>
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<tr>
<td>ACTION</td>
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<td>Bernard Moret</td>
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<th>10.9: Forms C from the Curricula Committee</th>
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<th>pp. 23-34</th>
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<tr>
<td>Revision of emphasis-Community and Regional Planning (Architecture &amp; Planning)</td>
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<tr>
<td>Revision of major and minor-Latin American Studies</td>
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<tr>
<td>Revision of second major-Spanish-Spanish &amp; Portuguese</td>
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<tr>
<td>Revision of major and minor in Criminology-Sociology</td>
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<tr>
<td>Revision of BA in Dance-Theatre &amp; Dance</td>
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<th>pp. 50-52</th>
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<tr>
<td>Deletion of minor in Dance Studies-Theatre &amp; Dance</td>
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<th>pp. 53-56</th>
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<tr>
<td>Revision and name change of minor in Dance Performance-Theatre &amp; Dance</td>
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<th>pp. 57-100</th>
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<tr>
<td>Revision of Ph.D., deletion of Ed.D., and name change of doctorate, MA, concentrations and department-Psychological Foundations (College of Education)</td>
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Amendments to agenda are shown in strikeout and **shadowed** fonts.

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<table>
<thead>
<tr>
<th>Action</th>
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<tr>
<td><strong>ACTION</strong></td>
<td>Beulah Woodfin</td>
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- **11.46.** Negotiated Changes to Post-Tenure Review Policy

The following agenda item was repositioned to #9 on the agenda.

- **11.** Approval of Interim Policy for Centers & Institutes

- **pp. 101-102.** Proposed Amendments to Senate Bylaws

13. Open Discussion and New Business

14. Adjournment

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FOR MORE INFORMATION CONTACT THE OFFICE OF THE UNIVERSITY SECRETARY, 277-4664
The meeting of the 1996-97 Faculty Senate was called to order by Senate President Beulah Woodfin at 3:40 p.m., in the Kiva, immediately following the organizational meeting of the 1997-98 Senate.

Senators present: Steven Block (Music), William Buss (Pharmacology), Laura Crossev (Earth & Planetary Sciences), William Dail (Anatomy), Tom DeCoster (Orthopaedics), Michelle Diel (Valencia), Ernest Dole (Pharmacy), John Gahl (Electrical & Computer Engineering), Patrick Gallacher (English), John Geissman (Earth & Planetary Sciences), Deborah Graham (Health Sciences Library), Jaime Grinberg (Education), William Johnson (Biology), Larry Lavender (Theatre & Dance), George Lugher (Computer Science), Neeraj Magotra (Electrical & Computer Engineering), Wanda Martin (English), Christine Nathie (Dental Hygiene), Eric Nuttall (Chemical & Nuclear Engineering), Peter Pabisch (Foreign Languages & Literatures), Jonathan Porter (History), Philip Reyes (Biochemistry), Mario Rivera (Public Administration), Stephanie Ruby (Cell Biology), Christine Sauier (Economics), Sandra Schwarzberg (Nursing), Pauline Turner (Individual, Family & Community Education), Paul Weiss (General Library), Sherman Wilcox (English), Beulah Woodfin (Biochemistry), Melvin Yazawa (History), Nancy Ziegler (Gallup), and ex-officio Senate Operations member, Harry Lull (General Library)

Senators absent: Margery Amdur (Art & Art History), James Boone (Anthropology), Jane Bruker (Gallup), Joseph Champloux (Anderson), Raul de Gouvea (Anderson), Victor Delcios (Individual, Family & Community Education), Diane Dotts (Gallup), Kurt Fiedler (Neurology), Thomas Hagstrom (Mathematics & Statistics), Christiane Joost-Gaugier (Art & Art History), Craig Kelsey (Physical Performance & Development), Donald Neamen (Electrical & Computer Engineering), Elizabeth Nielsen (Education Specialties), Gloria Sarto (Obstetrics & Gynecology), Joseph Spaeth (Radiology), Scott Taylor (Law), Carolyn Voss (Medicine), Gerald Weiss (Physiology)

Excused absences: Alok Bohara (Economics), Helen Damico (English), Gregory Franchini (Psychiatry), Peggy Kelley (Surgery), Loretta Serna (Education Specialties), Nicole Touchet (Family & Community Medicine), Mete Turan (Architecture & Planning), Holly Waldron (Psychology)

Guests present: Byron Lindsey (Foreign Languages & Literatures), Richard E. Peck (UNM President), Diana Rebolledo (Spanish & Portuguese), Ric Richardson
1. APPROVAL OF AGENDA
The agenda was adopted by unanimous voice vote of the Senate after amending item #11, Approval of Interim Policy for Centers and Institutes, by repositioning it to #9 on the agenda.

2. APPROVAL OF SUMMARIZED MINUTES FOR APRIL 8, 1997
The summarized minutes for the April 8, 1997 meeting were initially adopted as presented by unanimous voice vote of the Senate. Later in the meeting, an error was noted on page 3 and the minutes were amended at that point. The sentence on page 3, paragraph two, line 13 was amended by striking out “but” and inserting “. . . and the Regents . . .”

(Senate President Woodfin announced that President Peck would be arriving a few minutes late from another meeting. His presentation to the Senate was delayed until his arrival. Senate President Woodfin continued with the next item on the agenda.)

3. PROVOST’S REPORT
Provost William C. Gordon could not attend this meeting as he was presenting a commencement address at the Taos Education Center. Senate President Woodfin conveyed Provost Gordon’s appreciation to the Senate for successful culmination of several difficult issues, specifically, the core curriculum policy and the revisions to the post-tenure review policy.

4. SENATE PRESIDENT’S REPORT
Senate President Beulah Woodfin summarized the 1996-97 Senate year in an Annual Report of the President, copies of which were distributed at this meeting. The report will also be included with the Senate Actions & Notes which is distributed to all faculty. President Woodfin pointed out the following items in her report.

• The negotiated settlement of the differences between the Faculty Senate’s approved policy on post-tenure review and the Regents’ amended version of the policy will be considered by the Senate at this meeting.

• Through the negotiating skill of Professor Helen Damico, the Senate Operations Committee convinced the administration of the need for tangible support of faculty governance. Funds will be available for the formal buyout of the time of the Faculty Senate President. Funding for a graduate assistant to assist the Operations Committee may be available as well.
• President Peck reaffirmed his commitment to the Senate's resolution in support of tenure. His transcribed comments to the Board of Regents on April 10, 1997, in support of the Faculty Senate's resolution on tenure will be available at this meeting.

• The Resolution on the State Science Curriculum Standards passed by the Senate last fall was acknowledged by the State Board of Education. Recently the State Board of Education voted to include the discussion of evolution in its performance standards.

• Members of the Senate as well as others in the university community recently contributed to purchase a tree to be planted on the UNM campus in honor of Anne J. Brown, University Secretary emerita. Mrs. Brown was the second secretary of UNM. John N. Durrie was the first University Secretary. It was noted that Mr. Durrie was also honored by the purchase of a tree by former UNM President Ferrel Heady. President Woodfin stated the operations of the Faculty Senate would be impossible without an active university secretary.

President Woodfin announced to the Senate that the current University Secretary, Vivian Valencia, gave birth to a boy on May 10, 1997.

• The Scholarship, Prizes and Loans Committee has gained access to records necessary to evaluate complaints and concerns about the administration of the University’s scholarship programs.

• President Peck will address the issue of recruitment and retention of students in his remarks to the Senate at this meeting.

• Concerns on the financial welfare of faculty and staff resulted in forums on budget and faculty salary issues sponsored by the Senate this year.

• Efforts to improve retirement benefits for UNM faculty and staff was unsuccessful this year.

(At this point, President Richard Peck arrived at the meeting, and he proceeded to address the Senate.)

5. PRESIDENT’S REPORT

UNM President Richard E. Peck reported briefly on the following issues:

• President Peck read to the Senate an excerpt from a verbatim partial
transcript of the Board of Regents' meeting on May 10, 1997, in which he reaffirmed his support of tenure. The excerpt of the statement that President Peck read to the Senate is presented below:

"This [resolution] was adopted by the Faculty Senate at its February 25, 1997 meeting of this year, passed on to me last week, and I am not only willing and able, but pleased to give my full support to this resolution. I believe, as members of the Senate did, that tenure is an essential part of what universities are about, that our quality depends upon a strong tenure system, and while I recognize current interests in looking at post-tenure review and in considering tenure, I want to express my firm and full support for the institution of tenure. I would like this to be part of the minutes of the Board [of Regents], and I would like then to convey those minutes to the Faculty Senate at our next opportunity."

Copies of the verbatim partial transcript with President Peck's statement in support of tenure were made available to Senators at the meeting.

- President Peck apprised the Senate of UNM's enrollment efforts and scholarships designated for students for next academic year. A bill signed by Governor Johnson has made scholarships from lottery monies available next year. The income earned from the lottery monies will be split 60% for K-12 capital expenditures and 40% for Lottery Success Scholarships at the university level. Students who graduate or have graduated from a New Mexico high school or have obtained a GED in 1996 or 1997 and subsequently enroll for 12 hours or more in a New Mexico post-secondary institution, and receive a 2.5 GPA in the first semester are eligible for eight consecutive semesters of free tuition, as long as the 2.5 GPA is maintained. High school students graduating this spring will be eligible in the second semester of next year, provided they get a 2.5 GPA in their first fulltime semester.

Next academic year, a "Bridge to Success" scholarship will be available to freshmen students that will give them free tuition only in their first semester at UNM. Letters regarding this scholarship have been sent to currently enrolled students and to high school seniors who have applied to UNM. President Peck said this will test the argument that students chose to attend Albuquerque Technical Vocational-Institute because it costs less than UNM.

President Peck said every student who is accepted to UNM next academic year is
likely to receive some scholarship assistance from the University.

- An outside consultant group will be hired to take over the direction of student enrollment management at UNM for a period of 18 months. UNM will select an affordable consultant firm to develop a proposal to help UNM with enrollment opportunities. An enrollment advisory team will be in place by the fall that will work with the Offices of Financial Aid, Scholarship, Admissions, and Outreach. President Peck said for years UNM did not have to recruit students. He said "if we did a better job on retention, we would not have to do so much work on recruitment." The University would not have suffered a loss in revenue if students who left UNM in good academic standing, and with the financial ability to continue, had stayed.

6. APPROVAL OF MEMBERS FOR 1997-98 SENATE COMMITTEES
The membership for the 1997-98 Senate committees was approved by unanimous voice vote of the Senate after the inclusion of Mario Rivera (Public Administration) to the Curricula Committee.

7. CHANGES TO SENATE COMMITTEES' CHARGES
Senate action on the proposed changes of two committees' charges was tabled at the April 8, 1997 meeting, pending more information from the committee chairpersons. After discussion and amendments, the new charge of the Computer Use Committee was approved by unanimous voice vote of the Senate.

The Computer Use Committee's new charge is presented below. Changes proposed by the Computer Use Committee are shown in strikethrough and shadowed fonts. Amendments made by the Senate at this meeting are shown in italics.

Computer Use Committee. The functions of the Computer Use Committee are to be advisory to the Computer Information Policy Board on all matters relating to academic computing; and to represent the needs and concerns of the academic community for computing resources. The Computer Use Committee, in cooperation with Computer and Information Resources and Technology (CIRT), is advisory to the office of the Provost/Vice President for Academic Affairs on all matters relating to computing information. Through communication with the academic and administrative units, it represents the needs and concerns, particularly of the academic community, for computing resources. Its purview includes, but is not limited to, articulation of needs, advocacy of innovative and effective instructional computing, active participation in planning, review of advice on computing budgets, and recommendation for priorities and liaison with academic as well as administrative computer users. The Committee reports to the Faculty Senate through regular procedures and submits a yearly report to the Senate.
Fifteen members of the faculty nominated by the Faculty Senate, including one member from the General Library; one member of the Research Policy Committee selected by the committee; two undergraduate and two graduate students appointed by ASUNM and GPSA respectively. Ex-officio non-voting members shall include the Vice President Associate Provost for Research, the Provost/Vice President for Academic Affairs, the Associate Vice President for Computer and Information Resources and Technology; the chairperson of the Computer Information Policy Board; and the chairperson of the Administrative Computing Committee. The chairperson is elected by the Committee.

After discussion and amendments, the Senate approved by unanimous voice vote the changes to the membership of the Curricula Committee.

Changes proposed by the Curricula Committee are shown in strikeout and shadowed fonts. Amendments made by the Senate at this meeting are shown in italics.

Curricula Committee. The Curricula Committee, in cooperation with the Senate Graduate Committee, is responsible for maintaining and enhancing the quality of curriculum development in the University, its branches, and its graduate centers, by (1) reviewing the recommendations of the Senate Graduate Committee concerning all proposals for major changes in programs (Form C), including new degrees, new programs, new majors and minors, name changes, and substantive changes in existing programs, and transmitting them to the Faculty Senate; (2) reviewing and making recommendations on all proposals for minor course changes (Form A), new courses (Form B), minor changes in existing programs (Form C), originating from students, departments, programs, divisions, schools, colleges of the University and its branches and graduate centers, and Faculty Senate Committees; (3) participating, together with members of the Senate Graduate Committee, in periodic reviews of instructional units and programs; (4) hearing curricular disputes and recommending means for their resolution; (5) initiating occasional reviews of curricular offerings and policies at the University; and (6) recommending to the Faculty Senate both programs and the application of curricular policies.

Eighteen Nineteen Fifteen faculty members from the main campus including the chairperson, and one from each of the branch campuses, nominated by the Faculty Senate; two from Arts and Sciences, one from the humanities (including foreign languages), one from the social and behavioral sciences, one from the natural/physical sciences and one from math, and one each from Architecture and Planning, Dental Hygiene Programs, Education, Engineering, Fine Arts, General Library, Law, Management, Medicine, Nursing, Pharmacy, Public Administration, University College, and
the branch colleges, two students appointed by ASUNM and GPSA, respectively. Ex-officio members shall include the Registrar, the Collection Development Librarian, the Assistant Associate Vice President for Academic Affairs for Evening and Weekend Programs, and one representative from the Graduate Committee. The chairperson is elected by the Committee.

Next, the Senate reviewed the proposed changes to the charge of the Teaching Enhancement Committee. The changes to this committee's charge were approved by unanimous voice vote of the Senate as presented. The changes proposed by the Teaching Enhancement Committee are presented below in strikeout and shadowed fonts.

Teaching Enhancement Committee. The primary role purpose of the Teaching Enhancement Committee shall be to encourage and support quality teaching and its funding as the primary role of the University of New Mexico, including all its established units. The TEC will in no way infringe upon the academic freedom of faculty members in searching for and imparting knowledge. The functions of the committee shall include, but not be limited to: initiating, formulating and recommending policies regarding teaching resources, support staff and faculties; recommending University policy regarding the granting of awards and stipends for outstanding teaching and scholarly achievements; recommending policy concerning the development of and the use of a Quality Teaching Fund to be used as incentives for and recognition of teaching; reviewing and recommending the use of contemporary and developing tools for teaching quality and productivity; evaluating, formulating and recommending policy concerning teaching support services provided by computer facilities, libraries, media services, and other support organizations; developing and recommending a plan for the institution of an annual lecture by an outstanding teacher and the procedure for selection; meeting formally with the academic deans and the Senate Operations Committee at least once each year to discuss current problems and exchange information concerning teaching.

(Seven faculty members, including a member from a branch campus, appointed by the Faculty Senate; one graduate student appointed by the Graduate Student Association; one undergraduate student appointed by the Associated Students of UNM. The Provost/Vice President for Academic Affairs, the chair of the Library Committee and the director of Faculty Instructional Development shall be ex-officio members of the committee. The terms of office shall be three years set up on a staggered basis and the chair shall be elected by the committee members.)

8. APPROVAL OF DEGREE CANDIDATES, SEMESTER II, SPRING 1997
No corrections were made to the graduation list and the Senate approved the degree candidates for Semester II, Spring 1997 as presented.
9. APPROVAL OF INTERIM POLICY FOR CENTERS AND INSTITUTES

Professor Bernard Moret, Chair, Research Policy Committee, presented the Interim Policy for Centers and Institutes at the University of New Mexico to the Senate. Copies of the interim policy were available to Senators at this meeting. The main focus of this policy is on centers/institutes, bureaus and related organizations associated with UNM's main campus. The policy was developed to provide a systematic process for creating, classifying, funding, reviewing and terminating centers/institutes at UNM. Professor Moret explained the classification of centers/institutes and discussed the reporting structure of the three categories of centers/institutes. These categories are: Category I: College/School Centers/Institutes; Category II: University Centers/Institutes; and Category III: Strategic Research Emphasis Centers.

After discussion, Senators approved by voice vote the Interim Policy as presented. A permanent policy will be submitted to the Faculty Senate in 1999 for further discussion and adoption.

10. FORMS C FROM THE CURRICULA COMMITTEE

President Woodfin presented Forms C from the Curricula Committee for Faculty Senate approval. After discussion, the Senate approved by voice vote the following curricular changes:

- Revision of emphasis-Community and Regional Planning (Architecture & Planning)
- Revision of major and minor-Latin American Studies
- Revision of second major-Spanish-Spanish & Portuguese
- Revision of major and minor in Criminology-Sociology
- Revision of BA in Dance-Theatre & Dance
- Deletion of minor in Dance Studies-Theatre & Dance
- Revision and name change of minor in Dance Performance-Theatre & Dance
- Revision of Ph.D., deletion of Ed.D., and name change of doctorate, MA, concentrations and department-Psychological Foundations (College of Education)

There was concern expressed about the organization of the curricula forms which are presented to the Senate for consideration. Some Senators have expressed their dissatisfaction about this issue repeatedly at previous Senate meetings. The Senate Operations Committee will work with the Curricula Committee to formulate a mechanism to present curricular requests to the Senate which clearly identify the changes being proposed.

Senator Block urged Senators to use E-mail to contact departments for
clarification regarding questions they have on curricular requests to cut down the discussion time spent on these at Senate meetings.

11. NEGOTIATED CHANGES TO POST-TENURE REVIEW POLICY
Emeritus Professor Bob Sickels, Chair, Post-Tenure Review Task Force presented the revisions to the post-tenure policy that were negotiated by the Senate Operations Committee and approved by the Regents' Academic and Student Affairs Committee on May 6, 1997. Handouts with the negotiated wording changes reached at the May 6, 1997 meeting were distributed to Senators at the meeting for their consideration.

Professor Sickels stated the only consequential difference between the Post-Tenure Review Policy passed by the Senate on February 13, 1996 and the amendments made by the Regents on April 11, 1996 is the change to Section 6: More Complete Reviews. In Section 6, line 6, the Regents amended the sentence "...concurrence of 2/3 of the tenured faculty in the department" to read "...concurrence of a majority of the tenured faculty in the department or the concurrence of the dean."

The negotiated changes to the post-tenure review policy are that the Senate will accept the wording change to Section 6: line six: "...concurrence of a majority ...," but, will not accept the change "...or the concurrence of the dean."

Section 11: Limitation on Applicability added by the Regents on April 11, 1996 will be deleted when the post-tenure review policy is incorporated into Section B of the Faculty Handbook.

After discussion, the Senate approved by voice vote the negotiated changes reached by the Senate Operations Committee and the Regents' Academic and Student Affairs Committee.

12. PROPOSED AMENDMENTS TO SENATE BYLAWS
Due to meeting time constraints, the proposed amendments to the Senate bylaws which would allow for the election of a president-elect were withdrawn by President Woodfin to be considered in the Fall 1997.

13. OPEN DISCUSSION AND NEW BUSINESS
An item from the Admissions and Registration was presented by Cynthia Stuart (Admissions) on behalf of Committee Chairperson Charlie Steen, who could not be at this meeting.

The proposal from the Admissions and Registration Committee regarding admission requirements for the Associate of Arts degree programs at the UNM
branches was discussed. The proposal recommends that branch campus admission requirements for all associate degrees be open. Currently AA degree applicants at the branches must meet main campus admissions requirements while AS and AAS degrees have open enrollment.

A motion to suspend the rules in order to allow a vote on this item of new business was made, seconded and passed by voice vote of the Senate. A call for quorum was unsuccessful. No action could be taken by the Senate on this request.

14. ADJOURNMENT
The meeting adjourned at 5:20 p.m.

Respectfully submitted:

Mari A. Ulibarri
Administrative Assistant III
Office of the University Secretary

Approved by:

Beulah M. Woodfin
Faculty Senate President
(NEW ASSIGNMENTS IN BOLD PRINT)

UNIVERSITY OF NEW MEXICO
FACULTY COMMITTEES 1997-98
(FACULTY, STUDENT, ADMINISTRATIVE AND EX-OFFICIO MEMBERS
ON STANDING COMMITTEES)

FACULTY SENATE COMMITTEES:

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<th>COMMITTEE</th>
<th>TERM</th>
<th>NAME</th>
<th>YEAR</th>
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<tbody>
<tr>
<td>ADMISSIONS &amp; REGISTRATION</td>
<td>END</td>
<td>Larry Barton (Biology)</td>
<td>1998</td>
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<td>END</td>
<td>Mary Jo Campbell (Physical Perf Dev)</td>
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<td>Gerald Davis (Amer Studies)</td>
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<td>Ronald Devries (Elec &amp; Comp Engr)</td>
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<td>Denise Farnath (Surgery)</td>
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<td>Luis Izquierdo (Ob &amp; Gyn)</td>
<td>1998</td>
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<td>Ravinder Jain (Elec &amp; Cmptr Engr)</td>
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<td>Dianna Shomaker (Nursing)</td>
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<td>Charlie Steen (History) CHAIR</td>
<td>1999</td>
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<td>ADMINISTRATIVE Membership: Voting</td>
<td>END</td>
<td>Mark Chisolm (Dir., Inst. Research)</td>
<td>1998</td>
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<td>Fred Chreist (Registrar)</td>
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<td>Shari Kessler-Schwaner (rep for Dean, Con't. Ed)</td>
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<td>Karen Glaser (Dean of Students)</td>
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<td>Janet Roebuck (Dean, Ofc of Undergraduate Studies)</td>
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<td>Cynthia Stuart (Dir., Undg. Adm.)</td>
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<td>Eliseo Torres (VP, Student Affairs)</td>
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<td>Student Membership: 1 GPASA vacancy</td>
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ATHLETIC COUNCIL

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<td>Melissa Bokovoy (History)</td>
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<td>Don Duszynski (Biology)</td>
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John Grissman (Earth & Plan Sci) 2000
Margaret Grady (Nursing) 2000
Robert Kelley (Anatomy) 1998
Arthur MacCabe (Law) 1999
Alfred Mathewson (Comp Sci)CHAIR 1999
Elizabeth Nagel (Education) 1999

Alumni Membership:
- Walt Arnold, 8503 La Sala Grande, 87111

Ex-Officio Membership: Non-Voting
- Rudy DaValos (Dir., Athletics)
- Robert Desiderio (NCAA Rep)
- Linda Estes (Assoc. Dir., Athletics/ Women's Athletics)

Student Membership:
- 1 GPASA vacancy
- 3 ASUNM vacancies

BACHELOR OF UNIV STUDIES

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<td>Susan Patrick (Music)</td>
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<td>Jerome Paul Shea (English)</td>
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<td>Mary Margaret Smith (Education)</td>
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<td>Fred Sturm (Philosophy)</td>
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Ex-Officio Membership: Non Voting
- Janet Roebuck (Dean, Ofc of Undergraduate Studies)

FACULTY VACANCIES
- 1 Arts & Sciences, tenured
- 1 Architecture & Planning, tenured
- 1 Nursing, tenured
BUDGET

david baldwin (gen library) 1998
garland bills (ling) 2000
donald v. coes (anderson) 1999
david colton (ed admin) chair 1998
christiane joost-gaugier (art & art hist) 2000
william macpherson (law) 1999
robert palmer (pharmacy) 2000
barbara rees (nursing) 1999
howard schreyer (mech engr) 2000
patrick quinn (medicine) 1999
conelius van wyk (arch & plan) 1999

cortez williams (afr amer studies) 1999

ex-officio membership: non voting

julie weaks (budget director)

CAMPUS PLANNING

max bennet (fam & comm med) 1998
russ davidson (gen lib) 1999
stephen dent (arch & planning) 1998
richard hess (theatre & dance) 1999
gilbert merks (sociology) chair 1999
jonathan porter (history) 1998

administrative membership: voting

william gordon (provost/vp acad affairs) 1998

jane henney (vp, health sciences)
don mackel (dir., physical plant)
david mc kinney (vp business & finance)
elliseo torres (vp, student affairs)
paul burge (asst to dean, school of med)

administrative membership: non voting

millie barnhart (east neighborhood association)
artimis chekarian (north neighborhood association)
john cochrane (west neighborhood association)

robert dunnington (dir., campus safety)
charles watts (south neighborhood association)

community representatives:

1 vacancy

carol garcia (dir., public relations-santa fe)
carol kraw (freelance program developer-albuquerque)
debbie knots-callahan (manager, multi-media)

ex-officio membership: non voting

william Bramble (dir., media tech services)

jerry domingoz (dean, con't. educ)
william gordon (provost/vp, aa)
gloria manzanares-sandoval (branch admissions coordinator)
elliseo torres (vp, student affairs)
harold j. pope (interim dir., outreach)

COMMUNITY EDUCATION

melissa Axelrod (linguistics) 1998

george brabson (chemistry) 1998

brenda bova (education) 1999

janet briefly (anesthesiology) 1999

altha crouch (gallop) chair 1999

cecilia dail (pathology) 1999

deborah j. fisher (civil engr) 1998

vonda long (education) 1999

joelle nielle (anderson) 1998

charles paine (chemistry) 1999

janet poole (orthopaedics) 1999

community representatives:

1 vacancy

996
Services or rep)

Student Membership:
1 GPSA vacancy

FACULTY VACANCIES
1 Los Alamos branch
1 Valencia branch

COMPUTER USE

Benjamin Brann (Pediatrics) 1999
William Burleson (Rad Oncology) 1999
Nancy Dennis (General Library) 1999
Walter Gerske (Civil Engineering) 1998
Jan Gamradt (Education) 1999
Richard Harris (Psychology) 1999
Gordon Kennedy (Theatre & Dance) 1999
Christee King (HSC Library) 1999
Richard Nordhaus (Arch & Plan) 1998
Eric Nuttall (C&N Engr) CHAIR 1999
Joseph Powell (Anthropology) 1999
Michael Volz (Gallup) 1998
Gautam Vora (Anderson) 1998
Donald Wheeler (Pathology) 1999
Carolyn Wood (Education) 1998

Research Policy Committee Member:
To Be Announced

Ex-Officio Membership: Non Voting
Nasir Ahmed (Interim Assoc Provost-Research) 1999
William Gordon (Provost/VP Academic Affairs) 1999
John Sobolewski (Assoc. VP, CIRT) 1999

Student Membership:
2 ASUNM vacancies
2 GPSA vacancies

CURRICULA

Christina E. Carter (Gen Lib) 1998
Marsha Coberly (Nursing) 1998
Robert Dinegar (Los Alamos) 1999
Ann Dinus (Dental Programs) 1998
Ray Hammond (Pharmacy) 1999

Richard Mezer (Valencia) 1999
Shaine Okunor (African Amer St) 1998
Kathryn Powell (Education) 1999
Jennifer Predock-Linnell (Theatre & Dance) 1999
Elizabeth Rapaport (Law) 1998
Robert Rogers (Anderson) 1999
Scott Sanders (English) 1998
Henry Shapiro (Cmplt Sci) CHAIR 1998
Patricia Simpson (Gallup) 1998
Betsy Vaelle (Orthopaedics) 1998

Ex-Officio Membership: Non Voting
Linda Lewis (Collections Development) 1998
Kathleen Sena (Registrar’s Office) 1999
David Staats (Eve & Wnd Programs) 1999

Ex-Officio Membership:
1 vacancy (Rep., Graduate Committee)

Student Membership:
1 ASUNM vacancy
1 GPSA vacancy

FACULTY VACANCIES
1 Architecture & Planning
1 Public Administration
1 University College

FACULTY ETHICS & ADVISORY

Garth Bawden (Maxwell Mus) 1999
David Bennahum (Medicine) 1998
John Gluck (Psychology) CHAIR 1998
Paul Mann (Pharmacy) 1999
Alyse Neundorf (Gallup) 1999
Elizabeth Noll (Education) 1999
Howard Snell (Biology) 1999

Student Membership:
1 GPSA vacancy

FACULTY & STAFF BENEFITS

Faculty Membership:
Robert Fleming (English) 1998
Stephen Hersee (Elec & Comp Eng) 1998
Marc Ingber (Mech Engineering) 1998
Lorraine Lester (Law Library) 1999
Barbara Rees (Nursing) 1998

ENDS

ENDS
Staff Membership:
- Thomas Reeves (Public Admin) 1998
- Beulah Woodfin (Biochemistry) 1998
- Timothy Burciaga (Printing Services) 1998
- Carol Vollbrecht (PPD - Area 3) 1998
- Josie Abyeta (Asst Controller) 1998
- Susan Carkeek (Assoc Dir., Human Resources) 1998
- David McKinney (VP, Business & Finance) 1998
- Sally Meyer (Faculty Contracts) 1998

Ex-Officio Membership: Non Voting
- Josie Abyeta (Asst Controller) 1998
- Susan Carkeek (Assoc Dir., Human Resources) 1998
- David McKinney (VP, Business & Finance) 1998
- Sally Meyer (Faculty Contracts) 1998

STAFF VACANCIES
- 3 (nominated by Staff Council) 1998
- 2 (nominated by Union) 1998

GENERAL HONORS

David Johnson (English) 2000
- Enrique LaMadrid (Span & Port) 1998
- Bruce Neville (General Library) 2000
- Antoinette Sedillo-Lopez (Law) 1999
- William Wood (Music) 2000

Ex-Officio Membership: Non Voting
- Rosalie Otero (Dir., Gen Honors) 1998
- 1 vacancy (Asst. Dir., General Honors) 1998

Student Membership:
- 1 ASUNM vacancy 1998

GRADUATE

Susan Deese-Roberts (Gen Lib) 1998
- Ken Frandsen (Arts & Sci) 1998
- William Galey (Biomed) 1998
- Douglas George (Fine Arts) 1998
- Virginia Shipman (Education) 1998
- Ron Yeo (Arts & Sci) 1998

Ex-Officio Membership: Non Voting
- Nusrat Ahmed (Interim Dean, Graduate Studies) 1998
- Robin Meize-Grochowski (Assoc. Dean, Grad Studies) 1998
- Edward DeSantis (Asst. Dean, Graduate Studies) 1998

Studies
- Alan Reed (Dir., Grad Studies, Los Alamos/Santa Fe) 1998

Student Membership:
- 1 GPSA vacancy 1998

FACULTY VACANCIES
- 7 (One from the following areas and chosen by the faculty in each college.) 1999
- Arts & Sciences - Sciences 1999
- Anderson Architecture & Planning Engineering 1999
- Nursing 1999
- Pharmacy 1999
- Public Administration 1999

HONORARY DEGREE

John Bergen (Span & Port) 1999
- Mary Harris (Education) 1998
- Maria Teresa Marquez (Gen Lib) 1998
- Margaret Wolsak (Obstetrics & Gyn) 1999

Regents Membership:
- 3 vacancies 1999

President of GPSA:
- David Gillett 1999

Administrative Membership: Voting
- Richard Peck (UNM President) 1999
- Ex-Officio Membership: Non Voting

(University Secretary) 1999

LIBRARY

Michael Buchner (Math & Stat) 2000
- Phillip Gonzales (Sociology) 1998
- Gail Houston (English) 2000
- Barry Kues (Earth & Planetary Sci) 1999
- Cheryl Learm (Nursing) 1999
- Harry Lull (Gen Lib) 1999
- John Panitz (Physics & Astro) 1999
- Chang Pham (Economics) 1999
- Stephen Preskill (Education) 1999

1998
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Karen Stone (Director of Development)
Cynthia Stuart (Dir., Undg. Adm)

**Student Membership:**
2 ASUNM vacancies
1 GPSA vacancy

**TEACHING ENHANCEMENT**

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<td>Gregory Candela</td>
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<td>Shlomo Kami</td>
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**Student Membership:**
1 vacancy ASUNM
1 vacancy

**UNDERGRADUATE**

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<td>Jane Bruker</td>
<td>Gallup</td>
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<td>Flora Clancy</td>
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<td>Monica Cyrino</td>
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<td>Ronald Devers</td>
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<td>Robert Dinegar</td>
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<td>Guillermina Engelbrecht</td>
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<tr>
<td>Michael Gold</td>
<td>(Physics &amp; Astro)</td>
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<td>Rhonda Hill</td>
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<td>Peter Smith</td>
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**FACULTY VACANCIES**
1 Architecture & Planning
1 Nursing

**INTERNATIONAL AFFAIRS**

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**UNITED STATES PRESS**

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<td>Tom Barrow</td>
<td>(Art &amp; Art Hist)</td>
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<td>Sherri Burr</td>
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<td>Richard Enslain</td>
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<td>Louis Hieb</td>
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<td>Sylvia Rodriguez</td>
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<td>Virginia Scharff</td>
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<td>Gary Scharnhorst</td>
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**STUDENT PUBLICATIONS BOARD**

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<td>(Comm &amp; Journ)</td>
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**Journalist Member:**
Bob Johnson (Foundation for Open Govt)
Ex-Officio Membership: Non Voting
All Editors & Business Managers of Student Publications

Student Membership:
4 ASUNM vacancies (1 should be ASUNM Senator, 1 ASUNM student elected by Journalism Dept)
1 GPSA vacancy

STUDENT CONDUCT
TERM
Leslie Danielson (Pathology) 1998
Dirk Gibson (Comm & Journ) 1998
Craig Kelsey (Education) 1998
Patrick McNamara (Sociology) 1998
David Mullen (Psychiatry) 1998
Christobel Rendall (Psychiatry) 1998
Howard Rodee (Art & Art Hist) 1998
Joel Seltzer (Psychiatry) 1998
Diane Viens (Nursing) 1998
Ignacio Villegas (Chemistry) 1998

Student Membership:
5 ASUNM vacancies
5 GPSA vacancies

At Large Membership:
4 vacancies (faculty or students nominated by the Dean of Students)

STUDENT UNION BOARD
TERM
ENDS
Steven Gangestad (Psychology) 1999
Nancy Pistorius (Fine Arts) 1998
Administrative Membership: Voting
Karen Glaser (Dean of Students)
Eliseo Torres (VP, Student Affairs)

Alumni Membership:
Alex Beach, 2015 Dietz Pl. NW, 87107
Ex-Officio Membership: Non Voting
Walt Miller (Dir., Student Union)

Student Membership:
4 ASUNM vacancies (1 should be ASUNM Senator)
1 GPSA vacancy

OTHER COMMITTEES:

ACADEMIC FREEDOM & TENURE
TERM
ENDS
Philip Blume (Pathology) 1998
Susan Deese-Roberts (Gen Lib) 1999
Harold Delaney (Psychology) 1998
Cheryl Fresch (English) 1999
Natasha Kolchevska (FLL) 1998
Timothy Lowrey (Biology) 1999
Deborah McFarlane (Political Sci) 1999
John Omdahl (Biochem) CHAIR 1998
Jonathan Porter (History) 1998
Susan Scott (Pediatrics) 1999
Antoinette Sedillo-Lopez (Law) 1998
Christopher Shultis (Music) 1999
John Taber (Philosophy) 1999

COMMITTEE ON GOVERNANCE
TERM
ENDS
Mary Harris (Indiv, Fam & Comm Ed) 2000
Gilbert Merkx (Sociology) CHAIR 1999
Jane Slaughter (History) 1998
Dan Wascher (Orthopedics) 1999
Holly Waldron (Psychology) 2000

KUNM BOARD
TERM
ENDS
Maya Elrick (E&PS) 1998
Richard Schaefer (Comm & Journ) 1998

Published by the Office of the University Secretary
Computer Use Committee. The functions of the Computer Use Committee are to be advisory to the Computer Information Policy Board on all matters relating to academic computing; and to represent the needs and concerns of the academic community for computing resources. The Computer Use Committee, in cooperation with Computer and Information Resources and Technology (CIRT), is advisory to the office of the Provost/Vice President for Academic Affairs on all matters relating to computing information. Through communication with the academic units, it represents the needs and concerns, particularly of the academic community, for computing resources. Its purview includes, but is not limited to, articulation of needs, advocacy of innovative and effective instructional computing, active participation in planning, review of advice on computing budgets, and recommendation for priorities and liaison with academic as well as administrative computer users. The Committee reports to the Faculty Senate through regular procedures and submits a yearly report to the Senate. (Fifteen members of the faculty nominated by the Faculty Senate; one member of the Research Policy Committee selected by the committee; two undergraduate and two graduate students appointed by ASUNM and GPSA respectively. Ex-officio non-voting members shall include the Vice President Associate Provost for Research, the Provost/Vice President for Academic Affairs, the Associate Vice President for Computer and Information Resources and Technology; the chairperson of the Computer Information Policy Board; and the chairperson of the Administrative Computing Committee. The chairperson is elected by the Committee.)
The Curricula Committee, in cooperation with the Senate Graduate Committee, is responsible for maintaining and enhancing the quality of curriculum development in the University, its branches, and its graduate centers, by (1) reviewing the recommendations of the Senate Graduate Committee concerning all proposals for major changes in programs (Form C), including new degrees, new programs, new majors and minors, name changes, and substantive changes in existing programs, and transmitting them to the Faculty Senate; (2) reviewing and making recommendations on all proposals for minor course changes (Form A), new courses (Form B), minor changes in existing programs (Form C), originating from students, departments, programs, divisions, schools, colleges of the University and its branches and graduate centers, and Faculty Senate Committees; (3) participating, together with members of the Senate Graduate Committee, in periodic reviews of instructional units and programs; (4) hearing curricular disputes and recommending means for their resolution; (5) initiating occasional reviews of curricular offerings and policies at the University; and (6) recommending to the Faculty Senate both programs and the application of curricular policies.

(Eighteen Nineteen faculty members, including the chairperson, nominated by the Faculty Senate; two three from Arts and Sciences, one from the humanities (including foreign languages), one from the social and behavioral sciences, one from the natural/physical sciences, and one from math, and one each from Architecture and Planning, Dental Programs, Education, Engineering, Fine Arts, General Library, Law, Management, Medicine, Nursing, Pharmacy, Public Administration, University College, and the branch colleges, two students appointed by ASUNM and GPSA, respectively. Ex-officio members shall include the Registrar, the Collection Development Librarian, the Assistant Associate Vice President for Academic Affairs for Evening and Weekend Programs, and one representative from the Graduate Committee. The chairperson is elected by the Committee.)
Teaching Enhancement Committee. The primary role purpose of the Teaching Enhancement Committee shall be to encourage and support quality teaching and its funding as the primary role of the University of New Mexico, including all its established units. The TEC will in no way infringe upon the academic freedom of faculty members in searching for and imparting knowledge. The functions of the committee shall include, but not be limited to: initiating, formulating and recommending policies regarding teaching resources, support staff and faculties; recommending University policy regarding the granting of awards and stipends for outstanding teaching and scholarly achievements; recommending policy concerning the development of and the use of a Quality Teaching Fund to be used as incentives for and recognition of teaching; reviewing and recommending the use of contemporary and developing tools for teaching quality and productivity; evaluating, formulating and recommending policy concerning teaching support services provided by computer facilities, libraries, media services, and other support organizations; developing and recommending a plan for the institution of an annual lecture by an outstanding teacher and the procedure for selection; meeting formally with the academic deans and the Senate Operations Committee at least once each year to discuss current problems and exchange information concerning teaching.

(Seven faculty members, including a member from a branch campus, appointed by the Faculty Senate; one graduate student appointed by the Graduate Student Association; one undergraduate student appointed by the Associated Students of UNM. The Provost/Vice President for Academic Affairs, the chair of the Library Committee and the director of Faculty Instructional Development shall be ex-officio members of the committee. The terms of office shall be three years set up on a staggered basis and the chair shall be elected by the committee members.)
**DEGREE/PROGRAM CHANGE FORM C**

**Date:** October 4, 1996

Shari Kessler-Schwaner

Name of individual initiating curriculum change

Student Advisor 277-3487

(For existing undergraduate only)

School of Arch & Plng

Department/Chapter/Program/Unit

Mark appropriate Program:

- [ ] Undergraduate Degree Program
- [ ] Graduate Degree Program

Mark appropriate category

- [ ] Degree
- [ ] Type
- [ ] Major
- [ ] Minor
- [ ] Concentration
- [ ] Certificate
- [ ] Emphasis
- [ ] Department

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

This program is or would be located in current undergraduate/graduate catalog on page(s) __

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).

Urban/Rural Community Development Emphasis (see attached)

Natural Resources and Environmental Planning Emphasis (see attached)

Reason(s) for Request (attach additional sheets if necessary):

Implementation of Accreditation Review Recommendations, faculty vote and consensus on designation and structure of emphasis options.

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 _ _ No _ _

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

Effective Date of Proposed Change: __________

Required Department Chair signatures:

- [ ] 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 necessary)
- [ ] FS Curriculum Committee
- [ ] Assoc. Provost for Academic Affairs
- [ ] Faculty Senate
To:  Henry Shapiro  
Computer Science  
Farris Engineering Center, RM 313A  
Phone: 277-3052  
Fax phone: 277-6921  
CC: Kathleen Sena, Asst. Registrar  
FAX: 277-6809

From:  Claudia B. Isaac  
Community and Regional Planning  
202 Architecture  
Phone: 505-277-9289  
Fax phone: 505-277-0076

REMARKS:  □ Urgent  ☒ For your review  □ Reply ASAP  □ Please comment

Please find attached my responses to your queries regarding our Form C and Form B requests. I am looking forward to discussing this further with you and the Curriculum Committee on Friday, 4/18, at 10:00 am, in 100 Scholes Hall.

Thank you for your attention and careful consideration of these requests.

Sincerely,

Claudia B. Isaac
MEMORANDUM

DATE: April 16, 1997
TO: Henry Shapiro, Chair, Senate Curriculum Committee
FROM: Claudia Isaac, Interim Program Head, Community and Regional Planning
RE: Response to Queries Regarding CRP Form C and Form B's
CC: Kathleen F. Sena, Assistant Registrar

Dear Henry,

Here are my responses to your queries regarding our proposed curriculum changes. I will be happy to clarify and elaborate these responses in the Curriculum Committee meeting on Friday.

1. Need for you to provide more documentation about when these new proposed courses were taught and how you can support 12 new classes?

All of the proposed courses have been offered several times within the last 5 years as "special topics" courses (470/570), and as such are not new courses. The attached table lists each course and the dates offered or schedule from spring 1992 through fall 1997. They have become essential components of our curriculum, with steady enrollments and favorable review by students and faculty. They are meeting the needs of an established student market, and we have, as a faculty, found sufficient resources to assign the courses to regular or adjunct faculty. There are, therefore, no new fiscal impacts of these course number changes.

2. Need to address library concerns expressed in letter from Nancy Pistorius, Selector for Community and Regional Planning.

The comments below respond only to concerns mentioned in the memo. Recommendations for approval are accepted with thanks but no comment.

Emphases:

The proposal to revise its program emphasis structure is made in response to the faculty's wish to clarify precisely what the MCHP program actually currently teaches. These emphases are not, therefore, new areas of study, but rather overlap significantly in curriculum, content, and areas of professional practice in the prior 4 areas of
emphasis. In practice, these "new" emphases represent a "collapsing" of two pairs of highly similar emphases. As such, the content in the previous "Community Development" and "Quality of the Built Environment" emphases remain largely unchanged in the new "Urban and Rural Community Development" emphasis. By the same token, the content in the previous "Natural Resources" and "Landscape Planning" emphases are maintained at full strength in the new "Natural Resources and Environmental Planning" emphasis. The faculty feels that these new configurations of course material facilitate advisement, and allow the most appropriate and efficient use of limited FTE.

The library requirements for these emphases, therefore, remain essentially the same as those of the previous program emphases. We do, as Nancy Pistorius notes in her memorandum, make considerable use of Parish, Zimmerman, and Government Documents in addition to the Fine Arts Library. Where UNM library resources are not available, we have made successful use of inter-library loan to provide student access to literature in these fields.

**Watershed Management**

Should library resources become limited for this course, the Program is committed to finding alternative routes of access for students and faculty involved.

**Neighborhood Planning**

Students in this course make significant use of the City of Albuquerque's Planning Department Library for unpublished plans and monographs. Other locally produced documents and monographs are usually donated to the Program or acquired using Program funds from the agencies and organizations that produce them.

**Political Economy of Urban Development**

We are pleased that the library considers the impacts of this course manageable. We have been using Interlibrary Loan as a significant source for materials not owned by the UNM Library System, and can continue to do so as long as necessary.

3. How can these new 400/500 level courses have no prerequisites?

As an inter-disciplinary program, we admit students from a wide range of social science and humanities backgrounds. We pay particular attention in the admission process to admit only students who have demonstrated a capacity to synthesize and incorporate new paradigms and disciplines into their existing academic and professional background. As such, we teach courses with an expectation that we will have to cover a larger amount of basic introductory material than is usual in more single-discipline graduate programs. We cover that material in a very rigorous way, and very quickly. As such, though we expect a high degree of student commitment and output in the early parts of the semester, we do not need to require more than our programmatic prerequisites. Students not enrolled in the CRP Program who take our courses are advised of the intensity of the expected work load at the beginning of class.
4. On page 101 of the new catalog you say that in the MCRP degree 10 credits may be at the undergraduate level. Do you mean 300-400 UN-STARRED courses, how can they be part of the graduate degree?

The allowance of a limited number undergraduate courses to count toward the graduate degree in CRP dates back to the original Form D approval of the program. The allowance was designed to allow our students access to graduate level courses in other departments on campus by permitting them to count required prerequisites for those courses toward their CRP degree. This allows students to expand their interdisciplinary preparation in Community and Regional Planning. As one of the masters and professional degrees requiring the largest number of credit hours at UNM, it enables us to add depth and flexibility to our curriculum. Students are asked to make compelling arguments to expand their course of study beyond the bounds of the program, reinforcing our desire to offer avenues to do meaningful interdisciplinary work. We handle it responsibly through advisement and mentorship in crafting the student's track through electives and depth in their emphases.

5. Form B -- 423/523 (Advanced Site and Environment) -- In Justification for grad credit you indicate this new course follows in sequence with CAP/ARCH 356. There is no such course in CRP. Do you want to put a form A through to cross-list 356 in both departments?

We should, in the near future, put through a Form A to cross-list this course in both departments. Many planning students take that course and then go on to take Advanced Site and Environment. It is taught by one of our faculty members with a joint appointment in both Planning and Architecture and is truly a cross-disciplinary course. In the meantime, however, it should be ok to list the advanced course as a planning course, since we allow our students, on consultation with their advisor, to take Architecture classes toward their planning degree.

6. Form B -- 428/528 (Women and Economic Development) -- Should this course be cross-listed with other departments on campus or are there courses on campus already that you could use or cross-list with instead of creating a new one? You did not indicate on the form that you checked with any other departments for possible duplication.

This course has, in the past, been offered as an ad-hoc cross-listing with Women Studies. It is listed in the Latin American Studies program as an approved course toward the Women and Development Concentration in Latin American Studies. The course was developed in consultation with Susan Tiano, who teaches Women in Development in the Sociology Department, to ensure complementary and articulated material. We are willing to consider cross-listing it again, but are concerned that in the current climate of close credit-hour accounting, there is very little incentive for us, as an
academic unit, to "share" our credit hours with other departments. We would need to resolve this concern before seeking a formal cross listing.

7. Form B -- 481/581 (Computer Applications for Planning and Administration) -- Proposed course description change to consider: Use of computers to assemble, analyze and use data related to etc....(leave the rest as submitted).

This change is fine. It is a much clearer description of the actual course content.

8. Form B -- 482/582 (Introduction to Graphics) -- Is this a deficiency make up course? Should it carry graduate credit?

This course is not a deficiency make up. It is designed to allow planning students, whose course of study and career trajectory may not require an in depth graphic capability, to develop professionally useful, though basic, skills in this area.

9. Form B -- 483/583 (Introduction to Geographic Information Systems) -- Even if other courses don't need prerequisites should this course have one? See answer to #6.

This course is taught to advanced (graduate) students, but with no presumption of prior training in GIS. All of our enrolled students are required to educate themselves in basic computer skills, and those who have not done so by the time they take this course are asked to learn as they go. In the 7 times that this course has been taught so far, this approach has proven satisfactory. Again, the interdisciplinary nature of our curriculum (indeed the field of planning) requires that all of our graduate courses cover introductory material that graduate courses in other disciplines may not cover.

Though the course is designed to be complementary to the Geography sequence so that students can avail themselves of those courses, success in the course is not dependent on students fulfilling Geography requirements.

10. Form B -- 487/587 (Political Economy of Urban Development) -- You need to check with Econ, Pol Sc, Pub Ad about this course. Confirm no course duplication.

We have checked in the Graduate Catalogue and found no courses whose descriptions duplicate this course. The content of the course is very planning specific, and integrates social theory, political-economic theory, and planning theory to address the power dynamics in urban settlement patterns and planning practice. I have not yet received responses to my calls to the chairs of the departments you list above. I suspect, however, that the specific planning content of this course means that it is not likely to be duplicative. Rather, the course seems complementary to courses such as SOC 510, Social and Political Movements, or the Pol Sci Topics course in Social Movement Theory. We would be interested in discussing cross-listing with other departments, with the caveat expressed in point 6.
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<td>Fall 1994, Fall 1995, Fall 1996, Fall 1997</td>
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<td>484/584, Neighborhood Planning</td>
<td>Fall 1994, Fall 1995, Fall 1997</td>
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<tr>
<td>486/586, Planning Issues in Chicano Communities</td>
<td>Spring 1996, Spring 1997</td>
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The University of New Mexico
Community & Regional Planning
School of Architecture & Planning
2414 Central SE
Albuquerque, NM 87131-1226
Telephone (505) 277-5050
FAX (505) 277-0076

TO: Senate Graduate Committee
FROM: Claudia B. Isaac, Interim Program Head, Community and Regional Planning
RE: Clarification to Proposed Changes in MCRP Program Emphasis

I would like to clarify the reasoning for and implications of the MCRP Program's proposal to revise its program emphasis structure (see Form C dated October 4, 1996). The proposed revision is made in response to the faculty's wish to clarify precisely what the MCRP program emphases entail. There was considerable overlap in curriculum, content, and areas of professional practice in the prior 4 areas of emphasis. This overlap was pointed out in the Program's 1992 accreditation site visit, and the faculty responded by collapsing each of two pairs of highly similar emphases. As such, the content in the previous "Community Development" and "Quality of the Built Environment" emphases remain largely unchanged in the new "Urban and Rural Community Development" emphasis. By the same token, the content in the previous "Natural Resources" and "Landscape Planning" emphases are maintained at full strength in the new "Natural Resources and Environmental Planning" emphasis. The faculty feels that these new configurations of course material facilitate advisement, and allow the most appropriate and efficient use of limited FTE.

The titles of the proposed emphases remain sufficiently comprehensive to describe previous areas of emphasis. For example, students who wish to focus on the built environment will be able to present themselves to future employers with the equally descriptive expertise of Community Development. Moreover, their position may be improved, perhaps, by the increased breadth of their area of specialization. The Program's most recent accreditation site visit (2/97) also supported the change. Student response to the changes has been positive, and we have seen no negative response from employers of our graduates. If a student admitted under old emphasis structure wished to graduate with an emphasis titled under that structure, the Program would gladly "grandfather" those students in. Most students have, however, accepted the new designations.

Thank you for your consideration. Please feel free to contact me for further clarification.
UNIVERSITY OF NEW MEXICO
General Library
March 3, 1997

TO: Linda Lewis, Collection Development Officer

FROM: Nancy Pistorius, Selector for Community and Regional Planning

SUBJECT: Form C: Program revision for Community & Regional Planning

PROPOSAL:
The School of Architecture and Planning is requesting official program recognition for two subject emphases under the heading of Community & Regional Planning (CRP). Adding to the general core undergraduate and graduate courses for CRP will be new courses with upper division & graduate degree emphasis for the following areas:

- Urban/Rural Community Development
- Natural Resources and Environmental Planning

Many of the new courses to support these new subject emphases, as requested on accompanying Form B's, have been taught previously under other headings, as seminars, or as special topics courses.

RECOMMENDATION:
This is a recommendation that the General Library is able to currently support the upper division and graduate course work of these two concentrations. As the collections and resources of the General Library currently exist, the course work needs can be addressed. However, there are some broad collection development concerns or reservations in making this recommendation.

CONCERNS/RESERVATIONS:
To present the level of library support for these two proposed program revisions, assessments of various course syllabi, required readings, and bibliographies presented for the new courses have been analyzed.

Urban/Rural Community Development -- The use of library materials for this concentration is very interdisciplinary in nature. The greatest emphasis is placed on materials in sociology, political science, history, business, and economics. The collections of Parish Management Library and Zimmerman Library would be most heavily used. Limited numbers of "traditional" planning materials purchased through the architecture & planning fund are relevant to the new courses proposed for this concentration. There is also a very narrow margin for growth in this library fund to acquire materials so broad in subject nature as reflected
in current usage. Therefore, the generosity of other funds, especially in the social sciences will be essential to the support of this concentration, i.e., program revision, and the new courses should they be approved.

Natural Resources and Environmental Planning--
Library materials supporting this concentration are equally interdisciplinary in nature; however, the emphasis is on biological and general science topics with special focus on agricultural and natural resources materials. The serial and monographic collections of the Centennial Science & Engineering Library in addition to materials in Zimmerman's Government Publications department are essential to the teaching and success of this program emphasis. If the ongoing serials reductions in CSEL require the cancellation of serials which may also support this proposed program, the architecture & planning fund would not be in a position to rectify the cancellations. Doing so would jeopardize the acquisition of library materials acquired to support the current programs of the School.

If the library's existing state of funding is maintained, then the library may be able to support these new concentrations in Community and Regional Planning. However, if library materials funding reductions occur, either through allocation attrition or forced by default through serials inflation, then the library's ability to support these new concentrations might be endangered. In this latter case, teaching faculty and students would need to make greater use of Interlibrary Loan and Document Delivery, more heavily utilize the online journals available on MUFE and IDEAL, and exploit the available electronic access systems.
TO: Linda Lewis, Collection Development Officer

FROM: Nancy Pistorius, Selector for Community and Regional Planning

SUBJECT: Form B's: Addition of new Community & Regional Planning Courses

Courses:
CRP 423/523: Advanced Site and Environment
CRP 424/524: Environmental Planning Methods
CRP 425/525: Urban Design Theory and Methods
CRP 426/526: Water Resources -- Studio
CRP 427/527: Watershed Management
CRP 428/528: Women and Economic Development
CRP 481/581: Computer Applications for Planning & Admin.
CRP 482/582: Introduction to Graphics
CRP 483/583: Introduction to Geographic Information Systems
CRP 484/584: Neighborhood Planning
CRP 486/586: Planning Issues in Chicano Communities
CRP 487/587: Political Economy of Urban Development

Comments for the various courses are as follows with recommendations for each.

CRP 423/523: Advanced Site and Environment
As studio courses, the use of library materials in these courses is minimal. The few library materials that are used are a traditional part of both the Fine Arts Library's collection and its ongoing acquisition program.
RECOMMENDATION: Approval of these courses will have no impact on library collections or the ongoing collection development programs.

CRP 424/524: Environmental Planning Methods
Although predominately a studio course, extensive readings are required. This course has been taught successfully for several years as a topics course. The library owns 92% of the items listed in the course bibliography which indicates that the current collection development practices of UNMGL already include materials typically utilized by this course.
RECOMMENDATION: Approval of this course will have no impact on the library collections or the ongoing collection development programs.

CRP 425/525: Urban Design Theory and Methods

CRP 426/526: Water Resources -- Studio

CRP 427/527: Watershed Management

CRP 428/528: Women and Economic Development

CRP 481/581: Computer Applications for Planning & Admin.

CRP 482/582: Introduction to Graphics

CRP 483/583: Introduction to Geographic Information Systems

CRP 484/584: Neighborhood Planning

CRP 486/586: Planning Issues in Chicano Communities

CRP 487/587: Political Economy of Urban Development
CRP 426/526: Water Resources -- Studio
Another course which is predominately studio in nature also has a limited amount of readings required. UNMGL holdings are scattered among CSEL, CBWR, Parish, Law, and Government Publications. Some items, especially serials, are not owned. Given the studio nature of the course, the minimal list of readings, the instructor's ability to supply copies of materials not owned by UNMGL, and the past successes of already teaching this course, the recommendation is as follows.
RECOMMENDATION: Approval of this course will have minimal impact on the current collection development practices of the library.

CRP 427/527: Watershed Management
Successfully taught for the past five years, this course utilizes materials from CSEL, Law, Zimmerman, and Government Publications. Additionally, reports, studies, proceedings, and papers, some obscure, are part of the required readings and are provided by the instructor. Utilizing existing serials and monographic materials, the library is able to support this course. The cancellation of specific serials in Zimmerman or CSEL might jeopardize the library's ability in the future. Fortunately, many of the same materials are used in other programs on campus, i.e., geology, biology, which may assure the long term availability of the traditional library materials.
RECOMMENDATION: Approval of this course with a caution that certain serial cancellations may limit the library's ability to provide immediate access in the future. In this case, alternative routes of access will be required by the faculty and students involved in this course.

CRP 428/528: Women and Economic Development
Successfully taught for several years, this course utilizes materials most heavily from Zimmerman but also from Parish, Fine Arts, and CSEL as well. While the course focus is Third World societies, women in Latin America are emphasized. This latter aspect compliments the Latin American initiative on campus. UNMGL holds about 89% of the materials on the bibliography and those "not owned" are either missing, i.e., were owned at one time, or are unpublished manuscripts or papers. An attempt will be made to replace the missing materials.
RECOMMENDATION: Approval of this course will have minimal impact on the library's ongoing collection development practices.

CRP 481/581: Computer Applications for Planning & Admin.
CRP 482/582: Introduction to Graphics
CRP 483/583: Introduction to Geographic Information Systems
These courses are primarily studio courses intending to familiarize students with the graphics of city and regional planning and geographic information systems.
RECOMMENDATION: Approval of these course will have minimal or no impact on library collections or current collection development programs.

CRP 484/584: Neighborhood Planning
The library owns approximately 39% of the items on the course bibliography. Much of the unowned material includes reports, handbooks, working drafts, studies issued by civic and community organizations or through the infrastructure of city governments. The unowned materials would present a great challenge for the library to acquire primarily because it would require considerable staff time to locate organizational addresses and issue individual orders and correspondence for materials. There is some question whether organizations would even be willing to allow their materials in a library collection.

RECOMMENDATION: The Library would be able to support the traditional monographic acquisitions required by this course with minimal impact on the current collection development practices. (Many of the same materials are equally useful to public administration and sociology courses.) Unowned serials would need to be accessed through the various electronic resources available in the library. Acquiring unpublished or locally produced materials would be problematic for the library.

CRP 486/586: Planning Issues in Chicanos Communities
Between the Zimmerman and Parish Library collections, the library owns over 70% of the titles on the list of course readings. Some older materials appear to have not been acquired although they would still complement the exiting collections in this area and also be of use in other courses and programs on campus, i.e., history and sociology.

RECOMMENDATION: Approval of this course would have minimal impact on current collection development activities of the General Library.

CRP 487/587: Political Economy of Urban Development
Between Zimmerman, Parish, and Fine Arts, the library owns about 60% of the titles appearing on the course reading list. Titles, both owned and not owned, have usefulness to other courses an programs across campus, i.e., history, political science, public administration, and sociology. There is also some overlap of titles on this reading list and the lists for CRP 428/528 and 486/586. Several serials subscriptions are lacking; however, access is available through ILL, Uncover, etc.

RECOMMENDATION: Approval of this course would have a manageable impact on the current collection development practices of the General Library.
**DEGREE/PROGRAM CHANGE FORM C**

Date: 2-7-97

Linda B. Hall

(Director, Latin American Studies)

Routing (All four copies)

- Dean of Library Services (if necessary)
- CIRT (Comp & Inform Res & Tech) (if necessary)
- College Curriculum Committee (if necessary)
- College or School Faculty
- College or School Dean/Director of Instruction
- FS Graduate Committee (if applicable)
- FS Curricula Committee
- Associate Provost for Academic Affairs
- Faculty Senate

**Latin American Studies**

(Department/Division/Program/Institution)

Mark appropriate Program:

- Undergraduate Degree Program
- Graduate Degree Program

Mark appropriate category:

- Degree bachelors
- Major
- Minor
- Concentration
- Certificate
- Emphasis
- Department

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.

(See attachment)

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

(See attachment #2)

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 __ No

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

Effective Date of Proposed Change: Spring 1998

**UNIT PREPARES IN QUADRUPLICATE**

- Reading (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

**Director, Latin American Studies**

(Title, position, telephone number)

277-2961
Library Impact Statement
CIRT Impact Statement

The proposed changes in the requirements for the bachelor's degree in Latin American Studies, if approved, will have no impact on library services or CIRT.
Budgetary and Faculty Load Implications:

The proposed changes for the bachelor's degree in Latin American Studies is based on existing faculty and course offerings, and has no budgetary ramifications.
MAJOR STUDY REQUIREMENTS

A minimum of 36 hours, including the required courses outlined in A, B, and C below, are needed for a major in Latin American Studies. Students will work closely with the Student Advisor, and the Director of Latin American Studies in planning their program of study and must receive approval of all course work related to the major.

A. Languages of Latin America: A student may choose one of the following to develop language proficiency. Spanish concentration, Portuguese support skills: Spanish 301-302, Portuguese 275. Portuguese concentration, Spanish support skills: Portuguese 311-312, Spanish 101-102.

B. Students will complete four of the following core courses:
- Anth 343, [Art History 411, 412, 450, or 483,] Econ 421, Geog 301 or 302, Hist 281 or 282, Pol Sc 356, Phil 389 or 390, Span 431.

C. Majors will complete 12 hours from the Approved Electives for Latin American Studies listed below:

MINOR STUDY REQUIREMENTS

A minimum of 24 hours, including Spanish 301-302, or Port 311-312; 3 courses selected from Anth 343, [Art Hist 411, 412, 450, or 483,] Econ 421, Geog 301 or 302, Hist 281 or 282, Phil 389 or 390, Pol Sc 356, and Span 431.

Additional electives are allowed for students interested in specific areas of Latin American Studies.
The proposed change in this request is the deletion of Sociology 350 and 450 as core courses for the major and minor in Latin American Studies. The Sociology Department has not offered these two courses in over five years.

The Interdisciplinary Committee on Latin American Studies voted to replace the sociology cores with a selection of courses from the Art History Department. Students will be allowed to select one art history course from either the pre-Colombian, Spanish Colonial or contemporary period in Latin American art. We wish to allow students to select from the following courses: Art Hist 411 (Pre-Columbian Art: Mesoamerica) or Art Hist 412 (Pre-Columbian Art: South America); Art Hist 450 (Spanish Colonial Art); and Art Hist 483 (Latin American Art of the 19th and 20th Centuries).

If approved, students in the major will be required to include four courses (designated as cores) from the following disciplines: anthropology, art history, economics, geography, history, philosophy, political science and Spanish. The minor in Latin American Studies requires the completion of three core courses.
**DEGREE/PROGRAM CHANGE**

**FORM C**

- **Date:** October 22, 1994

**CIP CODE**

- **Required Signatures:**
  - Dean of Library Services (if necessary)  
  - CIRT (Comp. & Inform Res. Tech.) (if necessary)  
  - College Curriculum Committee (if necessary)  
  - College or School Faculty  
  - College or School Dean/Director of Instruction  
  - FS Graduate Committee (if applicable)  
  - FS Curricular Committee  
  - Associate Provost for Academic Affairs  
  - Faculty Senate

**UNIT PREPARES IN QUADRUPLElicate 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 Curricular Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

**RECEIVED**

- **MAR 10, 1995**

**COLLEGE OF ARTS & SCIENCES**

- **Effective Date of Proposed Change:**

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

**Budgetary and Faculty Load Implications (attach statements). Long-range planning statement. CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)**

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

---

**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.**

**Second major study requirements/Spanish: Students may present Spanish as a second major with 24 hours distributed as follows: no more than 12 hours numbered above 301, 3 hours of which must be at the 400 level. (see attached)**

---

**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 Curricular Committee**  
- **Assoc. Provost for Academic Affairs**  
- **Faculty Senate**

**Date:**

- **Semester:**
  - **Required:**
    - Date:  
  - **Year:**
    - Date:  

---

**According to our information for Project Progress, Span 301 can only be accepted...**
Second majors are currently allowed to repeat 301 (Topics in Hispanic Culture) as many times as they desire. This allows them to continue to focus on the development of their language skills through the study of cultural content. We believe that the second major will be considerably enhanced if students are required to move beyond the 301 level for at least half of their requirements. This will nudge them to explore offerings in literature in linguistics and Southwest Hispanic studies all of which are offered beyond the 301 level. This new requirement will bring the second major more in line with the major, yet continue to give students the capability of structuring their second major in the manner that best suits their individual needs. Since this second major is designed to shore up the major field of study (i.e. sociology, psychology, education, business, etc.) rather than to prepare students for graduate study in Spanish, a structure that allows for choice within a very broad array of offerings in culture, literature and linguistics is most appropriate.
DEGREE/PROGRAM CHANGE
FORM C

Date: 3-5-97

Richard Coughlin

Chair, Sociology, 7-250

(Signature/Phone number)

Chair, Sociology, 7-250

(Signature/Phone number)

Sociology, A&S, main campus

(Signature/Phone number)

Mark appropriate Program

Undergraduate Degree Program

Graduate Degree Program

Mark appropriate category

BA

Degree

Criminology

New:

REVISIONS:

DELETIONS:

NAME CHANGE:

CIP CODE

1025

UNIT PREPARES IN QUADRUPLICATE

Routhing (All four copies)

1. Dean of Library Services (if necessary)

2. CIRT (Campus & Int. Res. & Tech.) (if necessary)

3. College Curriculum Committee (if necessary)

4. College or School Faculty

5. College or School Dean/Chair of Instruction

6. FS Graduate Committee (if applicable)

7. FS Curriculum Committee

8. Associate Provost for Academic Affairs

9. Faculty Senate

Dean of Library Services (if necessary)

Richard Coughlin

Chair, Sociology, 7-250

College Curriculum Committee (if necessary)

Richard Coughlin

Chair, Sociology, 7-250

College or School Faculty (if necessary)

College or School Dean/Chair of Instruction

FS Graduate Committee (if applicable)

FS Curriculum Committee

Associate Provost for Academic Affairs

Faculty Senate

 we are replacing Soc. 205 with Soc. 213 as a required course.

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 the curriculum process to take at least 12 months.

Major in Criminology

Core courses:

101, 213

(replaces 205, 280, 312, 313, 371, 381, 412

(or 414, 416, or 418, 481)

see attached list for minor in Criminology

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

We are replacing Soc. 205 with Soc. 213 as a required course.

101, 213

(replaces 205, 280, 312, 313, 371, 381, 412

(or 414, 416, or 418, 481)

see attached list for minor in Criminology

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

We are replacing Soc. 205 with Soc. 213 as a required course.

101, 213

(replaces 205, 280, 312, 313, 371, 381, 412

(or 414, 416, or 418, 481)

see attached list for minor in Criminology

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

We are replacing Soc. 205 with Soc. 213 as a required course.

101, 213

(replaces 205, 280, 312, 313, 371, 381, 412

(or 414, 416, or 418, 481)

see attached list for minor in Criminology

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

We are replacing Soc. 205 with Soc. 213 as a required course.

101, 213

(replaces 205, 280, 312, 313, 371, 381, 412

(or 414, 416, or 418, 481)

see attached list for minor in Criminology

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

We are replacing Soc. 205 with Soc. 213 as a required course.

101, 213

(replaces 205, 280, 312, 313, 371, 381, 412

(or 414, 416, or 418, 481)

see attached list for minor in Criminology

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

We are replacing Soc. 205 with Soc. 213 as a required course.

101, 213

(replaces 205, 280, 312, 313, 371, 381, 412

(or 414, 416, or 418, 481)

see attached list for minor in Criminology

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

We are replacing Soc. 205 with Soc. 213 as a required course.

101, 213

(replaces 205, 280, 312, 313, 371, 381, 412

(or 414, 416, or 418, 481)

see attached list for minor in Criminology

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

We are replacing Soc. 205 with Soc. 213 as a required course.

101, 213

(replaces 205, 280, 312, 313, 371, 381, 412

(or 414, 416, or 418, 481)

see attached list for minor in Criminology

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

We are replacing Soc. 205 with Soc. 213 as a required course.
Thanks for the quick reply. I have listed below the way that the minor in criminology should read. This is how it is worded in our final draft of the catalog. The words "designated electives" should be underlined and the word "only" should be in bold. We are still listing Soc. 205 since we don't have approval yet to change it to Soc. 213.

Minor in Criminology

The criminology minor requires 21 hours (7 courses). The core courses are 101, 205, 312, 313, and one of 412, 414, 416, 418 (one of these is required, but additional courses from the set may be used as electives). It also requires 6 hours from a list of designated electives approved by the department. Substitution of a course not on the list is possible only with the approval of a sociology undergraduate advisor.

I got hold of Sociology, the e-mail should be added to their form and clear up any questions on the Criminology minor.
Attachment

Minor in Criminology

Core courses: 101, 213 (replaces 205), 312, 313, and either 412, 414 or 416, 418.
**DEGREE/PROGRAM CHANGE FORM C**

Date: 02/28/96

Larry Lavender

Hand Dance Program 277-3644

(The position, telephone number)

**Theatre & Dance, Dance Program**

(Headquarterserne/Program Director)

Mark appropriate Program:

- Undergraduate Degree Program
- Graduate Degree Program (For existing degree only)

Mark appropriate category:

<table>
<thead>
<tr>
<th>Degree</th>
<th>NEW:</th>
<th>REVISION OR</th>
<th>DELETION:</th>
<th>NAME CHANGE:</th>
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<td>Department</td>
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</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). Identifying information on what is being changed.

Reason(s) for Request (attach additional sheets if necessary):

See attached

---

**UNIT PREPARES IN DUPLICATE**

Rounding (All four copies)

1. Dean of Library Services (if necessary)
2. CRT (Corp & 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 Curriculum Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

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

The form is for Bachelor of Arts in Dance

This program is or would be located in current undergraduate/graduate catalog(s).

Mark appropriate category:

- Undergraduate degree only
- Graduate degree only

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**

**CRT Impact Statement, Name of individual consulted and attached signed impact statement, if necessary**

**Budgetary and Faculty Load Implications (attach statement). Long-range planning statement, see attached**

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

If you have you resolved these issues with department/branch involved? Yes__No

Date of Proposed Change:________

---

**Department Chairperson**

- Dean of Library Services--
- CRT (if necessary)--
- College Curriculum Committee--
- College or School Faculty--
- College or School Dean/Director of Instruction--
- FS Graduate Committee--
- FS Curriculum Committee--
- Provost, Provost for Academic Affairs--
- Faculty Senate--
REVISION OF DEGREE REQUIREMENTS:

Strikethrough text is deleted

Bold, underlined text is an addition or change

(page 285)

Bachelor of Arts Degree

Dance (BA)

1. no changes
   a. no changes
   b. no changes

   c. 12 2 additional hours selected from courses outside the
      major offered by any college excluding Fine Arts (can not
      be Theatre or Dance).

      Subtotal

      12 2

      (page 286)

2. Courses in the major: Dance

   a. 9 hour of Theatre:
      Theatre 100 Acting Foundations
      Theatre 110 Movement Analysis - performance
      Theatre 114 Introduction to Costuming
      Theatre 155 Introduction to Stage Lighting

      to include 3 hours selected from:
      Theatre 120 Acting Foundations
      Theatre 132 Voice & Movement for Actors, or
      Theatre 210 Performance Art

      Subtotal

      9

   b. Dance 201 Crew Practicum
      Dance 212 Improvisation
      Dance 222 Rhythmic Fundamentals
      Dance 231 Writing About Art
      Dance 250 Movement Analysis I
      Dance 251 Movement Analysis II
      Dance 311 Choreography I
      Dance 313 Kinesiology I
      Dance 411 Choreography II
      Dance 416 Dance Pedagogy
      Dance 424 Dance History II
      Dance 431 Dance Criticism
      Dance 451 Dance Criticism II

      Subtotal

      22

   c. 20 22 hours in dance technique selected with approval.
      All students must complete at least two courses in each
      of the following areas: Ballet, Modern, and Flamenco. Dance
      majors and minors may enroll in a maximum of 6 hours per
      semester of dance technique during their freshman year.

      Subtotal

      22

   d. no changes

   e. 18 18 hour minor

   f. 30 30 hour total

   g. 66 66 hour total

   h. no changes
9/24/96

From:  Larry Lavender  
Head, Dance Program  
Theatre & Dance  

Subj:  Statements for Degree/Program Change, FORM C  
Bachelor of Arts in Dance  

---

Reasons for Request:

To clarify degree requirements and to make a more appropriate balance of the intellectual and creative components of the degree.

Library Impact Statement:

These revisions to our degree will have no impact on Library Services because no new or changed courses are indicated. All the courses indicated are currently offered and have been accommodated, as needed.

CIRT Impact Statement:

These revisions to our degree will have no impact on CIRT Services because no new or changed courses are indicated. All the courses indicated are currently offered and have been accommodated, as needed.

Budgetary and Faculty Load Implications and Long Range Planning:

These revisions to our degree will have no impact on either budgetary, faculty loads or long range planning because no new or changed courses are indicated. All the courses indicated are currently offered and have been accommodated, as needed.
To: Robert L. Migneault, Dean
From: Linda Lewis, Collection Development Officer
Date: November 15, 1996
Subject: Form C: Dance

This form requests a change in requirements and a deletion of a program; there would not be any library impact.
# DEGREE/PROGRAM CHANGE

## Form C

### Dates:
- Date: 9/24/96

**Larry Lavender**

Head Dance Program 277 3460

### Theatre & Dance Dance Program

*Note: Include current curricular change form*

---

### Effective Dates:

- Does this change budgetary and faculty load implications (attach statement).
- Long-range planning statement attached.

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

---

### Mark appropriate Program:

- Undergraduate Degree Program
- Graduate Degree Program

### Mark appropriate category:

- Degree
- Major
- Minor
- Concentration
- Certificate
- Emphasis
- Department

### NEW:

- Undergraduate degree only
- Graduate degree only

### REVISION OF:

### DELETION:

### NAME CHANGE:

---

### Library Impact Statement:

Name of librarian consulted and attached signed impact statement.

### CIP Code

4 - Assign by Associate Provost for Academic Affairs

---

### UNIT PREPARES IN QUADRUPLET:

- Area (All four copies)
- Department (All four copies)
- College/Unit (All four copies)
- Provost (All four copies)

---

### Emphasis:

- Certificate

---

### Concentration:

- Certificate

---

### Minor:

- Certificate

---

### Minor:

- Certificate

---
9/24/96

From: Larry Lavender
Head, Dance Program
Theatre & Dance

Subj: Statements for Degree/Program Change, FORM C
Minor Study in Dance Studies

Reasons for Request:
We do not need two minor programs in dance; there is not sufficient demand for this program.

Library Impact Statement:
These revisions to our degree will have no impact on Library Services since we are deleting the minor.

CIRT Impact Statement:
These revisions to our degree will have no impact on CIRT Services since we are deleting the minor.

Budgetary and Faculty Load Implications and Long Range Planning:
These revisions to our degree will have no impact on either budgetary, faculty loads or long range planning since we are deleting the minor.
To: Robert L. Migneault, Dean  
From: Linda Lewis, Collection Development Officer  
Date: November 15, 1996  
Subject: Form C: Dance

This form requests a change in requirements and a deletion of a program; there would not be any library impact.
**DEGREE PROGRAM CHANGE**

**FORM C**

**Date:** 9/24/96

**Larry Lavander**

(Telephone number or address where curriculum change can be reached)

DANCE PROGRAM

<table>
<thead>
<tr>
<th>Code</th>
<th>CIP Code</th>
<th>Assigned to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Admissions Officer</td>
</tr>
</tbody>
</table>

**Theater / Dance, Music Program**

Development Director/Program Director

Mark appropriate Program:

- Undergraduate Degree Program
- Graduate Degree Program
- For existing degree only

Mark appropriate category:

- Degree (regardless of existing)
- Major
- Minor
- Concentration
- Certificate
- Emphasis
- Department

**New:**

- Undergraduate Degree Only
- Major
- Minor
- Concentration
- Certificate
- Emphasis
- Department

**Revision CP:**

- Undergraduate Degree Only
- Major
- Minor
- Concentration
- Certificate
- Emphasis
- Department

**Deletion:**

- Undergraduate Degree Only
- Major
- Minor
- Concentration
- Certificate
- Emphasis
- Department

**Name Change:**

- Undergraduate Degree Only
- Major
- Minor
- Concentration
- Certificate
- Emphasis
- Department

- Undergraduate Degree Only
- Major
- Minor
- Concentration
- Certificate
- Emphasis
- Department

---

**UNIT PREPARES IN QUADRUPLE**: (Proving all four copies)

1. Dean of Library Services (if necessary)
2. CIP Office & Information Protocols (if necessary)
3. Curricular Committee (if necessary)
4. Colleges of School Faculty
5. College or School Dean/Director of Instruction
6. PS Graduate Committee (if applicable)
7. PS 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 Minor Study in Dance Performance.**

**This program is or would be located in current undergraduate/graduate catalog section: 246**

- Dean
- Graduate Dean
- Associate Dean
- Associate Provost for Academic Affairs
- Faculty Senate

---

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 brackets form what is being changed.

---

See attached.

---

Reasons for Request (attach additional sheets if necessary):

To make the minor more relevant and attractive to prospective students.

**Library Impact Statement.** Name of librarian consulted and attached signed impact statement, if necessary. Attach additional sheets if necessary. Consult Librarian for impact statement.

**CIP Impact Statement.** Name of individual consulted and attached signed impact statement, if necessary. Attach additional sheets if necessary. Consult Librarian for impact statement.

**Faculty/Staff Input.** Name of individual consulted and attached signed impact statement, if necessary. Attach additional sheets if necessary. Consult Librarian for impact statement.

**Does this change affect in a significant way, any other departmental program/branch/campuses? Yes./**

Yes./No.

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

Yes./No.

**Effective Date of Proposed Change:**

Fall 1996

---

**Department Committee Signatures:**

- Dean of Library Services
- CIP Office & Information Protocols
- Curricular Committee
- Colleges of School Faculty
- College or School Dean/Director of Instruction
- PS Graduate Committee
- PS Curricula Committee
- Associate Provost for Academic Affairs
- Faculty Senate

---

**Date:**

- 10/7/96
- 10/7/96
- 10/7/96
- 10/7/96
- 10/7/96
- 10/7/96
- 10/7/96
- 10/7/96
- 10/7/96

---

**53**
REVISION OF MINOR STUDY REQUIREMENTS:

Streamlined text is deleted.

**Bold, underlined** text is an addition or change.

(page 286)

Minor Study Requirements

Program I:

Minor Study in Dance-Performance Program in Dance

a. Required: Dance 201, 212, 222, 231, 250, 462.

13 12 hours

b. Electives: 10 9 hours in Dance selected with Departmental advisement from: Dance 309, 301, 391, 330, 359, 396, 316, 

974, 348, or 550.

10 2 hours

Total 24 hours

Note: students majoring in Elementary education pursuing this minor must take Dance 416, Dance Pedagogy.
From: Larry Lavender
Head, Dance Program
Theatre & Dance Dept.

Subj: Statements for Degree/Program Change, FORM C
Minor Study in Dance Performance

Reasons for Request:
These changes will make this minor more relevant and attractive to prospective students. We are deleting an exact listing of our elective courses so that any changes in electives offered can be accommodated throughout the 1997-99 edition of the catalogue.

Library Impact Statement:
The addition of the course, Dance 231, to our minor will have no impact on Library Services because it is a currently offered course. The change to the title will not impact this area.

CIKT Impact Statement:
The addition of the course, Dance 231, to our minor will have no impact on CIKT Services because it is a currently offered course. The change to the title will not impact this area.

Budgetary and Faculty Load Implications and Long Range Planning:
The addition of the course, Dance 231, to our minor will have no impact on either budgetary, faculty loads or long range planning because it is a currently offered course. The change to the title will not impact this area.
To: Robert L. Migneault, Dean  
From: Linda Lewis, Collection Development Officer  
Date: November 15, 1996  
Subject: Form C: Dance  

This form requests a change in requirements and a deletion of a program; there would not be any library impact.
**PROGRAM CHANGE**

Date: February 12, 1996

Victor Delclos

Program Coordinator 7-4975

Division of IFACE, COE

---

**CIP CODE**

**Assigned by**

**Academic Program**

**for Academic Affairs**

---

**UNIT PREPARES IN QUADRUPLICATE**

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 Curricular Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

---

<table>
<thead>
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<th>Plan for curricular process to take at least 12 months.</th>
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</thead>
<tbody>
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<td>Psychological Foundations of Educ.</td>
</tr>
</tbody>
</table>

This form is for

Name of New or Existing Program

---

Undergraduate Degree Program

Graduate Degree Program

---

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program

---

Mark appropriate category:

Degree

Type

NEW:

- Undergraduate degree only
- Major
- Minor
- Concentration
- Certificate
- Emphasis
- Department

REVISION OR DELETION:

- Ph.D.
- Ed.D.
- M.A.

NAME CHANGE:

- Ph.D.
- Ed.D.
- M.A.

---

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.

See Attached

---

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

See attached

---

Library Impact Statement. Name of Librarian consulted and attached signed impact statement.

CIRT Impact Statement. Name of individual consulted and attached signed impact statement.

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 No

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

Effective Date of Proposed Change:

Fall 1997

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**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 Curricular Committee

Assoc. Provost for Academic Affairs

Faculty Senate

---

Date: ___________

Date: ___________

Date: ___________

Date: ___________

Date: ___________

Date: ___________

Date: ___________

Date: ___________

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57
1. Program Department Name Change to Educational Psychology
2. Degree - Ed.D. Deletion of the Doctorate in Education
3. Degree - Ph.D. Concentration Name Change
   From Psychological Foundations
   To Educational Psychology
4. Program Requirements Revision of Minor Field of Study
   Total Graduate Course Credit Hours 72 hours
   Maximum Transfer Credits (approval required) 48 hours
   Hours in Minor Field of Study* 24 hours
   Dissertation Hours 18 hours
   * Revision: A minor field of study must be selected from outside of the Educational Psychology Concentration. This field of study may be selected (with Committee on Studies Approval) from graduate programs across the University or from other doctoral program concentrations within the College.
5. A. Required Courses (30 hours) Revision
   ED PSY 503 Principles of Human Development
   ED PSY 505 Conducting Quantitative Educational Research (Form A)
   ED PSY 510 Principles of Classroom Learning
   ED PSY 574 Introduction to Educational and Psychological Measurement
   ED PSY 603 Applied Statistical Design and Analysis (Form A)
   ED PSY 604 Multiple Regression Techniques as Applied to Education
   or ED PSY 606 Applied Multivariate Statistics (Form A)
   ED PSY 696 Internship
   ED PSY Electives (9 hours)
6. **Two Concentration Doctorate minors** offered as minors for doctoral programs outside of Educational Psychology

   **Revision**

   **A. Cognitive and Psychological Processes in Education**

   **Required Courses (12 hours)**

   - ED PSY 503 Principles of Human Development
   - ED PSY 510 Principles of Classroom Learning
   - ED PSY 593 Topics: Cognition in the Content Areas
   - ED PSY 593 Topics: Motivation and Learning

   **Additional Courses (12 hours)**

   Additional elective courses are chosen in consultation with the minor advisor in Educational Psychology and the student's Committee on Studies.

   **B. Quantitative Methods**

   **Required Courses (15 hours)**

   - ED PSY 501 Introductory Educational Statistics *(Form A)*
   - ED PSY 505 Conducting Quantitative Educational Research *(Form A)*
   - ED PSY 574 Introduction to Educational and Psychological Measurement
   - ED PSY 603 Applied Statistical Design and Analysis *(Form A)*
   - ED PSY 604 Multiple Regression Techniques as Applied to Education
   - ED PSY 606 Applied Multivariate Statistics *(Form A)*

   **Additional Courses (9 hours)**

   Additional elective courses are chosen in consultation with the minor advisor in Educational Psychology and the student's Committee on Studies.

7. **Degree - Master of Arts**

   **Name Change**

   From .... Educational Foundations: Emphasis -- Psychological Foundations

   To ......... Educational Psychology
3. **Change of Program (Department) Name and Acronym.** The Program we now have in place is best described as a contemporary Educational Psychology Program. The program encompasses all of the components of Ed Psych, offers courses that are usually found in Ed Psych programs at other universities, and consists largely of a faculty with degrees in Ed Psych or closely related fields.

Nationally and internationally, the field of Educational Psychology is a very active one, with an already large and growing representation in the American Educational Research Association (AERA). It has branched out to address a variety of educational developments including the roles of culture and context in human cognitive development, instruction in specific content areas, implications of technology for learning and instruction, and alternatives to traditional forms of assessment. A program in Educational Psychology could be marketed easily to students, since most potential students already know what the term means, and a degree in Educational Psychology is a marketable one based on a study of Academic Job Listings in places like the Chronicle, the APA Monitor, and the APS Observer and on a count of the job announcements that we receive. On the other hand, the current name, Psychological Foundations, has no particular meaning to students who might be interested in our program or to universities and other potential employers of our graduates.

The program we are developing is not the type of program that would be subject to any American Psychological Association approval. We do not intend to apply to APA or any other group for certification or licensure. We will not train school psychologists, counselors, or any other type of credentialed psychologists. In short, we will not compete with any of the programs available through UNM's Psychology Department; indeed, they have given us formal support for the proposed name change.

In light of the change in name, we are also requesting a change in the acronym for our courses for the sake of clarity and consistency. The acronym we propose is EDPSY.

**Budgetary and Faculty Load Implications.** The proposed changes have no implications for the budget or for faculty load. The Ed.D. has not existed de facto for a number of years. The new Minor Areas simply formalize and regulate practices that have been in existence for some time — the actual increase in student credit hours is expected to be minimal. The name change will bring our descriptors in line with the actual content of the degree.
Reasons for Specific Requests

1. **Deletion of Ed.D. Degree.** The Ed.D. has not been offered for a number of years. In line with the program's revised framework, rigorous training in statistics and research design is a part of every student's Program of Studies. We believe this focus is most compatible with the Ph.D. only and do not intend to admit students into the Ed.D. program effective immediately.

2. **Addition of Minor with Two Concentrations.** The College of Education requires all doctoral students to complete a 24 credit hour minor area as part of the program of studies. At present, many students from other Program areas in the College place Psychological Foundations faculty members on their committees and informally construct a minor in our Program. This is a request to formalize that process by establishing a standard minor curriculum with two possible concentrations, each representing a specific strength in the Program. By establishing these formal minor programs we can insure that students graduating with a minor in our program area have met standards that we consider appropriate. We will also be better prepared to predict enrollments and to schedule courses appropriately. Finally, we will be able to advertise these offerings to students trying to choose their minor as they prepare their Programs of Studies.

   **The Proposed Ph.D. Minor.** Two minor programs of study are offered by the Psychological Foundations Program in support of other major fields of study within the College of Education and the University of New Mexico. These minors are: (1) Cognitive and Psychological Processes in Education; and (2) Quantitative Methods in Education. Regardless of emphasis, the minor program of study consists of a minimum of 24 units of credit of which no fewer than 18 units are Psychological Foundations courses. For each minor, specific required core courses are listed below. Additional elective courses are chosen in consultation with the minor advisor and the student's POS committee.

   **Required Courses:**

   **Cognitive-Psychological Processes**

   - Principles of Human Development
   - Principles of Classroom Learning
   - Cognition in the Content Areas
   - Motivation and Learning

   **Quantitative Methods**

   - Introductory Educational Statistics
   - Conducting Quantitative Educational Research
   - Introduction to Educational and Psychological Measurement
Introduction

The program provides graduate degrees which emphasize learning and cognition, research, methodology and statistics, and human development and social psychology applied to education. Psychological Foundations [Educational Psychology] does not offer a baccalaureate degree. Undergraduate courses, [lower division and upper division] in Psychological Foundations [Educational Psychology] are offered to meet educator licensure requirements [and to provide a foundation for undergraduates in Educational Psychology]. Consult a College advisor [the College Advisement Center in Hokona Hall] for specific information.

Graduate Programs

Graduate Advisor
Christine McCormick: Psychological Foundations of Education [Educational Psychology]

Student Information Contact
Sheri Lesansee or Trish Stevens, Simpson Hall, 277-4535

Application Deadlines
MA:

- Fall Semester Due on March 15
- Spring Semester Due on October 15

Ed.D./Ph.D.:

- Fall Semester Due on March 15
- Spring Semester Due on October 15

Degrees Offered:
M.A.: Educational Foundations, Psychological Foundations of Education [Educational Psychology]
Ed.D./Ph.D. in Education: Psychological Foundations [Educational Psychology] concentration

The Psychological Foundations of Education [Educational Psychology] Program provides programs of study leading to the Master of Arts and the Doctor of Philosophy degrees. The program is designed to give students a broad and critical perspective on the psychological factors affecting individuals in schools, other educational settings, and other learning situations throughout the life span. The program also emphasizes critical evaluation and application of research and theory based on a firm grounding in measurement, assessment, research methodology, and quantitative methods.

A [The] Master of Arts degree with a concentration in Educational Foundations [Psychology] is offered under both Plan I (30 credit hours required) and Plan II (33 credit hours required) provisions of the graduate bulletin [Graduate Studies at the University of New Mexico]. All master of arts students [in either Plan I or Plan II] are required to take [a core of 12 hours:]

- 501 Introductory Educational Statistics
- 503 Principles of Human Development
- 510 Principles of Classroom Learning
- 603 Applied Statistical Design and Analysis

The Doctor of Philosophy degree with a concentration in Psychological Foundations of Education [Educational Psychology] requires 90 total graduate credit hours. Of these, 24 hours are in a minor field of study and 18 hours are for the dissertation. The doctorate requires 30 hours of core courses in Psy-Pdn [ED PSY]:

Ph.D. Required Core Courses
- 503 Principles of Human Development
- 505 [Conducting Quantitative Educational Research]
- 510 Principles of Classroom Learning
In addition to the M.A. and Ph.D. degrees, the program encourages students from other College of Education or University programs to participate in the program through a minor field of study. Two minors in Education are offered: 1) Cognitive and Psychological Processes in Education and 2) Quantitative Methods in Education. Both minors consist of a minimum of 24 credit hours of which no fewer than 18 hours are in psychological foundations.

Required Core Courses for the two minors are listed below:

**Cognitive (and) Psychological Processes in Education**
- 503 Principles of Human Development
- 510 Principles of Classroom Learning
- A Seminar in Cognition
- A Seminar in Learning and Motivation
- [593 Topics: Cognition in the Content Area]
- [593 Topics: Motivation and Learning]

**Quantitative Methods**
- 501 Introduction to Educational Statistics (Introductory Educational Statistics)
- 505 Conducting Educational Research (Conducting Quantitative Educational Research)
- 574 Educational and Psychological Measurement (Introduction to Educational and Psychological Measurement)
- 603 Statistical Design and Analysis in Education (Applied Statistical Design and Analysis)
604 Multiple Regression [Multiple Regression Techniques as Applied to Education]
or
606 Multivariate Statistics [Applied Multivariate Statistics]

All students interested in Psychological Foundations [Educational Psychology] offerings are encouraged to contact the program for further information on courses, application procedures, and opportunities with the program.
February 12, 1996

To: COE Graduate Committee

From: Vic Delclos, Coordinator

Re: Program Review and Revision

Attached is a document prepared in accordance with the guidelines for Program Review that were approved by the College of Education in April, 1995. The Psychological Foundations of Education Program is submitting this document for your review, and as supporting documentation for a number of changes in the program, proposed herein.

As you know, the Psychological Foundations Program began approximately four years ago when, as part of the first step in collegewide restructuring, the Educational Foundations Department was disbanded. In the beginning, Psych Foundations was simply a subset of faculty and courses that had been one component of the Educational Foundations Department. With the addition of new faculty and through a great deal of analysis, planning, and discussion with other faculty groups, the program has developed a clearer, more positive focus for its graduate program and a central role in the College as a provider of courses essential to the functioning of other programs. As of the Summer semester of 1996, we will finally shed the ED FDN prefix from our courses; it will be replaced with PSY FDN. Now that we have a clear identity and purpose within the new College structure, we think that it is time to make several other important changes. As a first step, we are asking approval from the Graduate Committee for the following:

- Formalize two specific Ph.D. minor programs available to students from other COE programs
- Remove the Ed.D. as a degree option in this program
- Change the name of the program to Educational Psychology
- Change the course prefix to EDPSY
- Change the Ph.D. concentration to Educational Psychology
- Make other changes in program requirements, procedures, and policies (not requiring approval of broader University bodies) as included in the attached
document, including:

- allow students to complete their minor concentration within COE
- establish an expanded core of degree requirements in all areas
- remove required courses in former ED FDN areas
- broaden the comprehensive examination requirement to include a professional portfolio
- add submission of GRE scores to admissions procedures
- require an annual review of all students' progress

The changes listed that require formal approval up through the Faculty Senate are supported by the appropriate forms. The basic rationale for the name change is provided in the attached memo from February, 1995, where we first proposed this change. The name change itself is supported by the attached memo from Mike Dougher, Chairman of the UNM Department of Psychology, and by Mary Harris' memo in response to Mike. All of the proposed changes, both those that require University approval and those that need only your sanction, are supported by the attached Program Review document.

We trust that you will find these documents to be clear evidence of the high quality of our program and clear support for its centrality within the College of Education and the University at large. We ask your assistance in expediting implementation of all of the carefully planned changes as proposed.
Psychological Foundations of Education Program

Program Review

and

Proposal of Revisions

February 28, 1996
Summary of Proposed Curricular Changes

1. Comprehensive Program Descriptors
   a. Mission
   b. Theoretical Statement
   c. Goals
   d. Degree Offerings
   e. Programs of Study
   f. Course Offerings
   g. Procedures and Policies
   h. Faculty Membership and Staffing Plan
   i. Collaborations with Other Programs
   j. Resource Needs and College Impacts

2. Indicators of Program Quality
   a. Overall Quality
      1. Teaching and advising
      2. Educational Leadership
      3. Service to State and Region
      4. Responsiveness to diversity
      5. Graduates
      6. Contributions to the field
      7. Faculty inquiry used to inform program and profession
      8. Provisions for change in response to societal needs
      9. Cohesiveness
      10. Appropriate ratio of faculty to students
   b. Distinctiveness
      1. Uniqueness
      2. Forward-looking stance and design
      3. Effective use of technology
      4. Relationship to the context of New Mexico
   c. Centrality
      1. Relationship to University mission
      2. Relationship to COE Plan of Action
      3. Service and collaboration with constituent groups
   d. Assessment of Program Quality and Student Learning
      1. Recruitment, enrollment, and graduation patterns
      2. Measures of student achievement of program goals
      3. Faculty scholarship

3. Fiscal Planning and Appropriateness of Resources

Appendix 1: Memo from Department of Psychology
Appendix 2: Response to Psychology Department
Appendix 3: Memo to Graduate Committee
Summary of Proposed Curricular Changes

OLD PROGRAM

Total Graduate Course Credit Hours 72
Maximum Transfer Credit (approval required) 48
Hours in Minor Field of Study (18 Hrs. Out of COE) 24
Dissertation Hours 18

Required Courses (24 hours):
PSYFDN 501 Fundamental Statistics in Education
PSYFDN 603 Statistical Design and Analysis
PSYFDN Electives (6 Hours)
EDFDN (ETSCS,PSYFDN,EDLING) ELECTIVES (9 Hours)
PSYFDN 696 Internship

NEW PROGRAM

Total Graduate Courses Credit Hours 72
Maximum Transfer Credits (approval required) 48
Hours in Minor Field of Study (In or Out of COE) 24
Dissertation Hours 18

Required Courses (30 hours):
PSYFDN 503 Principles of Human Development
PSYFDN 505 Planning and Conducting Research
PSYFDN 510 Principles of Classroom Learning
PSYFDN 574 Educational and Psychological Measurement
PSYFDN 603 Statistical Design and Analysis
PSYFDN 604 Multiple Regression or
PSYFDN 606 Multivariate Statistics
PSYFDN 696 Internship
PSYFDN Electives (9 Hours)

Key Coursework Changes:

• Minor Field may now be taken within the College of Education. This change is based on the recognition that many COE Programs could serve as natural complements to the basic Psychological Foundations program of studies.
• Core requirements within Psychological Foundations broadened significantly to include areas of research methodology and psychological processes as well as statistics, reflecting the new conceptual framework.
• Core requirements outside of Psychological Foundations (i.e., former Educational Foundations concentrations) eliminated
1. Comprehensive Program Descriptors

a. Mission

The primary mission of the Psychological Foundations Program is to provide programs of studies that lead to the Master of Arts and Doctor of Philosophy degrees. These programs of studies provide students with the following experiences.

(1) A state-of-the-art, research-based curriculum covering basic concepts and theories in psychology as they relate to learning and instruction. Included are cognition, human development, social psychology, learning, linguistic processing, instructional models, motivation, measurement, assessment, and evaluation.

(2) An integrated sequence of courses and other learning experiences that will insure the development of a clear basis for understanding the necessary links among teaching, learning, and assessment, including the role of various individual difference and group factors on these processes.

(3) A rigorous training sequence in research methodologies that will allow graduates to evaluate and conduct high quality educational research in a variety of contexts.

(4) Teaching opportunities that will prepare doctoral students as educators of future professionals at the undergraduate and graduate levels.

The secondary mission of the program is to provide graduate students from other programs with a thorough understanding of quantitative research methodologies/educational statistics and with an understanding of the psychological bases for educational processes as required by their programs of studies.

At the undergraduate level, the Psychological Foundations Program works closely with COE programs whose primary function is the preparation of teachers. Here, the Program's mission is to provide teachers-in-training with a practical understanding of basic concepts and theories in all areas of psychology as they relate to learning and instruction.

b. Theoretical Statement

The conceptual structure of the Psychological Foundations Program consists of three basic units: (A) an overall focus of all aspects of the program; (B) an underlying foundation upon which all work is established; and (C) specific domains of inquiry emphasized in the program.

Focus: Applications of Psychological Research and Theory to Diverse Educational Contexts. The overall focus of the program is designed to give students a broad and critical perspective on the psychological factors affecting individuals in schools, other educational settings, and other learning situations throughout the life span, and to foster a clear sense of how to apply that perspective in understanding and developing effective learning environments. Such a perspective on how people learn provides a
clear and direct basis for thinking about such issues as: (a) how to link teaching, learning, and assessment; (b) how to develop problem solving and critical thinking skills in students; (c) how to structure effective instruction in specific content areas; (d) how to increase student motivation to learn; (e) how to manage student behavior; and (f) how to accommodate instruction to a variety of individuals who differ in many ways.

Foundation: Research Methodology. In order to be effective in critically evaluating and applying research and theory to educational problems, students must have a clear understanding of how the research and theories were developed and tested. In order to conduct appropriate research that will advance our understandings of the role of psychological factors in education, students must be able to develop and implement research studies. A firm grounding in research methodology, then, forms the basic platform that serves as a unifying theme throughout the program and prepares students for such activities as: (a) critically reviewing educational and psychological literature; (b) interpreting educational research findings; (c) planning, designing, and conducting educational research; (d) analyzing research data; and (e) developing and utilizing effective assessment tools.

Specific Domains of Inquiry. Relevant topics that build on the foundation and support the overall focus from the discipline of psychology cluster themselves into the following four domains, which form the basic content units for the program curriculum:

i. Development
This domain of study deals with human development, and its effect on learning both directly (through influencing a person’s ability to comprehend and learn new material) and indirectly (by focusing his or her attention and motivation on other aspects of life than formal schooling). Specific areas covered in this domain include cognitive development, language development, social development, emotional development, gender role development, and the development of individual differences.

ii. Learning & Motivation
This domain of study deals with human learning and motivation. Learning is at the heart of all educational practice and learning is rendered difficult, if not impossible, without effective motivation. Specific areas covered in this domain include learning abilities, learning problems, behavioral views, cognitive views, concept learning, learning strategies, social learning theory, constructivist approaches, and individual differences.

iii. Cognition
This domain of study deals with human thought and its role in learning, remembering, forgetting, and performing tasks that require the application of previously learned material to new situations. Specific areas covered in this domain include problem solving, creativity, thinking, memory, social cognition, the impact of culture and community, and individual differences.
iv. Assessment & Evaluation
This domain of study deals with assessing students for a variety of purposes and with evaluating programs and materials used in educational settings. Specific areas covered in this domain include assessment for instruction/intervention, assessment for classification/placement, assessment for policy making, assessment for selection/admission, evaluation of learning outcomes, evaluation of programs and projects, and evaluation of assessment instruments.

c. Goals
The revised Plan of Action of the College of Education details the commitment of the faculty to:

1. develop, study, practice, and disseminate innovative approaches to learning and teaching for a diverse population of learners;
2. strengthen the research activity in the College of Education; and
3. create and sustain attitudes and structures to enhance the professional environment of the College of Education.

The Conceptual Framework of the College of Education commits the faculty to promoting an understanding of Context, Human Growth and Development, Knowledge in the Disciplines, and Educational Practice.

The Framework also articulates College-wide values of: (1) embracing diversity; (2) recognizing the interconnectedness of knowledge; (3) engaging in research, critical thinking, problem-solving, and inquiry; (4) promoting reflective practice; (5) modeling the teaching/learning process; and (6) incorporating a variety of instructional technologies.

The Psychological Foundations Program supports and extends these College-wide goals, commitments, and values by focusing on the integral role of psychological research and theory in fostering an understanding of the individual in the broader context of family, community, school, culture, and classroom and by providing rigorous training in quantitative research methodologies and educational statistics.

d. Degree Offerings
The Psychological Foundations Program offers the following degree programs:

Master of Arts (Educational Foundations)
(30-32 credit hours depending on choice of Degree Plans)

Doctor of Philosophy (Education: Psychological Foundations Concentration)
(72 credit hours + 18 dissertation hours required)

Two minor programs of study (24 credit hours) are offered by the Psychological Foundations Program. These minors are: (1) Cognitive and Psychological Processes in Education and (2) Quantitative Methods in Education.

e. Programs of Study
The M.A. Degree. After admission the student will be assigned a temporary faculty
advisor. As soon as possible the candidate should begin to develop a Program of Studies (POS) in consultation with the advisor and other program faculty. As soon after the successful completion of twelve hours of graduate credit as possible, the student should form a committee composed of three UNM faculty, at least two from the Psychological Foundations Program. In consultation with the committee, the student will develop and submit an Application for Degree Candidacy form. This document formalizes the candidate's program of study. After it is completed it is forwarded for approval and signature to the student's advisor, the Psychological Foundations Program Coordinator, the College of Education Associate Dean, and the University Office of Graduate Studies. When approved, this document constitutes official admission to degree candidacy.

The M.A. degree is awarded in two forms: Plan I (Thesis) and Plan II (Examination). The total number of credit hours required is 30 for Plan I and 32 for Plan II. The Thesis option is designed to provide the candidate with additional, applied research experience as part of the Master's degree. All students are required to take PSYFDN 501, 503, 510, and 603. There is a limit of 6 hours of problems courses for Plan I and 12 hours of problems courses for Plan II. Additional minimum requirements for the two plans are listed below:

<table>
<thead>
<tr>
<th>Plan I (30 Hours*)</th>
<th>Plan II (33 Hours*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours in Psychological Foundations</td>
<td>14</td>
</tr>
<tr>
<td>Hours in Minor field (optional)</td>
<td>7</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>Thesis hours</td>
<td>6</td>
</tr>
</tbody>
</table>

*Of the required hours, at least 6 under Plan I and 12 under Plan II must be taken at the 500/600 level.

Plan I (Thesis). Early in the candidate's program, consultation should begin on an appropriate thesis topic and plan. The thesis must be an original piece of research conducted by the candidate. A thesis proposal must be drafted and submitted to the POS committee for approval. The completed thesis must be accepted by the committee in an oral examination and submitted to OGS. While working on the thesis, the candidate must enroll in PSYFDN 599. A minimum of six hours of PSYFDN 599 must be taken and the student must enroll continuously in PSYFDN 599 every semester until the completed thesis is accepted by OGS.

Plan II (Examination). After the Application for Degree Candidacy form has been approved, when the candidate is nearing completion of course work, the candidate arranges to take the comprehensive examination. The exam is offered in March or October. The exam is conducted by the student's Program of Studies Committee and is intended to cover approximately six hours of examination time. The examination is graded on a pass/fail basis by the three members of the POS committee. Within two weeks of the written examination an oral defense is held during which the candidate discusses the examination with the committee. If the examination is failed, a candidate is allowed to retake the Comprehensive
Early in the semester in which the student intends to graduate (see the Graduate Bulletin for specific dates), the student must inform the program and the Office of Graduate Studies in writing of their intention to graduate. Degrees are awarded three times during the academic year, but commencement exercises are held only in May and December.

The Ph.D. Minor. Two minor programs of study are offered by the Psychological Foundations Program in support of other major fields of study within the College of Education and the University of New Mexico (Psychological Foundations Majors must complete their minor requirement outside of the Psychological Foundations Program). These minors are 1) Cognitive and Psychological Processes in Education and 2) Quantitative Methods in Education. Regardless of emphasis, the minor program of study consists of a minimum of 24 units of credit of which no fewer than 18 units are Psychological Foundations courses. For each minor, specific required core courses are listed below. Additional elective courses are chosen in consultation with the minor advisor and the student’s POS committee. All students electing to complete a minor in the program are strongly encouraged to simultaneously pursue the M.A. degree.

Required Courses:

<table>
<thead>
<tr>
<th>Cognitive-Psychological Processes</th>
<th>Quantitative Methods</th>
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<tbody>
<tr>
<td>503 Principles of Human Development</td>
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<td>510 Principles of Classroom Learning</td>
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<td>604 Multiple Regression</td>
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<td>606 Multiple Dependent Measures</td>
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</table>

The Ph.D. Major. After admission to the program, a temporary faculty advisor is assigned. In consultation with the temporary advisor, the student should design their planned program of study as soon as possible, but no later than during the second semester of course work. The program of studies for the Ph.D. consists of a major and minor area. The major area consists of the required core courses in Psychological Foundations described below and electives designed to provide both breadth and depth of training in the field. Deviations from the core course requirements for any student must be approved by the program faculty as a whole. A minimum GPA of 3.0 is required in core courses. The minor area of study consists of a minimum of 24 semester hours in a related field that complements the major. After initial planning, the student forms a Program of Studies Committee.

The POS committee must be formed before the student completes 24 graduate hours. If a student is admitted with a completed master’s degree, the POS committee must be appointed during the first semester after admission. This committee consists of a minimum of three full-time UNM faculty members. The chair and one other committee member must be Psychological Foundations faculty. In consultation with
the committee the student finalizes the planned program of study and formalizes this plan in the OGS Application for Degree Candidacy form. This form is completed by the student and submitted to the POS committee, the Psychological Foundations Program faculty, the Dean's office, and OGS for signatures and approval. This form should be completed as soon as is feasible, at least by the completion of 12 hours of course work following the masters degree (or equivalent).

Requirements for the Ph.D. Major in Psychological Foundations:

- Total Graduate Course Credit Hours: 72
- Maximum Transfer Credits: 48
  (subject to approval based on degree relevance)
- Hours in Minor Field of Study: 24
- Dissertation Hours: 18

A completed Inquiry Skills form (see Graduate Bulletin)

Required Core Courses (30 hours):
- PSYFDN 503 Principles of Human Development
- PSYFDN 505 Planning and Conducting Research
- PSYFDN 510 Principles of Classroom Learning
- PSYFDN 574 Educational and Psychological Measurement
- PSYFDN 603 Statistical Design and Analysis
- PSYFDN 604 Multiple Regression or
- PSYFDN 606 Multivariate Statistics
- PSYFDN 696 Internship
- PSYFDN Electives (9 Hours)

f. Course Offerings

Currently, the Psychological Foundations Program offers the following courses on a regular basis:
- PSYFDN 303
- PSYFDN 310
- PSYFDN 501
- PSYFDN 503
- PSYFDN 504
- PSYFDN 505
- PSYFDN 510
- PSYFDN 513
- PSYFDN 533
- PSYFDN 574
- PSYFDN 586
- PSYFDN 591
- PSYFDN 592

HUMAN GROWTH & DEVELOPMENT
LEARNING & THE CLASSROOM
FUNDAMENTAL STATISTICS IN EDUCATION
PRINCIPLES OF HUMAN DEVELOPMENT
MAINFRAME COMPUTER USE
PLANNING & CONDUCTING EDUCATIONAL RESEARCH
PRINCIPLES OF CLASSROOM LEARNING
AGING AND EDUCATION
BEHAVIOR MODIFICATION IN EDUCATION
INTRODUCTION TO EDUCATIONAL & PSYCHOLOGICAL MEASUREMENT
PSYCHOLOGICAL DEVELOPMENT OF WOMEN
PROBLEMS
WORKSHOP
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<td>DIRECTED READINGS</td>
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<tr>
<td>PSYFDN 599</td>
<td>MASTER’S THESIS</td>
</tr>
<tr>
<td>PSYFDN 603</td>
<td>STATISTICAL DESIGN AND ANALYSIS IN EDUCATION</td>
</tr>
<tr>
<td>PSYFDN 604</td>
<td>MULTIPLE REGRESSION TECHNIQUES AS APPLIED TO EDUCATION</td>
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<tr>
<td>PSYFDN 606</td>
<td>STATISTICAL DESIGN AND ANALYSIS FOR MULTIPLE DEPENDENT MEASURES</td>
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<tr>
<td>PSYFDN 610</td>
<td>SEMINAR IN CLASSROOM LEARNING</td>
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<tr>
<td>PSYFDN 613</td>
<td>SEMINAR IN HUMAN GROWTH AND DEVELOPMENT</td>
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<tr>
<td>PSYFDN 650</td>
<td>DISSERTATION SEMINAR</td>
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<tr>
<td>PSYFDN 651</td>
<td>SEMINAR IN EDUCATIONAL STATISTICS AND DATA PROCESSING</td>
</tr>
<tr>
<td>PSYFDN 674</td>
<td>ADVANCED EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT</td>
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<tr>
<td>PSYFDN 696</td>
<td>INTERNSHIP</td>
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<tr>
<td>PSYFDN 698</td>
<td>DIRECTED READINGS</td>
</tr>
<tr>
<td>PSYFDN 699</td>
<td>DISSERTATION</td>
</tr>
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</table>

In addition, several courses have been under development over the past few years. Each of the following has been offered at least once as a 593/Topics course. Based on the response to these courses, some or all will be proposed as new courses over the next few years:

- COGNITION IN THE CONTENT AREAS
- MOTIVATION AND LEARNING
- THOUGHT AND LANGUAGE
- CREATIVITY
- AGGRESSION AND VIOLENCE
- GENDER AND COGNITIVE ABILITIES
- COGNITION AND LANGUAGE
- ALTERNATIVE ASSESSMENT
- STRUCTURAL EQUATION MODELING

Finally, the following courses have been discontinued in the process of program revision:

- ED FDN 203 INTRODUCTION TO HUMAN DEVELOPMENT
- ED FDN 210 INTRODUCTION TO CLASSROOM LEARNING
- ED FDN 486 PSYCHOLOGICAL DEVELOPMENT OF WOMEN
- ED FDN 576 COGNITION AND THE GIFTED CHILD
- ED FDN 701
g. Procedures and Policies

Note: All policies and procedures listed herein comply with the policies and procedures specified in the UNM Graduate Bulletin and the College of Education Policy on Monitoring Doctoral Programs. Students are responsible for being informed about and observing all regulations and procedures required by the University, the Office of Graduate Studies, the College of Education, and the Psychological Foundations Program. In all cases, ignorance of a rule does not constitute a basis for waiving that rule.

APPLICATION FOR ADMISSION

A complete application for graduate study must include the following materials. Send materials as indicated either to the Psychological Foundations Program (PSYFDN), Simpson Hall or to the Office of Graduate Studies (OGS), Humanities Bldg. 107.

1. A completed OGS application form (available from Program secretary (OGS).
2. Official score transcripts for the Graduate Record Examination Aptitude Test taken within the past 5 years (PSYFDN). (This requirement may be waived on request during 1996 as part of the program's transition).
3. Two official transcripts of all prior undergraduate and graduate course work; a minimum GPA of 3.0 as an undergraduate and 3.3 as a graduate is required (OGS).
4. Three letters of recommendation describing the candidate's academic and professional strengths and accomplishments (PSYFDN).
5. A letter of intent describing the applicant's rationale for pursuing the degree and the congruence between the applicant's professional goals and our program and faculty (PSYFDN).
6. For majors seeking the Ph.D., a sample of written work that provides evidence of the candidate's research competence and potential, e.g., a completed M.A. thesis, a published article, a conference paper, or a research proposal (PSYFDN).

It is the student's responsibility to ensure that all application materials have been received and are on file in Simpson Hall (you may check on the status of your application with Trish Stevens, Office Manager, Simpson Hall, or Sheri Lesansee, 277-4535). Application deadlines are March 15 for Fall semester admission and October 15 for Spring semester admission. All applicants will be contacted to schedule an interview with at least one Psychological Foundations faculty member shortly after the application deadline.

ANNUAL REVIEW

All doctoral students are evaluated by the program faculty each Spring semester to determine progress, approve the POS, or otherwise approve and support the student's progress through the program. To accomplish this review, all students must prepare an annual review dossier that includes, at a minimum, the following materials:

- Current Curriculum Vitae
- List of Courses Taken in the past year and grades received
- Copies of completed papers
Courses taught, teaching evaluations

These materials will be used to evaluate the student's progress for the year. All students receive a summary of this review which is intended to provide feedback and opportunities to receive additional advisement.

COMPREHENSIVE EXAMINATION

During (or after) the semester in which the student completes all course work, the candidate takes the comprehensive examination. The candidate must have a minimum GPA of 3.0 (with at least a B in all core courses) at the time of the examination. At least two weeks prior to the examination, the major program must notify the Office of Graduate Studies of the planned date of examination. The Comprehensive Examination is composed of two parts, a Competency Assessment and a Professional Portfolio. Both parts of the examination are to be completed during either March or October of each year (specific dates are announced).

The Competency Assessment is designed to assess the student's mastery of the competencies represented in the knowledge base of the Psychological Foundations Program. A listing of competencies, the program conceptual framework and knowledge base, a complete description of the examination, and examination samples will be available from the program. The examination is graded and evaluated by the student's Program of Studies Committee.

The Professional Portfolio is prepared by the candidate in consultation with the POS committee and is presented to the program faculty for evaluation and acceptance. The portfolio should document the student's professional development during graduate school. A successful portfolio might include (1) a current curriculum vitae documenting professional activities; (2) indications of instructional activity (e.g., a structured class presentation, work completed as a Teaching Assistant, undergraduate or PDS instruction, a workshop) with supporting documentation and evaluations of effectiveness; (3) examples of scholarly work produced (e.g., a comprehensive literature review or meta-analysis in a specific area of educational psychology, a published journal article, an accepted or presented conference paper, a completed grant proposal); (4) other professional work (e.g., statistical consultation).

The student must be notified of the results of the examination within two weeks. Following the successful completion of the competency examination and acceptance of the professional portfolio, the student is "Advanced to Candidacy." Candidates who fail either portion of the comprehensive exam may be required to rewrite all or part of the examination but are only allowed to retake the examination once. The reexamination must occur within one calendar year of the initial examination.

Early in the semester in which the student intends to graduate (see the Graduate Bulletin for specific dates), the student must inform the program and OGS in writing of his/her intention to graduate. Degrees are awarded three times during the academic year, but commencement exercises are held only in May and December. Note that OGS rules do not allow a doctoral candidate to participate in commencement unless all degree requirements have been met.
Following completion of course work, all dissertation students must enroll for PSYFDN, Dissertation, until the dissertation is completed and accepted by OGS. Enrollment in PSYFDN 699 may be for 3, 6, 9, or 12 units per semester, with 9 the maximum number during summer session. The minimum enrollment allowed in any semester is 3 units of 699 (6 units represents a half-time commitment). The candidate should discuss the appropriate number of units to take in consultation with the dissertation chair. Normally, continuous enrollment in 699 is expected (excluding summer session) until the dissertation is completed and accepted by OGS. The student must be enrolled in 699 during the semester in which degree requirements are completed, including the summer session when appropriate.

During the comprehensive exam semester, the student can begin to work on a dissertation. The first step is to formulate an idea for the dissertation. The student should then discuss the dissertation with program faculty and find a faculty member whose interests match the planned topic and who agrees to serve as dissertation committee chairperson. In consultation with the chairperson, the dissertation idea should be expanded and developed and the candidate should form a dissertation committee. This committee must consist of at least four faculty members (at least three regular UNM faculty). The chair and at least one other member must have Psychological Foundations Program faculty status. One member should be from the minor area of study if the dissertation involves some aspect of the minor area. Additional faculty or professionals from outside the University may also be appointed to the committee, including readers who are nonvoting members. The dissertation committee must be approved by the program faculty and the Office of Graduate Studies.

Once the dissertation committee is formed, the student writes a dissertation proposal. After a draft of the dissertation proposal is accepted by the chairperson, the draft is circulated to the other committee members for discussion and preliminary endorsement. A proposal meeting is scheduled and copies of the written proposal should be made available to all program faculty two weeks prior to the meeting date. Announcements of the hearing should be distributed to all Divisions at least two weeks prior to the meeting. In the open proposal meeting, the student presents and defends the proposal. The chairperson of the dissertation committee directs this meeting. The outcome may be acceptance of the proposal, minor or major revision of the proposal. After the proposal has been accepted by the committee, approved by the Division Director, and approved by the COE Human Research Committee, the candidate embarks on the dissertation research. The dissertation must be completed in compliance with all guidelines set forth in the Office of Graduate Studies' Thesis and Dissertation Manual. All dissertations in the Psychological Foundations Program must follow the style set forth in the Publication Manual of the American Psychological Association (4th edition).

Upon completion of the dissertation, the final examination, also called the dissertation defense, is scheduled. This meeting is a formal, open meeting and represents the culmination of the dissertation research and a demonstration by the
candidate of expertise in the candidate’s area of emphasis. At least two weeks prior to the scheduled meeting, the candidate must file a form with OGS providing notification of the dissertation title, the time and place of the examination, and the names of all dissertation committee members. At least two weeks prior to the examination, the candidate must also provide each dissertation committee member with a complete copy of the dissertation. At the conclusion of the examination, the committee confers and votes a recommendation. At least three committee members must agree on the recommendation which may be any of the following: (1) approved without change, (2) approved subject to minor corrections, (3) revision prior to acceptance and approval, or (4) not approved.

h. Faculty Membership and Staffing Plan

The following COE faculty are affiliated with the Psychological Foundations program:

Patricia E. Boverie (Associate Professor) received her Ph.D. in 1988 from the University of Texas at Austin. Her interests include efficacy in groups, team development, educational change and reform, and adult study skills. (.25 FTE)

Victor R. Delclos (Associate Professor; Program Coordinator) received his Ph.D. in 1983 from George Peabody College of Vanderbilt University. His interests center on the relationship between instructional activity and cognitive change. (1.0 FTE)

Mary B. Harris (Regents’ Professor) received her Ph.D. from Stanford University in 1968. Her interests include gender roles and stereotypes, weight control, attitudes toward aging, health psychology, and aggression. (1.0 FTE)

Vera John-Steiner (Presidential Professor) received her Ph.D. in 1956 from the University of Chicago. Her interests include psycholinguistics, cognitive psychology, productive and creative cognition, bilingualism and cross-cultural education, and the psychology of women. (25 FTE)

Vonda Long (Professor) received her Ph.D. in 1979 from Washington State University. Her interests include human growth and development, gender role issues, the development of a positive self-concept, self-esteem, and communication skills. (.25 FTE)

Christine B. McCormick (Associate Professor; Graduate Coordinator) received her Ph.D. from the University of Wisconsin at Madison in 1981. Her interests include learning strategies, the writing process, and other issues in learning and cognition. (1.0 FTE)

Jan Carol Naslund (Assistant Professor) received her Ph.D. in 1987 from the University of Chicago. Her interests are in early childhood psycholinguistics; cross-linguistic emergent literacy; development of phonological, lexical access, and working memory processes; educational research methodology. (25 FTE)

Candace Schau (Professor) earned her Ph.D. from Iowa State University in 1971. Her interests center on the psychology of learning and teaching statistics, science, and mathematics; alternative assessment techniques; and sex-role attitudes and behaviors. (1.0 FTE)

Joe Stevens (Associate Professor) received his Ph.D. in 1983 from the University of Arizona. His interests include measurement, assessment, and applied cognitive science. (1.0 FTE)
Andrea Vierra (Associate Professor) received her Ph.D. from the University of New Mexico in 1975. Her interests include qualitative and quantitative research methodologies. (1.0 FTE)

In addition to the regular faculty, Psychological Foundations has employed the following individuals on a regular basis in recent years to assist in covering multiple sections of popular service courses:

- Michael Loughery, Ph.D., University of New Mexico
- Ann Reimund, M.A., University of New Mexico
- Robin Smith-Jacobvitz, Ph.D., University of Massachusetts

The following Doctoral students have also been employed in recent years to teach multiple sections of undergraduate courses:

- Jessica Brooks, Doctoral Student, Psychological Foundations
- Pamela Matthews, Doctoral Student, Psychological Foundations
- Frank Zittle, Doctoral Student, Psychological Foundations

The Program faculty passed a policy in the Fall of 1995 that allows only full-time COE faculty to teach 600-level Psychological Foundations courses. In addition, we have agreed in principle to commit regular faculty to as many service courses as possible, with the goal of at least one section of each course offered each semester taught by a regular program faculty member. This approach is designed to keep the number of adjunct instructors teaching program courses to a minimum and to insure delivery of appropriate courses to all students who enroll in our courses.

i. Collaborations with Other Programs

Psychological Foundations faculty collaborate with other programs in the College in a variety of ways, including: cross listing courses, offering services courses, team teaching, teaching in other programs, and serving on POS and thesis/dissertation committees, as listed below.

### Crosslistings

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<tr>
<th>COURSE</th>
<th>CROSS LISTED WITH</th>
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<tr>
<td>PSYFDN 593</td>
<td>T/X-CULT TCH AND LEARN</td>
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<td>PSYFDN 593</td>
<td>T/SOC AND CUL INFL SCH</td>
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<td>PSYFDN 593</td>
<td>T/CRITICAL THINKING</td>
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<td>PSYFDN 593</td>
<td>T/SOCIAL PSYCH OF LEARNING</td>
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<tr>
<td>PSYFDN 513</td>
<td>AGING AND EDUCATION</td>
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Service Courses. Many of the Psychological Foundations offerings in statistics, research methods, human development, and learning are required or recommended components of the programs of studies in other Programs in the College. The following is a partial listing of the Programs and the courses involved.
PROGRAMS REQUIRED/RECOMMENDED

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>COURSE(S) REQUIRED/RECOMMENDED</th>
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<tbody>
<tr>
<td>Counselor Education</td>
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<tr>
<td>Art Education/Therapy</td>
<td>PSYFDN 303, 310, 503, 510</td>
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<tr>
<td>TLT</td>
<td>PSYFDN 501, 505</td>
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<tr>
<td>Educational Administration</td>
<td>PSYFDN 501, 503, 505, 603</td>
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<tr>
<td>Family Studies</td>
<td>PSYFDN 501, 603</td>
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<tr>
<td>Physical Education</td>
<td>PSYFDN 501, 503, 504, 510, 603</td>
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<tr>
<td>Exercise Science</td>
<td>PSYFDN 501, 504, 505, 603, 604, 606</td>
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<tr>
<td>Health Education</td>
<td>PSYFDN 501, 310, 501</td>
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<tr>
<td>Special Education</td>
<td>PSYFDN 303</td>
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</tbody>
</table>

Team Teaching:
Psychological Foundations faculty members have been involved in collaborations with faculty from Educational Thought and Sociocultural Studies and Secondary Education in the development and teaching of EDUC 313, which serves a variety of Programs in the Division of Teacher Education. A group of four Psychological Foundations faculty has been meeting through the Fall, 1995 semester to plan a revision of the statistics/methodology sequence. They will team together to teach the pilot version of these courses during the 1996-97 academic year.

Teaching in Other Programs:
Psychological Foundations faculty members teach courses in a variety of other Programs throughout the College, including: Counselor Education, TLT, Educational Linguistics, Math/Science/Technology (ITS), and Teacher Education (e.g. CDP, CELLO, Dual Licensure).

Student Committee Work:
Psychological Foundations faculty members, particularly those with special expertise in statistics and research methodology, serve on scores of POS and thesis/dissertation committees for students from many other Program areas in the College.

Resource Needs and College Impacts
Due to the departure of Professor Joseph G. R. Martinez from the Psychological Foundations Program at the end of the Fall, 1995 semester, we have requested a search for a new faculty member whose primary teaching responsibility would be introductory and advanced statistics and research design (the request was tabled by the Dean, pending resolution of current budgetary changes). Otherwise, current faculty resources in the Psychological Foundations Program are adequate to provide quality services to our own students and to the College given the current focus on the graduate program and on providing undergraduate and graduate service courses. We have been moving toward policies that attempt to staff as many sections of our service courses as possible with regular faculty members, in response to the concerns of the faculty from other programs over recent years.

2. Indicators of Program Quality
a. Overall Quality
1. Teaching and advising
The overall quality of teaching in the Psychological Foundations Program is of very high quality. ICES evaluations of Program faculty are consistently in the 5-6 range for the Instructor rating. In addition, the following members of the faculty have received awards for their teaching in recent years:

- Vonda Long, 1986-88, Presidential Lecturer, UNM; 1985-86 UNM Outstanding Teacher of the Year
- Andrea Vierra, 1986-88, Presidential Lecturer, UNM
- Christine McCormick, 1992 Outstanding Teacher Award, Department of Educational Psychology, University of South Carolina
- Victor Delclos, 1993 Mortar Board Excellence in Teaching Award, Tulane University

2. Educational Leadership

Psychological Foundations faculty members serve in a broad range of leadership positions throughout the college and university. For example:

- Patsy Boverie, OFAC Committee (Chair)
- Mary Harris, COE Faculty Committee; Treasurer, UNM Chapter of AAUP
- Christine McCormick, COE Graduate Committee (Chair)
- Joe Stevens, COE Graduate Committee
- Victor Delclos, UNM Faculty Senate; COE Promotion, Tenure, and Sabbatical Committee
- Vonda Long, COE Promotion, Tenure, and Sabbatical Committee
- Andrea Vierra, Director of COE Research Office, 1994-95.

Program faculty are also involved in a range of positions in professional organizations. For example:

- Candace Schau, Editorial Board, Journal of Educational Psychology
- Christine McCormick, Editorial Board, Journal of Educational Psychology; Nominated for Secretary, AERA, Division C
- Victor Delclos, APA Committee on Educational Psychology in Teacher Education
- Patsy Boverie, Campus Liaison, American Psychological Society

Program faculty leadership is also evident in the extensive list of publications (see section 2.d.3. below) and in a sampling of conference papers delivered over the past year, as follows:


3. Service to State and Region

Program faculty contribute to the State and Region in a variety of capacities, including:

Joe Stevens:
• 1995, served as Program Co-Chair for the Annual Meeting of the Rocky Mountain Educational Research Association.
• 1994-present, served on the New Mexico State Evaluation Advisory Committee.
• 1994-present, served as a consultant and advisor to the Albuquerque Public Schools on assessment, testing, and evaluation issues. As part of these efforts, the following workshops have been presented to APS: "Educational testing: Where we've been, where we're going, what's worked, and what hasn't!"
"Alternative assessment: Choices, constraints, costs, and criticisms"
• 1994-present, provided consultation to the NM Department of Education Testing Division on issues ranging from the development and validation of the NM State Writing Portfolio to the development of a statewide blueprint for assessment.

Mary Harris:
• Planned Parenthood of the Rio Grande Board of Directors:
  executive committee, 1991-1995
• Planned Parenthood Federation of America
  Affiliate Presidents' Council Steering Committee, 1994-1997
  Western Region Executive Committee, 1995-1996
  Awards Committee, 1995-1996
  Volunteer Award Committee (Chair), 1995

Jan Naslund:
• Evaluation of New Mexico Community College Faculty Development Conference (1995)

4. Responsiveness to Diversity

The faculty and students involved in the Psychological Foundations of Education program are very aware of the diversity and uniqueness of New Mexico and its people. Much of our research, practice, and service is intertwined with themes and issues reflective of New Mexico. New Mexico is both culturally and linguistically diverse. At the same time, however, New Mexico ranks far below other states in many indicators of quality of life and standard of living. These state characteristics require
research and practice that is sensitive and responsive to these issues. We believe this is evident in the ways in which our faculty connect with and serve the community, but also in the themes and issues inherent in our own and our students' research.

For example:

- Donna Jacobi is pursuing a dissertation which compares instructional practices and their impact on mathematics achievement in New Mexico to four other states.
- Pat Clauser's dissertation will examine differences in reading achievement for Hispanic children in New Mexico and the factors related to reading success.
- April Ginther's dissertation examined the validity of a national language assessment (AP Spanish Language Examination) for students of different linguistic and ethnic backgrounds.
- Joe Stevens and Pat Clauser are currently examining the validity of the NM State Writing Portfolio for Hispanic and Anglo students.
- Mary Harris serves on the editorial board of the Journal of Gay and Lesbian Social Services. A number of her publications deal with issues of cultural and gender diversity.
- Jan Naslund was an instructor in the Summer, 1995 Native American Education Institute.

5. Graduates

Recent graduates of the Psychological Foundations Program have been successful in obtaining a variety of types of employment in New Mexico. For example:

- Cindy Gregory is Associate Scientist with the Lovelace Clinic Foundation where she works as a research methodologist. Her 1994 article in the journal Quality Source won an award for outstanding article.
- Michael Loughery, an APS High School teacher, has used his data analysis skills to support grantwriting activities in APS; he also is a regular Instructor for our Introductory Statistics course in Psychological Foundations.
- April Ginther is on the staff of the Educational Testing Service.
- Tom Dauphinee is doing work with the NM State Personnel Department in Santa Fe.

6. Contributions to the field

For lists of Editorial boards and positions in professional organizations held by Psychological Foundations faculty, see section 2.a.2. above. In addition, the faculty has contributed to the field through a variety of publications (see section 2.d.3. below) and conference papers (see section 2.a.2. above).

7. Faculty inquiry used to inform program and profession

Some examples of faculty inquiry used to inform the profession include:

- Multimedia research applied to classroom instruction. Professor Delclos has designed a multimedia program for presenting educational psychology principles to teachers-in-training, conducted and published research on its effectiveness, and will present this work at AERA and in a forthcoming handbook on the teaching of Educational Psychology.
- Research in statistics instruction used to inform course revision. Professor Schau has conducted and published research on effective instruction in statistics and has
used the results of these studies to revise statistics courses in the program.

• **ITBS study.** In a paper cited in section 2.d.3, below, Professor Stevens provides improvements in the ability to validly use and interpret the Iowa Test of Basic Skills, one of the most widely used achievement tests in the nation.

• **Research on peer review for student writing projects.** Professor McCormick has designed procedures for peer review of student writing in her graduate classes. Reports of the effectiveness of these procedures have been presented at AERA and APA. She is currently using some of these procedures in EDFDN 310.

• **Textbook authorships.** Professors Harris, Long, McCormick, and Vierra have all recently written or revised textbooks for use in various areas of Educational Psychology (see specific references in section 2.d.3., below.

• **Research in cross linguistic development of the reading process.** Professor Naslund has conducted a study (accepted for presentation at AERA) assessing cognitive factors that contribute to literacy acquisition in different languages.

8. **Provisions for change in response to societal needs**

The focus of the Psychological Foundations Program reflects the current state of the field of Educational Psychology. As such, program courses and program research deal with a variety of topics that are at the center of current debates over educational policy. Among these topics are assessment (both traditional and alternative formats), individual differences, and constructivist learning. Many of these concepts are elaborated in Section 1 above.

9. **Cohesiveness**

The Theoretical Statement in Section 1.b. (above) is adapted from the Program’s Conceptual Framework and outlines the cohesive structure of the Psychological Foundations Program.

10. **Appropriate ratio of faculty to students**

Current enrollment is 36 Ph.D. students and 7 M.A. students. In addition, program courses serve a large number of students in other programs and faculty are in great demand to serve on POS. theses, dissertation committees throughout the college.

b. **Distinctiveness**

1. **Uniqueness**

As described in detail under the Comprehensive Program Descriptors (section 1.a. and b., above), the uniqueness of the Psychological Foundations Program is in its overall focus on “applications of psychological research and theory to diverse educational contexts.” The specific focus on applications and on education is what sets our courses and our students apart from those pursuing degrees through the Psychology Department here at UNM. This program does not train school psychologists, counselors, or any other type of credentialed psychologists, but trains professionals who can enter academic and other fields where a knowledge of educational psychology is central.

2. **Forward-looking stance and design**

Nationally and internationally, the field of Educational Psychology is a very active
one, with an already large and growing representation in the American Educational Research Association (AERA). It has branched out to address a variety of educational developments including the roles of culture and context in human cognitive development, instruction in specific content areas, implications of technology for learning and instruction, and alternatives to traditional forms of assessment. A program in Educational Psychology could be marketed easily to students, since most potential students already know what the term means, and a degree in Educational Psychology is a marketable one based on a study of Academic Job Listings in places like the Chronicle, the APA Monitor, and the APS Observer and on a count of the job announcements that we receive.

3. Effective use of technology
The Psychological Foundations Program supports the college mission of incorporating technology into the educational process in a variety of ways. For example:

- Professor Delclos has developed and used the multimedia program Cognitive Psychology in the Classroom in teaching both undergraduate and graduate courses.
- Professors Harris, Schau, Stevens, and Vierra are revising the introductory statistics and methodology courses to fully integrate the use of computer-based data analysis training.
- An EdPsych listserver has been set up to encourage online interactions among introductory students in our learning and cognition courses.
- Specific competencies in data analysis, word processing, and electronic communications are being added to the requirements for our degrees.

4. Relationship to the context of New Mexico
See section 2.a.4. above.

5. Centrality
1. Relationship to University mission
The extensive publication record reported below attests to the Psychological Foundations Program’s support of the research mission of the university. This research has been supported by a number of grants to Program faculty members:

- Schau, C. G., Minnick, K. M., Mattern, N. Assessing the impact of the TOPS program on participants' students ($50,000). On-going.

2. Relationship to COE Plan of Action
The relationship of the Psychological Foundations Program to the COE Plan of
Action is outlined in section I.c.: Program Goals

3. Service and collaboration with constituent groups
   • Professor Delclos has provided in-service training in the use of computer-based concept mapping and biology simulations to teachers at West Mesa High School.
   • Professor Stevens provides consultations to APS research and measurement teams.

4. Assessment of Program Quality and Student Learning
   1. Recruitment, enrollment, and graduation patterns
      As the program emerges from the college wide restructuring process, we are focusing on the future of the new program we have established. Over the next few years, we will implement recruiting plans to insure a qualified pool of excellent students. We have developed a new brochure and have targeted various undergraduate programs at UNM and elsewhere as very good sources of new students. In the last year we have reviewed all of our students programs and taken steps to insure that those who have been in the program for a number of years either make rapid progress toward their degree or leave the program. We have institutionalized this type of student monitoring by establishing the Annual Review of each student, as described in section 1 above.

2. Measures of student achievement of program goals
   New plans on comprehensive exam, program competencies, and annual reviews are presented in sections I.e and I.g above.

3. Faculty scholarship
   The following is a partial listing of the journal articles, book chapters, and books published by members of the Psychological Foundations faculty over the last three years. Collectively, this record demonstrates the quality of the commitment of this faculty to the research mission of the College and the University.


3. Fiscal Planning and Appropriateness of Resources

Fiscal planning for our Program is in the hands of the Division of Individual, Family, and Community Education. Section 1., above, outlines our current status and needs relative to resources.

4. Other Indicators

Several Program Faculty members have received prestigious awards not mentioned elsewhere in this document. These awards attest to the high quality of their contributions to the College of Education and the University of New Mexico:
• Jan Naslund, 1993, COE Research Award
• Christine McCormick, 1989, Outstanding Researcher Award, Department of Educational Psychology, University of South Carolina
• Mary Harris, UNM Regents Professor
  1992-1993, President, UNM Faculty Senate
  1990, UNM Faculty Scholar
• Vonda Long, 1988, COE Research Award
  1991, COE Senior Research Award
• Candace Schau, 1988, Research Award, UNM Chapter of Phi Delta Kappa
  1992, UNM Faculty Scholar
• Vera John-Steiner, UNM Presidential Professor
MEMORANDUM

To: Mary Harris
From: Mike Dougher, Chair
Subject: Proposed Name Change
Date: February 17, 1995

On Friday (January 27, 1995), I presented to our faculty your proposal to change the name of your program to Educational Psychology. I am happy to tell you that the faculty voted to support your efforts. There was some concern expressed, however, and several faculty abstained from voting. In particular, the concern focused on whether the name change might be confusing to people in the state and community who assume a degree in psychology is always conferred by our department. Would the name change suggest that students from your program had actually graduated from the Psychology Department. In addition, there was some concern expressed about the implications of the name change for students from your program who might seek to be licensed as clinical psychologists. I mention this to give you a flavor of the discussion and the views held by some members of our faculty. In the end, the faculty wanted to be collegial and supportive of your efforts. Good luck.
Appendix 2
Response to Psychology Department
Date: February 20, 1995

To: Mike Dougher, Chair, Psychology Department

From: Mary Harris

Subject: Proposed name change

Thank you for meeting with Vic Delclos and me to discuss our proposed name change from Psychological Foundations of Education to Educational Psychology, for discussing it with your faculty, and especially for conveying both your support and your concerns to me.

Perhaps the following information will allay some of these concerns. First, as you can see from the enclosed brochure, we explicitly state that we do not provide clinical training and that students who desire it should seek out another program, such as the Clinical Psychology one. Students whose primary goal is to become licensed psychologists will not be admitted to our program. Second, as you know, many Educational Psychology programs are located within colleges of education, and we do not expect people to assume that students who graduate from such a program would have graduated from the Psychology Department. Although almost all of our students will take a number of courses from the Psychology Department, we will be very careful in our descriptions not to imply that your department is in any way granting or endorsing the degree.

As Vic and I told you, we think that our programs will not compete for students but should complement and reinforce each other. Our program is largely an applied one, with a focus on educational settings. Many of our students rely on courses in the Psychology Department to give them a background in basic psychological processes, particularly in the areas of learning and neuroscience. Similarly, some of your students may wish to take some of the courses which we offer focusing on more applied areas, particularly those dealing with curricular and measurement issues.

Again, we appreciate your support and hope that we can continue to work together in the future. I will keep you posted on process of changing our name, which I expect will be as slow as most other changes at UNM.
Appendix 3
Memo to Graduate Committee
February 6, 1995
February 6, 1995

To: COE Graduate Committee

From: Psychological Foundations Program

Re: Proposed Name Change

Attached is a brief excerpt from the new Conceptual Framework for the Psychological Foundations Program. As currently configured, we are an approved program in the college with 7.36 FTE faculty and 10 other affiliated faculty members. As we continue to restructure our program, we are aware that we are building what we believe is best described as a contemporary Educational Psychology Program. The program encompasses all of the components of Ed Psych, offers courses that are usually found in Ed Psych programs at other universities, and consists largely of a faculty with degrees in Ed Psych or closely related fields.

Nationally and internationally, the field of Educational Psychology is a very active one, with an already large and growing representation in the American Educational Research Association (AERA). It has branched out to address a variety of educational developments including the roles of culture and context in human cognitive development, instruction in specific content areas, implications of technology for learning and instruction, and alternatives to traditional forms of assessment. A program in Educational Psychology could be marketed easily to students, since most potential students already know what the term means, and a degree in Educational Psychology is a marketable one based on a study of Academic Job Listings in places like the Chronicle, the APA Monitor, and the APS Observer and on a count of the job announcements that we receive.

The program we are developing is not the type of program that would be subject to any American Psychological Association approval. We do not intend to apply to APA or any other group for certification or licensure. We will not train school psychologists, counselors, or any other type of credentialed psychologists.

We think that the most appropriate name for our evolving program is Educational Psychology. We would like to make this name change internally as quickly as possible. Once approved, we plan to seek a prefix change for our courses since they still carry the ED FDN prefix, which refers to a department that was officially dissolved by faculty vote last spring, and to gain approval for new and changed courses, etc.
from: Psychological Foundations of Education Conceptual Framework

The Psychological Foundations of Education program is designed to develop well-prepared, contemporary educational psychologists with marketable credentials and skills and to have a significant impact on the fundamental knowledge base provided to COE undergraduates and graduate minors from other program areas. As such, the Program has the following characteristics:

1. The program is centered around the development of:
   a) a broad base of knowledge that includes a variety of the theoretical perspectives represented in the various fields of Psychology and related Social and Behavioral Sciences;
   b) a strong research orientation and a solid understanding of and ability to use a variety of research methodologies; and
   c) a critical approach to evaluating research, theory, and practice.

2. The program fosters the development of the ability to apply the knowledge and skills listed in section (1) to the understanding, development, and evaluation of learning and instructional practices in a variety of contexts. These applications demonstrate an understanding of the role of various individual and group differences as they operate within those contexts.

3. The program is rigorous and demanding. A clear demonstration of competencies is required of all successful candidates.

The primary mission of the Psychological Foundations of Education Program is to provide programs of studies that lead to the Master of Arts and Doctor of Philosophy degrees. These programs of studies provide students with the following experiences.

1. A state-of-the-art, research-based, curriculum covering the basic concepts and theories in psychology as they relate to learning and instruction. Included here are the areas of cognition, human development, social psychology, learning, linguistic processing, instruction, motivation, emotion, measurement, and assessment.

2. An integrated sequence of courses and other learning experiences that will insure the development of a clear basis for understanding the necessary links among teaching, learning, and assessment, including the role of various individual difference and group factors on these processes.

3. A rigorous training sequence in research methodologies that will allow graduates to evaluate and conduct educational research.

4. Teaching opportunities that will prepare doctoral students as educators of future professionals at the undergraduate and graduate levels.

At the undergraduate level, the Psychological Foundations of Education Program works closely with COE programs whose primary function is the preparation of teachers. Here, the Program’s mission is to provide teachers-in-training with a practical understanding of basic concepts and theories in all areas of psychology as they relate to learning and instruction.
PROPOSED AMENDMENTS TO UNM FACULTY SENATE BY-LAWS

New wording

Deleted wording

1. A. Officers

The Senate shall elect the following officers and representatives annually.

(a) President

(b) President-elect Vice President

(c) Three members of the Senate Operations Committee

2. Duties of officers

(a) (unchanged)

(b) The President-elect Vice President shall have the following duties:

(1) Serve on the Operations Committee

(2) Perform the duties of the President in the absence of the President.

(3) Assist the President in representation before the Administration and other groups as appropriate.

3. Election of officers and operations committee members

(a) The election of the President, President-elect Vice President and Operations Committee members shall be conducted annually at a special meeting of the incoming Senate held at the close of the spring term of the preceding academic year. The President-elect shall not accede to the presidency without a vote of reaffirmation. If the President-elect is not reaffirmed, the President will also be elected at this time.

(b) (unchanged)

(c) (unchanged)

(d) Nominating petitions for Senate President and President-elect Vice President signed by at least three senators from the incoming Senate may be submitted to the Committee on Governance in advance of the special meeting. Additional nominations may be made from the floor at the special meeting. The Committee on Governance will verify the willingness to serve of the advance nominees. Should fewer than two nominations be received for either office, the Committee on Governance may solicit additional nominations.

(e) Nominees for President-elect Vice President shall not be from the same school or college as that of the President.

(f) (unchanged)
B. Senate Operations Committee

1. Membership

(a) The President, President-elect Vice President and three voting members of the Senate elected by the Senate.

(b) (unchanged)

(c) (unchanged)

Proposed for consideration at the Faculty Senate meeting of May 13, 1997
THE UNIVERSITY OF NEW MEXICO
FACULTY SENATE
1997-98

ANDERSON SCHOOLS OF MANAGEMENT
Richard Reid
1996-98
To Be Announced
1997-99

ARCHITECTURE & PLANNING
Mote Tsuru
1997-98

ARTS & SCIENCES
James Boone (Anthropology)
1996-98
Laura Crosse (Earth & Planetary Sciences)
1996-98
Helen Damico (English)
1996-98
Les Field (Anthropology)
1997-99
Les McFadden (Earth & Planetary Sciences)
1997-99
Mary Ann Nelson (Biology)
1996-98
Jonathan Porter (History)
1996-98
Christine Sauer (Economics)
1996-98
Sally Seidel (Physics & Astronomy)
1997-99
Warren Smith (Foreign Lang & Lit)
1997-99
Jim Thoren (English)
1997-99
Holly Waldron (Psychology)
1996-98
Melvin Yazawa (History)
1996-98

EDUCATION
Jan Gamard (Indiv Family & Comm Edu)
1997-99
Deborah Eisenberg (Indiv Family & Comm Edu)
1997-99
Loreta Serna (Education Specialties)
1996-98
Pauline Turner (Indiv Family & Comm Edu)
1996-98

ENGINEERING
John Gehl (Elec & Computer Engr)
1997-99
George Luger (Computer Science)
1997-99
Nerij Magote (Elec & Computer Engr)
1996-98
H. Eric Nuttall (Chem & Nuclear Engr)
1996-98

FINE ARTS
Margery Aimuz (Art & Art History)
1996-98
Denise Schults (Theatre & Dance)
1997-99

GALLUP BRANCH
Jean Martinez-Welles
1997-99
Dele Mason
1997-99
(carrying out Nancy Ziegler's term)

GENERAL LIBRARY
Paul Weiss
1996-98

LAW
Scott Taylor
1997-98

MEDICINE
David Bennahum (Internal Medicine)
1997-99
William Buss (Pharmacology)
1996-98
William Duld (Anatomy)
1996-98
Tom DoCoster (Orthopedics)
1996-98
Gregory Franchini (Psychiatry)
1996-98
Fred Hashimoto (Internal Medicine)
1997-99
Dorothy Kammerer-Doak (CH&GYN)
1997-99
Peggy Kelley (Surgery)
1997-99
Christine Reive (Surgery-Allied Health)
1997-99
Charles Przyl (Orthopedics)
1996-98
Philip Reyes (Biochemistry)
1996-98
Stephanie Ruby (Cell Biology)
1997-99
Robert Sapien (Emergency Med)
1997-99
Kurt Ziegler (Neurology)
1997-98
H. Joseph Spath (Radiology)
1996-98
Nicole Touchet (Fam & Comm Med)
1996-98
Carolyn Voas (Medicine)
1997-99
Bridget Wilson (Pathology)
1996-98

NURSING
Sandra Schwarzenberg
1996-98

PHARMACY
Ernest Dele
1996-98

PUBLIC ADMINISTRATION
Mario Rivers
1996-98

UNIVERSITY COLLEGE
Ronald Reiche
1997-99

VALENCIA
Michelle Del
1996-98

AT LARGE
Adel Bohra (Economics)
1996-98
Diane Dotz (Gallup)
1996-98
Jaime Grinberg (Education)
1996-98
Christine Jost-Quarre (Art & Art History)
1997-99
William Kunn (Indiv Family & Comm Edu)
1997-99
Harry Lufl (General Library)
1997-99
Wanda Martin (English)
1997-99
Beulah Woodfin (Biochemistry)
1996-98
INTERIM POLICY
FOR
CENTERS AND INSTITUTES
AT THE UNIVERSITY OF NEW MEXICO

I. Background

The University of New Mexico (UNM) has recently formulated a strategic plan. Details related to this were published in the September 1995 edition of CAMPUS NEWS, entitled, "UNM Strategic Plan: The University of New Mexico's Vision for the Year 2000".

A goal of the UNM Strategic Plan is that UNM will establish itself as a "superior national research university". It is reasonable to ask the question, "why should UNM be a superior national university?".

Superior research programs attract superior faculty and superior students, which constitute the heart of the university. These students and faculty perform research that enhances the visibility and reputation of the university. Research is about creating new knowledge. The core mission of a university is to preserve, transmit and create knowledge. Therefore research has a positive direct impact on the overall intellectual level of the institution, and the undergraduate curriculum.

UNM has several unique characteristics that should be used to achieve the goal that it will establish itself as a superior national university:

a. It is a Research I University, in that it satisfies the following criteria: offers a full range of baccalaureate programs; is committed to graduate education through the doctoral degree; and gives high priority to support research; receives annually at least $40M in federal support; and awards at least 50 Ph.D. degrees each year.

b. It is classified as a minority institution.

c. It is one of only seven universities in the nation that is a minority institution as well as a Research I University.

d. It is committed to being a "University for the Americas".

e. National and federal laboratories are neighbors and partners in a number of research alliances.

f. Existence of and interactions with key private, local, and state organizations, such as the Santa Fe Institute.

g. It is associated with the Science and Technology Corporation (STC), whose main role is to license selected patents awarded to UNM researchers.

h. It is committed to providing education leadership through the development and dissemination of research, that will contribute to the improvement of education sectors at all levels.

Centers and institutes that are identified as "University Centers/Institutes" should be designed to provide infrastructures that harness some of the above unique characteristics of UNM. At the same time they should help develop cooperative strategies that enable UNM to carry out its education/research/service missions in a productive and efficient way, by sharing resources.
According to the UNM Faculty Handbook (Edition 10/1/90, p. A-23), "the primary role of the Research Policy Committee is to encourage and support research and its funding at the University of New Mexico", and its functions include "initiating, formulating and recommending research policies regarding sponsored and unsponsored research". The Committee also has a role in making recommendations with respect to "formulating policy regarding the establishment, major modification, or termination of research centers, bureaus, institutes, and other related organizations."

Thus, it is the joint responsibility of the Research Policy Committee (RPC) and the Administration to periodically review both the mission and funding structure of "university centers/institutes". In this regard, a representative of the Administration is the Associate Provost for Research (APR), since the position of "Vice President for Research" cited in the UNM Faculty Handbook (Edition 10/1/90, p. A-23) has been eliminated.

The motivation for this document is to provide an interim policy for creating, classifying, funding, reviewing and terminating centers/institutes at UNM in a systematic way. The term "university center" or "university institute" in this document encompasses additional units at UNM, such as bureaus and related organizations, whose directors report to the Provost (or designee).

Ideally, no center/institute should compete with academic units for funding or other resources, but instead add to the ability of academic units to accomplish their missions. A major purpose of centers/institutes is to expand and enhance research opportunities in ways that are not readily accessible within existing departmental or college/school administrative structures.

All intellectual property developed by a center/institute will be governed according to UNM's intellectual property policies.

The main focus of this interim policy is on centers/institutes, bureaus and related organizations associated with the Main Campus.

II. Classification of Centers/Institutes

The University recognizes three categories of centers/institutes as depicted in Figure 1. In keeping with the philosophy of encouraging growth of diverse centers/institutes, the funding and/or mission change; this aspect is indicated by the notation "<----->" in Figure 1.

This classification accommodates centers/institutes whose missions span research, education, training, and service objectives at the college/school level, and as well as the University level.

Details related to the three categories identified in Figure 1 are discussed in what follows.

1. Category I: College/School Centers/Institutes

Category I centers/institutes represent initiatives that expand upon ongoing research, education, training, and service efforts in existing units to bridge departments. These should be housed responsible for deciding upon the viability of these centers/institutes, and may negotiate with the for overseeing the fiscal policies of these centers/institutes on a steady basis, beyond a possible start-up phase.

It is the responsibility of the deans to assess whether a center/institute compliments other units in an appropriate manner. Criteria for establishing this category of centers/institutes are that they:
a. Increase interdisciplinary activity within a college/school.

b. Enhance quality and productivity of college/school faculties.

c. Are compatible with the teaching, research, and service missions of a college/school.

Establishment of these centers/institutes does not require approval by the RPC. The final decision to create this class of centers/institutes is made by the pertinent deans, in consultation with the respective chairs and faculty, using procedures that are in consort with the above criteria for establishing this category of centers/institutes. Directors of centers/institutes in this category report to pertinent deans (or designees) with respect to operational and fiscal issues of the centers/institutes.

Approval from the Provost (or designee) is required if startup funding (or other resources such as space) are needed from the Administration. An existing center/institute in this category can be terminated by the pertinent deans, by consultation with the respective chairs and the Provost (or designee).

2. Category II: University Centers/Institutes

There may be cases where planned research, education, training, and service activities span different units at UNM, to the extent that the operation and administration of a center/institute within colleges/schools would hamper its productivity. This category addresses such needs. A center/institute director reports to the Provost (or designee) with respect to operational and fiscal issues of the center/institute.

Criteria for establishing centers/institutes in this category are that they:

a. Strengthen the overall ability of the University to accomplish its mission with respect to research, education, training, and service.

b. Promote interaction of different units from several colleges/schools; that is, interaction that would not occur without a center/institute.

c. Although not a necessary criterion, this category of centers/institutes may also enable the University to take advantage of opportunities announced by funding agencies, such as the National Science Foundation, Department of Energy, National Aeronautics Space Administration, and so on.

Establishment of center/institute in this category requires positive recommendation by the RPC. The final decision to create a University Center/Institute is made by the Provost (or designee). Centers/institutes in this category should be designed to be financially self-sustaining on a steady basis, following an initial start-up phase. "Self-sustaining" means that a center/institute can operate with resources acquired in a steady basis (e.g., a three-year rolling average). Negotiations for indirect cost (IDC) return (e.g., a center/institute core research faculty) shall involve all parties concerned (chairs, deans, center/institute representatives), and the Provost (or designee).

Sufficient IDC funds generated by centers/institutes in this category could be a means by which these units and/or resources of the University are necessary to subsidize certain centers/institutes. In centers/institutes in this category, IDR funds generated can be used for enhancing and changing the level of University financial support to such units. Final recommendations are the responsibility of the Provost (or designee).

3. Category III: Strategic Research Emphasis (SRE) Centers

This category of centers is designed to enable UNM to develop research emphasis in areas of strategic significance. It is expected that there will be relatively few centers in this category, and that the areas they represent encompass several academic disciplines. Such centers should also have the potential of evolving into "centers of research excellence." Center directors report to the AUPF and to the Provost (or designee) with respect to operational and fiscal issues of the center. Criteria for establishing a center in this category include:

a. Involvement of a critical mass of core research faculty.

b. Is designed to contribute to the research mission of UNM, and has some solid foundation in the current and future scope of academic programs at the University.

c. Recognition of independence from any particular academic unit, but having close affiliation with more than one college/school, and the ability to promote interactions of several colleges/schools.

d. A research focus broad enough to have success without depending on a single source of external funding.

e. An excellent track record of successful funding from multiple sources.

f. Prior operation as a Category I or II center/institute, although there may be rare exceptions in this regard.

g. Is financially self-sustaining after a start-up period, and is capable of generating at least $250K of IDC funds on a steady basis (e.g., a three-year rolling average).

h. Has a detailed viable management plan for its operation.

To establish a new center, there must be a thorough review by the RPC, in consultation with the pertinent deans and department chairs, and a positive recommendation by the Faculty Senate. The final decision to create a center is made by the Provost (or designee).

All tenured or tenure-track faculty as well as research faculty associated with a center/institute should be members of an academic department, with all the rights and privileges of other faculty. Tenured and tenure-track faculty must have clearly defined academic responsibilities that will ensure a merging of goals of the center/institute and the mission of UNM. Promotion and tenure decisions still are the responsibility of the pertinent chairs, deans, and the Provost (or designee).
Each established center must provide an Annual Report to the APR. Part of this report must explain how the center is still addressing the research mission of UNM, in terms of funding and direction.

A thorough review of each center will be conducted every six years by an external review team in which the center will prepare a self-study and a strategic plan. This review will be coordinated by the RPC, which will report its finding to the Faculty Senate and the Provost (or designee).

The APR working with the pertinent deans and center directors will establish IDC return schemes to SRE centers. To start with, allocations from the APR to centers will consist of two components: a "base component" to support the center's operation, and a "partnership component", which fosters a partnership between the center, colleges/schools, departments, and the three-year IDC rolling average generated by a center.

An existing SRE center may be terminated by the Provost (or designee) for fiscal reasons. If criteria for establishing it are no longer being satisfied by the unit, the Provost (or designee) may terminate the center, after consulting with the RPC and the pertinent deans.

III. Classification

In the light of these new guidelines, the RPC recommends (to the Administration) an initial classification of the three categories of centers/institutes as summarized in Tables I through 3, effective July 1, 1997. It is important to note that this initial classification is restricted to centers/institutes on the Main Campus.

IV. Concluding Remarks

The following action items are recommended in the light of the guidelines presented in this document.

1. Adopt this document (or a revised version) and implement it effective July 1, 1997; i.e., the beginning of the next fiscal year.

2. Encourage deans to review all Category I centers/institutes on a regular basis (e.g., every four years), and publicize the results of such reviews.

3. Define a working group to represent the Administration and the RPC to develop schedules and procedures for reviewing all Category II and III centers/institutes identified in Tables 2 and 3, starting July 1, 1997.

4. "Fine tune" this document over a period of two years from the time it is implemented in July 1997. Feedback should be obtained from all parties (faculty and administration) while doing so, further discussion and adoption, and then forwarded to the UNM Board of Regents.

Revision: 3/26/97

Table 1

<table>
<thead>
<tr>
<th>Category I: College/School Centers/Institutes</th>
<th>College/School</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian Law Center, Inc. (an independent corporation)</td>
<td>Close ties to the School of Law</td>
</tr>
<tr>
<td>Artificial Muscle Research Institute</td>
<td>College of Engineering</td>
</tr>
<tr>
<td>Bureau of Educational Planning and Development</td>
<td>College of Education</td>
</tr>
<tr>
<td>Center for Academic Programs and Support</td>
<td>General Library</td>
</tr>
<tr>
<td>Center for Advanced Studies</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Center on Aging</td>
<td>University College</td>
</tr>
<tr>
<td>Center for the American West</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Center for Autonomous Control Engineering</td>
<td>School of Engineering</td>
</tr>
<tr>
<td>Center for Education Policy</td>
<td>College of Education</td>
</tr>
<tr>
<td>Center for Family and Community Partnership</td>
<td>College of Education</td>
</tr>
<tr>
<td>Center for Global &amp; Environmental Technologies</td>
<td>School of Engineering</td>
</tr>
<tr>
<td>Center for Research Development</td>
<td>College of Architecture &amp; Planning</td>
</tr>
<tr>
<td>Center for Southwest Research</td>
<td>General Library</td>
</tr>
<tr>
<td>Center for Technology &amp; Education</td>
<td>College of Education</td>
</tr>
<tr>
<td>Economic Development Communication Office</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Feminist Research Institute</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Institute for Astronomy</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Institute for Environmental Education</td>
<td>College of Architecture &amp; Planning</td>
</tr>
<tr>
<td>Institute for Meteoritics</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Institute for Native American Development</td>
<td>University College</td>
</tr>
<tr>
<td>Institute for Organizational Communication</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Institute for Public Law:</td>
<td>School of Law</td>
</tr>
<tr>
<td>Center for Arts and Society</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Center for Environmental Law and Policy</td>
<td>School of Engineering</td>
</tr>
<tr>
<td>Center for Health Law and Ethics</td>
<td>School of Law</td>
</tr>
<tr>
<td>Center for the Study and Resolution of Disputes</td>
<td>University College</td>
</tr>
<tr>
<td>Center for Wildlife Law</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Institute for Public Policy</td>
<td>School of Engineering</td>
</tr>
<tr>
<td>Institute for Social Research</td>
<td>School of Law</td>
</tr>
<tr>
<td>Institute for Space &amp; Nuclear Power Studies</td>
<td>University College</td>
</tr>
<tr>
<td>International Transboundary Center</td>
<td>College of Education</td>
</tr>
<tr>
<td>International Water Resources Administration</td>
<td>School of Law</td>
</tr>
<tr>
<td>Latin American Programs in Education</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Natural Resources Center</td>
<td>College of Engineering</td>
</tr>
<tr>
<td>New Mexico Center for Particle Physics</td>
<td>School of Engineering</td>
</tr>
<tr>
<td>New Mexico Engineering Research Institute</td>
<td>College of Education</td>
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<tr>
<td>New Mexico Research and Study Council</td>
<td>School of Engineering</td>
</tr>
<tr>
<td>Manufacturing Engineering Training &amp; Tech Center</td>
<td>College of Education</td>
</tr>
<tr>
<td>Multicultural Education Center</td>
<td>College of Fine Arts</td>
</tr>
<tr>
<td>Tamarrind Institute</td>
<td>School of Engineering</td>
</tr>
<tr>
<td>Training &amp; Research Institute for Plastics</td>
<td>School of Law</td>
</tr>
<tr>
<td>U.S. - Mexico Law Institute</td>
<td>School of Engineering</td>
</tr>
<tr>
<td>U.S. - Japan Center</td>
<td>School of Engineering</td>
</tr>
</tbody>
</table>
Table 2
Category II: University Centers/Institutes

<table>
<thead>
<tr>
<th>Unit</th>
<th>Category</th>
<th>Unit director reports to the following individual in the Office of the Provost with respect to operational and fiscal issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Radioactive Waste Management (CeRaM)</td>
<td>APR</td>
<td>Lee Zink</td>
</tr>
<tr>
<td>Institute for Applied Research Services:</td>
<td></td>
<td>Lee Zink</td>
</tr>
<tr>
<td>Bureau of Business and Economic Research (BBER)</td>
<td></td>
<td>Lee Zink</td>
</tr>
<tr>
<td>Diverti will be undertaken by</td>
<td></td>
<td>Lee Zink</td>
</tr>
<tr>
<td>Earth Data Analysis Center (EDAC)</td>
<td></td>
<td>Richard Holder</td>
</tr>
<tr>
<td>Technology Assistance Office (TAO)</td>
<td></td>
<td>Richard Holder</td>
</tr>
<tr>
<td>Latin American Institute (LAI)</td>
<td></td>
<td>Richard Holder</td>
</tr>
<tr>
<td>Research Institute for Assistive &amp; Training Technologies (RIATT)</td>
<td></td>
<td>Richard Holder</td>
</tr>
<tr>
<td>Southwest Hispanic Research Institute</td>
<td></td>
<td>Richard Holder</td>
</tr>
<tr>
<td>Spanish Colonial Research Center</td>
<td></td>
<td>Richard Holder</td>
</tr>
<tr>
<td>Systemic Initiatives in Mathematics &amp; Science Education</td>
<td></td>
<td>Richard Holder</td>
</tr>
<tr>
<td>Microelectronics Research Center</td>
<td></td>
<td>Richard Holder</td>
</tr>
</tbody>
</table>

Table 3
Category III: Strategic Research Emphasis Centers

<table>
<thead>
<tr>
<th>Center</th>
<th>Unit director reports to the following individual in the Office of the Provost with respect to operational and fiscal issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Alcohol Substance Abuse &amp; Addictions (CASAA)</td>
<td>APR</td>
</tr>
<tr>
<td>Center for High Technology Materials (CHTM)</td>
<td>APR</td>
</tr>
<tr>
<td>Center for Micro-Engineered Materials (CMEEM)</td>
<td>APR</td>
</tr>
<tr>
<td>High Performance Computing Education and Research Center (HPCERC)</td>
<td>APR</td>
</tr>
</tbody>
</table>

Agenda item for May 13, 1997, Faculty Senate Meeting

Revisions to post-tenure review policy - Approved by the Regents' Academic and Student Affairs Committee - May 6, 1997

REVISION PROPOSED TO THE FACULTY SENATE AND BOARD OF REGENTS, May 1997

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 a majority 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. The chair shall inform 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 in found, a specific remedial program shall be developed in consultation with the faculty, 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 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 shall 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)(viii) ... [T]he University Administration has the burden of proving its case. Sec. 13(a)...

(EXPLANATION: The following section was added by the Board of Regents on April 11, 1996. Many who have examined the Post-tenure Review Policy feel that it is irrelevant, especially since the Policy will be incorporated into Section B of the Faculty Handbook, now undergoing revision by the Committee on Academic Freedom and Tenure. The University Counsel has requested that it be retained until the revisions to Section B are adopted, and the Regents Academic and Student Affairs Committee approved this on May 6, 1997, for recommendation to the full Board. I'm my understanding that this section will be deleted when the Policy is incorporated into Section B of the Faculty Handbook.)

Section 11. Limitation on Applicability. This policy does not apply to proposed terminations of tenured faculty for alleged misconduct or violation of Universtiy policy or law which is provided for in the existing Policy on Academic Freedom and Tenure.
UNIVERSITY OF NEW MEXICO
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 acknowledgment 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). 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.

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 or the concurrence of the dean. 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)(viii). "... [T]he University Administration has the burden of proving its case." Sec. 13(a).

Section 11. Limitation on Applicability. This policy does not apply to proposed terminations of tenured faculty for alleged misconduct or violation of University policy or law which is provided for in the existing Policy on Academic Freedom and Tenure.

Approved by the Faculty Senate, February 13, 1996
Amended by the Board of Regents, April 11, 1996 (Note: strikethrough indicates language deleted by Regents; shading indicates language added by Regents.)
Faculty Senate Resolution in Support of Tenure

"Mr. President, members of the Board, I would like to begin by reading a resolution from the Faculty Senate that was delivered to me. It reads as follows; it is a resolution in support of tenure:

Resolution in Support of Tenure

Whereas, faculty tenure is the foundation of academic freedom and Excellence at American institutions of higher education;

And, whereas, encroachments upon tenure have proven historically to be detrimental both to civil liberties and the search for the truth;

And, whereas, experiments aimed at undermining tenure, however disguised or well intentioned, invariably have a negative effect on the reputation of the institution undergoing experimentation;

Therefore, be it resolved that the Faculty Senate of the University of New Mexico reaffirms its commitment to the principle of the inviolability of faculty tenure and requests that President Richard Peck without reservations reaffirm his commitment to the same.

This was adopted by the Faculty Senate at its February 25 meeting of this year, passed on to me last week, and I am not only willing and able, but pleased to give my full support to this resolution. I believe, as members of the Senate did, that tenure is an essential part of what universities are about, that our quality depends upon a strong tenure system, and while I recognize current interests in looking at post-tenure review and in considering tenure, I want to express my firm and full support for the institution of tenure. I would like this to be part of the minutes of the Board, and I would like then to convey those minutes to the Faculty Senate at our next opportunity."
University of New Mexico
FACULTY COMMITTEES 1997-98

(FACULTY, STUDENT, ADMINISTRATIVE AND EX-OFFICIO MEMBERS ON STANDING COMMITTEES)

FACULTY SENATE COMMITTEES:

ADMISSIONS & REGISTRATION

Larry Barton (Biology) 1998
Mary Jo Campbell (Physical Perf Dev) 1999
Gerald Davis (Amer Studies) 1998
Ronald Devries (Elec & Comp Engr) 1998
Denise Farnath (Surgery) 1999
Luis Izquierdo (Ob & Gyn) 1998
Ravinder Jain (Elec & Comp Engr) 1999
Dianna Shomaker (Nursing) 1998
Charlie Steen (History) CHAIR 1999

Administrative Membership: Voting
Mark Chisolm (Dir., Inst. Research)
Fred Chreist (Registrar)
Shari Kessler-Schwaner (rep for Dean, Cont. Ed)
Karen Glaser (Dean of Students)
Janet Roebuck (Dean, Ofs of Undergraduate Studies)
Cynthia Stuart (Dir., Undg. Adm.)
Eliseo Torres (VP, Student Affairs)

Student Membership:
1 GPSA vacancy
1 ASUNM vacancy

ATHLETIC COUNCIL

Melissa Bokovoy (History) 2000
Don Duszniski (Biology) 1998
John Geisman (Earth & Plan Sci) 2000
Margaret Grady (Nursing) 2000
Robert Kelley (Anatomy) 1998
Arthur MacCabe (Law) 1999
Alfred Mathewson (Comp Sci) CHAIR 1999
Elizabeth Nagel (Education) 1999
Walt Arnold, 8503 La Sala Grande, 87111
Ex-Officio Membership: Non-Voting
Rudy Davalos (Dir., Athletics)
Robert Desiderio (NCAA Rep)
Linda Estes (Assoc. Dir., Athletics/ Women's Athletics)

Student Membership:
1 GPSA vacancy
3 ASUNM vacancies

BACHELOR OF UNIV STUDIES

Peter Dorato (Elec & Comp Engr) 1998
Raymond Hammond (Pharmacy) 2000
Tom Mouch (Anderson) 1999
Susan Patrick (Music) 2000
Jerome Paul Shea (English) 1999
Mary Margaret Smith (Education) 1998
Fred Sturm (Philosophy) 2000
Ex-Officio Membership: Non Voting
Janet Roebuck (Dean, Ofc of Undergraduate Studies)

FACULTY VACANCIES
1 Arts & Sciences, tenured
1 Architecture & Planning, tenured
1 Nursing; tenured

BUDGET
David Baldwin (Gen Library) 1998
Garland Bills (Ling) 2000
Donald V. Coes (Anderson) 1999
David Colton (Ed Admin) CHAIR 1998
Christian Jeoost-Gaugier (Arts & Art Hist) 2000
William Macpherson (Law) 1999
Robert Palmer (Pharmacy) 2000
Barbara Rees (Nursing) 1999
Howard Schreyer (Mech Engr) 2000
Patrick Quinn (Medicine) 1999
Cornelius Van Wyk (Arch & Plan) 1999
Cortez Williams (Afr Amer Studies) 1999
Julie Weeks (Budget Director)

CAMPUS PLANNING
Max Bennet (Fam & Comm Med) 1998
Russ Davidson (Gen Lib) 1999
Stephen Dent (Arch & Planning) 1998
Richard Hess (Theatre & Dance) 1999
Gilbert Merks (Sociology) CHAIR 1999
Jonathan Porter (History) 1998
William Gordos (Provost/VP Acad Affairs)

Administrative Membership: Non Voting
Jane Henney (VP, Health Sciences)
Don Mackel (Dir., Physical Plant)
David McKinney (VP Business & Finance)
Eliseo Torres (VP, Student Affairs)
Pug Burge (Asst to Dean, School of Med)

Administrative Membership: Non Voting
Millie Barnhart (East Neighborhood

COMMUNITY EDUCATION
Melissa Axelrod (Linguistics) 1998
George Brabson (Chemistry) 1998
Breda Bova (Education) 1999
Janet Brierly (Anesthesiology) 1999
Altha Crouch (Gallup) CHAIR 1999
Cecilia Dail (Pathology) 1999
Deborah J. Fisher (Civil Engr) 1998
Vonda Long (Education) 1999
Joelle Nisolle (Anderson) 1998
Charles Paine (English) 1999
Janet Poole (Orthopaedics) 1999

Community Representatives:
Carol Garcia (Dir., Public Relations-Santa Fe)
Carol Kraw (Freelance Program Developer-Albuquerque)
Debbie Knotts-Callahan (Manager, Multi-Media)

Ex-Officio Membership: Non Voting
William Bramble (Dir., Media Tech

ENDS
Jerry Dominguez (Dean, Con’t. Educ)
William Gordon (Provost/VPAA)
Gloria Manzanares-Sandoval (Branch Admissions Coordinator)
Eliseo Torres (VP, Student Affairs)
Harold J. Pope (Interim Dir., Outreach Services or rep)

Student Membership:
1 GPSA vacancy

FACULTY VACANCIES
1 Los Alamos branch
1 Valencia branch

COMPUTER USE

Benjamin Brann (Pediatrics) 1998
William Burleson (Rad Oncology) 1999
Nancy Dennis (General Library) 1999
Walter Gerstle (Civil Engineering) 1998
Jan Gamradt (Education) 1999
Richard Harris (Psychology) 1999
Gordon Kennedy (Theatre & Dance) 1999
Christee King (HSC Library) 1999
Richard Nordhaus (Arch & Plan) 1998
Eric Nuttall (C&N Engr) CHAIR 1999
Joseph Powell (Anthropology) 1999
Michael Volz (Gallup) 1998
Gautam Vora (Anderson) 1998
Donald Wheeler (Pathology) 1999
Carolyn Wood (Education) 1998

Research Policy Committee Member:
To Be Announced

Ex-Officio Membership: Non-Voting
Nair Ahmed (Interim Assoc Provost-Research)
William Gordon (Provost/VP Academic Affairs)
John Sobolewski (Assoc. VP, CIRT)

Student Membership:
2 ASUNM vacancies
2 GPSA vacancies

CURRICULA

Christina E. Carter (Gen Lib) 1998
Marsha Coberly (Nursing) 1998
Robert Dingemar (Los Alamos) 1999
Ann Dinius (Dental Programs) 1998
Ray Hammond (Pharmacy) 1999
Richard Melzer (Valencia) 1999
Shiame Okonor (African Amer St) 1998
Kathryn Powell (Education) 1999
Jennifer Fredrick-Linell (Theatre & Dance) 1999
Elizabeth Rapport (Law) 1999
Robert Rogers (Anderson) 1999
Scott Sanders (English) 1998
Henry Shapiro (Comp Sci) CHAIR 1998
Patricia Simpson (Gallup) 1998
Betsy Vanleit (Orthopaedics) 1998

Ex-Officio Membership: Non-Voting
Linda Lewis (Collections Development)
Kathleen Sera (Registrar’s Office)
David Stuart (Eve & Wknd Programs)
1 vacancy (Rep., Graduate Committee)

Student Membership:
1 ASUNM vacancy
1 GPSA vacancy

FACULTY VACANCIES
1 Architecture & Planning

FACULTY ETHICS & ADVISORY

Garth Bawden (Maxwell Mus) 1999
David Bennahum (Medicine) 1998
John Gluck (Psychology) CHAIR 1998
Paul Mann (Pharmacy) 1999
Alyse Neundorf (Gallup) 1999
Elizabeth Noll (Education) 1999
Howard Snell (Biolog) 1999

Student Membership:
1 GPSA vacancy

FACULTY & STAFF BENEFITS

Faculty Membership:
Robert Fleming (English) 1998
Stephen Hersee (Elec & Comp Engr) 1998
Marc Ingber (Mech Engineering) 1998
Lorraine Lester (Law Library) 1999
Barbara Rees (Nursing) 1998
Thomas Reeves (Public Admin) 1999
Beulah Woodfin (Biochemistry) 1998

Staff Membership:
Timothy Burciaga (Printing Services) 1998
Carol Vollbrecht (PPD - Area 3) 1998

Ex-Officio Membership: Non Voting
Josie Abeyta (Asst Controller) 1998
Susan Carkeek (Assoc Dir., Human Resources) 1999
David Mc Kinney (VP, Business & Finance) 1998
Sally Meyer (Faculty Contracts) 1998

STAFF VACANCIES
3 (nominated by Staff Council)
2 (nominated by Union)

GENERAL HONORS
David Johnson (English) 2000
Enrique LaMadrid (Span & Port) 1998
Bruce Neville (General Library) 2000
Antoinette Sedillo-Lopez (Law) 1999
William Wood (Music) 2000

Ex-Officio Membership: Non Voting
Rosalie Otero (Dir., Gen Honors) 1999
1 vacancy (Asst. Dir., General Honors)
Student Membership:
1 ASUNM vacancy

GRADUATE
Susan Deese-Roberts (Gen Lib) 1998
Ken Frandsen (Arts & Sci) 1998
William Galey (Biomed) 1998
Douglass George (Fine Arts) 1998
Virginia Shipman (Education) 1998
Ron Yeo (Arts & Sci) 1998

Ex-Officio Membership: Non Voting

Nasir Ahmed (Interim Dean, Graduate Studies)
Robin Meize-Grochowski (Assoc. Dean, Grad Studies)
Edward DeSantis (Asst. Dean, Graduate Studies)
Alan Reed (Dir., Grad Studies, Los Alamos/Santa Fe)

Student Membership:
1 GPSA vacancy

FACULTY VACANCIES
6 (One from the following areas and chosen by the faculty in each college.)
Arts & Sciences - Sciences
Anderson Architecture & Planning
Engineering
Nursing
Pharmacy

HONORARY DEGREE
John Bergen (Span & Port) 1999
Mary Harris (Education) 1998
Maria Teresa Marquez (Gen Lib) 1998
Margaret Wolak (Obstetrics & Gyn) 1999

Regents Membership:
3 vacancies
President of GPSA:
David Gillett
Administrative Membership: Voting
Richard Peck (UNM President)
Ex-Officio Membership: Non Voting
(University Secretary)

LIBRARY
Michael Buchner (Math & Stat) 2000
Andrew Burgess (Philosophy) CHAIR 2000
Phillip Gonzales (Sociology) 1998
Gail Houston (English) 2000
Barry Kues (Earth & Planetary Sci) 1999
Cheryl Learn (Nursing) 1999
Harry Llull (Gen Lib) 1999
John Panitz (Physics & Astro) 1999
Chang Pham (Economics) 1999
Stephen Preskill (Education) 1998
Noel Pugach (History) 2000
Linda Schappert (Los Alamos) 1998
Karl Schwerin (Anthropology) 1999
Loretta Serna (Education) 1999
Jon Tolman (Span & Port) 1999
Charles Truman (Mech Engr) 2000
*Ex-Officio Membership: Non Voting*
Robert Migneault (Dean, Library Services)

**Student Membership:**
2 ASUNM vacancies
2 GPSA vacancies

**LONG RANGE PLANNING**

Oswald Baca (Biology) 1998
Lyndianne Beece (English) 2000
Peggy Blackwell (Education) 2000
William Bramble (Media Tech) 1998
Jane Bruker (Gallup) 1999
Barbara Chang (Internal Med) 2000
Gordene MacKenzie (Women's Studies) 1998
Stanley Moran (Geography) 1999
Vera Norwood (American Studies) 1998
Renate Savich (Pediatrics) 1998
Carl Schultz (Anderson) 1999
David Thompson (Mech Engr/CHAIR) 2000
Elizabeth Tiggies (Nursing) 2000
Phyllis Wilcox (Ling) VICE CHAIR 1998
Melvin Yazawa (History) 1998

*Administrative Membership: Voting*
Mark Chisholm (Admin & Planning)
Richard Holder (Assoc Provost-Academic Affairs)
Julie Weeks (Budget Director)

**RESEARCH ALLOCATIONS**

Harjit Ahtuwalia (Physics & Astro) 1999
Celestyn Brozek (Valencia) 1998

**RESEARCH POLICY**

Patricia B. Freeman (Orthopaedics) 2000
Christie Enke (Chemistry) 2000
Helen Damiaco (English) 1998
Victor Delclos (Education) 1999
Mohamed El-Genk (Chem & NE) 1999
David Johnston (Medicine) 1998
Neeraj Magotra (Eng & Comp Engr) 2000
Bernard Moret (Comp Sci) CHAIR 1998
Jae Nickoloff (Microbiology) 2000
Elizabeth Noll (Education) 2000
Alison Reeve (Psychiatry) 2000
Nancy Uscher (Music) 1999

*Ex-Officio Membership: Non Voting*
Nasir Ahmed (Interim Assoc Provost/Research)
Dennis Morrison (Interim Dir., NMERI)
Robert Migneault (Dean, Library Services)

**SCHOLARSHIP, PRIZES & LOANS**

Richard Diedrich (Pediatrics) 1998
Eddie Dry (Anderson) 1999
Judith DuCharme (HSC Library) 1999
Larry Lavendar (Th & Dn) CHAIR 1998
Shiame Okunar (African Amer St) 1998
Anita Pfeiffer (Education) 1999
Jeffrey Piper (Music) 1998
John Rinaldi (Education) 1998
Janice Schuetz (Comm & Journ) 1998
Elizabeth Steinhagen (Gen Library) 1999

*Ex-Officio Membership: Non Voting*
Karen Glaser (Dean of Students)
Leo Moya (Bursar, St. Acctg. Svcs)
Janet Roebuck (Dean, Ofc of Undergraduate Studies)
Joe Martinez (Dir., Student Financial Aid)
Karen Stone (Director of Development)
Cynthia Stuart (Dir., Undg. Adm)

**Student Membership:**
- 2 ASUNM vacancies
- 1 GPSA vacancy

### TEACHING ENHANCEMENT
<table>
<thead>
<tr>
<th>Name</th>
<th>Term</th>
</tr>
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<tbody>
<tr>
<td>Gregory Caneda (Valencia)</td>
<td>1998</td>
</tr>
<tr>
<td>Jean Civikly-Powell (Comm &amp; Journ)</td>
<td>1999</td>
</tr>
<tr>
<td>Bruce Dalby (Music)</td>
<td>2000</td>
</tr>
<tr>
<td>Lorraine Deck (Chemistry)</td>
<td>1998</td>
</tr>
<tr>
<td>Gordon Hodge (Psychology) CHAIR</td>
<td>1998</td>
</tr>
<tr>
<td>Shlomo Karni (E&amp;CE)</td>
<td>1998</td>
</tr>
<tr>
<td>Wanda Martin (English)</td>
<td>2000</td>
</tr>
</tbody>
</table>

**Ex-Officio Membership: Non Voting**
- William Gordon (Provost/VP Acad Affairs)
- Janet Roebuck (Dir., Faculty Instr Dev)
- To Be Announced (Chair, Library Committee)

**Student Membership:**
- 1 vacancy ASUNM
- 1 vacancy

### UNDERGRADUATE
<table>
<thead>
<tr>
<th>Name</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Bruker (Gallup)</td>
<td>1998</td>
</tr>
<tr>
<td>Flora Clancy (Art &amp; Art Hist)</td>
<td>1999</td>
</tr>
<tr>
<td>Monica Cyrino (FLL)</td>
<td>1998</td>
</tr>
<tr>
<td>Ronald Devries (E&amp;CE)</td>
<td>1998</td>
</tr>
<tr>
<td>Robert Dinsegar (Los Alamos)</td>
<td>1999</td>
</tr>
<tr>
<td>Guillermina Engelbrecht (Education)</td>
<td>1999</td>
</tr>
<tr>
<td>Michael Gold (Physics &amp; Astro)CHAIR</td>
<td>1999</td>
</tr>
<tr>
<td>Rhonda Hill (Engineering)</td>
<td>1999</td>
</tr>
<tr>
<td>Richard Melzer (Valencia)</td>
<td>1999</td>
</tr>
<tr>
<td>Handanbal Ravinder (Anderson)</td>
<td>1998</td>
</tr>
<tr>
<td>Scott Sanders (English)</td>
<td>1998</td>
</tr>
<tr>
<td>Janice Schuetz (Comm &amp; Journ)</td>
<td>1998</td>
</tr>
<tr>
<td>Virginia Seiser (Gen Lib)</td>
<td>1998</td>
</tr>
</tbody>
</table>

### FACULTY-VACANCIES
- 1 Architecture & Planning
- 1 Nursing
- 1 Pharmacy

### UNIVERSITY PRESS
<table>
<thead>
<tr>
<th>Name</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jonathan Abrams (Medicine)</td>
<td>1998</td>
</tr>
<tr>
<td>Tom Barrow (Art &amp; Art Hist) CHAIR</td>
<td>1999</td>
</tr>
<tr>
<td>Sherri Burr (Law)</td>
<td>2000</td>
</tr>
<tr>
<td>Richard Etulain (Hist)</td>
<td>2000</td>
</tr>
<tr>
<td>Louis Hieb (Gen Library)</td>
<td>1999</td>
</tr>
<tr>
<td>Enrique LaMadrid (Span &amp; Port)</td>
<td>1999</td>
</tr>
<tr>
<td>Teresa Marquez (Gen Library)</td>
<td>1998</td>
</tr>
<tr>
<td>Sylvia Rodriguez (Anthro)</td>
<td>2000</td>
</tr>
<tr>
<td>Virginia Scharff (History)</td>
<td>1998</td>
</tr>
<tr>
<td>Gary Scharnhorst (English)</td>
<td>1999</td>
</tr>
<tr>
<td>Fred Sturm (Philosophy)</td>
<td>1998</td>
</tr>
<tr>
<td>Nancy Uscher (Music)</td>
<td>2000</td>
</tr>
</tbody>
</table>

### FACULTY-STUDENT COMMITTEES:
- **INTERNATIONAL AFFAIRS**
  - Hemming Atterbom (Education)
  - Basia Irland (Art & Art Hist)
  - Tatiano Minot, (Int’l Program and Services)

### STUDENT PUBLICATIONS BOARD
<table>
<thead>
<tr>
<th>Name</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leslie Donovan (General Honors)</td>
<td>1999</td>
</tr>
<tr>
<td>Bob Gassaway (Comm &amp; Journ)</td>
<td>1998</td>
</tr>
</tbody>
</table>
Sharon Warner (English) 1999

Journalist Member:
Bob Johnson (Foundation for Open Govt)

Ex-Officio Membership: Non-Voting
All Editors & Business Managers of Student Publications

Student Membership:
4 ASUNM vacancies (1 should be ASUNM Senator, 1 ASUNM student elected by Journalism Dept)
1 GPSA vacancy

STUDENT CONDUCT

TERM

Leslie Danielson (Pathology) 1998
Dirk Gibson (Comm & Journ) 1998
Craig Kelsey (Education) 1998
Patrick McNamara (Sociology) 1998
David Mullen (Psychiatry) 1998
Christobel Rendall (Psychiatry) 1998
Howard Rodee (Art & Art Hist) 1998
Joel Seltzer (Psychiatry) 1998
Diane Viens (Nursing) 1998
Ignacio Villegas (Chemistry) 1998

Student Membership:
5 ASUNM vacancies
5 GPSA vacancies

At-Large Membership:
4 vacancies (faculty or students nominated by the Dean of Students)

STUDENT UNION BOARD

TERM

Steven Gangestad (Psychology) 1999
Nancy Pistorius (Fine Arts) 1998

Administrative Membership: Voting
Karen Glaser (Dean of Students)
Eliseo Torres (VP, Student Affairs)

Alumni Membership:
Alex Beach, 2015 Dyer Pl, NW, 87107

Ex-Officio Membership: Non-Voting
Walt Miller (Dir., Student Union)

4 ASUNM vacancies (1 should be ASUNM Senator)
1 GPSA vacancy

OTHER COMMITTEES:

ACADEMIC FREEDOM & TENURE

TERM

Philip Blume (Pathology) 1998
Susan Deese-Roberts (Gen Lib) 1999
Harold Delaney (Psychology) 1998
Cheryl Fresch (English) 1999
Natasha Kolchevska (FLL) 1998
Timothy Lowrey (Biology) 1999
Deborah McFarlane (Political Sci) 1999
John Omdahl (Biochem) CHAIR 1998
Jonathan Porter (History) 1998
Susan Scott (Pediatrics) 1999
Antoinette Sedillo-Lopez (Law) 1998
Christopher Shultis (Music) 1999
John Taber (Philosophy) 1999

COMMITTEE ON GOVERNANCE

TERM

Mary Harris (Indiv, Fam & Comm) CHAIR 1999
Gilbert Merx (Sociology) 1999
Jane Slaughter (History) 1998
Dae Wascher (Orthopaedics) 1999
Holly Waldron (Psychology) 2000

KUNM BOARD

TERM

Maya Elrick (E&PS) 1998
Richard Schaefer (Comm & Journ) 1998

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