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BOND

IRAS CONTENT



faculty senate

March 31, 1983

TO: Members of the Faculty Senate
 FROM: Anne J. Brown, Secretary
 SUBJECT: Meeting of the Faculty Senate

The next meeting of the 1982-83 Faculty Senate will be held on Tuesday, April 12, at 3:30 p.m. in the Kiva.

The agenda will include the following items:

- (pp. 1-3) 1. Summarized Minutes of March 8, 1983
- 2. Memorial Minute for Paul E. McDavid, Director Emeritus of Athletics-- Professor Guido Daub
- 3. President's Report -- President Steven Kramer
- 4. Address by Regent John D. Paez
- 5. Report from the Budget Review Committee -- Professor ~~Richard King~~ *Caplan*
- 5a. *Open Discussion*
- (pp. 4-5) 6. Procedure of Application for Seventh Semester Sabbatical Leave -- Professor Joseph Zavadil
- (pp. 6-9) 7. Report on General College -- Professor Robert Kern
- (p. 10) 8. Memorial on Length of Semesters -- Dean Chris Garcia
- 9. Report from the Graduate Committee -- Professor Paul Pohland
- (p. 11) 10. Change in Membership of Campus Planning Committee -- Professor David Kauffman
- 11. Items from the Curricula Committee -- Professor Patricia Murphy
- (pp. 12-13) 12. (a) New Minor in Period Studies
- (pp. 14-16) (b) New Concentration -- Production and Operations Management
- (pp. 17-22) (c) New Concentration -- Specialty in General Business Technology

THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MEETING

April 12, 1983

(Summarized Minutes)

The April 12, 1983 meeting of the UNM Faculty Senate was called to order by President Steven Kramer at 3:30 p.m. in the Kiva.

The minutes of the March 8, 1983 meeting were approved as distributed.

Memorial Minute. Professor Guido Daub read a memorial minute for Paul E. McDavid, Director Emeritus of Athletics. The Senate adopted the minute by a rising vote and Secretary Brown was asked to send copies to the next of kin.

President's Report. President Kramer recognized George Matvichuk who has taped Senate meetings for the last several years and who will be retiring at the end of April. He thanked George for his invaluable service to the Senate, and wished him well in his retirement.

Kramer reported that the Legislators' Day, under the direction of Professor David Hamilton, was a success and he expressed appreciation to Hamilton, the Alumni Association and all who participated in the event.

He said that the Operations Committee feels hampered by the lack of secretarial assistance, and that he believes future Senate officers will have a budget and secretarial staff.

He reminded Senators that the new 1983-84 Senate will elect officers at a meeting on May 10. The meeting will be held at 2:30 p.m. in Geology 122 and candidates for office will be asked to make a brief speech before the elections.

As far as the legislative session is concerned, Kramer said that two items were in the "good news" category--(1) monies put in the educational retirement fund will be tax deferred for federal tax purposes, and (2) Representative Judy Pratt presented House Memorial 30 which asked that consideration be given to placing a faculty member on the Board of Educational Finance. He continued by saying that he felt the public should be made aware of the effect that the cut in the formula will have on the quality of higher education in the state. Kramer also stated that many persons felt that a change was needed in UNM's lobbying effort. He called on the administration to use the human resources--faculty, staff, alumni, and administrators--to carry UNM's message to the legislature. He said he had talked with both President Perovich and Provost

Hull concerning the need for a small planning group to formulate a long range plan for the University, and that both were supportive of the idea.

Address by Regent John D. Paez. Regent Paez told the Senate that he was enjoying the responsibilities of Regent of the University. He said that he had been appointed to the Regents' Personnel and Audit and Finance Committees, and also to the Campus Planning Committee and the New Mexico Medical Foundation Board. He believes that, as a member of these committees, he will gain insight to and understanding of the operation of the University.

He has met with the President of the Faculty Senate and other faculty members, and welcomes communication from any member of the University community. Paez said that he feels faculty, staff, students, and administrators must become involved with the political process at the grass roots level in order to help improve relationship with the New Mexico legislators. Such communication, he stated, will lead to mutual trust and respect and will result in a better image for UNM.

He concluded his remarks by saying that each faculty member has, at one time or another, ignited a spark of creativity in one or more students; and for those students as well as for himself, he thanked the faculty for their devotion and concern.

Report from the Budget Review Committee. Professor Edwin Caplan, speaking for the Budget Review Committee, said that the Committee along with the faculty and the administration, is concerned about the impact of no salary raises and cuts in other items on the programs at UNM. The combination of inadequate fringe benefits and salary problems may make it hard to keep good faculty and to recruit new faculty. He stated that President Perovich and Provost Hull are most responsive to the Committee's request for information. However, decisions that affect the long term interests of the University are being made without input from the Committee. Caplan said that this was, in most cases, a matter of timing, but the administration is aware of the problem and efforts on the part of the Committee and the administration are being made to find a mechanism whereby the Committee can be involved early in the decision-making process.

Caplan continued by saying that one of the main concerns of the Committee is the lack of any long range planning effort which involves administration, faculty, students, and other constituencies. However, he does feel encouraged by the spirit of cooperation demonstrated by the President and the Provost.

Open Discussion. Extended discussion focused on the current financial situation of the University and the memo sent to all University personnel by President Perovich which stated that the 1983 session of the Legislature was "one of the best in recent years for UNM." Some salient points made during the discussion were

-This was not a good year for UNM.

-Faculty must ask what it can do to become a strong and powerful group.

- The economic situation in both the nation and the state is mainly responsible for lack of state funds.
- The legislature must realize that UNM cannot deliver quality education with less money.
- Those who suffer most from the funding cut are the students who cannot be served.
- UNM has a considerable morale problem. Cynicism is noted in both faculty and staff.
- No salary increase is forcing some personnel to engage in entrepreneurial activities which diminish their effectiveness for the University.
- UNM's budget is decided by the political process and in order to secure legislative support, all personnel must become involved to deliver UNM's message to those who make the budget decisions.
- Because of reduced funding, the University has the option to spread the poverty equally or to make hard decisions about where the funds will be applied.
- The tighter the funding, the more important planning decisions become. The faculty looks to the administration to make these decisions.
- UNM needs strong leadership.
- The public should be informed that students will suffer because of limited access to higher education.
- An information sheet should be published explaining why UNM can't offer a full academic program on limited funds and also explaining where the harm will fall.
- Perhaps now is the time to begin restricting enrollments.
- Faculty, staff, and students must be willing to make a commitment to become involved in the political process and let legislators know how many University personnel reside in their respective districts.

Procedure for Application for Seventh Semester Sabbatical Leave. Professor Joseph Zavadil, Chairman of the Academic Freedom and Tenure Committee, said that his committee was asked by the Regents to draft a statement of procedure to be established for faculty who wish to apply for seventh-semester sabbaticals and for administrators who review such applications. Procedures suggested by the committee were detailed in the agenda, and Zavadil asked the Senate to approve them. He noted that these were procedures and, as such, would not be published in the Faculty Handbook.

The Senate approved the procedures as presented.

Interim Report on the General College. Professor Robert Kern, Chairman of the Undergraduate Academic Affairs Committee, called the Senate's attention to the committee report on the General College printed in the agenda. He thanked the few faculty members who responded to the committee's request for input and asked the Senate to take note of Item D which states:

Therefore, the Committee would like to suggest that the Faculty Senate create a special temporary committee to study the various questions that pertain to the mission and role of the General College and to assess the comparative advantages and costs to the University of New Mexico of maintaining this program. This committee should draw upon university expertise in the areas of social and economic change, community need, and special education. Its purpose would be to examine curricular needs, the impact of non-traditional education on the traditional university, and the specific social and political circumstances that affect education in New Mexico during the 1980s.

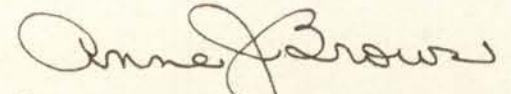
Dean Robert Weaver said that, after two semesters in operation, he believed one of the weakest areas in the General College was lack of adequate advisement and counseling particularly for the unclassified student. He asked that mention be made of this fact in the report.

The Senate accepted the report and President Kramer said that the Operations Committee would name members of the committee mentioned in Item D. He also said that this committee would report its findings to the UAAC for its review.

Memorial on Length of Semesters. Dean Chris Garcia, College of Arts and Sciences, presented a memorial passed by the A&S Faculty which called upon the Faculty Senate to petition the Regents of the University of New Mexico to reduce the length of each semester by five consecutive class days. After a brief discussion the memorial was referred to the Calendar Committee for appropriate action.

At this point in the meeting, a quorum was called and since a quorum was no longer present, the meeting adjourned at 5:40 p.m.

Respectfully submitted,



Anne J. Brown
Secretary

DATE: March 28, 1983

To: Steven Kramer and Anne Brown

FROM: Joe Zavadil

SUBJECT: Procedure of Application for Seventh-Semester Sabbatical Leave

As you know, the Academic Freedom and Tenure Committee was asked last year by the Regents to draft a statement of procedure to be established for faculty who wish to apply for seventh-semester sabbaticals and for administrators who review such applications. The statement that we have been preparing has been delayed and revised several times. Now we think it must be presented to the Faculty Senate for discussion before it is submitted to the Provost's Office and to the Regents. We propose, therefore, that the attached statement be included as an item on the agenda for the April meeting of the Senate.

Please note the nature of this proposed procedure. It is not a policy to be included in the Faculty Handbook. Rather it is a guideline for those who wish to take advantage of the seventh-semester option in the published sabbatical leave policy and for those who administer that option. If adopted, it should be distributed to all faculty and acknowledged as working procedure in the Provost's Office and the Colleges, but not printed in the Handbook.

bt

PROCEDURE OF APPLICATION FOR SABBATICAL LEAVE

When applying for sabbatical leave, a faculty member is expected to include the following information in the written proposal:

1. A detailed description of the program to be undertaken during the leave period;
2. A statement of how this program is expected to contribute to professional growth;
3. Evidence of recent research, creative activity, or other academic achievement, including publications;
4. An explanation of any circumstances (e.g. availability of resources or facilities, prospect of fellowship or grant, specific character of research program) which make the requested leave option and leave period important.

Applications for leave under Option 1, Paragraph 10 of the Sabbatical Leave Policy must be based on a need or opportunity which is special. The request for such a leave will not be granted automatically.

and is broken down as follows:

Instruction --	\$375,800
Administration --	50,500
Equipment --	410,500
Library --	30,000
Total	\$756,800

It should be pointed out that the above is a start-up cost, although no new money is needed. It is reasonable to expect costs to be covered in the area. Nevertheless, such a cost is a significant one about the \$500,000 level are expected to be covered in the near future. It is believed that such a cost can be covered by the additional tuition and other income of the University and Vocational Schools.

Both constituencies represented by the University of New Mexico, although they are marginal students with deficiencies in preparation for university work. The university is a General College (formerly called the University of New Mexico) centralized in the General College.

PROCEDURE OF APPLICATION FOR SABBATICAL LEAVE

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1. A detailed description of the program to be undertaken during the leave period; period;
2. A statement of how this program is expected to contribute to professional growth;
3. Evidence of recent research, creative activity, or other academic achievement, including publications;
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Applications for leave under Option I, Paragraph 10 of the Sabbatical Leave Policy must be based on a need or opportunity which is special. The request for such a leave will not be granted automatically.

INTERIM REPORT ON THE GENERAL COLLEGE

The Undergraduate Academic Affairs Committee was asked at the start of this academic year to compile an interim report on the first year of the General College's life. What follows is an information section, a selection of comments on various aspects of the General College's operation, aspects of debate on the educational situation, and a concluding suggestion.

A) Accomplishments of the College -- The General College is comprised of two distinct components -- the University Skills courses, remedial in nature, necessary for students who are deficient in Math, English, Social Science and General Science; and the Vocational Skills program, which offers Associate of Applied Science degrees in electronics technology, computer programming and commercial skills (a program now renamed Associate of Applied Science in Business Technology).

The number enrolled in University Skills during 1982-3 totaled 2,799, while 397 students entered Vocational Skills courses. In all, a total of 3,196 students had contact with the College, 305 of them "unclassified students" in the Spring term of 1983 doing University Studies (along with others removing one or two deficiencies rather than all four), and 189 pursuing primarily vocational goals. This is a sizable program for a college in its first year.

The budget for the General College totals \$878,800 and is broken down as follows:

Instruction --	\$375,800
Administration	54,500
Equipment --	418,500
Library --	30,000
Total	<u>878,800</u>

It should be pointed out that the line for equipment is a start-up cost, although as new vocational programs are added it is reasonable to expect costs to continue high in this area. Nevertheless, instruction and administration costs at about the \$500,000 level are expected to be the norm in the near future. It is believed by administrators associated with the General College that this level of cost is more than covered by the additional tuition paid by new students in University and Vocational Studies.

Both constituencies represent a new clientele for the University of New Mexico, although we have always had marginal students with deficiencies and lack of preparation for university work. The University Studies segment of the General College (formerly called Basic Skills and now centralized in the General College) continues to have low

retention rates, which is not unexpected. No significant increase of retention has been accomplished after four years, but the University Skills program has only this year found a permanent home. Most who are knowledgeable about remedial programs expected some modest improvement of retention given a longer time span, increased expertise, and a continuing investment in this part of the University.

Thanks to the statistics of Richard Cady, the profile of an average unclassified General College student is a 21.4 year-old male with an average ACT composite test score of 12.0 (as opposed to the average undergraduate's ACT composite of 18.9). The ethnicity of the General College is 50.4 percent Anglo.

Finally, the administrative structure of the General College goes from General College Dean John Rinaldi through Vera Norwood and Associate Provost Joel Jones to Provost Hull. In addition, there is a General College Advisory Board that includes representatives from the Mayor's office, the legislature, APS, the Chamber of Commerce, the Hispanic Chamber of Commerce, the Department of Human Services, TVI and several manufacturing companies. This group discusses the appropriateness of vocational programs and attempts to keep tabs upon the changing needs in vocational areas.

B) Selected comments about General College -- The Undergraduate Academic Affairs Committee sent a memo to all general faculty and administrators asking for comments about General College and for discussion of its pros and cons. Approximately ten responses were received. Some of these comments are included below.

"I would suggest that prospective student advisement within the General College be very explicit and clear regarding the non-transferability of credits earned in the AA Degree programs. Students seem to be receiving conflicting and misleading advisement..."

"General College requires a full time administrator to handle the daily affairs of business, faculty and curriculum needs...A permanent committee system is needed in order to involve the faculty of the General College in college affairs...Teachers of English 100 need to have their contact hours reduced from four to three sections. This overloading of the English faculty will not be solved by allowing them to teach English 101/102 in an exchange arrangement with members of the English Department in the hope of avoiding burnout... There needs to be a clear cut statement made to General College faculty that they are indeed expected to be scholars as well as teachers."

"Retain the Basic Skills programs...While APS offers excellent training in sciences, very few students are motivated or directed into meaningful and stimulating science

GENERAL REPORT ON THE GENERAL COLLEGE

The Undergraduate Academic Affairs Committee was asked at the start of this academic year to compile an interim report on the first year of the General College's life. This follows is an information section, a selection of comments on various aspects of the General College's operation, aspects of debate on the educational situation, and a concluding suggestion.

Accomplishments of the College -- The General College is comprised of two distinct components -- the University Skills courses, remedial in nature, necessary for students who are deficient in Math, English, Social Science and Physical Science; and the Vocational Skills program, which offers students of Applied Science degrees in electronics technology, computer programming and commercial skills (a program now named Associate of Applied Science in Business Technology). The number enrolled in University Skills during 1982-3 totaled 2,792, while 197 students entered Vocational Skills courses. In all, a total of 3,138 students had contact with the College, 302 of whom "unclassified students" in the Spring term of 1982 during University Studies (along with others removing one or two deficiencies rather than all four), and 189 pursuing primarily vocational goals. This is a sizable program for a college in its first year.

The budget for the General College totals \$878,800 and is broken down as follows:

Instruction	\$375,800
Administration	24,200
Equipment	418,200
Library	30,000
Total	\$878,800

It should be pointed out that the line for equipment is a start-up cost, although as new vocational programs are added it is reasonable to expect costs to continue high in this area. Nevertheless, instruction and administration costs at about the \$200,000 level are expected to be the norm in the near future. It is believed by administrators associated with the General College that this level of cost is more than covered by the additional tuition paid by new students in University and Vocational Studies.

Both constituencies represent a new discipline for the University of New Mexico, although we have always had marginal students with deficiencies and lack of preparation for university work. The University Studies segment of the General College (formerly called Basic Skills and now controlled in the General College) continues to have low

courses. The situation is worse in small towns and rural parts of New Mexico. The Basic Skills should be part of the General College...The instructor-in-charge should be a permanent member of the General College faculty. It should be someone with experience in high school or junior college teaching. A Ph.D. and great scholarly achievements are not necessary; dedication to a specialized and inherently thankless teaching job is essential...It should be recognized from the start that a large proportion of those taking the course will fail. This does not mean that the course is a failure; it means that it is successful in screening those students who have the ability and motivation for university-level studies (but may have lacked opportunity or maturity) from those who do not."

"I feel that UNM should continue to nourish vocational and remedial programs until a better alternative is available. However, I also feel that we should be working towards a better permanent solution, outside UNM. In particular I would propose the following: (a) that UNM advocate the establishment of an independent community college in cooperation with TVI and other interested organizations; (b) that in the interim UNM agree to nourish the associate degree programs the community needs; and (c) that a date be set (perhaps 3-5 years from now) for UNM to ultimately withdraw from this area of activity, conditioned only on the establishment of a viable alternative educational institution."

"We anticipate university skills courses will be needed generally at least until the effect of new admission standards take effect (5 or 6 years). For re-entering students, they will be needed on a small scale for longer...Given expected problems with any new operation, I'm satisfied with the General College's first term. Enrollment is doing about what I expected, the faculty are devoted, and cooperation between General College and the parent departments appropriate. There have been some uninformed statements the General College drains funds from older programs: quite the contrary. General College operates within its legislative budget (it was a line item initially) and funds formula generated (General College's credit hours are separately counted). Basic skills courses offered by A&S subsidize about four positions (i.e., the courses formula generate about four more FTE than are used to deliver the courses)."

C) Debate on the Educational Situation -- A hearing on March 25th indicated a wide range of positions on General College and general education. Major questions raised included the following:

1. Is there a risk of diluting remediation of students by having an unlimited admission policy which will lower University Skills courses to the lowest common denominator?

retention rates, which is not unexpected. No significant increases of retention has been accomplished after four years but the University Skills program has only this year found a permanent home. Most of the knowledge about remedial programs, expected some modest improvement of retention over a longer time span, increased expertise, and a continuing investment in this part of the University.

Thanks to the statistics of Richard Cady, the profile of a average unclassified General College student is a 21.4 year-old male with an average ACT composite test score of 17.0 (as opposed to the average undergraduate's ACT composite of 25.9). The Retention of the General College is 20.4 percent Anglo.

Finally, the administrative structure of the General College goes from General College Dean John Kiniski through the Provost and Associate Provost Joel Jones to Provost. In addition, there is a General College Advisory Board. The board includes representatives from the Mayor's office, the Legislature, APS, the Chamber of Commerce, the Hispanic Center of Commerce, the Department of Human Services, TVI and several manufacturing companies. This group discusses the appropriateness of vocational programs and attempts to keep abreast of the changing needs in vocational areas.

A related comment about General College -- The University Academic Affairs Committee sent a memo to all General College faculty and administrators asking for comments about General College and for discussion of the pros and cons. Approximately ten responses were received. Some of these comments are included below.

"I would suggest that prospective student advancement within the General College be very explicit and clear regarding the non-transferability of credits earned in the remedial programs. Students seem to be receiving counseling and advising advancement..."

"General College requires a full time administrator to handle the daily affairs of business, faculty and curriculum... A permanent committee system is needed in order to involve the faculty of the General College in college affairs... Teachers of English 100 need to have their contact hours reduced from four to three sections. This overloading of the English faculty will not be solved by allowing them to teach English 101/102 in an exchange arrangement with members of the English Department in the hope of avoiding burnout... There needs to be a clear cut statement made to General College faculty that they are indeed expected to be scholars as well as teachers."

"Retain the basic skills program... While APS offers excellent training in sciences, very few students are contacted or directed into meaningful and stimulating science

The Faculty: 2. Should the University of New Mexico maintain the General College as a catch-all for new kinds of programs dictated by the changing circumstances of higher education, or should the Faculty Senate consider (as some suggested at the meeting) a planned long-term withdrawal from Basic Skills over the next five or ten years?

3. Specifically, have community attitudes changed since the defeat of the Community College bond issue in 1978? While there was wide agreement that the role and nature of higher education is strongly affected by current economic turmoil and socio-economic change, the Committee was unable to interpret the recent bid by TVI to become a junior college or the likely impact of recent funding failures experienced by UNM. The issue of traditional versus non-traditional education is controversial, with implications that could alter the most basic aspects of education.

4. On the other hand, UNM has established a new college which is running well within the parameters set for it. We have publicized the General College and attempted to educate high school counselors about the raised entrance standards which triggered the creation of the General College. Can this effort be altered in anyway without blemishing the reputation of the University? Do we have the opportunity of an alternative?

These are all major questions that go to the heart of our role as a university. However, the Undergraduate Academic Affairs Committee cannot carry this process of evaluating the General College any further without jeopardizing our on-going review of new programs at the departmental and college level. A further consideration of these major questions concerning the General College takes us too far from our normal function.

D) Therefore, the Committee would like to suggest that the Faculty Senate create a special temporary committee to study the various questions that pertain to the mission and role of the General College and to assess the comparative advantages and costs to the University of New Mexico of maintaining this program. This committee should draw upon university expertise in the areas of social and economic change, community need, and special education. Its purpose would be to examine curricular needs, the impact of non-traditional education on the traditional university, and the specific social and political circumstances that affect education in New Mexico during the 1980s.

- Univ of Colorado
- Univ of Oklahoma
- Univ of Texas
- Univ of Arizona

Sources: For New Mexico Institute of Mining and Technology
For regional institutions

The Faculty of the College of Arts and Sciences,

Noting that the length of the semester at the University of New Mexico is approximately one week longer than the semester at the Universities of Colorado, Oklahoma, Texas, and Arizona, as well as at New Mexico's other universities, such as New Mexico State University, New Mexico Highlands University, and Western New Mexico University,

Noting that the additional length of the University's semester increases variable costs, such as those attached to extended hours for the library, athletic facilities, and student union building or those attached to lighting and temperature control in classrooms,

Recognizing that, in the face of nearly stagnant or declining state revenues and rapidly rising University costs, this overly long semester is a luxury the University can ill afford,

Calls upon the Faculty Senate to petition the Regents of the University of New Mexico to reduce the length of each semester by five consecutive class days.

Directs that copies of this memorial be sent to the President of the Regents of the University of New Mexico, the President of the University, and the President of the Faculty Senate.

BACKGROUND INFORMATION

New Mexico Institutions	Length of Semester*	
	Fall	Spring
UNM	82 days	80
New Mexico State University	78	76
New Mexico Highlands University	75	78
Western New Mexico University	78	75
Average (without UNM)	-77-	-76-
UNM relative to Average	+5	+4

*Length of semester is number of days in semester less Saturdays, Sundays, and school holidays.

Regional Institutions	Instructional Term	Final Exam Period	Total
UNM	15 weeks	6 days	16 weeks
Univ of Colorado	13	12	15
Univ of Oklahoma	14	5	15
Univ of Texas	14	6	15
Univ of Arizona	14	6	15

Sources: For New Mexico Institutions, 1982-83 Bulletins. For regional institutions, Memo from N. Wollman (no date).

DATE: March 7, 1983

TO: Steven P. Kramer, President, Faculty Senate

FROM: James Wiegmann, Chairman, Campus Planning Committee *JW*

SUBJECT: Committee Membership - Proposed Change

Pursuant to a request from the Residence Halls Student Association, the Campus Planning Committee voted to expand its membership to include three student representatives, one from ASUNM, one from GSA, and one from the Residence Halls Student Association.

The Faculty Handbook currently provides for two student representatives, one from ASUNM and one from GSA.

The change is hereby being submitted to you for ratification by the Faculty Senate.

JW:mr

- c: John Perovich, President
- Anne Brown, University Secretary
- Randy Knapton, Residence Halls Student Association
- Van Dorn Hooker, University Architect

Dean of Library Services

College Curricula Committee

(if necessary)

College or School Faculty

College or School Dean

PS Undergraduate Ad. Assoc.

PS Graduate Committee

Office of Graduate Studies

PS Council Committee

Provost

FORM C
MAJOR AND MINOR CURRICULAR CHANGES

UNIT PREPARES IN TRIPLICATE
Routing (All three copies)

311

Date: 10/05/82

Unit: English
(Dept., Div., Prog.)

1. Dean of Library Services
2. College Curriculum Comm. if necessary
3. College or School Faculty
4. College or School Dean
5. FS Undergraduate Academic Affairs Comm. and/or FS Graduate Comm.
6. Office of Graduate Studies (For grad. level changes)
7. FS Curricula Committee
8. Provost
9. Faculty Senate

I. Major Change

Degree	New _____	Revision of _____ existing degree	Deletion _____
Major	New _____	Revision of _____ existing major	Deletion _____
Minor	New <u>XXXX</u>	Revision of _____ existing minor	Deletion _____
Concentration	New _____	Revision of _____ existing concentration	Deletion _____

Give exact title and requirements as they should appear in the catalog in the space provided or on attached sheets.

SEE ATTACHED

II. Minor Change

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

Minor program revision (3-5 hours)

Reasons for Request (attach extra sheets if necessary)

Effective Date of Proposed Change: Fall (1) 1983
Semester Year

Budgetary and Faculty Load Implications: (attach statements)

Might this change impinge in any significant way on student or departmental programs? Yes _____ No

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

Signature: Hanklin Hill
Department Chair

10/5/82

Approvals: Dean of Library Services [Signature] Date: 10/7/82
 College Curricula Committee _____ Date: _____
 (if necessary)
 College or School Faculty _____ Date: _____
 College or School Dean R.C. Webster Date: 11/23/82
 FS Undergraduate Ac. Affairs Robert Kern Date: 1/21/83
 and/or FS Graduate Committee _____ Date: _____
 Office of Graduate Studies _____ Date: _____
 FS Curricula Committee Bentley M. Weber Date: 12/10/82
 Provost [Signature] Date: 2/5/83
 Faculty Senate _____ Date: _____



THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO 87131

MINOR IN PERIOD STUDIES. (21 hours)

A multidisciplinary program comprised of 21 hours; 12 hours of English in courses numbered above 102, and 9 hours from at least two other disciplines. Each student's program will focus on a particular historical period and be developed around the student's individual interests after prior consultation with a minor advisor. A typical program in Medieval Studies, for example, would require: 3 hours of English 315, an interdisciplinary course in Medieval Studies; 9 hours from English 211, 351, 449, 450, 451; and 9 hours from courses in Medieval Art, History, Music, Latin and Greek. Interested students should consult the Undergraduate Director.

FORM C
MAJOR AND MINOR CURRICULAR CHANGES

UNIT PREPARES IN TRIPPLICATE
Routing (All three copies) 31

Date: November 10, 1982
Unit: Anderson School of Management
(Dept., Div., Prog.)

1. Dean of Library Services
2. College Curriculum Comm. if necessary
3. College or School Faculty
4. College or School Dean
5. FS Undergraduate Academic Affairs Comm. and/or FS Graduate Comm.
6. Office of Graduate Studies (For grad. level changes)
7. FS Curricula Committee
8. Provost
9. Faculty Senate

I. Major Change

Degree	New _____	Revision of _____ existing degree	Deletion _____
Major	New _____	Revision of _____ existing major	Deletion _____
Minor	New _____	Revision of _____ existing minor	Deletion _____
Concentration	New <u>X</u> _____	Revision of _____ existing concentration	Deletion _____

Give exact title and requirements as they should appear in the catalog in the space provided or on attached sheets. Production and Operations Management. Required courses are: (a) MGT 331, 332, 431, 432. (b) Three courses from CS 237, 337, 452, 436, 439, 459, 491, 492, Math 347, or other technical courses as approved by adviser.

II. Minor Change

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

Minor program revision (3-5 hours)

Reasons for Request (attach extra sheets if necessary)
(See attached sheet)

Effective Date of Proposed Change: Fall, 1983
Semester Year

Budgetary and Faculty Load Implications: (attach statements) (attached)
Might this change impinge in any significant way on student or departmental programs? Yes _____ No X

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

Signature: Michael J. Anderson
Department Chair

Approvals: Acting Dean of Library Services Alice Clark Date: 1-5-83
College Curricula Committee E. Lytle Date: 1-11-83
(if necessary)
College or School Faculty Michael J. Anderson Date: 1-12-83
College or School Dean Margaret Sparks Date: 1-12-83
FS Undergraduate Ac. Affairs Robert Kam Date: 2-18-83
and/or FS Graduate Committee _____ Date: _____
Office of Graduate Studies _____ Date: _____
FS Curricula Committee Patricia Murphy Date: 3/4/83
Provost Jack M. Jones Date: 3/5/83
Faculty Senate _____ Date: _____

Attachment to Form "C" for New Concentration in
PRODUCTION AND OPERATIONS MANAGEMENT

Reasons for Request:

Production and Operations Management (POM) deals with the planning, control, and daily operations of manufacturing and service industries. New Mexico is trying to attract new clean-energy manufacturing industries. Several firms in this category such as Sperry, General Electric and Digital have already located in Albuquerque. Service industries follow demographic functions such as population increase, and it is expected that New Mexico with its growing population would have more service industries as a result. The American Production and Inventory Control Society (APICS) local chapter has expressed interest in such a program at the Anderson Schools, as have other groups and individuals.

The proposal is made because a POM concentration satisfies an unmet demand in the community on the one hand and on the national level at the other.

The job opportunities for POM graduates are excellent in today's market, especially with the emphasis being placed in today's economy on higher productivity. The need exists for POM managers in the operations level as well as in middle management.

Specific job opportunities include positions as plant managers, production managers, inventory managers, materials managers, purchasing managers, line supervisors, process managers and production systems analysts. Compensation levels for these jobs are competitive with other business disciplines.

POM is related to and would complement existing programs in Management Science and Management Information Systems, but does differ from these two concentrations. POM uses many of the Operations Research/Management Science tools and modeling techniques, but is more oriented to specific applications in manufacturing and service industries than is Management Science. POM also draws upon business computer systems as a means of implementing many POM models, but again its functional orientation distinguishes it from Management Information Systems.

POM differs from other Anderson Schools of Management concentrations in its emphasis on management of the operating facilities of the organization.

FORM C
MAJOR AND MINOR CURRICULAR CHANGES

UNIT PREPARES IN TRIPLICATE
Routing (All three copies)

Date: November 23, 1982

Unit: Commercial Skills
(Dept., Div., Prog.)

1. Dean of Library Services
2. College Curriculum Comm. if necessary
3. College or School Faculty
4. College or School Dean
5. FS Undergraduate Academic Affairs Comm. and/or FS Graduate Comm.
6. Office of Graduate Studies (For grad. level changes)
7. FS Curricula Committee
8. Provost
9. Faculty Senate

I Major Change

Degree	New _____	Revision of _____ existing degree	Deletion _____
Major (Specialty)	New <u>X</u> _____	Revision of _____ existing major	Deletion _____
Minor	New _____	Revision of _____ existing minor	Deletion _____
Concentration	New _____	Revision of _____ existing concentration	Deletion _____

Give exact title and requirements as they should appear in the catalog in the space provided or on attached sheets.

See attached

II Minor Change

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

Minor program revision (3-5 hours)

Reasons for Request (attach extra sheets if necessary)

See attached

Effective Date of Proposed Change: _____, _____, _____
Semester Year

Budgetary and Faculty Load Implications: (attach statements) Accounted for in 1982-83 annual budget? Yes _____ No _____
Might this change impinge in any significant way on student or departmental programs? Yes _____ No _____
If yes, have you resolved these issues with department involved? _____ (attach statement)

Signature: San Corinae / KE Wells
Department Chair

- Approvals:
- Acting Dean of Library Services Oliver Clark Date: 2-23-83
 - College Curricula Committee _____ Date: _____
 - (if necessary)
 - College or School Faculty Patricia Stans Date: 12-8-82
 - College or School Dean John Ludi Date: 12-1-82
 - FS Undergraduate Ac. Affairs Robert Kern Date: _____
 - and/or FS Graduate Committee _____ Date: _____
 - Office of Graduate Studies _____ Date: _____
 - FS Curricula Committee Patricia Murphy Date: 3/4/83
 - Provost John Ludi Date: 2/28/83

ASSOCIATE OF APPLIED SCIENCE IN BUSINESS TECHNOLOGY

A. A minimum of 63 credit hours of which at least 15 hours must be University of New Mexico credits (with a minimum GPA of 2.0).

B. General Education Requirements:

A minimum of 24 hours in the following:

- 1.) A minimum of 6 hours in communication skills including English 101, and a speech communication course.
- 2.) A minimum of 9 hours credit in the Arts/Humanities/Social Sciences.
- 3.) A minimum of 9 hours credit in Mathematics/Behaviorial Sciences, including Math 120.

C. Core Requirements:*

A minimum of 21 hours in the following:

BT 105	Economics of the Firm (3)
BT 111 & 112	Accounting I & II (3)
* BT 114	Basic Management (3)
BT 116	Human Relations in Business (3)
BT 237	Business Law (Los Alamos) (3)
Bus Ed 265	Business Communications (3)

D. Speciality in Bookkeeping/Accounting:*

A minimum of 18 hours in the following:

BT 120	Bookkeeping Systems and Procedures (3)
BT 221	Accounting for Product Costs and Costs of Service (3)
BT 222	Payroll Accounting (3)
BT 223	Budgeting (3)
* and one of	
BT 217	Practicum in Business (3)
BT 218	Analyzing Financial Statements (3)
and one other Business Technology* or general education course of student's choice	

E. Speciality in Retailing:* (continued on next page)

* BT 160	Salesmanship (3)
BT 161	Retail Merchandizing (3)

Speciality in Retailing (continued):*

- BT 162 Fashion Merchandizing (3)
 - BT 263 Retail Store Management (3)
 - BT 264 Purchasing (3)
- and one other Business Technology* or general education course of student's choice.

F. Speciality in General Business:*

A minimum of 18 hours in the following:

- *BT 131 Introduction to Supervision
- *BT 231 Introduction to Personnel Practice--formerly approved

plus ~~three~~ Business Technology Electives

plus one Business Technology Elective or one General Education elective

G. Any University Skills courses taken will add hours to the minimum 63 required and may not be used in fulfillment of the above listed course requirements.

H. Minimum admissions criteria to the Associate in Business Technology program are admission to the General College.

* Note: Each of the courses asterisked (*) is for three credit hours, and all of them are General College courses only. They do not count toward a BBA at UNM, but may be accepted (on a course by course analysis) by other degree-granting colleges of UNM as elective credit, upon petition by the student.

The University of New Mexico has demonstrated a clear commitment to meeting expressed community educational needs; most recently, this commitment has been reflected in the establishment of the General College. The University currently offers a terminal associate degree in Commercial Skills through the General College, a degree which includes two possible areas of concentration: accounting and retailing. While the accounting and retailing specialties are necessary and appropriate offerings at the associate degree level, it appears that a large segment of the potential associate degree student population has been overlooked: those individuals who want to qualify for positions as supervisors or department heads or who wish to upgrade their skills but at the same time are not interested in pursuing careers in the highly specific areas of accounting and retailing. A major with a more general and flexible curriculum would be appropriate for this group of potential students; such a specialty is General Business.

Evidence of community need for vocational/occupational business training may be found in the Urban Observatory Survey of Adult Needs for Post-Secondary Programs in the Albuquerque Metropolitan Area. Respondents perceived a high need for business programs (business programs were categorized separately from secretarial, accounting, and office management educational programs for the purposes of the Urban Observatory Study).¹

¹Mallory, G.G., Berman, M.L., Lehman, T., A Survey of Adult Needs for Postsecondary Programs in the Albuquerque Area, Albuquerque Urban Observatory, January, 1980.

Current enrollment in the Albuquerque Technical-Vocational Institute Business Administration program, a program with a general business orientation, also indicates student interest in general business programs in the Albuquerque area. Business Administration presently has the third highest enrollment in the Business Occupation Department at T-VI with approximately sixty-six students. (The highest enrollment is in Office Occupations while the second highest is in Accounting.)² As a matter of fact, representatives of T-VI had worked closely with UNM regarding the establishment of the General College. It was envisioned by UNM officials in 1981 that T-VI would offer the certificate programs and the General College the associate degree programs which together would help to fill the Albuquerque community's need for a community college; it was further hoped that articulation of new UNM programs with T-VI programs would occur wherever possible.³ The proposed General Business specialty in Commercial Skills could enhance such articulation so that UNM and T-VI programs would complement each other to serve the Albuquerque community to an even greater extent.

The need for associate degree programs in business with a general orientation in the curriculum has been recognized at selected community colleges in this region. For example, El Paso Community College (located in El Paso) offers an Associate of Applied Science in General Business and Pikes Peak Community College (located in Colorado Springs) offers an Associate of Applied Science in Business Management. The curriculum in each of these degree programs includes required business courses and elective business courses, courses which give the student an introduction to the business field on the vocational associate degree level.

² Interview (telephone) with Guy Hobbs, Albuquerque Technical-Vocational Institute, Albuquerque, New Mexico, 29 October 1982.

³ "Proposal to the Board of Regents for the University of New Mexico for New Admission Requirements and for a General College," University of New Mexico 22 July 1981.

The General Business specialty in the Commercial Skills Program would also give the student an introduction to business on the terminal associate degree level. In addition to fulfilling the General Education Requirements, the student would complete the business Core Requirements, requirements which were developed by the Anderson School of Management faculty. Within the specialty, the student would take Contemporary Business Practices, a course which would examine methods and practices commonly associated with various areas of specialization in business; Introduction to Supervision, a course which would use an applied approach in explaining the supervisor's tasks; and Introduction to Personnel Practice, a course which focuses on basic information about administering human resources, information which has direct application to the workplace. The student, in consultation with his/her advisor, would also select six hours of Commercial Skills electives as well as three hours of a Commercial Skills or General Education elective to complete the specialty area.

According to the Report of the General College Task Force, a major purpose of the General College "...would be ...to create and oversee new Associate programs."⁴ It is in keeping with the stated mission of the General College that this proposal for a specialty in General Business in the Commercial Skills associate degree program is made.

⁴"Report of the General College Task Force," University of New Mexico, n.d. (Adopted for implementation by the Faculty Senate on May 4, 1982).