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The University of New Mexico

**FACULTY SENATE
MEETING AGENDA**

May 4, 1999
3:30 - 5:30 p.m.
Kiva

AGENDA TOPICS	TYPE OF ITEM/ PRESENTER(S)
Meeting of 1999-2000 Senate (3:30 p.m.)	
1. Election of Officers	ACTION J. Porter
2. Adjournment	
Meeting of 1998-99 Senate (immediately following adjournment of the preceding meeting)	
1. Approval of Agenda	ACTION
3. 2. <i>2. Approval of Summarized Minutes 4-27-99</i> 2. Memorial Minute for Professor Emeritus Tom Kyner (Mathematics & Statistics)	ACTION Alex Stone
4. 3. President's Report	INFORMATION William C. Gordon
5. 4. Provost's Report	INFORMATION F. Chris Garcia
6. 5. Senate President's Report	INFORMATION Jonathan Porter
7. 6. Forms C from the Curricula Committee	ACTION Jonathan Porter
pp. 1-4 • Revision of degree-BS in Training & Technology (Organizational Learning & Instructional Technologies)	
pp. 5-7 • Revision of degree-Ph.D. in Spanish & Portuguese (Spanish & Portuguese)	
pp. 8-17 • Degree name change-MA to MS in Geography (Geography)	
pp. 18-21 • Revision of major-BA & BS degrees (Geography)	
pp. 22-24 • Revision of major-Human Services (Family Studies)	
pp. 25-26 • Revision of major-Child Development & Family Relations (Family Studies)	
pp. 27-28 • Revision of major-General Family Studies (Family Studies)	
pp. 29-31 • Revision of major-Special Education (Education Specialties)	
pp. 32-35 • Revision of major-Elementary Education (Teacher Education)	
pp. 36-39 • Revision of major-Secondary Education (Teacher Education)	
pp. 40-42 • Revision of major-Elementary & Secondary Education (Teacher Education)	
pp. 43-44 • Revision of degree-Ph.D. in Computer Science (Computer Science)	
pp. 45-58 <i>7.8.</i> Report from the Library Committee on Library Issues	ACTION Michael Buchner
<i>9.</i> 8. Request from the Budget Committee for Membership Recommendations for IDC Task Force	ACTION Jonathan Porter
pp. 59-60 <i>10.</i> 9. <i>11. Approval of Nominees for Faculty Dispute Resolution Steering Committee</i> Faculty Sick Leave Policy Draft	ACTION Kari Ward-Karr
pp. 61 <i>12.10.</i> Proposal on Tuition Remission from the Faculty & Staff Benefits Committee	ACTION Kari Ward-Karr

CONTINUE ON THE REVERSE

- 13. 11: Introduction of New Bookstore Director
- 14. Resolution on Men's Minor Sports
- 15. Conflict of Interest Waiver Policy for Technology Transfer - Draft
- 16. 12: Open Discussion and New Business
- 17. 13: Adjournment

INFORMATION
Robert Schulte

- NOTES:**
1. All faculty are invited to attend Faculty Senate meetings.
 2. All Senators are invited to attend the Senate Operations Committee meetings on Wednesdays, 12-1:30 p.m. in Scholes 100.
 3. Full agenda packets will be sent only to those on the Senate distribution list.
 4. Complete summarized minutes from the April 27, 1999 meeting will be available through <http://www.unm.edu/~facsen> and the Office of the Secretary.

FOR MORE INFORMATION CONTACT THE OFFICE OF THE SECRETARY, 277-4664

1999-2000 FACULTY SENATORS

ANDERSON SCHOOLS OF MANAGEMENT		GENERAL LIBRARY	
Alistair Preston	1998-2000	Paul Weiss	1998-2000
*James Porter	1999-2001		
ARCHITECTURE & PLANNING		LAW	
Claudia Issac	1998-2000	Nathalie Martin	1999-2001
ARTS & SCIENCES		MEDICINE	
*Beth Bailey (American Studies)	1999-2001	Steve Abram (Anesthesiology)	1998-2000
John Geissman (Earth & Planetary Sci)	1998-2000	Gregory Franchini (Psychiatry)	1998-2000
Philip Hampton (Chemistry)	1998-2000	Jeffrey Griffith (Biochem & Molecular Biol)	1998-2000
Barbara Hannan (Philosophy)	1998-2000	Nancy Kanagy (Cell Biol & Physiology)	1998-2000
*Gail Houston (English)	1999-2001	Loren Ketai (Radiology)	1998-2000
Aparna Huzurbazar (Math & Stats)	1998-2000	Dan Savage (Neurosciences)	1998-2000
Betsy Jameson (History)	1998-2000	Brian Solan (Fam & Comm Med)	1998-2000
		10 vacancies	1999-2001
<i>(Resigns effective 5/99)</i>		NURSING	
Robert Leonard (Anthropology)	1998-2000	Ann Caudell	1998-2000
*Judy Maloof (Spanish & Portuguese)	1999-2001		
**Les McFadden (Earth & Planetary Sci)	1999-2001	PHARMACY	
*Jill Morford (Linguistics)	1999-2001	David Gettman	1998-2000
*Peter Pabisch (Foreign Lang & Lit)	1999-2000		
<i>(Replaces Betsy Jameson)</i>		PUBLIC ADMINISTRATION	
John Panitz (Physics & Astronomy)	1998-2000	Mario Rivera	1998-2000
*Richard Waterman (Political Science)	1991-2001		
EDUCATION		UNIVERSITY COLLEGE	
**Jan Gamradt (Indiv, Family & Comm Educ)	1999-2001	**Ronald Reichel	1999-2001
*Karen Heller (Indiv, Family & Comm Educ)	1999-2001		
Joseph Martinez (Education Specialties)	1998-2000	VALENCIA	
Pauline Turner (Indiv, Family & Comm Educ)	1998-2000	Julie DePree	1998-2000
ENGINEERING		AT LARGE	
*Koon-Meng Chua (Civil Engineering)	1999-2001	*Helen Damico (English)	1999-2001
**George Luger (Computer Science)	1999-2001	*Judith DuCharme (HS Library)	1999-2001
Neeraj Magotra (Elec & Computer Engr)	1998-2000	*David Dunaway (English)	1999-2001
Eric Nuttall (Chem & Nuclr Engr)	1998-2000	Jaime Grinberg (Lang, Lit & Socio)	1998-2000
FINE ARTS		Christiane Joost-Gaugier (Art & Art Hist)	1998-2000
Steven Block (Music)	1998-2000	Jonathan Porter (History)	1998-2000
*Nina Fonoroff (Media Arts)	1999-2001	Paul Steele (Sociology)	1998-2000
		*Beulah Woodfin (Biochemistry & MB)	1999-2001
GALLUP BRANCH			
**John Crowl	1999-2001		
**Carolyn Milligan	1999-2001		
*Patricia Simpson	1999-2001		

*new Senator
**reelected Senator

The University of New Mexico

FACULTY SENATE SUMMARIZED MEETING MINUTES

May 4, 1999

The last meeting of the 1998-99 Faculty Senate was held on May 4, 1999, in the Kiva. The meeting convened at 3:51 p.m., immediately following the 1999-2000 Senate organizational meeting. Senate President Jonathan Porter presided.

Senators present: Steve Block (Music), Ann Caudell (Nursing), Julie Depree (Valencia), Gregory Franchini (Psychiatry), John Gahl (Electrical & Computer Engineering), Jan Gamradt (Individual, Family & Community Education), John Geissman (Earth & Planetary Sciences), David Gettman (Pharmacy), Jeffrey Griffith (Biochemistry & Molecular Biology), Philip Hampton (Chemistry), Barbara Hannan (Philosophy), Fred Hashimoto (Internal Medicine), Aparna Huzurbazar (Mathematics & Statistics), Betsy Jameson (History), Nancy Kanagy (Cell Biology & Physiology), Loren Ketai (Radiology), Robert Leonard (Anthropology), Harry Llull (General Library), George Luger (Computer Science), Neeraj Magotra (Electrical & Computer Engineering), Nathalie Martin (Law), Christine Nathe (Dental Hygiene), Eric Nuttal (Chemical & Nuclear Engineering), John Panitz (Physics & Astronomy), Jonathan Porter (History), Charles Pribyl (Orthopaedics), Ronald Reichel (University College), Robert Sapien (Emergency Medicine), John Schatzberg (Anderson Schools of Management), Brian Solan (Family & Community Medicine), Paul Steele (Sociology), Pauline Turner (Individual, Family & Community Education), Paul Weiss (General Library), Sherman Wilcox (Linguistics), Carolyn Wix (Education Specialties), Melvin Yazawa (History)

Senators absent: David Bennahum (Internal Medicine), Christiane Joost-Gaugier (Art & Art History), Les Field (Anthropology), Jaime Grinberg (Language, Literacy & Sociocultural Issues), Dorothy Kammerer-Doak (Obstetrics & Gynecology), Wanda Martin (English), Les McFadden (Earth & Planetary Sciences), Richard Reid (Anderson Schools of Management), Mario Rivera (Public Administration), Stephanie Ruby (Molecular Genetics & Microbiology), Loretta Serna (Education Specialties)

Excused absences: Steve Abram (Anesthesiology), Jack Crowl (Gallup), Claudia Isaac (Architecture & Planning), William Kane (Individual, Family & Community Education), Joseph Martinez (Education Specialties), Jean Martinez-Welles (Gallup), Carolyn Milligan (Gallup), Dan Savage (Neurosciences), Sally Seidel (Physics & Astronomy), Warren Smith (Foreign Languages & Literatures), Bridget Wilson (Pathology), Beulah Woodfin (Biochemistry & Molecular Biology), ex-officio Senate Operations Committee

Guests present: Robert Bienstock (University Counsel Office), Breda Bova (Education), Michael Buchner (Mathematics & Statistics), James Ellison (Mathematics & Statistics), Ron Glen (Graduate Student Wrestling), Danita Gomez (Evening & Weekend Programs), Kari Ward-Karr (CARS), Liz Keefe (Special Education), Charles Key (Pathology), Paul Matthews (Geography), Bernard Moret (Computer Science), Gwen Poe (Alumna), Robert Schultz (Business Services), Melanie Sparks (Bookstore), James Stevens (Alumnus), Alexander Stone (Mathematics & Statistics), Charles Taylor (Technology & Training), Jon Tolman (Spanish & Portuguese), Julie Weakes (Business & Finance), Carolyn Woodward (English)

1. APPROVAL OF AGENDA

A motion to amend the agenda was seconded and carried by unanimous voice vote of the Senate. Amendments were made to include the following items: #2. Approval of Summarized Minutes for April 27, 1999; #8. Approval of Nominations for Faculty Dispute Resolutions Steering/Oversight Committee; Item #14. Resolution on Men's Minor Sports; and #15. Draft-Conflict of Interest Waiver Policy for Technology Transfer.

2. **APPROVAL OF SUMMARIZED MINUTES FOR APRIL 27, 1999**

A motion to approve the summarized minutes for April 27, 1999 distributed at this meeting was seconded and carried by unanimous voice vote of the Senate.

3. **MEMORIAL MINUTE FOR PROFESSOR EMERITUS TOM KYNER (MATHEMATICS & STATISTICS)**

The Memorial Minute for Professor Emeritus Tom Kyner (Mathematics & Statistics) was presented to the Senate by Professor Alex Stone (Mathematics & Statistics). The minute as adopted by rising vote of the Senate is presented below. Vivian Valencia, Secretary of the University, will send a copy of the minute to his wife, Judy Woodward.

Memorial Minute

Walter Thomas Kyner, Jr., was born in 1926, the son of Dorothy Schindelman Kyner and Chief Master Sergeant Walter Thomas Kyner. Tom and his first wife Pat were the parents of Lucille, Anneli, and Eric. Anneli and Eric now live in California. In 1986 Tom and Judy Woodward, the Bernalillo County Clerk, were married. Perhaps some of you here today attended the ceremony in the UNM Chapel.

Tom served in the US Navy in World War II as a radioman. All of his academic degrees are from UC Berkeley, which awarded him a BS in Physics and MS and Ph.D. degrees in mathematics. Kyner held post doctoral appointments at NYU's Courant Institute. He also taught at Northwestern University and worked for the Shell Oil Company before accepting his first academic appointment at the University of Southern California. Tom established an international reputation in his research area of celestial mechanics and eventually became a distinguished Professor at USC.

In 1970 Tom Kyner was appointed as a full professor in the Department of Mathematics and Statistics at the University of New Mexico. That also happened to be the year in which 11 new faculty were appointed in the department which had received an NSF Center of excellence grant. From 1980 to 1983, Kyner served as the Chair of the department. One of his high priorities as the Chair was the recruitment and retention of women and Hispanics, as students and faculty, in the department. During this period a cooperative program with the National University of Mexico was established, and that program brought many fine mathematics students to UNM. Kyner has also served as a member of the UNM Faculty Senate and on many UNM committees.

All of the tributes to Tom Kyner have mentioned his high standards, his sense of humor, and his willingness to take risks. The latter is exemplified by his completion of one year of medical studies at UNM and that experience provided a basis for his research in the field of neurology, which was new to him. Tom also had a very strong interest in improving mathematics education in the public schools and actively pursued this interest up until the time of his retirement from UNM in 1997.

I would like to conclude with the closing lines of a Robert Frost poem, "Stopping by the Woods on a Snowy Evening":

The woods are lovely, dark, and deep.
But I have promises to keep,
and miles to go before I sleep,
and miles to go before I sleep.

I think Tom kept his promises during a distinguished and successful career and will forever be in peace.

4. PRESIDENT'S REPORT

President William C. Gordon was unavailable to present a report at this meeting.

5. PROVOST'S REPORT

Interim Provost F. Chris Garcia was unavailable to present a report at this meeting.

6. SENATE PRESIDENT'S REPORT

Senate President Jonathan Porter announced the following:

- May 4 is the 80th anniversary of the demonstration of students and professors at Beijing University in China that transformed modern Chinese education.
- Requests for faculty to serve on search committees for provost and vice president for Institutional Advancement are still being solicited. An e-mail request for nominations to all faculty yielded few responses.

Senate President Porter reviewed faculty's and the Senate's accomplishments during the past academic year:

- imminent implementation of the Faculty Dispute Resolutions Program;
- revisions of Section B of the Faculty Handbook;
- evaluation process for associate provosts and deans;
- creation of a committee to review distance education policies;
- creation of an Indirect Cost Committee;
- alignment of UNM's spring break with the Albuquerque Public Schools' spring break;
- approval of policy concerning dual degree programs;
- approval of a faculty sick leave policy, if it is passed at this meeting;
- endorsement of recommendations from the Library Committee on library storage;
- adoption of resolutions on the treatment of computers as infrastructure, and free speech on campus; and a referendum for a \$3.00 per student per semester waiveable fee for the New Mexico Public Interest Research Group (NMPIRG);
- approval of 102 curricular requests from the Curricula Committee.

Senate President Porter recognized the excellent work of the Faculty Senate committees and expressed his thanks to the chairpersons of these committees.

7. FORMS C FROM THE CURRICULA COMMITTEE

Senate President Porter summarized curricular requests presented for Senate approval from the Curricula Committee. The majority of these requests will bring the respective programs into compliance with core curriculum requirements. The Special Education requests asked for exemptions in some areas of the core courses in order to comply with state approved programs and Senate Bill 106.

The following Forms C were approved by unanimous voice vote of the Senate:

- Revision of degree-BS in Training & Technology (Organizational Learning & Instructional Technologies)
- Revision of degree-Ph.D. in Spanish & Portuguese (Spanish & Portuguese)
- Degree name change-MA to MS in Geography (Geography)
- Revision of major-BA & BS degrees (Geography)
- Revision of degree-Ph.D. in Computer Science (Computer Science)

The Senate by unanimous voice vote approved Senate President Porter's motion to group the following seven Forms C for consideration as a packet.

- Revision of major-Human Services (Family Studies)
- Revision of major-Child Development & Family Relations (Family Studies)
- Revision of major-General Family Studies (Family Studies)
- Revision of major-Special Education (Education Specialties)
- Revision of major-Elementary Education (Teacher Education)
- Revision of major-Secondary Education (Teacher Education)
- Revision of major-Elementary & Secondary Education (Teacher Education)

Discussion regarding the above requests generated specific concerns on three of the Forms C:

1. **(Revision of major-Human Services)**, C&J 125 or C&J 221 are not part of the core curriculum and there is no indication of a request for exceptions; C&J 125 is not a writing or speaking course; C&J 221 is not a writing or formal speaking course;
2. **(Revision of major-Child Development & Family Studies)**, the Fine Arts requirement has been omitted;
3. **(Revision of major-Elementary Education)**, second language requirements are restricted to departments of Linguistics, Spanish & Portuguese, and Foreign Languages & Literatures.

After discussion and several failed motions, the Senate by unanimous voice vote tentatively approved the following Forms C contingent upon clarification and resolution by the Curricula Committee on the issues noted above. Since the seven Forms C were grouped together for consideration as a packet, all seven received tentative approval until resolution of the issues raised on the three proposals, two from Family Studies and one from Teacher Education.

8. REPORT FROM THE LIBRARY COMMITTEE ON LIBRARY ISSUES

Professor Michael Buchner, Chair, Faculty Senate Library Committee (FSLC), presented a report (pages 47-53, in the agenda packet) prepared by Committee members Jon Tolman (Spanish & Portuguese) and Carolyn Woodward (English) entitled: *The Future of the UNM Library*.

After discussion, the four recommendations in the report concerning a ten-year plan for library services at UNM were adopted by unanimous voice vote of the Senate. The recommendations (page 51 and 53, in the agenda packet) adopted by the Senate are presented below:

1. FSLC recommends an expedited budget, design and appropriations approval process for a statewide remote storage facility housed in Albuquerque to provide a long-term solution to collections growth. The budget should provide for a browsing service at the facility for faculty and selected students who require such.
2. FSLC recommends that the Faculty Senate request that the library administration provide as soon as possible a 3-5 year transition plan for handling storage needs while the storage facility is being built. This plan should include a contingency plan explaining how storage needs would be addressed in this 3-5 year period should a storage facility not be approved. Assuming approval, the transition plan should include labor costs for moving titles, barcoding all titles and updating the catalogue. If the plan results in a temporary increase in staff costs, this increase should not be paid for out of acquisitions. Rather a special allocation should be provided for that purpose. **Note: this plan should be shared with affected parties, including Deans Fischer, Dodson, and Ahmed, the FSLC and the central administration.**

3. Compact shelving in existing libraries may serve as a complement to the remote storage facility in a comprehensive long-term plan, in particular on the floors added in the Zimmerman renovation and the bottom floors of Parrish and CSEL. However, because high costs for the shelving itself and for installation, labor, and disruption of services may delay action on the remote storage facility, we recommend that the Faculty Senate request that the library administration develop a rationale and a budget for this expedient, including its impact on long-term storage. In no case should compact shelving be considered a substitute for a remote storage facility.
4. FSLC recommends urgent priority to relocating non-library operation such as Regional Studies, the Chaco Project, and CAPS. Under no circumstances should CAPS be allowed to expand further on the third floor of Zimmerman.

9. REQUEST FROM THE BUDGET COMMITTEE FOR MEMBERSHIP RECOMMENDATIONS FOR IDC TASK FORCE

The Senate by unanimous voice vote approved the nomination slate presented by Senate President Porter for the Indirect Cost (IDC) Committee. The following faculty members will serve on the IDC Task Force: Garland Bills (Linguistics), Bernard Moret (Computer Science), Buck Schreyer (Mechanical Engineering), and Mel Yazawa (History). Four members are still needed and the Senate Operations Committee will appoint one member from each of the following: College of Education; Health Sciences Center; Senate Operations Committee; and a director from an institute or research center.

10. APPROVAL OF NOMINATIONS FOR FACULTY DISPUTE RESOLUTION STEERING/OVERSIGHT COMMITTEE

The Senate by unanimous voice vote approved the nomination slate presented by Senate President Porter for the Faculty Dispute Resolution (FDR) Steering/Oversight Committee. The following faculty have agreed to serve on the FDR Steering/Oversight Committee: Jean Civikly-Powell (Communication & Journalism), Wanda Martin (English), Eric Nuttall (Chemical & Nuclear Engineering), Zane Reeves (Public Administration), James Richardson (Architecture & Planning), and Beulah Woodfin (Biochemistry & Molecular Biology). These faculty will serve as the search committee for the faculty director, and continue as the overseeing body that is responsible to the director.

• Maternity Leave Policy

11. FACULTY SICK LEAVE POLICY DRAFT

Kari Ward-Karr, Chair, Faculty & Staff Benefits Committee, presented the draft policy on Faculty Sick Leave (page 59, in the agenda packet) to the Senate for discussion and approval. The proposed policy places the approval for taking faculty sick leave at the departmental level and is designed to allow faculty to use the full benefit of sick leave after two years, instead of waiting six years as per the current policy. After discussion, the Senate by a majority voice vote approved the Faculty Sick Leave Policy. The policy is presented below.

SICK LEAVE

The University recognizes that faculty and members of their immediate family may be sick or injured, and that a reasonable period of paid time off should be granted to employees during such periods. In accordance with federal and state regulations, the following practices shall be followed.

Eligible Employees. Only regular contract faculty who hold appointments of .50 FTE or greater for an academic or fiscal year are eligible to accrue paid sick leave

according to this policy. If a research faculty member has an expectation of continued employment to equal or exceed 12 months, paid sick leave may be granted. Visiting faculty are not covered. Immediate Family, for purposes of this policy, is defined as the employee's spouse or domestic partner, child (including step, adopted, or foster child), grandchildren, parent(s) (including step or foster parent), grandparent(s), and sibling(s).

Description of Leave Available. Faculty Sick Leave may be described as leave for short term illness or injury (less than 10 days duration) and extended sick leave (serious illness or injury of more than 10 days duration).

Each regular faculty member on 10 or 12 month contract at a minimum of .50 FTE may use up to 10 days prorated by FTE a year for brief illness, injury, or medical appointments. Such absences may be covered by cancellation of classes, substitution by other department members, or research assignments. Records are kept within the departments and colleges. Balances are not accrued from year to year.

For extended sick leave caused by serious illness, surgery, injury, pregnancy, or quarantine of the faculty member's household, faculty are entitled to 21 work days (one calendar month) per completed year of service which, if unused, may accumulate to a maximum of 126 work days (six calendar months) leave. Such leave requires documentation of the illness be furnished to the appropriate chair or director by a licensed medical practitioner. Unused accumulations carry forward from year to year to a maximum of 126 work days (six calendar months). Such accumulated leave has no cash value upon the employee's separation from the University.

Sick leave accrual for faculty employed more than .50 FTE but less than full-time will be determined by prorating 21 days by the active FTE, i.e., a .50 FTE multiplied by 21 equals 11 work days maximum accrual for the year for a half-time employee.

Sick Leave Usage. Requests for leave for short-term illnesses or injuries are approved by the chair or director and records are maintained within the hiring department.

Forms for extended sick leave requests are available through the Faculty Contracts and Services Office. A request for extended sick leave is approved by the chair or director of the unit and forwarded to the appropriate dean or director and the Faculty Contracts and Services Office for appropriate data input and record keeping. The white copy of such forms and any supporting documents will be maintained in the permanent personnel files in Faculty Contracts and Services. Extended sick leave is reported in days. Half days or partial leave may be reported based on documentation of medical practitioner's recommendation of partial return to work.

Faculty accumulated sick leave cannot be converted to cash. Upon termination of employment, retirement, or death, all sick leave eligibility will expire.

Family Medical Leave. The University of New Mexico allows Family Medical Leave (FML) in accordance with federal regulations, see UNMBPP 3440.

Other Sick Leave. Faculty members may qualify for Catastrophic Leave (see UNMBPP 3430) or Leave Without Pay as previously described in this Section.

The Maternity Leave policy (page 60, in the agenda packet), included with the Faculty Sick Leave policy, was returned to the Faculty & Staff Benefits Committee for revisions. *was amended & approved by the Senate. (See Amendment #1)*

12. PROPOSAL ON TUITION REMISSION FROM THE FACULTY & STAFF BENEFITS COMMITTEE

Kari Ward-Karr, Chair, Faculty & Staff Benefits Committee, presented the following resolution to the Senate for approval.

Resolution on Tuition Remission

Background: At one time, the tuition remission covered stress-management related courses like those at Continuing Education, as well as those that are offered through degree programs. Both faculty and staff enjoyed these courses and felt that they were a definite positive in their work at UNM. That benefit was withdrawn when the hours for the academic benefit were increased. This has proven to be a source of discontent for many faculty and staff. The Faculty Staff Benefits Committee had been informed that, for academic courses, the funding formula actually more than covers the cost. The Committee was also informed that the formula did not cover the cost of Continuing Education classes; however, our understanding is that that cost was not high in the past.

Therefore, be it resolved that the faculty and staff at UNM again be allowed to use at least four hours of their eight-hour tuition remission for all UNM courses, including Continuing Education classes that are not obviously career-related. The positive effects of stress management sorts of classes on morale has long been discussed by faculty and staff, and the Committee recommends that, in a year where salary increases may be minimal, an improvement in the tuition remission be considered strongly.

The resolution was adopted by unanimous voice vote of the Senate.

13. INTRODUCTION OF NEW BOOKSTORE DIRECTOR

Robert Schulte, Director, Business Services, Housing and Food Services, introduced Melanie Sparks, the new director of the UNM Bookstore. Director Sparks spoke to Senators about the UNM Bookstore's initiatives and rededication of its focus to faculty relations. She expressed her commitment to work with the campus community on relevant textbook and bookstore issues.

At this point a call for quorum by Senator Fred Hashimoto showed only 13 Senators remaining at the meeting. The meeting adjourned at 5:45 p.m. Agenda items: #14. Resolution on Men's Minor Sports; #15. Draft-Conflict of Interest Waiver Policy for Technology Transfer; and #16. Open Discussion and New Business were not addressed due to loss of quorum.

Respectfully submitted by:

Mari A. Ulibarri
Administrative Assistant III
Office of the Secretary

Approved by:

Vivian Valencia
Secretary of the University

AMENDMENT TO FACULTY SENATE SUMMARIZED MINUTES FOR MAY 4, 1999

(The following was amended and approved by the Faculty Senate. New language is shown below in BOLD font and deleted language is shown in ~~strikeout font.~~)

MATERNITY LEAVE

Maternity leave will be granted on the same basis and under the same provisions as sick leave described above. The chair or unit director may approve up to 21 work days (1 calendar month) for each completed consecutive year of employment **or fraction thereof**, up to a maximum of ~~63~~ **126** work days (~~three calendar months~~ **6 calendar months**). Six weeks of paid/unpaid leave is usually the approved period of leave for delivery of a baby. ~~Leave extended beyond six weeks requires verification by a medical practitioner.~~ Forms to request maternity leave are available in the Faculty Contracts and Services Office. Parental of Family Leave is addressed under the Family and Medical Leave Act (FMLA), (see UBPP Manual 3440).

**DEGREE/PROGRAM CHANGE
FORM C**

Date: 12/02/98

CIP CODE _____

Charles O. Taylor
(Name of individual initiating curricular change form)

Assigned by
Associate Provost
for Academic Affairs

Program Coordinator: Technology & Training
(Title, position, telephone number)

277-4132 OLIT, ELOL
(Department/Division/Program/Branch)

- 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 Curricula Committee
 8. Associate Provost for Academic Affairs
 9. Faculty Senate

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

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

This form is for Technology & Training (Existing Program)
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 285

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>BS</u> <small>Type</small>	<input type="checkbox"/> Undergraduate degree only	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/> *	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

Technology & Training: A 2 + 2 Program (see attachments)

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

To enable the Technology & Training Program to comply with the UNM Core Curriculum; and to make minor revisions to the Management/Communication and OLIT components. (see attached existing and proposed Program of Studie

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 XX

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

Effective Date of Proposed Change: August 1999
Semester Year

Required Signatures:	Date:
Department Chairperson <u>Stephen Pradell</u>	<u>12/3/98</u>
Dean of Library Services (If necessary) _____	_____
CIRT (If necessary) _____	_____
College Curriculum Committee (If necessary) <u>[Signature]</u>	<u>14 JAN 99</u>
College or School Faculty (If necessary) <u>[Signature]</u>	<u>2/4/99</u>
College or School Dean/Director of Instruction _____	_____
FS Graduate Committee (If applicable) _____	_____
FS Curricula Committee <u>[Signature]</u>	<u>26 Mar 99</u>
Assoc. Provost for Academic Affairs <u>[Signature]</u>	<u>3/31/99</u>
Faculty Senate _____	_____

Received _____

Entered (Mainframe) _____

Entered (Catalog) _____

Mailed _____

For Scheduling Office ONLY:

Faculty Senate Curricula Committee Report and Recommendation

Organizational Learning & Instructional Technologies

Date 04/13/99

Department proposing change _____

Technology & Training 2 + 2

Program to be changed _____

Individual initiating change Charles O. Taylor

* Limit to one page only
* Unit prepares/submits with Form C/D

A. Summary of previous program requirements to be changed:

To bring the Technology & Training Program into compliance with UNM's Core Curriculum.

B: Summary of new program requirements with proposed change(s):

It is proposed that the Technology & Training Program will become 130 hours reflecting the following:

Arts & Science - Foreign Language - 3 hours; Natural Science Lab - 1 hours; Humanities - 6 hours
 Drop EdPsych 310 and Multicultural area to be replaced with C & J 325, Intercultural Comm.

Management - Drop Mgt 222. Add Mgt 306-Org Behavior and Mgt 307-Org Innovation

Communication - Change 300/400 C & J requirements from 12 hours to 9 hours

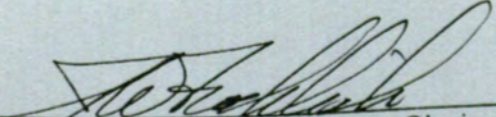
Technical Core - renamed to **Technical Concentration** and the hours changed from 39 to 30.

Technical Skills - renamed **Technology and Training** (the actual name of the baccalaureate program) Layout changes of the **Technology and Training** area to include: **Theoretical Foundations, 6 credits; Instructional Technology, 9 credits; and Training 15 credits.** OLIT 481, Tech, Change & Society, and OLIT 466, Principles of Adult Learning, be listed under **Theoretical Foundations** since they are theoretical courses. It is also proposed that the 3 computer lab-based courses (OLIT 420, 421 and 483) be listed under the heading of **Instructional Technology.**

Training Area-include the present program courses OLIT 470, 471, 472, 473 and 495. It is proposed that OLIT 470, Workplace Training become a co or pre-requisite to OLIT 471, Designing Training. Dropping OLIT 493 which is a topics course.

- THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.
- THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

** See attachments for details of these changes

Approval: 
Faculty Senate Curricula Committee Chair

15 Apr 99
Date

(2)

Attachment for UNM Catalog
Requirements for Technology & Training, a 2 + 2 Program

General Education (49 hours)

1. **Writing and Speaking** (12 hours)
 - 100/200 level C & J course
 - English 101
 - English 102
 - English 219
2. **Mathematics** (6 hours Math 121 and above)
3. **Physical and natural Science** (7 hours minimum with lab)
4. **Social and behavioral Science** (9 hours)
 - Economics 105 or 106
 - Sociology 101
 - Psychology 105
5. **Humanities** (6 hours - see Core Curriculum List)
6. **Second Language** (3 hours)
7. **Fine Arts** (3 hours)
8. **Practical Arts** (3 hours)
 - Computer Science
9. **Arts and Science Electives** (Credit transfers but not counted toward Technology and Training degree requirements)

Management/Communication Skills (21 hours)

1. **Management** (12 hours)
 - Mgt 113 - Management: An Introduction
 - Mgt 306 - Organizational Behavior & Diversity
 - Mgt 307 - Organizational Theory
 - Mgt 361 - Organizational Theory
2. **Communication** (9 hours)
 - C & J 325 - Intercultural Communication (required), and,
 - Select 6 additional hours (2 courses) from the following:**
 - C & J 321 - Interpersonal Analysis
 - C & J 323 - Nonverbal Communication
 - C & J 327 - Persuasive Communication
 - C & J 344 - Interviewing
 - C & J 425 - Theory of Small Group Communication
 - C & J 441 - Advanced Organization Communication
 - C & J 442 - Organizational Analysis & Training
 - C & J 453 - Current developments in Organizational Communication

Technical Concentration (30 hours of community college technical concentration) *

Technology & Training (30 hours)

- 1. Theoretical Foundations (6 hours)
 - OLIT 481 - Technological Change & Society
 - OLIT 466 - Principles of Adult Learning
- 2. Instructional Technology (9 hours)
 - OLIT 420 - Creativity & Technical Design
 - OLIT 421 - Production & Utilization of Instructional Materials
 - OLIT 483 - Instructional Applications: Computer Technology
- 3. Training (15 hours)
 - OLIT 470 - Workplace Training
 - OLIT 471 - Designing Training
 - OLIT 472 - Training Techniques
 - OLIT 473 - Measuring Performance in Training
 - OLIT 495 - Field Experience

* OLIT advisor approval required to transfer technical community college courses.

DEGREE/PROGRAM CHANGE FORM C

Date: 1/11/99

CIP CODE _____

John M. Lipski
(Name of individual initiating curricular change form)

Assigned by
Associate Provost
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 Curricula Committee
 8. Associate Provost for Academic Affairs
 9. Faculty Senate

Chair
(Title, position, telephone number)
Spanish and Portuguese
(Department/Division/Program/Branch)

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

Mark appropriate Program:

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

This form is for Ph.D. in Spanish and Portuguese
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 235

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>Ph.D.</u> Type	<input type="checkbox"/> Undergraduate degree only	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

Ph.D. in Spanish and Portuguese.

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

See attached statement.

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 X
If yes, have you resolved these issues with department/branch involved? _____ (attach statement)
Effective Date of Proposed Change: Fall, 1999
Semester Year

Required Signatures:

Department Chairperson	<u>[Signature]</u>	Date: <u>1-11-99</u>
Dean of Library Services (If necessary)	<u>n/a</u>	Date: _____
CIRT (If necessary)	<u>n/a</u>	Date: _____
College Curriculum Committee (If necessary)	<u>See previous signatures</u>	Date: _____
College or School Faculty (If necessary)	<u>See previous signatures</u>	Date: _____
College or School Dean/Director of Instruction	<u>See previous signatures</u>	Date: _____
FS Graduate Committee (If applicable)	<u>A. Garcia</u>	Date: <u>1-28-99</u>
FS Curricula Committee	<u>[Signature]</u>	Date: <u>12-Apr-99</u>
Assoc. Provost for Academic Affairs	<u>[Signature]</u>	Date: <u>4/17/99</u>
Faculty Senate	_____	Date: _____

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

For Scheduling Office ONLY.

Faculty Senate Curricula Committee Report and Recommendation

Department proposing change Spanish and Portuguese Date 4/12/99

Program to be changed Ph.D. in Romance Languages

Individual initiating change John Lipski

* Limit to one page only
* Unit prepares/submits with Form C/D

A. Summary of previous program requirements to be changed:

No change in requirements. Change title of degree "Ph.D. in Romance Languages" to "Ph.D. in Spanish and Portuguese." All existing program requirements and descriptions remain unchanged.

B: Summary of new program requirements with proposed change(s):

Summary of new program requirements with proposed change(s): Change title of degree "Ph.D. in Romance Languages" to "Ph.D. in Spanish and Portuguese." All existing program requirements and descriptions remain unchanged.

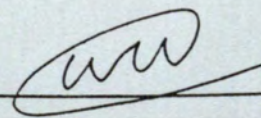
- THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.
- THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval: [Signature]
Faculty Senate Curricula Committee Chair

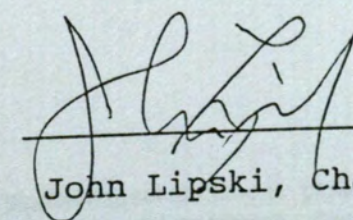
13/Apr/99
Date

(6)

This is a proposal to divide the current Ph.D. in Romance Languages into two distinct degrees: a Ph.D. in Spanish and a Ph.D. in French. This proposal reflects the programmatic and administrative direction in the respective units. Since the split of the former Department of Modern & Classical Languages into the Department of Spanish and Portuguese and the Department of Foreign Language & Literatures, the administration of the old Ph.D. in Romance Languages has become unwieldy and coordination of our programs has proven ineffective. Each department has taken on the administration of its own segment of the degree and both departments agree that there is no reason for maintaining a common diploma. The Ph.D. in Romance Languages was created in the 1960's as a general degree administered by the Department of Modern & Classical Languages. In reality, the degree was an umbrella structured so as to allow a specialization in one of five areas (French, Portuguese, Spanish Peninsular literature, Latin American literature and Spanish linguistics), thus making the term "Romance Languages" a misnomer. The current proposal will correct that misrepresentation and give a clear title to prospective doctoral candidates (the attached flyer is a recent example of the need for clear nomenclature in these titles); this clarification should help with recruitment of graduate students as well as with the placement of graduates in departments of Spanish and French. For these reasons, we are requesting a formal division of the Ph.D. in Romance Languages into two distinct and distinguishable degrees. The French faculty is submitting in conjunction with the present Form C another Form C to define the Ph.D. in French as well as a series of Form B's to create the courses that will make the French program a viable and attractive entity. Since this request is a simple administrative restructuring, it has no implications for the library, nor CIRT nor faculty loads and budget.



Walter Putnam, Chair, FLL



John Lipski, Chair, S&P

DEGREE/PROGRAM CHANGE FORM C

Date: 11/6/98

CIP CODE

Olen Paul Matthews

(Name of individual initiating curricular change form)

Chair 7-2607

(Title, position, telephone number)

Geography

(Department/Division/Program/Branch)

Assigned by
Associate Provost
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 Curricula Committee
 8. Associate Provost for Academic Affairs
 9. Faculty Senate

816

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FEB 12 1999

Plan for curricular process to take at least 12 months.

COLLEGE OF ARTS & SCIENCES

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

Geography

Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 176

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>M.A. to M.S.</u> Type	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

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

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 X
 If yes, have you resolved these issues with department/branch involved? (attach statement)
 Effective Date of Proposed Change: Fall, 1999
Semester Year

Required Signatures:	Date:
Department Chairperson <u>Olen P. Matthews</u>	<u>17 Nov 98</u>
Dean of Library Services (If necessary) <u>[Signature]</u>	<u>11/20/98</u>
CIRT (If necessary) <u>[Signature]</u>	<u>11/30/98</u>
College Curriculum Committee (If necessary) <u>[Signature]</u>	<u>2-12-99</u>
College or School Faculty (If necessary)	Date: <u> </u>
College or School Dean/Director of Instruction <u>[Signature]</u>	Date: <u>2/15/99</u>
FS Graduate Committee (If applicable)	Date: <u>3/4/99</u>
FS Curricula Committee <u>[Signature]</u>	Date: <u>9 Apr 99</u>
Assoc. Provost for Academic Affairs <u>[Signature]</u>	Date: <u>4/17/99</u>
Faculty Senate	Date: <u> </u>

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For Scheduling Office ONLY:

(8)

The University of New Mexico Office of the Provost

Faculty Senate Curricula Committee
Report and Recommendation

Department proposing change Geography Date 4/14/99

Program to be changed MA degree

Individual initiating change Olen Paul Matthews

* Limit to one page only
* Unit prepares/submits with Form C/D

A. Summary of previous program requirements to be changed:

1. Geography is dropping its MA degree in favor of an MS degree.
2. All the graduate courses except two have been revised or renumbered.
3. In the past, Geography had one core seminar required (501) with two others required which could be picked from a list of three (502, 503 or 504).

B: Summary of new program requirements with proposed change(s):

1. MS degree substituted for MA
2. Plan I changes: Two required seminars (501 & 504), One physical geography seminar (512, 513 or 514), One GIT seminar (521 or 522) and four graduate credit or 500 level courses.
3. Plan 2 changes: Two required seminars (501 & 504), Two other seminars (512, 513, 514, 521, 522, 545 or 570) and seven graduate credit or 500 level courses.

-
- THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.
 THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval: [Signature]
Faculty Senate Curricula Committee Chair

15 Apr 99
Date

PROGRAM CHANGES IN GEOGRAPHY

MASTER OF SCIENCE IN GEOGRAPHY

Justification

The Department of Geography is requesting approval of a Master of Science degree to replace its Master of Arts degree. The clear trend within the discipline and the changes within the Department at the University of New Mexico warrant approval of the Master of Science degree. With the addition of new faculty and the development of new courses, the Department now has a science based curriculum emphasizing Physical Geography (climatology, biogeography, and water resources), human/environmental interactions, and computer based analytic techniques. Students in Geography should receive a degree that accurately reflects the nature of their education. This will help them in seeking employment.

The role of the modern Geography Department is to educate students so they know how to ask the right questions and find the answers to complex problems. In order to accomplish this educational goal, a science based education is required. Geography Departments across the country have recognized the need for a science education, and M.S. degrees are now one sign of a modern Department.

Having these trends within the discipline clearly in mind as well as the needs of the University, the Department put together a Five-Year Plan during in the fall of 1993. The plan reorients the Department away from the traditional Geography program and reflects what is needed to build a modern Department. This plan focuses the Department's research and teaching in two areas:

1. Environmental analysis (physical geography and human/environment interaction); and
2. Geographic information technologies - GIT (GIS, GPS, remote sensing, etc.).

Much of the original plan has been implemented at the undergraduate level. This curriculum revision and degree title change will implement the plan at the graduate level.

The environmental focus within the Department looks at the interface between climatology, biogeography, and water resources. This science oriented specialization builds on existing teaching strengths within the university and affords the opportunity to increase collaborative research. In order to implement this aspect of the plan, the three hires since 1993 have been in climatology with expertise in GIS and remote sensing, water resources with expertise in GIS, and water policy. The person we are hiring this year will complement the recent hires.

A Bachelor of Science in Geography was approved two years ago and about half our students now complete that degree. Changing from a Master of Arts to a Master of Science would continue the process of change started by the planning process. Allowing students to get a M.S. degree will make them more competitive and is a more accurate

reflection of their education. Because the lab facilities needed have already been developed, and because new faculty have already been hired to implement these changes, no additional resources will be needed for this program.

Several revisions to our graduate offerings are being proposed along with the degree title. Geography 502 and 511 will be converted into three seminars. The old courses covered similar material, but having classes specifically in biogeography, climate and water resources is a more accurate reflection of what is taught and reflects the department's current orientation. Geography 503 will be split into two courses to reflect the two major thrusts in geographic information technologies that are now present within the department. The new degree requirements and the new courses are included below. Changes from the current catalog are indicated in brackets [].

Catalog Changes

[M. S.] in Geography

Concentrations: a) environmental analysis (physical geography and human/environmental interaction) b) geographic information technologies (GIS, GPS, and remote sensing).

[M. S.] Geography

A master's degree is offered under both Plan I and Plan II as described in the earlier pages of this catalog. Any student planning to go on for a Ph.D. is strongly urged to take Plan I and write a thesis. [Graduate students entering the program without Introductory GIS and Spatial Analysis will be considered deficient and will take the courses without graduate credit.] A minor may be taken under either plan with the approval of the Geography Department's Graduate Advisory Committee. In place of a minor approved courses in related fields may be substituted.

Minimum requirements for the Geography M. S. degree are as follows:

	Cr. Hrs.
Plan I	
Core Seminars	
Geog. 501	3
[Geog. 504]	3
[One physical geography seminar: 512, 513, or 514]	3
[One GIT seminar: 521, 522]	12
[Four] graduate credit or 500 level courses	6
Thesis	6
<hr/> Total	<hr/> 30
Plan II	
Core Seminars	
Geog. 501	3
[Geog. 504]	3
Two other courses: [512, 513,514, 521,522, 545, or 570]	6

[Seven] graduate credit or 500 level courses 21

Total 33

Candidates under Plan I will be examined orally on their theses. Candidates under Plan II will be tested with both oral and written examinations on a topic from each of the three areas listed below. [Part or all of the exam may be applied and require field work.] A regional emphasis in any of the three topics is acceptable.

1. Physical Geography
2. Human/Environmental Interaction
3. Geographic Information Technologies

A graduate student (no change in the remainder of catalog)

UNDERGRADUATE and GRADUATE GEOGRAPHY COURSE CHANGES

* New courses

** Courses with changes

*** Courses to be eliminated

[] Changes

101. Physical Geography. (3)

Use of maps and globes for a systematic analysis of world climates, vegetation, soils, and landforms, their distribution, interrelation, and significance to man.

102. Human Geography. (3)

A systematic analysis of world population, demographic factors, ethnic groups, predominant economies, and political units, their distribution, interrelation, and interaction with the physical earth.

105L. Physical Geography Lab. (1)

Exercises designed to complement 101. Map construction and reading, weather and climatic analysis, classification of vegetation and soil associations, landform distribution analysis.

***[106L. Human Geography Lab.(eliminated)]

195. Survey of Environmental Issues. (3)

Survey of environmental issues related to degradation of land, air and water resources.

201. World Regional Geography. (3)

The regional geography of the world. Both physical and human aspects are studied along with current economic and political problems.

251. Meteorology. (3)

(Also offered as E&PS 251) Description of weather phenomena, principles of atmospheric motion, weather map analysis, and weather prediction.

**[263. Changed to 393]

*[281L. Introduction to Geographic Information Technologies. (4)

Examination of the spatial framework of geographical analysis and mapping tools used in spatial sciences. Introduction to spatial methodology and concepts in Geographic Information Systems (GIS), Remote Sensing and Image Processing (RS/IP) and Global Positioning Systems (GPS). Fees Required.

Prerequisite: None. 2 hrs lab.]

***[285. Cartography. (4)(eliminated)]

**301. [Latin] America. (3) (Combined with 302)

The physical and cultural landscapes of [Latin America], including patterns of settlement and resource use by aboriginal, colonial and modern peoples.

***[302. Mexico and the Caribbean. (3)(eliminated)]

336. The Middle East. (3)

Regional geography of south central Asia from Turkey through Afganistan and southward to the tip of the Arabian Peninsula. Physical and cultural aspects are studied along with current economic and political problems. Numerous maps and slides.

***[337. Indian Subcontinent. (3)(eliminated)]

344. Geography of New Mexico. (3)

A geography of New Mexico which will concentrate on the natural, economic, and social environments that relate to settlement systems. Includes a survey of settlement from prehistoric periods to the urban Rio Grande corridor.

345. Geography of the Southwest. (3)

Interdisciplinary study of selected areas of the greater southwest based on physical character (physiography) and cultural traces associated with pre-historic and historic settlement. Field component will be required.

351. Climatology. (3)

An analysis of factors affecting climatic variations, including solar and terrestrial radiation, atmospheric temperature, pressure and wind patterns, the global hydrologic cycle and atmospheric chemistry.

**353. Microclimatology. (Changed to 451)

356. Biogeography. (3)

Explores concepts and theories of historical and evolutionary biogeography focusing especially on flowering plants and mammals from the Cretaceous to the present. Special attention is given to human evolution and ecology in context of human impacts on the environment (extinction, fire, etc.). Approximately half the semester is devoted to regional issues.

359. Water in Environmental Systems. (3)

The drainage basin is used as the fundamental unit for quantitative analysis of the movement and storage of water in the hydrologic system. Applied land and water use planning aspects are emphasized.

365. Urban Environment. (3)

Urbanization as spatial process. Perception of the modern city. Ecological and environmental constraints to urbanization. Selected field projects applied to the local environment.

367. Urban Spatial Patterns. (3)

An analysis of internal forces which influence the morphology of the city. Review of internal and regional urban location models with applications to cities in New Mexico. Elements of urban and regional land use mapping are studied through student field projects.

**381L. Introduction to Geographic Information Systems. (4)

The study of spatial data, spatial processes and an introduction to computer tools necessary to analyze spatial representations on the real world. Exercises in data acquisition, reprocessing, map analysis and map output. Fees required. 3 hrs lecture, 2 hrs lab.

[Prerequisite: Geog. 281L]

***[382L. Air Photo Interpretation and Remote Sensing. (4)(eliminated)]

**383. Spatial [Analysis]. (3)

Examination of time-space frameworks for looking at the world; strategies used to solve problems which distributions of people and their activities create within ecosystems; causal relations between spatial structure and spatial process.

[Prerequisite: Geog. 281L]

**[386]. Remote Sensing Systems. (3)

Platforms and sensor systems used to acquire non-photographic data about the earth's natural and cultural resources. Reviews principles of the electromagnetic spectrum and the strategies and techniques for data handling and image processing.

[Prerequisite: Geog. 281L]

*[393. Resource] Geography (3) (changed from 263)

A systematic analysis of spatial economic patterns. Introduction to models of economic space and theories of spatial economic interaction. Analysis of effects of resource attributes and distributions upon economic activities. Examination of cultural-economic regions.

395. Political Geography. (3)

The spatial organization of political processes; political institutions as systems and hierarchies of systems; the political ecology of representative national and sub-national systems.

399. Topics in Geography. (3)

402. Geographic Education. (3)

Methods of presenting geographic techniques and materials in the classroom.

Development of Mapping exercises and field projects for students in New Mexico.

Geographic methods as a tool for enhancing social studies teaching. [Not available to Geography graduate students for graduate credit.]

**[451]. Microclimatology. (3)

The study of heat exchange, temperature, moisture, and wind in air close to the ground in local areas. Analysis of the roles of vegetation, landforms, soils, water bodies, and urban structures in producing small-scale variations limited locales.

[Prerequisite: Geog. 351 or permission of instructor.]

452. Global Climate Change. (3)

(Also offered as E&PS 452) Comparison of natural and anthropogenic causes of large scale climate change. Factors influencing development of mitigation of adaptive policies.

Prerequisite: Geog 351 or permission of instructor.

453. Energy Balance Climatology. (3)

Explores the factors which control the flux of energy, mass and momentum in the atmosphere and at the planets surface. Analysis of the roles of these fluxes in determining climate/microclimate regimes.

Prerequisite: Geog. 351 or permission of instructor.

***[455. Bioclimatology. (3)(eliminated)]

*[459. Water Resources and Geographic Information Systems. (3)

Examination of advanced GIS concepts and application to water resources assessment and problem identification. Synthesis of spatial data and analysis of spatial characteristics in nonurban and urban settings.

Prerequisite: Geography 359 or equivalent and Geography 381L]

470. Introduction to Applied Geography. (1)

Background reading and discussions centered on a specific geographic problem. This course is required before taking 471. Recommended for last year of major.

471. Applied Geography Seminar. (3)

Applications of environmental analysis and geographic information technologies to selected geographic problem. Field trips required. Recommend during last semester for majors.

***[481L. Computer Cartography. (3)(eliminated)]

**[482. Changed to 386

483L. Image Processing. (3)

Instruction will be provided in the various steps to image processing from rectification and enhancement of digital satellite data to cover type determination through classification approaches and merging of satellite data with other map products.

[Prerequisite: Geog. 281L] 2 hrs lab.

**484. Applied Remote Sensing. (3)

Reviews state-of-the-art applications and satellite sensors for natural and cultural resources. Emphasis is placed on processing and interpreting multispectral scanner data, microwave and thermal scanner data as well as on development of geographic information systems.

Prerequisite: [Geog. 386] or permission of instructor.

*[487L. Intermediate Geographic Information Systems. (3)

Explores the use of advanced spatial analytic tools and approaches in GIS. Focuses on the development of higher-level programming languages and graphics tools for GIS applications, and the development and utilization of advanced presentation tools.

Fees required.

Prerequisite: 381L. 2 hrs lab.]

**488L. Advanced Geographic Information Systems. (3)

[Development of specialized interactive GIS applications. Focus on data sources, data integration, database development, project design, and project scheduling. Use of advanced macro-language programming techniques as well as internet based map servers. Fees required.]

Prerequisite: [487L.] 2 hrs lab.

491-492. Problems. (1-3)

493-494. Internship in Applied Geography. (1-3)

1-6 according to database
K43 4/15/99

495. Environmental Conservation. (3)

Examination of critical issues of environmental degradation in global and local systems related to: air and water pollution, soil erosion, deforestation, strip mining, over dependence on fossil fuels, and improper management of toxic and other wastes. Appraisal of the conservation methods and policies applied to these issues and the outlook for the future.

496. Water Resources Management. (3)

An examination of the problem and trends in the use of water resources in the United States, with emphasis on the physical and social aspects related to its management.

497. Public Lands and other Shared Resources. (3)

Defining public and private rights associated with managing natural resources is the key to many of the current controversies concerning the environment. This course looks at public land policy and policy related to other common property resources such as water, the oceans, and the coastal zone.

501. Research Methods Core Seminar (3)

***[502. Topics Natural Resources (3) (Course split and replaced with 512, 513, & 514)]

***[503. Geographic Information Techniques (Course split and changed to 521 and 522)]

504. Environmental Issues Core Seminar (3).

***[511. Seminar in Physical Geography(3). (Course replaced with 512, 513, & 514)]

*[512. Climatology Seminar (3)

Study of past and present climates with an emphasis on the major research questions and recent advances. Types and causal mechanisms producing climate variability and change as well as recent research on global climate history will be examined.

Prerequisite: Geography 351, Math 162L or permission of instructor.]

*[513. Seminar in Contemporary Issues in Water Resources (3)

An examination of current issues in water resource management. Issues include integrated and environmentally based approaches for water resources management, integration of spatial technologies and techniques for water resource assessment and management.

Prerequisite: Geog. 359 or permission of instructor.]

*[514. Biogeography Seminar (3)

Investigation of Ecoregions of the western United States. Topical foci include phytogeography, flora, fauna, vegetation patterns, climate regimes, and hydrology. Team and individual projects and seminar papers are required.

Prerequisite: Geog. 356 or permission of instructor.]

*[521. Environmental Modeling and Geographic Information Systems (3)

Significant problems and future trends in environmental modeling systems are linked with geographic information systems.

Prerequisite: 488L or permission of instructor]

*[522. Seminar in Remote Sensing (3) (Changed from 503)

Focus on the major research questions, recent literature, and recent advances in remote sensing.

Prerequisite: 484 or permission of instructor]

*[545. Southwest Research Seminar (3)

Application of geographic research methods to research topics from the American Southwest and Northern Mexico. Emphasis will be on human/land relationships.

Prerequisite Geog. 344 or 345 or permission of instructor.]

551 - 552 Problems

570. Physical Climatology (3)

**DEGREE/PROGRAM CHANGE
FORM C**

826

Date: 11/6/98

CIP CODE _____

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

Olen Paul Matthews
(Name of individual initiating curricular change form)

Assigned by
Associate Provost
for Academic Affairs

Chair 7-2607
(Title, position, telephone number)

Geography
(Department/Division/Program/Branch)

RECEIVED
FEB 03 1999

curricular process to take at least 12 months.

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

This form is for Geography
Name of New or Existing Program

COLLEGE OF ARTS & SCIENCES

This program is or would be located in current undergraduate/graduate catalog on page(s) 175-176

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u> </u> Type	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

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

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 X

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

Effective Date of Proposed Change: Fall, 1999
Semester Year

Required Signatures:

Department Chairperson	<u>Olen P. Matthews</u>	Date: <u>17 Nov 98</u>
Dean of Library Services (If necessary)	<u>[Signature]</u>	Date: <u>11/20/98</u>
CIRT (If necessary)	<u>Patricia L. Mirabal</u>	Date: <u>11/30/98</u>
College Curriculum Committee (If necessary)	<u>[Signature]</u>	Date: <u>2-12-99</u>
College or School Faculty (If necessary)	<u>[Signature]</u>	Date: <u>2/15/99</u>
College or School Dean/Director of Instruction	<u>[Signature]</u>	Date: <u>9 Apr '99</u>
FS Graduate Committee (If applicable)	<u>[Signature]</u>	Date: <u>4/17/99</u>
FS Curricula Committee	<u>[Signature]</u>	Date: _____
Assoc. Provost for Academic Affairs	<u>[Signature]</u>	Date: _____
Faculty Senate	<u>[Signature]</u>	Date: _____

Received _____

Entered (Mainframe) _____

Entered (Catalog) _____

Mailed _____

For Scheduling Office ONLY:

(18)

Faculty Senate Curricula Committee Report and Recommendation

Department proposing change Geography Date 4/14/99

Program to be changed BA & BS

Individual initiating change Olen Paul Matthews

* Limit to one page only
* Unit prepares/submits with Form C/D

A. Summary of previous program requirements to be changed:

- 1) For both BA & BS degrees, Geography 381L was previously required. This is one of our techniques classes. With the revision of our techniques courses we have moved this to an optional course that meets our group requirements and have a new required course (281L).
- 2) With the changes made in some of our upper division courses, deletions need to be made to our group listings.
Courses deleted are: 353, 382L, 481L, 482L, 302, and 337

B. Summary of new program requirements with proposed change(s):

- 1) Geography 281L is now required.
- 2) With the changes made in some of our upper division courses, additions need to be made to our group listings.
Courses added are: 381L, 386, 451, 455, 393, 459 and 487L

- THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.
 THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval: [Signature]
Faculty Senate Curricula Committee Chair

15 Apr '99
Date

(Also offered as E&PS 570) Theory and observations of the Earth's climate system. Radiative transfer, conservation of heat and momentum, maintenance of circulation systems, mechanisms of climate change.

Prerequisites: Physics 262, Math 264L

599. Thesis

CHANGES IN BA AND BS DEGREE

MAJOR STUDY REQUIREMENTS

For the degree of Bachelor of Arts:

		Credits
Geography 101	Physical Geography	3
Geography 105L	Physical Geography Lab	1
Geography 102	Human Geography	3
Geography 195	Survey of Environmental Issues	3
1 Course	Physical Geography Group	3
2 Courses	Resource Use and Management Group	6
[Geography 281L	Intro GIT]	4
1 Course	Geographic Data Analysis Group	3-4
1 Course	Regional Group	3
Geography 470	Intro to Applied Geography	1
Geography 471	Applied Geography Seminar	3
Electives	Any two 300-400 level Geography courses	6
		39-40

Courses included in the above groups are:

Physical Environment: 251, 351, [353 delete]356, 359, [451], 452, 453, [455],[459].

Resource Use and Management: 365, 367,[393,]495, 496, 497.

Geographic Data Analysis Group: [381L,] [382L delete], 383, [386][481L delete,] [482, delete] 483L, 484,[487L, 488L].

Regional Group: 201, 301,[302, delete]336,[337, delete] 344, 345.

For the degree of Bachelor of Science:

		Credits
Geography 101	Physical Geography	3
Geography 105L	Physical Geography Lab	1
Geography 102	Human Geography	3
Geography 195	Survey of Environmental Issues	3
[Geography 281L	Intro GIT]	4
Geography 470	Intro to Applied Geography	1
Geography 471	Applied Geography Seminar	3
1 Course	Resource Use and Management Group	3
2 Courses	Geographic Data Analysis Group	6-7
3 Courses	300 level or above Physical Environment Group	9
Electives	Any 300-400 level Geography course	3
		39-40

Courses included in the above groups are:

Physical Environment: 351,[353, delete] 356, 359, [451,]452, 453, [455],[459].

September 2, 1997

Resource Use and Management Group: 365,[367,][393,] 495, 496, 497.
Geographic Data Analysis Group:[381L,] [382L, delete]383,[386,] [481L, delete][482, delete]483L, 484,[487L,] 488L.

In addition for the B.S. degree, 9 credits of 300 level or above course work must be taken in Biology or Earth and Planetary Science. Math 162L is required.

Non-graduate Program

Integrated Degree Program

Student Degree Program

What appropriate category

Degree

Minor

Major

Concentration

Certificate

Emphasis

Department

See attached

Do bring program into compliance with current code

Use Impact Statement, Name of Student, and other information

Does this change affect a student's work with department?

If you have you reviewed these issues with department?

Signature of Proposed Change

Signature of Department Chair

Signature of Dean

Signature of Registrar

Signature of Director of Library Services

Signature of CIRT Director

Signature of College Curriculum Committee

Signature of College or School Faculty

Signature of College or School Department Head

Signature of Academic Committee

Signature of Academic Senate

Signature of President

Signature of Provost

DEGREE/PROGRAM CHANGE FORM C

Date: September 2, 1997

Pam Olson
(Name of individual initiating curricular change form)

Program Coordinator
(Title, position, telephone number)

Family Studies, Div. of IF&CE
(Department/Division/Program/Branch)

CIP CODE

Assigned by Associate Provost 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 Curricula Committee
 8. Associate Provost for Academic Affairs
 9. Faculty Senate

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

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

This form is for Human Services
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 272

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <small>Type</small>	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

See attached

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

To bring program into compliance of UNM core requirements

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

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

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

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? Yes (attach statement)

Effective Date of Proposed Change: with entering freshmen, Fall 1997

Required Signatures:

Department Chairperson	<i>[Signature]</i>	Date: 9/4/97
Dean of Library Services (If necessary)		Date:
CIRT (If necessary)		Date:
College Curriculum Committee (If necessary)	<i>[Signature]</i>	Date: 9/16/97
College or School Faculty (If necessary)	<i>[Signature]</i>	Date:
College or School Dean/Director of Instruction	<i>[Signature]</i>	Date: 2/4/99
FS Graduate Committee (If applicable)		Date:
FS Curricula Committee	<i>[Signature]</i>	Date: 8 Apr 99
Assoc. Provost for Academic Affairs	<i>[Signature]</i>	Date: 9/17/99
Faculty Senate		Date:

Received

Entered (Mainframe)

For Scheduling Office ONLY: Entered (Catalog)

Mailed

Faculty Senate Curricula Committee Report and Recommendation

Department proposing change FAMILY STUDIES, DIVISION OF IF&CE Date April 12, 1999

Program to be changed HUMAN SERVICES

Individual initiating change DR. PAM OLSON *[Signature]*

* Limit to one page only
* Unit prepares/submits with Form C/D

A. Summary of previous program requirements to be changed:

TO BRING PROGRAM INTO COMPLIANCE WITH THE UNIVERSITY OF NEW MEXICO'S CORE-CURRICULUM REQUIREMENTS.

B: Summary of new program requirements with proposed change(s):

- | | |
|---|--|
| Eng 101 & 102 | Soc 200 |
| C&J 125 or C&J 221 or an English writing course | Psych 230 |
| Psych 105 | Psych 332 |
| Soc 101 | Nutr 120 |
| Bio/Lab | Multicultural elective |
| Physical or Natural Science | Select two:
History, Literature, Phil |
| Econ 105 | Any Fine Art |
| Math 145 | Any second language |

- THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.
 THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval: *[Signature]*
Faculty Senate Curricula Committee Chair

15/Apr/99
Date

DEGREE PROGRAM CHANGE FORM C

Date: September 2, 1997

Program Coordinator: _____

Family Studies, Div. of IFLC

March 26, 1999

To: Faculty Committees

From: Estella Martinez, Program Coordinator, Family Studies

Estella H. Martinez

Subject: Core Curriculum

The faculty in Family Studies is asking that students majoring in the program be limited in their choice of Core Curriculum courses in the following areas:

- Writing and Speaking Eng 101
 Eng 102
 Any other listed course

- Mathematics Math 145 A basic understanding of statistics is vital to students
 In this field for reading and understanding research.

- Physical and Natural Science Any two of the listed courses, one with a lab

- Social and Behavioral Sciences Psych 105
 Econ 105 Both Psych 105 and Econ 105 have been a part of the
 FS curriculum for some time. It is believed these
 courses provide a necessary foundation for many of
 the FS content courses; i.e. human growth
 and development and the family resource
 management.

- Humanities Any two listed courses

- Second Language One course from the selected courses

- Fine Arts One course from the selected courses

*29 March 1999
 Quigley - Chair Undergraduate
 Comm. Sec*

DEGREE/PROGRAM CHANGE FORM C

Date: September 2, 1997

Pam Olson

Program Coordinator

Family Studies, Div. of IF&CE

(Department/Division/Program/Branch)

CIP CODE

Assigned by Associate Provost 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 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 Child Development & Family Relations

This program is or would be located in current undergraduate/graduate catalog on page(s) 272

Mark appropriate Program:

Undergraduate Degree Program [X]

Graduate Degree Program []

Mark appropriate category

Table with columns: NEW, REVISION OF, DELETION, NAME CHANGE. Rows include Degree, Major, Minor, Concentration, Certificate, Emphasis, Department.

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

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

See attached

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

To bring program into compliance of UNM Core requirements

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

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

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

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

If yes, have you resolved these issues with department/branch involved? Yes Fall 1997

Effective Date of Proposed Change: with entering freshmen, Fall 1997

Required Signatures: Department Chairperson, Dean of Library Services, CIRT, College Curriculum Committee, College or School Faculty, College or School Dean/Director of Instruction, FS Graduate Committee, FS Curricula Committee, Assoc. Provost for Academic Affairs, Faculty Senate. Includes dates and signatures.

Received, Entered (Mainframe), Entered (Catalog), Mailed

For Scheduling Office ONLY

Faculty Senate Curricula Committee
Report and Recommendation

Department proposing change FAMILY STUDIES, DIVISION OF HF&CE

Date April 12, 1999

Program to be changed CHILD DEVELOPMENT & FAMILY RELATIONS

Individual initiating change DR. PAI OLSON *[Signature]*

* Limit to one page only
* Unit prepares/submits with Form C/D

A. Summary of previous program requirements to be changed:

TO BRING PROGRAM INTO COMPLIANCE WITH THE UNIVERSITY OF NEW MEXICO'S CORE-CURRICULUM REQUIREMENTS.

UNM

APR 13 1999

OFFICE OF THE REGISTRAR

B: Summary of new program requirements with proposed change(s):

- Eng 101 & 102
- Psych 105
- Soc 101
- Anthro 130
- Biol/Lab (List core)
- Physical or Nat Sc (List core minus biology)
- Writing and Speaking Core Curriculum elective
- Econ 105
- Math 145 or others from list
- Psych above 300
- Nutr 120
- Multicultural elective
- Select two: History; Literature; Phil
- List core
- Any second language (List core)
- Plus an additional 9 hours from Soc, Psych or Anthro

- THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.
- THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval:

[Signature]
Faculty Senate Curricula Committee Chair

15 Apr 99
Date

DEGREE/PROGRAM CHANGE FORM C

Date: September 2, 1997

CIP CODE

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

Pam Olson
(Name of individual initiating curricular change form)
Program Coordinator
(Title, position, telephone number)
Family Studies, Div. of IF&CE
(Department/Division/Program/Branch)

Assigned by
Associate Provost
for Academic Affairs

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

This form is for General Family Studies

Name of New or Existing Program
This program is or would be located in current undergraduate/graduate catalog on page(s) 272

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u> </u> Type	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

See attached

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

To bring program into compliance of UNM core requirements

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary) NA
 CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary) NA
 Budgetary and Faculty Load Implications (attach statements). Long-range planning statement. NA
 Does this change affect in a significant way, any other departmental programs/branch campuses? Yes No X
 If yes, have you resolved these issues with department/branch involved? Yes (attach statement)
 Effective Date of Proposed Change: with entering freshmen Semester Year Fall 1997

Required Signatures:

Department Chairperson <u>[Signature]</u>	Date: <u>9/4/97</u>
Dean of Library Services (If necessary) _____	Date: _____
CIRT (If necessary) _____	Date: _____
College Curriculum Committee (If necessary) <u>[Signature]</u>	Date: <u>9/16/97</u>
College or School Faculty (If necessary) <u>NA</u>	Date: _____
College or School Dean/Director of Instruction <u>[Signature]</u>	Date: <u>2/4/99</u>
FS Graduate Committee (If applicable) _____	Date: _____
FS Curricula Committee <u>[Signature]</u>	Date: <u>8 Apr 97</u>
Assoc. Provost for Academic Affairs <u>[Signature]</u>	Date: <u>4/17/99</u>
Faculty Senate _____	Date: _____

(27)

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY:

**Faculty Senate Curricula Committee
Report and Recommendation**

Department proposing change FAMILY STUDIES, DIVISION OF IF&E Date April 12, 1999

Program to be changed GENERAL FAMILY STUDIES

Individual initiating change DR. PAM OLSON *h burk*

* Limit to one page only
* Unit prepares/submits
with Form C/D

A. Summary of previous program requirements to be changed:

TO BRING PROGRAM INTO COMPLIANCE WITH THE UNIVERSITY OF NEW MEXICO'S
CORE-CURRICULUM REQUIREMENTS.

B: Summary of new program requirements with proposed change(s):

General Family Studies

Writing & Speaking: Eng 101
Eng 102
Any other listed course

Mathematics: Math 145 A basic understanding of statistics is vital to students
in this field for reading and understanding research.

Physical & Natural Sciences Any two of the listed courses, one with a lab.

Social & Behavioral Sciences Psych 105
Econ 105 Both Psych 105 and Econ 105 have been a part of the
FS curriculum for some time. It is believed these
courses provide a necessary foundation for many of
the FS content courses; i.e. human growth and
development and the family resource management.

Humanities Any two listed courses

Second Language One course from the selected courses

Fine Arts One course from the selected courses

THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.

THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval: _____

Faculty Senate Curricula Committee Chair

15 Apr 99
Date

(28)

DEGREE/PROGRAM CHANGE
FORM C

FEB 22 1999

UNIT PREPARES IN QUAD APPLICATION
Routing (All four copies)

MAR 05 1999

837

Date: January 29, 1999

Liz Keefe Ph.D.

(Name of individual initiating curricular change form)

Program Coordinator 277-1587

(Title, position, telephone number)

Division of Ed Specialties

(Department/Division/Program/Branch)

CIP CODE

Assigned by
Associate Provost
for Academic Affairs

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

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

This form is for Special Education
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog
on page(s) 305

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>BS ED</u> Type	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

No change in the catalog as the General Education requirements are not listed for this program.

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

To bring program into compliance of UNM core curriculum requirements.
Why dropping Spec Ed only option?

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

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

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 X

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

Effective Date of Proposed Change: Fall, 1999
Semester Year

Required Signatures:

Department Chairperson <u>Ingrid Halach</u>	Date: <u>2/8/99</u>
Dean of Library Services (If necessary) _____	Date: _____
CIRT (If necessary) _____	Date: _____
College Curriculum Committee (If necessary) <u>Jay SM</u>	Date: <u>22 Feb 99</u>
College or School Faculty (If necessary) _____	Date: _____
College or School Dean/Director of Instruction <u>Bob</u>	Date: _____
FS Graduate Committee (If applicable) _____	Date: _____
FS Curricula Committee <u>W. H. H.</u>	Date: <u>9 Apr 99</u>
Assoc. Provost for Academic Affairs _____	Date: <u>4/17/99</u>
Faculty Senate _____	Date: _____

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY:

Faculty Senate Curricula Committee
Report and Recommendation

Department proposing change DIVISION OF EDUCATION SPECIALTIES Date April 12, 1999

Program to be changed SPECIAL EDUCATION

Individual initiating change DR. LIZ KEEFE *Liz Keefe*

* Limit to one page only
* Unit prepares/submits
with Form C/D

A. Summary of previous program requirements to be changed:

TO BRING PROGRAM INTO COMPLIANCE WITH THE UNIVERSITY OF NEW MEXICO'S
CORE-CURRICULUM REQUIREMENTS.

B: Summary of new program requirements with proposed change(s):

Undergraduate Major

An undergraduate (dual) major in Special Education (and Elementary Education) is available. It requires 30 hours of Special Education, (30 hours of Elementary Education, 24 hours in a minor, and 9 hours of supporting courses). Students also compete 57 hours of general coursework which must include core curriculum requirements. Upon completion, (the) Dual License Program offers eligibility for Special Education Licensure (K-12 grades) and Elementary Licensure (K-8 grades). Interested students should check with the Undergraduate Coordinator in Special Education for updated information.

Application and Admission

Applicants must contact the College of Education Advisement (Center in Hokona Hall) for information on application and admission procedures for the (Dual License Program). Individuals interested in a non-teaching minor should contact the Special Education (Office) for an application.

Requirements

Students must earn a grade of B or better in Spc Ed 201 and Spc Ed 204 (which must be taken concurrently) and must have a minimum GPA of 2.50 prior to admission to (the Dual License Program). Other specific requirements are stated in program documents. Upon acceptance, the student will be assigned an advisor who will assist in the preparation of the program of studies.

Students seeking further information should consult with the Center for Teacher Education Advisement Center.

- THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.
 THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval:

Liz Keefe
Faculty Senate Curricula Committee Chair

15 Apr '99
Date

January 29, 1999

Implementation of Core Curriculum

Major in Special Education

Submitted by Liz Keefe, Program Coordinator for Special Education

EXCEPTION REQUEST

The College of Education must comply not only with core curriculum but also Senate Bill 106, passed by the State of New Mexico Legislature in 1986. Also, all licensure programs had to be approved by the State Board of Education. Therefore, in order to comply with our state approved program, this program is requesting exceptions in the following areas of the core curriculum:

We require these courses because they are teacher application based and aid in the preparation of future elementary and middle level teachers. Students who wish to further their knowledge in math are encouraged to complete a Math Endorsement (Minor). Also, students who transfer with higher levels of math meet with Nancy Gonzales of the Math Department who will substitute as she sees appropriate in the math block.

Humanities: Our students per Senate Bill 106 are required to take twelve hours in the area of history. Courses required within these twelve hours are:

- a) U.S. History
- b) Western Civilization
- c) New Mexico History
- d) Hist Elective

Social Sciences: Our students per Senate Bill 106 are required to take six hours in government economics or sociology. The courses required in this program are:

- a) Soc 101 or Anth 101 or 130
- b) Econ 105 or 106 or Pol Sc 110 or 200

Physical and Natural Science: Per Senate Bill 106, our student are required to take twelve (12) hours in science, including biology, chemistry, physics, geology, zoology and botany. Therefore, the area of geography and anthropology are not a part of our science block. However, students do have the option to take anthropology in our social science block.

DEGREE/PROGRAM CHANGE
FORM C

Date: January 30, 1999

Anne Madsen, Ph.D.

(Name of individual initiating curricular change form)

Program Coordinator 277-6640

(Title, position, telephone number)

Division for the Center for Teacher

(Department/Division/Program/Branch)

Education

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

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program
(For existing degree only)

This form is for Elementary Education

Name of New or Existing Program

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

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>BS ED</u> Type	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

SEE ATTACHMENT A

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

To bring program into compliance of UNM core curriculum requirements.

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

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

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 X

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

Effective Date of Proposed Change: Fall 1999
Semester Year

Required Signatures:	Date:
Department Chairperson <u>[Signature]</u>	<u>2/5/99</u>
Dean of Library Services (If necessary) _____	Date: _____
CIRT (If necessary) _____	Date: _____
College Curriculum Committee (If necessary) <u>[Signature]</u>	Date: <u>22 Feb 99</u>
College or School Faculty (If necessary) _____	Date: _____
College or School Dean/Director of Instruction <u>[Signature]</u>	Date: _____
FS Graduate Committee (If applicable) _____	Date: _____
FS Curricula Committee <u>[Signature]</u>	Date: <u>9 Apr 99</u>
Assoc. Provost for Academic Affairs <u>[Signature]</u>	Date: <u>1/14/99</u>
Faculty Senate _____	Date: _____

UNM
FEB 22 1999
CIP CODE

UNIT PREPARES IN QUADRUPPLICATE
Routing (All four copies) 1999

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

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

For Scheduling Office ONLY:

**Faculty Senate Curricula Committee
Report and Recommendation**

Department proposing change DIVISION FOR THE CENTER FOR TEACHER ED. Date April 12, 1999

Program to be changed ELEMENTARY EDUCATION

Individual initiating change DR. ANNE MADSEN *AM*

* Limit to one page only
* Unit prepares/submits
with Form C/D

A. Summary of previous program requirements to be changed:

TO BRING PROGRAM INTO COMPLIANCE WITH THE UNIVERSITY OF NEW MEXICO'S
CORE-CURRICULUM REQUIREMENTS.

B: Summary of new program requirements with proposed change(s):

Elementary Education Revisions

Social Science:

Sociology 101, Psychology 105, Political Science 110 or 200, Anthropology 101 or 130, economics 105 or 106 or Geography 102.

Second Language

Choose from a lower division course in the department of Ling., Spanish & Portuguese, Foreign Languages and Literature.

Science

(Choose from Nat Sc 261L or 262L or 263L or Chem 105/107L, 111L, 121L, 131L, 122L, 132L, or Biol 110/112L, 121L, 122L/123L or Physcs 102L, 151L, 152L, 160, 161L or E&PS 101/105L, 102L, 103 or Astr 101. One course must be a Lab designated by L. (Natural Science courses are highly recommended as they are designated for Elementary Education Majors)

Fine Arts

Art History 101

THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.

THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval: *[Signature]*

Faculty Senate Curricula Committee Chair

15 Apr '99
Date

January 29, 1999

Implementation of Core Curriculum

Major in Elementary Education

Submitted by Anne Madsen, Program Coordinator for Secondary Education

842

EXCEPTION REQUEST

The College of Education must comply not only with core curriculum but also Senate Bill 106, passed by the State of New Mexico Legislature in 1986. Also, all licensure programs had to be approved by the State Board of Education. Therefore, in order to comply with our state approved program, this program is requesting exceptions in the following areas of the core curriculum:

Physical and Natural Science: Per Senate Bill 106, our student are required to take twelve (12) hours in science, including biology, chemistry, physics, geology, zoology and botany. Therefore, the area of geography and anthropology are not a part of our science block. However, students do have the option to take anthropology or geography in our social science block.

Social and Behavioral Science: Per Senate Bill 106, six (6) hours are required in government, economics or sociology. Therefore, we utilized all areas for the core with the exception of the American Studies courses and Linguistics. However, Linguistics 101 is a required within our Communication Arts Block.

Mathematics: The state approved mathematics block of nine (9) hours includes the following:

- Mathematics 111 - Mathematics for Elementary & Middle Level School Teachers I
- Mathematics 112 - Mathematics for Elementary & Middle Level School Teachers II
- Mathematics 215 - Mathematics for Elementary & Middle Level School Teachers III

We require these courses because they are teacher application based and aid in the preparation of future elementary and middle level teachers. Students who wish to further their knowledge in math are encouraged to complete a Math Endorsement(Minor). Also, students who transfer with higher levels of math meet with Nancy Gonzales of the Math Department who will substitute as she sees appropriate in the math block.

Humanities: Our students per Senate Bill 106 are required to take twelve hours in the area of history. Courses required within these twelve hours are:

- a) U.S. History
- b) Western Civilization
- c) New Mexico History
- d) Hist Elective

Fine Arts: The Secondary Education Program requires six hours in the Fine Arts Area. The classes required are:

- a) Art Hi 101 Intro to art or Art Hi 251 art Trad of SW
- b) Music 139 or 140 Music Appreciation I or II

The reason for these restrictions is that students are tested on an exam in the areas of music and art history in order to be certified by the state.

January 29, 1999

Implementation of Core Curriculum

Major in Elementary Education

Submitted by Anne Madsen, Program Coordinator for Elementary Education, January 1999

Following are the courses that will meet core curriculum requirements for the Major in Special Education:

Writing and Speaking:(9 hrs)

Engl 101 and 102

C&J 270 (Form "C" submitted to use this course as an acceptable alternative in the Writing and Speaking area)

Mathematics: (3 hrs)

Math 215

Physical & Natural Sciences:(7 hrs)

Requests that students take the NS, if not the courses from the list to include a Lab (designated L) & excluding Anth & Geog.

Social and Behavioral Sciences: (6 hrs)

Courses from the list except Am.St. & Linguistics

Humanities: (6 hrs)

Hist 101 or 102 &

Hist 161 or 162

Second Language (3 hrs)

One course chosen from list

Fine Arts: (3 hrs)

Art Hi 101

Implementing the core curriculum requires adding three credits to the current curriculum.

DEGREE/PROGRAM CHANGE
FORM C

FEB 22 1999

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

Date: January 29, 1999

OFFICE OF THE REGISTRAR

CIP CODE

Don Zancanella, Ph.D.
(Name of individual initiating curricular change form)

Assigned by
Associate Provost
for Academic Affairs

Program Coordinator 277-7782
(Title, position, telephone number)

Division of Center for Teacher Education
(Department/Division/Program/Branch)

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

Mark appropriate Program:

Secondary Education

Undergraduate Degree Program

This form is for _____
Name of New or Existing Program

Graduate Degree Program
(For existing degree only)

This program is or would be located in current undergraduate/graduate catalog
on page(s) 248, 302-303

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>BA ED/BS ED</u> Type	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

See Attachment A

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

To bring program into compliance of UNM core curriculum requirements.

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary) NA
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary) NA
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement. XX
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, 1999
Semester Year

Required Signatures:

Department Chairperson _____	Date: _____
Dean of Library Services (If necessary) _____	Date: _____
CIRT (If necessary) _____	Date: _____
College Curriculum Committee (If necessary) <u>[Signature]</u>	Date: <u>22 Feb 99</u>
College or School Faculty (If necessary) _____	Date: _____
College or School Dean/Director of Instruction <u>[Signature]</u>	Date: _____
FS Graduate Committee (If applicable) _____	Date: _____
FS Curricula Committee <u>[Signature]</u>	Date: <u>9 Apr 99</u>
Assoc. Provost for Academic Affairs <u>[Signature]</u>	Date: <u>11/7/99</u>
Faculty Senate _____	Date: _____

844
 Received _____
 Entered (Mainframe) _____
 Entered (Catalog) _____
 Mailed _____
 For Scheduling Office ONLY:

Faculty Senate Curricula Committee
Report and Recommendation

345

Department proposing change DIVISION OF CENTER FOR TEACHER EDUCATION Date April 12, 1999

Program to be changed SECONDARY EDUCATION

Individual initiating change DR. DON ZANCANELLA

* Limit to one page only
* Unit prepares/submits with Form C/D

A. Summary of previous program requirements to be changed:

TO BRING PROGRAM INTO COMPLIANCE WITH THE UNIVERSITY OF NEW MEXICO'S CORE-CURRICULUM REQUIREMENTS.

B: Summary of new program requirements with proposed change(s):

Science (12 hrs)

(1 COURSE MUST INCLUDE A LAB) *SELECT FROM BIOL 110/112I, 121I, 122I, 123I, Chem 105/107L, 111L, 121L, 131L, 122L, 132L, Physcs 102L, 15L, 152L, 160, 161L, ASTR 101 or GEO 101/105L, 102L, 103

Social & Behavioral Science (6 hrs)

Select from: Soc 101, Psych 105, Pol Sc 110 or 200, Anth 101 or 130, Econ 105 or 106, Geog 102

Second Language (3 hours)

Choose from a lower division course in the department of Ling., Spanish & Portuguese, foreign Languages and Literatures.

THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.

THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval:

[Signature]
Faculty Senate Curricula Committee Chair

15 Apr '99
Date

January 29, 1999

Implementation of Core Curriculum

Majors within the Secondary Education Program which includes Bilingual Education, Communication Arts Education, Earth Science Education, French Education, German Education, Life Science Education, Mathematics Education, Physical Science Education, Social Studies Education, Spanish Education, TESOL Education and Theatre Education.

Submitted by Don Zancanella, Program Coordinator for Secondary Education, January 1999

Following are the courses that will meet core curriculum requirements for the Major in Secondary Education.

Writing and Speaking: (9 hrs)

Engl 101 and 102

C&J 130 or 270 (Form "C" submitted to use this course as an acceptable alternative in the Writing and Speaking area)

Not in Core - see form C-item 6

Mathematics: (3 hrs)

Math 145

justification?

Physical & Natural Sciences: (7 hrs)

Courses from the list to include a Lab (designated L)

except Antho & Geog.

Social and Behavioral Sciences: (6 hrs)

Courses from the list

except American Studies & Linguistics

Humanities: (6 hrs)

Hist 101 or 102 & Hist 161 or 162

Second Language (3 hrs)

One course chosen from list

Fine Arts: (3 hrs)

Music 139 or 140

Implementing the core curriculum requires adding three credits to the current curriculum.

January 29, 1999

January 29, 1999
 Implementation of Core Curriculum
 Major In Bilingual Education, Communication Arts Education, Earth Science Education, Life Science Education, Mathematics Education, Physical Science Education (Chemistry and Physics), Social Studies Education, Modern & Classical Language, TESOL Education, & Theatre Education
 Submitted by Don Zancanella, Program Coordinator for Secondary Education

EXCEPTION REQUEST

The College of Education must comply not only with core curriculum but also Senate Bill 106, passed by the State of New Mexico Legislature in 1986. Also, all licensure programs had to be approved by the State Board of Education. Therefore, in order to comply with our state approved program, this program is requesting exceptions in the following areas of the core curriculum:

Social and Behavioral Science: Per Senate Bill 106, six (6) hours are required in government, economics or sociology. Therefore, we utilized all areas for the core with the exception of the American Studies courses and Linguistics. However, Linguistics 101 is an option within our Communication Arts Block.

Mathematics: Senate Bill 106 requires six (6) hours of mathematics. The secondary approved program in math requires Mathematics 120 & 145. Higher levels of math courses are automatically substituted for the lower levels.

Humanities: Our students per Senate Bill 106 are required to take twelve hours in the area of history. Courses required within these twelve hours are:

- a) U.S. History
- b) Western Civilization
- c) New Mexico History
- d) Hist Elective

Fine Arts: The Secondary Education Program requires six hours in the Fine Arts Area. The classes required are:

- a) Art Hi 101 Intro to art or Art Hi 251 art Trad of SW
- b) Music 139 or 140 Music Appreciation I or II

The reason for these restrictions is that students are tested on an exam in the areas of music and art history in order to be certified by the state.

DEGREE/PROGRAM CHANGE FORM C

Date: January 29, 1999

UNM
FEB 23 1999
CIP CODE

UNIT PREPARES IN QUADRUPPLICATE
Routing (All four copies)

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

Anne Madsen, Ph.D.
(Name of individual initiating curricular change form)

OFFICE OF THE REGISTRAR
Assigned by
Associate Provost
for Academic Affairs

Program Coordinator 277-6640
(Title, position, telephone number)

Division of Center for Teacher Ed
(Department/Division/Program/Branch)

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

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

This form is for Elementary & Secondary Ed
Name of New or Existing Program

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

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>BS ED/BA ED</u> Type	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

NO CHANGE

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) NA
 CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary) NA
 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 XX
 If yes, have you resolved these issues with department/branch involved? _____ (attach statement)
 Effective Date of Proposed Change: Fall 1999
Semester Year

Required Signatures:

- Department Chairperson [Signature] Date: 2/5/99
- Dean of Library Services (if necessary) _____ Date: _____
- CIRT (if necessary) _____ Date: _____
- College Curriculum Committee (if necessary) [Signature] Date: 22 Feb 99
- College or School Faculty (if necessary) _____ Date: _____
- College or School Dean/Director of Instruction [Signature] Date: _____
- FS Graduate Committee (if applicable) _____ Date: _____
- FS Curricula Committee [Signature] Date: 9 Apr 99
- Assoc. Provost for Academic Affairs [Signature] Date: 1/17/99
- Faculty Senate _____ Date: _____

40

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

For Scheduling Office ONLY:

Mailed



Faculty Senate Curricula Committee
Report and Recommendation

Department proposing change DIVISION FOR CENTER OF TEACHER EDUCATION Date April 12, 1999

Program to be changed ELEMENTARY & SECONDARY EDUCATION

Individual initiating change DR. ANNE MADSEN *[Signature]*

* Limit to one page only
* Unit prepares/submits with Form C/D

A. Summary of previous program requirements to be changed:

TO BRING PROGRAM INTO COMPLIANCE WITH THE UNIVERSITY OF NEW MEXICO'S CORE-CURRICULUM REQUIREMENTS.

B: Summary of new program requirements with proposed change(s):

The program of studies for Elementary Education Majors requires English 101 & 102, Linguistics 101 and C & J 270. The Secondary Education program of study requires English 101 & 102, Linguistics 101 or an English elective, and C&J 130 or 270. We request C&J 270, Communication for Teachers (3 hrs), as an acceptable alternative in the Writing & Speaking Core Curriculum Area. The course focuses on concepts and practices of interpersonal, small group, and public communication pertinent to classroom teachers at the elementary, middle & secondary levels of education.

- THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.
- THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval: *[Signature]*
Faculty Senate Curricula Committee Chair

15 Apr '99
Date

Date: **January 29, 1999**
**Implementation of Core Curriculum/Departmental Wide Substitution
Majors in Elementary & Secondary Education**
Submitted by **Anne Madsen, Program Coordinator for Elementary Education**

Computer Science
The program of studies for Elementary Education Majors requires English 101 & 102, Linguistics 101 and C & J 270. The Secondary Education program of study requires English 101 & 102, Linguistics 101 or an English elective, and C&J 130 or 270. We request C&J 270, Communication for Teachers (3 hrs), as an acceptable alternative in the Writing & Speaking Core Curriculum Area. The course focuses on concepts and practices of interpersonal, small group, and public communication pertinent to classroom teachers at the elementary, middle & secondary levels of education.

Department	<input type="checkbox"/>
College	<input type="checkbox"/>
Faculty	<input type="checkbox"/>
Students	<input type="checkbox"/>
Administrators	<input type="checkbox"/>
Other	<input type="checkbox"/>

We request the following substitutions to the program of study for the degree of Bachelor of Science in Elementary Education and the degree of Bachelor of Science in Secondary Education. The substitutions are as follows:

See attached

See attached

Requester's Name: _____
 Title: _____
 Department: _____
 Date of Proposal: _____

Approved by: _____
 Title: _____
 Date: _____

Approved by: _____
 Title: _____
 Date: _____

Approved by: _____
 Title: _____
 Date: _____

Approved by: _____
 Title: _____
 Date: _____

Approved by: _____
 Title: _____
 Date: _____

DEGREE/PROGRAM CHANGE FORM C

UNM FEB 03 1999

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

Date: November 17, 1998 Paul Helman (Name of individual initiating curricular change form) Interim Chair 7-3112 (Title, position, telephone number) Computer Science (Department/Division/Program/Branch)

OFFICE OF THE REGISTRAR Assigned by Associate Provost for Academic Affairs

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

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

This form is for Computer Science (Name of New or Existing Program) This program is or would be located in current undergraduate/graduate catalog on page(s) 332-340

Mark appropriate category

Table with columns: NEW: (Undergraduate degree only), REVISION OF: (checked), DELETION: [], NAME CHANGE: []. Rows include Degree (PhD checked), Major, Minor, Concentration, Certificate, Emphasis, Department.

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

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

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. (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 X

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

Effective Date of Proposed Change: Fall 1999

Required Signatures table with rows for Department Chairperson, Dean of Library Services, CIRT, College Curriculum Committee, College or School Faculty, College or School Dean/Director of Instruction, FS Graduate Committee, FS Curricula Committee, Assoc. Provost for Academic Affairs, Faculty Senate. Includes handwritten signatures and dates.

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY:

43

Faculty Senate Curricula Committee
Report and Recommendation

852

Department proposing change Computer Science Date 17 April 1999

Program to be changed Ph.D.

Individual initiating change Paul Helman

* Limit to one page only
* Unit prepares/submits
with Form C/D

A. Summary of previous program requirements to be changed:

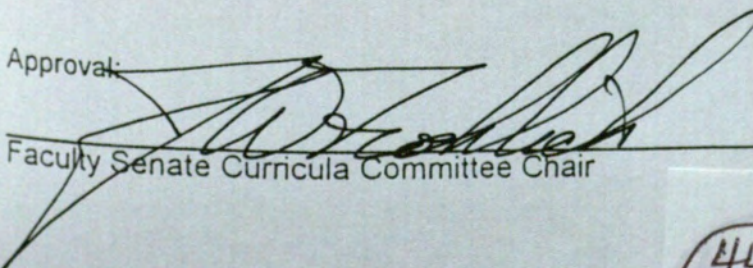
None- This is an additional requirement for the Ph.D.

B. Summary of new program requirements with proposed change(s):

All Ph.D. students will be required to be a teaching assistant for one semester during their degree program.

- THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.
 THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval:


Faculty Senate Curricula Committee Chair

26 Apr 99
Date

44

PROPOSAL

Introduction. The following proposal grows out of initiatives taken by Dean Robert Chapman of The University of New Mexico General Library. Simply put, the problem is the

(1) the combined total of monographs, periodicals, government information and manuscripts/archives added annually to the UNMGL represents approximately 7,345 linear feet or nearly 1.3 miles of shelving, and

(2) the UNMGL shelving facilities are nearly or will exceed their designed capacities within 2-3 years.

Proposal

for

A High-Efficiency Library Storage Facility

to serve the

Academic/Research Libraries

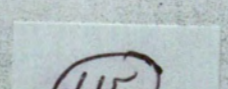
of

The State of New Mexico

Facility. An initial modification of 20,000 linear feet of shelving with additional shelving for processing and access space of 10,000 linear feet is proposed.

Mechanical preservation climate control	\$1,500,000
20 computer shelving modules @ \$50,000 each	\$1,000,000
20,000 linear feet @ \$100 per foot	\$2,000,000
10,000 linear feet @ \$100 per foot	\$1,000,000
Total	\$5,500,000

Prepared by
Louis A. Hieb
Facilities Planning Librarian
The University of New Mexico
Albuquerque, New Mexico
February, 1999



PROPOSAL

Introduction. The following proposal grows out of initiatives taken by Dean Robert Migneault of The University of New Mexico General Library. Simply put, the problem is this:

- (1) the combined total of monographs, periodicals, government information and manuscripts/archives added *annually* to the UNMGL represents approximately 7,848 linear feet or nearly *1.5 miles of shelving*; and
- (2) the UNMGL shelving facilities are *already at or will exceed* their designed capacities within 2-3 years.

A similar situation exists in the other academic/research libraries of The State of New Mexico. What is proposed here is a climate-controlled modular facility which will be expanded in response to management information on collections growth. This is an open-ended, long term solution. Moreover, a cooperative, high-density/high-efficiency shelving facility is not only the most cost-effective means of storing materials and assuring long-term preservation, it should also serve as the basis for other forms of library resource sharing.

Mission. The mission of the New Mexico High-Efficiency Library Storage Facility is to promote effective use of space for the academic/research libraries of The State of New Mexico and the retention of financially and historically valuable resources through providing a secure, reliable, and cost-effective archival environment for the storage and retrieval of media.

Facility. An initial module with 86,400 linear feet of shelving, with collections storage, processing and access space (29,400 sq.ft.) will cost an estimated \$4,990,000:

Mechanical (preservation climate control)	250,000
30 compact shelving modules @ \$60,000	1,800,000
29,400 sq ft. @ \$100 sq. ft.	<u>2,940,000</u>
Total:	\$4,990,000

Each compact shelving module contains 2,880 linear feet of shelving. 30 shelving modules represent ten years growth (UNMGL *only*). Clearly not all modules are required at the beginning of this period (2001) nor a structure of this size. However, significant discounts apply.

Location. Albuquerque.

Note. This proposal is in response to the *urgent* need to provide adequate shelving for collections in The University of New Mexico General Library and at the same time to extend this cost-effective approach to other academic/research libraries of The State of New Mexico.

Attachments: "A New Service Model and Long-Range Facilities Plan" for the UNMGL (10/98).
"High-Efficiency Library Storage Facility" [plan] (2/99)

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The Future of the UNM Library

Jon M. Tolman and Carolyn Woodward

Document Contents: I. Tolman & Woodward Report II. FSLC Recommendations

I. Report to the Faculty Senate Library Committee

A. Activities

In response to FSLC Chair Michael Buchner's request that we investigate and report on the Library's space needs, we met several times with a select group of senior librarians: Louis Hieb, Linda Lewis, Susan Deese-Roberts, and Judith R. Bernstein. In connection with these meetings, Judith Bernstein provided "FAQ regarding library space and the 'Virtual Library,'" Louis Hieb presented a proposal for "A High-Efficiency Library Storage Facility," and the four librarians as a group produced a list of frequently asked questions about library off-site storage and space (email copy dated 9 Feb 1999), all of which should be useful in campus-wide discussions of the library's future. (See attachments.) In addition, we met with other knowledgeable actors at UNM: University Planner Joe McKinney, persons on the Provost's ad hoc committee on the Library (chaired by Dean Nasir Ahmed) and in the office of Facility Planning, and Deans Thomas Dodson and Michael Fischer. Our exchanges with them have been informative and helpful.

B. A Concept of Research Libraries for the XXIst Century

Most libraries today follow a model little changed from the eighteenth century in which printed books and manuscripts are stored on metal shelves in rows (for example, UNM adds some 1.5 linear miles of new collection each year). Recent improvements in collections and service such as

computerized access and a slow increase in digitally scanned journals, microfiche collections and the like are embellishments on the model we all know. In addition, research libraries will always emphasize printed hard copy because digitalization and scanning of texts will be feasible only for high-usage fields or high-technology fields, not for the many disciplines that rely on older texts and manuscripts or on texts from the Third World. Libraries like ours will continue to acquire printed texts at the same time that acquisitions budgets must make room for digital media like J-Stor, with the result that acquisition needs are in a budget spiral exceeding inflation by far. If collections are to expand to meet our research needs and if UNM continues with the current storage model, the university will need new buildings much more rapidly than we can expect the legislature to fund them. Also, little if any space exists on central campus in which to put new buildings. While high density or compact shelving might be achieved in small increments as part of a solution to long-term storage needs, its cost is high, and it alone cannot address the crucial storage needs we face now and in the future.

A new library model is needed, and in fact some libraries have moved toward a central campus core collection (which concentrates on undergraduate collections) and a rapid-response remote storage facility for collections used infrequently. Some of the libraries now using such a model are Harvard (which developed the model), Yale, Cornell, Ohio State, Columbia, and the Library of Congress; additionally, the University of Pennsylvania has completed a high-density storage facility and the University of Michigan has begun construction of one. Other libraries planning off-site storage facilities include Oklahoma State, the University of North Carolina/Greensboro, Penn State, Johns Hopkins, the University of Washington, the University of Kansas, and (jointly) the Universities of Colorado and Denver.

C. The Current Space Situation at UNM General Libraries

1. Overview

Fine Arts Library is well beyond full capacity. All other UNM libraries are at full capacity, except Centennial Science and Engineering, which--at nearly full capacity already--will accept overflow from Psychology. Zimmerman Library can perhaps limp along for two years by rearranging space in creative ways. In three years, UNM will have achieved excess capacity at all main campus

The result of all these encroachments is that Zimmerman is effectively full. Due to the need for additional staff for the task, it will be exceedingly difficult and expensive to move collections around even for the three or four years that high-density, modular off-campus storage space will require for construction. Further, moving collections is going to be difficult and will add yet more labor costs if universal barcoding for books is not simultaneously instituted in order to track moved titles. Adding to the difficulty is New Mexico State's use of a different electronic cataloguing system. Instituting a state-wide electronic catalogue is highly desirable, but may not be politically achievable.

D. Solutions?

1. A partial solution

In response to the request of Dean Robert Migneault, in October 1998 Louis Hieb prepared "A New Service Model and Long-Range Facilities Plan" in which he proposed a long-range storage facility. It appears that Dean Migneault has already adopted Hieb's proposal, and has been able to convince other research libraries in the state to support a centralized, modular storage facility in Albuquerque (a site that becomes more politically viable when it is not intended for UNM alone). Space for the facility exists on university-owned property near the airport. The cost estimate for a first-stage, expandable structure is some \$7 million. High-density shelving would be used, along with barcoding and computerized access to assure that the research needs of our faculty could be met expeditiously. Designation for remote storage would be done on a discipline-by-discipline basis. (Some disciplines have less need for older publications, for example.) To accommodate the needs of scholars with texts in remote storage, the facility would offer 24-hour turnaround on requests. Other modes of response will certainly develop in time. (For details on this system, please consult the Hieb report or the attached February 1999 document.)

Browsing opportunities at the storage site are obviously desirable. The facility, then, might include accommodations that would allow faculty and selected students to browse for a short period each day, with photocopy machines available on the premises; library representatives point out that this will add to the cost of the project. Given the transitional nature of the present central administration, it is not clear at this time that fast-tracking this facility has any priority, yet we have a very tight time window in which to begin to act on our urgent need for storage space.

facilities. A new Zimmerman IV addition would cost some \$40-50 million, and squeezing it in behind Zimmerman is not feasible. Because the Legislature and Central Administration have given this project low priority, its viability as a solution is fading into a distant future.

2. Zimmerman storage space: Lost, stolen or misplaced?

A crucial question in allocating space designated for library shelving to other uses is its inordinate cost as compared with classroom or office space. Because printed materials are so heavy, flooring, walls and other load-bearing elements must be reinforced. Ventilation clearances and usage requirements (distance between and above shelves, width of corridors, reader use space) add to the cost. When library shelving space is used for offices, classrooms and the like, not only does this space become the most expensive option possible, but "empty" or "available" space being saved for new acquisitions is lost. Once the library cedes essential space to other uses it becomes nearly impossible to reclaim it. On a campus as starved for resources as UNM, every available inch of space is in constant dispute, and moving one office or division creates a rush of elbowing and shoving for space somewhere else.

In Zimmerman, 12,000 sq. ft. or more of floor space have been appropriated for non-library uses. UNM's central administration has colluded in or even imposed its will on library administrators, who have shown a lack of both foresight and strong leadership. The Center for Regional Studies was imposed on the library by a legislator anxious to find a low-cost but politically popular solution to the needs of UNM's border studies faculty. CAPS (6500 sq. ft.) has grown like topsy, slowly expanding to occupy an ever larger part of the third floor of Zimmerman. It is seeking to grow an additional 3500 sq. feet to address the tutorial needs of undergraduates in numerous fields, and it wants to do so on the third floor of Zimmerman. There are other tutorial services on campus (Disabled Students, departments like Mathematics) that compete with or overlap CAPS functions. There has been no will on the part of central administration to merge these overlapping services into a single, properly housed unit because of the high political cost. Other Zimmermann space is allocated to the National Park Service and other non-library occupiers. Further, during the construction of Zimmerman III a huge amount of floor space was reserved for a suite of offices for library administrators on the third floor of Zimmerman. It would have been much more cost effective to build a simultaneous office structure alongside or connected to the library, instead of carving out this space from collections.

II. FSLC Recommendations to Faculty Senate

A. Opening Statement

UNM Libraries are already full or approaching overload status. The recommendations that follow are based upon the assumption that all libraries will be full by the end of 2000. FSLC has observed an improvisational quality to library planning in this crisis and in the years that preceded it. A long-term plan is crucially needed, to cover at least the next ten years. Our general recommendation, then, is that the Faculty Senate request of the library administration that they provide for or collaborate in the development of a ten-year plan for library services at UNM.

B. Detailed Recommendations

1. FSLC recommends an expedited budget, design and appropriations approval process for a statewide remote storage facility housed in Albuquerque to provide a long-term solution to collections growth. The budget should provide for a browsing service at the facility for faculty and selected students who require such.
2. FSLC recommends that the Faculty Senate request that the library administration provide as soon as possible a 3-5 year transition plan for handling storage needs while the storage facility is being built. This plan should include a contingency plan explaining how storage needs would be addressed in this 3-5 year period should a storage facility not be approved. Assuming approval, the transition plan should include labor costs for moving titles, barcoding all titles and updating the catalogue. If the plan results in a temporary increase in staff costs, this increase should not be paid for out of acquisitions. Rather, a special allocation should be provided for that purpose. *Note: this plan should be shared with affected parties, including Deans Fischer, Dodson, and Ahmed, the FSLC, and the central administration.*
3. Compact shelving in existing libraries may serve as a complement to the remote storage facility in a comprehensive long-term plan, in particular on the floors added in the Zimmerman renovation and the bottom floors of Parrish and CSEL. However, because high costs for the shelving itself and for installation, labor, and disruption of services may delay action on the remote storage facility, we recommend that the Faculty Senate request

2. CAPS

Dean Migneault has indicated to the committee that he is working to move out some encroachers, like the National Park Service (two years left on an expiring contract), yet he supports the expansion of CAPS on the third floor of Zimmerman at the expense of what shelving is left there and of student study space. Instead of being a friendly, user-oriented facility like Dane Smith Hall, Zimmerman is in danger of becoming a catacomb where users will have to squeeze themselves into what little space is not occupied by, CAPS, offices, and overflow from current bookshelves.

We also believe that the long-range plan for CAPS is to expand into the third floor of Zimmerman when the current storage emergency is over, an expansion that would further exacerbate Zimmerman's lack of comfortable space in which to pursue scholarly activities such as browsing, thinking, and following up on research hunches. Our recommendation is that CAPS be moved to an appropriate on-campus facility and its present Zimmerman space be restored to book storage and student study space. At this time there appears to be no campus facility large enough for the total space needs of CAPS, and we recognize that administrative and teaching functions may need to be housed in separate facilities. Care must be taken to preserve the integrity of CAPS as one administrative/teaching unit. Further, we recommend that competing tutorial services be merged into a single entity, whether or not that be CAPS. Solving these particular space needs will require the intervention of competent university authorities.

3. Storage Problems, Staffing Needs, and Library Acquisitions

Faculty are concerned, in some cases outraged, at serials cuts and other acquisitions reductions. Yet, even modest expansions of acquisitions budgets will add to our storage problems in the short term. The acquisitions/staff budget problem (budget overbalanced toward staff, with less funding for acquisitions) must be part of a strategy for the 3-5 years during which a remote facility would be built. In particular, this is needed because of the costs of adding staff both for moving collections around and for moving a very large number of titles to the storage facility. What seems to be lacking, however, is any sort of comprehensive plan with which to address these issues.

that the library administration develop a rationale and a budget for this expedient, including its impact on long-term storage. In no case should compact shelving be considered a substitute for a remote storage facility.

- 4. FSLC recommends urgent priority to relocating non-library operations such as Regional Studies, the Chaco Project, and CAPS. Under no circumstances should CAPS be allowed to expand further on the third floor of Zimmerman.

The library must continue to provide, where possible, accessible, catalog, deliver and preserve printed materials as long as they are needed while at the same time start moving as fast as money, technology and infrastructure capability will permit into the electronic environment. Faculty continue to develop new periodicals, books, and electronic access to information in order to teach and conduct research. Until all these books and periodicals are digitized, and for that matter the book years are made accessible, the library must provide print materials.

How do we handle the current space problems?

We need to take a multi-pronged approach to the space issue so that we solve both the short term and long term problems. Zimmerman is a relatively tight fit of space. The book collection grows at an annual rate of 2500 new titles or shelving each year (29,700 volumes) and there are presently only 1744 more titles of space. The Fine Arts Library has been out of space for years. They already have material stored in an off site area and they add about 500 new volumes to that area every year. Periods has five more years of space and CSEL about six.

What are some potential solutions for the current space problems?

Remote Storage Facility

The best long term plan is a modular Remote Storage Facility that will eventually provide 60,000 linear feet of shelving. Work was begun in 1974 on such plans and there are available documents related to this work. Through the new Library Academic Library Consortium the possibility of a remote storage facility needs to be explored.

FAQ regarding library space and the "Virtual Library".

Judith R. Bernstein

Won't digital information replace print information?

Digital information may someday replace printed information but this is a process which will not take place any time soon. In a research library we cannot throw out material mindlessly when it is still used or may become useful in the future for scholars working in new areas or finding new needs to explore older ideas. In some fields, the humanities and social sciences in particular, older material continues and will continue to have primary value. We're making progress in getting current journals online and available electronically. We are very far behind in getting older journals and books archived so that they will continue to be available. When will the library become digital is the same question as when will all professors start teaching their courses online? When will professors provide lectures and syllabi totally electronically and students won't come to classes anymore? When will all the materials needed to support the curriculum be in electronic form? Who is going to provide the money to digitize all the existing material? As long as the faculty require printed books and periodicals, the library will need to provide them.

The library must continue to purchase, store, make accessible, catalog, deliver and preserve printed materials as long as they are needed while at the same time start moving as fast as money, technology and information availability will permit into the electronic environment. Faculty continue to need and demand periodicals, books, and electronic access to information in order to teach and conduct research. Until all these books and periodicals are digitized, and not just this year's but back years are made accessible, the library must provide print materials.

How do we handle the current space problems?

We need to take a multi-pronged approach to the space issue so that we solve both the short term and long term problems. "Zimmerman is effectively out of space. [The book collection] grows at an annual rate of 2970 linear feet of shelving each year (29,700 volumes) and there are presently only 2744 linear feet of space." The Fine Arts Library has been out of space for years. They already have material stored in an off site area and they add about 500 new volumes to this Annex every year. Parish has five more years of space and CSEL about six.

What are some potential solutions for the current space problems?

Remote Storage Facility

The best long term plan is a modular Remote Storage Facility that will eventually provide 60,000 linear feet of shelving. Work was begun in 1994 on such plans and there are available documents related to this work. Through the New Mexico Academic Library Consortium the possibility of a remote storage facility could be explored

(possibly located in Socorro) that would be used by several University libraries and might be a feasible bond proposal at the legislative level. If various libraries shared this space, UNM would most likely have 40% of the proposed space. If we immediately add compact storage and/or remove functions from Zimmerman (see other proposed solutions below) we would have space in Zimmerman for about five years. This is sufficient time for the Remote Storage Facility to be built. If it becomes possible to build the remote storage facility earlier than some of the compact storage need not be installed.

The Remote Storage facility would be manned so that turn around time could be 24 - 48 hours during regular Monday through Friday hours. Many universities throughout the United States have had remote storage facilities for years.

Compact Shelving

In the short run adding compact storage in the basement levels of Zimmerman would provide sufficient time to establish an off-site climate controlled, high density, modular storage facility employing modular compact shelving systems. "The plan anticipates future growth as well as provision for the long-time preservation of the university's little used as well as significant research collections." Compact storage in existing buildings is less expensive to install than new construction, cheaper to staff, and to maintain. Proposals have been made internally in the library since 1996 to add compact storage pointing out that Zimmerman would be out of space within 3 years, i.e. 1999.

As Step 1, compact shelving would be installed on Zimmerman basement levels 1 and 2. The estimated cost is \$450,000 for an additional 8000 sq. ft. on level 1 and an estimated \$656,00 for an additional 13,000 sq. ft. on level 2. In Step 2 compact shelving would be installed in basement level 3 at an estimated cost of \$242,324 for an additional 6000 sq. ft.

In the longer term, compact shelving could be installed in parts of Centennial Science and Engineering Library to give that facility another 10 years to capacity. The load bearing capacity of Parish is not sufficient for compact storage. Additional conventional shelving was added in 1998 to give that facility about 5 years of growth.

It is also important to remember that we cannot simply fill up these libraries with books. The libraries serve other purposes than a storage facility and we must preserve seating for students, areas for instructional classrooms, space for additional computer workstations, and meet ADA requirements.

Remove functions from Zimmerman Library that are not using library resources

Remove those functions from Zimmerman library that do not require use of library materials or space and can be as easily carried out elsewhere. CAPS and related functions should be moved from the library and centralized elsewhere, or if space is lacking, the tutoring should be distributed to the different departments that use those services, leaving only the administrative structure centrally located for scheduling, etc. Perhaps space could be found in the remodeled SUB. This will give us 6000 square feet for shelving. (6000 sq. ft. of shelving equals 11,500 linear feet of conventional shelving which would house approximately 115,200 volumes)

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Other auxiliary functions now housed in the library, primarily on the second floor, should be moved or our contractual relations ended with them so we can use some of that space for the needed space for CSWR and other library materials. This would include NPS Chaco archives. Chaco has already released space on Tower level 3 into which some materials are currently being moved.

What can be done about the Fine Arts Library space problems?

The Fine Arts Library needs a new facility. There is no space for materials or students. This must be made a priority of the University for the next legislative session. Currently materials are stored in an off-site location (the Old University volkswagon building) which is almost full and also may not be available within the next few years. They also store non-circulating materials in Zimmerman which are paged for use in the Fine Arts Library. Until a new facility is completed, Fine Arts could use some of the compact storage units added to Zimmerman Library. When the Remote Storage facility is built, they would also utilize that space.

Where do we see the future library?

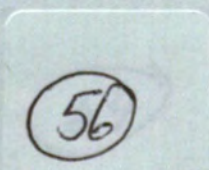
At the same time as we need to maintain and enhance the current infrastructure including building, computers, networks, collections and staff, we need to develop electronic products and services and to move to end user self services in circulation, document delivery, and electronic reserves.

Some of the elements that will be necessary to do this are

- a. Barcode the library print collection so that we can readily identify materials in remote storage and provide self check-out in the current library buildings.
- b. Provide brief electronic records for the material still not in electronic form in the Zimmerman card catalog so ALL material will be electronically available.
- c. Encourage Jstor and companies like them to add more archival full text journals so that ultimately we will be able to discard some of our current older print materials and provide access to the desktop for all faculty and students.
- d. Encourage the University to provide adequate computer equipment and networking not only in the library but also across campus so that faculty and students are able to access electronic materials wherever they are.

The opinions expressed in this document are my own and not to be construed as "official pronouncements" of the University of New Mexico General Library.

Judith R. Bernstein
January 31, 1999



Date: Tue, 9 Feb 1999 15:21:10 -0700 (MST)
From: "Linda K. Lewis" <llewis@unm.edu>
To: jon michael tolman <tolman@unm.edu>, carolyn jane woodward <woodward@unm.edu>
Cc: sdeese@unm.edu, louis hieb <lhieb@unm.edu>, Judith Bernstein LIBRARY <rosen@unm.edu>, "linda k. lewis" <llewis@unm.edu>
Subject: Lib. Cmt: Space group

Jon and Carolyn

After the meeting of your Faculty Senate Library Cmt subcommittee on space, we created a list of frequently asked questions about library off-site storage and space. I hope this will address some of the major concerns.

1. What do you mean by remote or off-site storage?
A building located away from the central campus that would hold infrequently-used library materials. This would be the best way to solve the problems of over-crowded libraries.
2. How would materials be selected for storage?
We can use our circulation system to identify materials that have not been checked out more than a few times in the past decade. These materials could be reviewed by librarians and faculty to identify any items that should not be in remote storage. Other possibilities could include older years of journals in some subject areas, as well as fragile materials.
3. How would we know what materials would be in storage?
They would be listed in the online catalog and the location would say the items were in storage.
4. How would I get items in storage?
By requesting it at any of our circulation desks, or possibly even by using an online request form. Items would be retrieved by Library personnel and delivered to the Library within 48 hours. You could then pick up the items at the Library.
5. Who could request items in storage?
Anyone.
6. Could frequently requested items be returned to the general collections?
Yes, they could be reviewed for removal from storage.
7. Would I be able to go to the remote storage building and browse?
No; a browsing storage collection is basically another branch library with all the requirements for staff, security, etc., which we do not want to create.
8. When would such a facility be available?
Probably not for at least 2 or 3 years; it depends upon funding.
9. How will the Library cope until then since it's out of space now?
When an off-site facility is approved, the Library will devise plans for dealing with the short-term space needs. Moving materials within and among libraries to use existing space as completely as possible should get us through the next 2 years.

10. What needs to be done in order to prepare for off-site storage?

Items not yet in the online catalog (which are mainly items acquired before 1970) need to be added; this process, known as retroconning, involves cataloging them by the current rules for our online system. The entire collection needs to be barcoded; our current circulation system uses "ocr" (optical character recognition) technology which is now outdated. Barcoding would permit improved service including self-service circulation.

11. Can any departments be moved out of the Library to gain enough space to help?

No. At present, there is no suitable space on campus for units such as the Library processing functions, CAPS, or NPS.

SICK LEAVE

The University recognizes that faculty and members of their immediate family may be sick or injured, and that a reasonable period of paid time off should be granted to employees during such periods. In accordance with federal and state regulations, the following practices shall be followed.

Eligible Employees. Only regular contract faculty who hold appointments of .50 FTE or greater for an academic or fiscal year are eligible to accrue paid sick leave according to this policy. If a research faculty member has an expectation of continued employment to equal or exceed 12 months, paid sick leave may be granted. Visiting faculty are not covered. Immediate Family, for purposes of this policy, is defined as the employee's spouse or domestic partner, child (including step, adopted, or foster child), grandchildren, parent(s) (including step or foster parent), grandparent(s), and sibling(s).

Description of Leave Available. Faculty Sick Leave may be described as leave for short term illness or injury (less than 10 days duration) and extended sick leave (serious illness or injury of more than 10 days duration).

Each regular faculty member on 10 or 12 month contract at a minimum of .50 FTE may use up to 10 days prorated by FTE a year for brief illness, injury, or medical appointments. Such absences may be covered by cancellation of classes, substitution by other department members, or research assignments. Records are kept within the departments and colleges. Balances are not accrued from year to year.

For extended sick leave caused by serious illness, surgery, injury, pregnancy, or quarantine of the faculty member's household, faculty are entitled to 21 work days (one calendar month) per completed year of service which, if unused, may accumulate to a maximum of 126 work days (six calendar months) leave. Such leave requires documentation of the illness be furnished to the appropriate chair or director by a licensed medical practitioner. Unused accumulations carry forward from year to year to a maximum of 126 work days (six calendar months). Such accumulated leave has no cash value upon the employee's separation from the University.

Sick leave accrual for faculty employed more than .50 FTE but less than fulltime will be determined by prorating 21 days by the active FTE, i.e. a .50 FTE multiplied by 21 equals 11 work days maximum accrual for the year for a half-time employee.

Sick Leave Usage. Requests for leave for short-term illnesses or injuries are approved by the chair or director and records are maintained within the hiring department.

Forms for extended sick leave requests are available through the Faculty Contracts and Services Office. A request for extended sick leave is approved by the chair or director of the unit and forwarded to the appropriate dean or director and the Faculty Contracts and Services Office for appropriate data input and record keeping. The white copy of such forms and any supporting documents will be maintained in the permanent personnel files in Faculty Contracts and Services Office. Extended sick leave is reported in days. Half days or partial leave may be reported based on documentation of a medical practitioner's recommendation of partial return to work.

Faculty accumulated sick leave cannot be converted to cash. Upon termination of employment, retirement, or death, all sick leave eligibility will expire.

Family Medical Leave. The University of New Mexico allows Family Medical Leave (FML) in accordance with federal regulations, see UNMBPP 3440.

Other Sick Leave. Faculty members may qualify for Catastrophic Leave (see UNMBPP 3430) or Leave Without Pay as previously described in this Section.

MATERNITY LEAVE

Maternity leave will be granted on the same basis and under the same provisions as sick leave described above. The chair or unit director may approve up to 21 work days (1 calendar month) for each completed consecutive year of employment, up to a maximum of 63 work days (three calendar months). Six weeks of paid/unpaid leave is usually the approved period of leave for delivery of a baby. Leave extended beyond six weeks requires verification by a medical practitioner. Forms to request maternity leave are available in the Faculty Contracts and Services Office. Parental or Family Leave is addressed under the Family and Medical Leave Act (FMLA), (see UBPP Manual 3440).

April 16, 1995

Background: At one time, the tuition remission covered stress management related courses like those at Continuing Education, as well as those that were offered through degree programs. Both faculty and staff enjoyed these courses and felt that they were a definite positive in their work at UHM. That benefit was diminished when the focus of the academic benefit was increased. This has proven to be a source of discontent to many faculty and staff. The Faculty Staff Benefits Committee has been advised that for academic courses, the funding formula actually more than covers the cost. The Committee was also informed that the formula did not cover the cost of Continuing Education classes, however, our understanding is that that cost was not high in the past.

Therefore, be it resolved that the faculty and staff at UHM may be allowed to use at least four hours of their eight hour tuition remission for all such courses, including Continuing Education classes that are not obviously career oriented. The positive effects of stress management sorts of classes on morale has long been discussed by faculty and staff, and the Committee recommends that, in a year where salary increases may be minimal, an improvement in the tuition remission be considered strongly.

Submitted by the Faculty Staff Benefits Committee, chaired by the chair, Jack Ward-Farr.

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**Resolution
on
Tuition Remission**

April 15, 1999

Background: At one time, the tuition remission covered stress-management related courses like those at Continuing Education, as well as those that are offered through degree programs. Both faculty and staff enjoyed these courses and felt that they were a definite positive in their work at UNM. That benefit was withdrawn when the hours for the academic benefit were increased. This has proven to be a source of discontent for many faculty and staff. The Faculty Staff Benefits Committee had been informed that, for academic courses, the funding formula actually more than covers the cost. The Committee was also informed that the formula did not cover the cost of Continuing Education classes; however, our understanding is that that cost was not high in the past.

Therefore, be it resolved that the faculty and staff at UNM again be allowed to use at least four hours of their eight-hour tuition remission for all UNM courses, including Continuing Education classes that are not obviously career-related. The positive effects of stress management sorts of classes on morale has long been discussed by faculty and staff, and the Committee recommends that, in a year where salary increases may be minimal, an improvement in the tuition remission be considered strongly.

Submitted by the Faculty Staff Benefits Committee, drafted by the chair, Kari Ward-Karr.

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MEMORANDUM

TO: F. Chris Garcia, Ph.D.
Julie Weeks, M.B.A.

FROM: Kari Ward Karr, Ph.D., Chair, Faculty Staff Benefits Committee

RE: Resolution for Tuition Remission

DATE:

Background: At one time, the tuition remission covered stress-management related courses like those at Continuing Education, as well as those offered through the degree programs. Faculty and staff both enjoyed these courses and felt that they were a definite positive in their work at UNM. That benefit was withdrawn when the hours for the academic benefit were increased. This has proven to be a source of discontent for many faculty and staff.

The faculty and staff at UNM (not their spouses) request that they again be allowed to use their tuition remission for all UNM courses, including all Continuing Education classes, even those that are not obviously career-related. The Faculty Staff Benefits Committee voted unanimously in favor.

cc: William C. Gordon, Ph.D.
R. Philip Eaton, M.D.
Judy K. Jones
Eliseo Torres, Ph.D.
Peter White, Ph.D.

May 4, 1999

Distributed at Senate meeting on
May 4, 1999

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WHY CUT MEN'S GYMNASTICS ?

For many reasons, it is hard to believe that the University of New Mexico would consider the elimination of the men's gymnastics program:

- Gymnastics at UNM is a tradition.
- Gymnastics programs have been in New Mexico for many, many years. Mr. Vigil had a gymnastics program at Albuquerque High in the early 50's. Mr. Ross Black in Lovington had a very good program in the 50's and 60's. Wayne Bailey developed a program in Farmington in the late 50's. Children's programs were in several cities including Las Cruces, Albuquerque, and Deming.
- Today, 17 competitive clubs and numerous non-competitive clubs exist as a result of New Mexico gymnasts graduating and going into business for themselves. UNM's gymnastics program provides a window of opportunity for hundreds of young New Mexicans looking toward a University degree and some added competitive years.
- The University is obliged to provide educational programs to meet the state's tremendous diversity. The same should be true for the student athletic program. The facilities and equipment already exist. The current gymnastics coach is a former Olympian and holder of multiple team records.
- Gymnasts are good students with a relatively high graduation rate. Nationally, gymnasts have a higher graduation rate than athletes in other collegiate sports and higher than non-athletes;
- Gymnasts are disciplined and good citizens both on and off the university campus;
- Gymnastics is an important Olympic sport. It is the most viewed by the television audience and it is the most sought after ticket; consequently it is the costliest. Because of our altitude, many Olympians come here to train and prepare for competition. What an opportunity for the University.
- The total gymnastics budget including salaries and 6.3 scholarships is less than \$165,000 of the \$13.7 million. That equals .012%.

REQUEST: RETAIN MEN'S GYMNASTICS. INCREASE THE SPORTS BUDGET...
MAINTAIN TRADITION

GP

Men's Minor Sports

Motion: that the Faculty Senate endorses the continuation of **men's swimming, gymnastics and wrestling** programs and the reasonable support of these teams so that they may be competitive.

Why Cut Men's Swimming?

For many reasons, it is hard to believe that the University of New Mexico would cut off the 70 year-old men's swimming program:

- swimming is a safe and healthy sport, one that can be done for life;
- swimming is one of the most popular participatory sports in the US, being ranked in the top half-dozen;
- swimmers are good students with a relatively high graduation rate. Nationally, swimmers have a higher graduation rate than athletes in any other collegiate sport and higher than non-athletes;
- swimmers are disciplined and hard-working athletes and good citizens on-campus and off;
- swimming is an important Olympic sport. In 1996, the United States won more Olympic medals in swimming than in any other sport;
- when UNM cuts men's swimming, then New Mexico's high school men swimmers will have no in-state university program to which they may go. For UNM to strive to keep the State's best student-athletes is admirable. In New Mexico, over 2,600 kids younger than college age participate yearly in organized competitive swimming programs;
- in the purest sense, swimming is most gender equitable. The men's and women's teams practice next to each other in the same pool; both teams swim the same event schedule. They usually swim together at meets as a team representing UNM;
- the money required to make the men's swimming program competitive is a pittance relative to that for other sports;
- just trying to be competitive in football comes at a huge cost;
- why not continue the men's swimming program and fund it so that it can become competitive? The Athletic Department would need to contribute about 0.0038 of its annual budget for that. "0.0038" is less than one-half of 1%

EVEN IF--

for whatever reason(s)--football is here "to stay", the relatively small investment by the University, an institution of higher learning, to support and nurture real student-athletes in the "**minor sports**" like **swimming, gymnastics and wrestling** seems worthwhile. It is but a small investment in education, in people and in society.

Fred Hashimoto, Dept. Medicine 5/5/99

Committee], and to the Provost (or Vice President for Health Sciences
DRAFT
CONFLICT OF INTEREST WAIVER POLICY
FOR TECHNOLOGY TRANSFER
(HSC). The approval of the

POLICY

A detailed description of the officer or employee's interest in the private entity.

This Policy is adopted pursuant to § 21-28-25 NMSA 1978. Under certain circumstances this Policy will permit an officer or employee of the University to establish and maintain a substantial interest in a private entity that provides or receives equipment, materials, supplies or services under contract with the University in order to facilitate the transfer of technology developed by the officer or employee from the University to commercial and industrial enterprises for economic development.

Factors that demonstrate that the proposed understanding will not adversely affect research, public service or instructional activities at the University.

IMPLEMENTATION

Factors that demonstrate the officer's or employee's interest in the private entity

1. **Approval Authority.** The President of the University, or a designee of the President ("President"), may grant permission for an officer or employee of the University to establish and maintain a substantial interest in a private entity which contracts with the University for the purpose of providing goods and/or services to the University, or receiving goods and/or services from the University, in accordance with the following procedures. It is acknowledged that each request will be unique and therefore each request must be dealt with on a case by case basis in the discretion of the President.
2. **Application Requirement.** An officer or employee seeking the permission of the President in accordance with this policy, shall submit a written application for such permission to the President, with copies to the UNM Conflict of Interest Committee [the

Committee], and to the Provost (main campus) or Vice President for Health Sciences (HSC). The application shall contain the following:

a. A detailed description of the officer or employee's interest in the private entity. approval as the President may deem appropriate.

b. A full description of the nature of the proposed undertaking.

c. Factors that demonstrate that the proposed undertaking will benefit the economy of the State of New Mexico.

d. Factors that demonstrate that the proposed undertaking will not adversely affect research, public service or instructional activities at the University.

e. Factors that demonstrate the officer's or employee's interest in the private entity or benefit from the interest, will not adversely affect any substantial interest of the State of New Mexico.

3. **Committee Recommendation.** The Committee shall issue its recommendation on the application to the President within one month of receipt of the application. Unless the Committee fails to issue a recommendation within the timeline, the President shall give full consideration to the Committee recommendation prior to issuing a decision.

4. **Approval Criteria.** If the President determines that the application meets the requirements stated above and that the proposed undertaking is in the best interest of, or does not adversely affect, the interest of the University and that it will benefit the

economy of the State and not adversely affect research, public service or instructional activities at the University, nor adversely affect any substantial State interest, the President may grant permission to the individual or entity as requested. As a part of any approval, the President may impose such additional limitations or conditions on the approval as the President may deem appropriate.

5. **Advance Approval Required.** Such approval must be received prior to conducting or formally offering to conduct business with the University.

6. **Compliance With Law and UNM Procedures.** Permission granted by the President pursuant to this Policy authorizes the employee or officer to simultaneously hold an interest in a private entity and in a contract with the University that might otherwise be prohibited by conflict of interest laws or procedures. It does not, however, eliminate the requirement for any such contracts to be entered into and carried out in compliance with other federal and state laws, and University policies and procedures.

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