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FACULTY SENATE SUMMARIZED MINUTES

2005-2006 Faculty Senate September 27, 2005

The Faculty Senate meeting for September 27, 2005 was called to order at 3:05 p.m. in the Lobo Room, Student Union 3037. Senate President Chris Smith presided.

1. ATTENDANCE

Guests Present: Associate Dean of the College of Nursing Karen Carlson, Acting Provost Reed Dasenbrock, Valencia Campus Dean of Instruction Reinaldo Garcia, Professor Emeritus Hugh Witemeyer (English), Associate Provost Amy Wohlert, and Professor Emerita Beulah Woodfin (Biochemistry and Molecular Biology).

2. APPROVAL OF THE AGENDA

The agenda was approved as written.

3. APPROVAL OF SUMMARIZED MINUTES FOR AUGUST 23, 2005 MEETING

The minutes for the August 23, 2005 meeting were approved as written.

4. MEMORIAL MINUTE FOR PROFESSOR EDYTHE TUCHFARBER

Associate Dean of the College of Nursing Karen Carlson, read the following memorial minute for Professor Edythe Tuchfarber. This was followed by a minute of silence in her honor.

MEMORIAL MINUTE

Memorial Minute for Edythe Tuchfarber Dr. Edythe Tuchfarber died peacefully at home, after a long illness, on August 15, 2005, with her dog "Laddie" at her side. Associate Professor Emeritus, affectionately known as "E" by her family and close friends, taught at the University of New Mexico College of Nursing from 1974 to 1996, when she retired. Born on October 17, 1937 in Koekuk, Iowa, she was a long time resident of New Mexico. She received a BSN from St. Ambrose College in 1959 and her MSN from Marquette University in 1970. She received a doctoral degree in education from The University of New Mexico. Her special interest was in Pediatrics, nursing skills, and growth and development. Dr. Tuchfarber's nursing career began as a Charge Nurse at St. Mary's Hospital in Long Beach, California. From there she worked for Los Alamos Medical Center, the UCLA Medical Center, Lutheran Hospital in Milwaukee, and taught at the University of Wisconsin-Milwaukee before coming to the UNM College of Nursing in 1974. During Dr. Tuchfarber's tenure at UNM, Edythe was an active member of the UNM community. Her contributions included her participation as a member of the University of New Mexico Faculty Senate from 1978-1981, including being a member of the Faculty Senate Undergraduate Academic Affairs Committee and Operations Committee. She served on budget committees, the Athletic Council and the Bachelor of University Studies Advisory Council. Her service to College of Nursing committees is too numerous to list. She took a particular interest in activities related to Bylaws. She was also a member of the National Association of Parliamentarians and the Albuquerque Parliamentarian Unit. Dr. Tuchfarber's participation in professional organizations included the American Nursing Association, New Mexico Continuing Education, the New Mexico Nursing Association, and Phi Delta Kappa. She took special pride in being a member of Nursing's honor society, Sigma Theta Tau, International and was actively involved in the local Gamma Sigma

Chapter prior to her retirement in 1996. Other community activities included being a member of the American Cancer Society Nurse Group and she was elected to the Board of Directors of Creative Alternatives for Special Adults. Edythe Tuchfarber has left a legacy passed on to students, hundreds of whom are nurses throughout the state. She was demanding and strict, with high expectations. She wanted to graduate quality nurses. Her love of teaching never waivered during her illness. She has made a lasting impression as well on many colleagues and friends. Close friends recall her love of playing the piano, particularly beautiful classical music, her love of bridge and her cribbage skills. She also made wonderful fudge and a great shrimp ball hors d'oeuvre. In memory of Edythe Tuchfarber, the UNM College of Nursing will dedicate the office she resided in while at the College in her honor. Donations are being accepted for the Carter-Fleck Professorship Fund at the College of Nursing. She will long be missed by everyone who knew her.

The minute was adopted by the Faculty Senate and will be presented to the family of the deceased.

5. FACULY SENATE PRESIDENT'S REPORT

The Faculty Senate President deferred his report in the interest of time so that all the agenda items may be addressed.

CONSENT AGENDA

6. APPROVAL OF FORMS C FROM THE CURRICULA COMMITTEE

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

- Revision of M.A. in CLCS, *Foreign Languages and Literature*
- Revision of Pharm.D., *College of Pharmacy*
- Name Change of M.A. in Physical Therapy, *Orthopaedics*
- Revision of B.S. in EMS, *Emergency Medicine*
- Delete MBA and MGTCP General Management, *Anderson Schools of Management*
- Delete MBA and MGTCP Accounting Concentration, *Anderson Schools of Management*
- Revision of MSN-Community Health Concentration, *College of Nursing*
- Revision of MSN-Acute Care Nurse Practitioner Concentration, *College of Nursing*
- Revision of MSN-Nursing Education Concentration, *College of Nursing*
- Revision of A.A. in Communications, *UNM Taos*
- New A.A. in Elementary Education, *UNM Taos*
- New A.A. in Secondary Education, *UNM Taos*
- Revision of MA in Art History, *Art and Art History*
- Revision of Ph.D. in Art History, *Art and Art History*
- Revision of MA, Ph.D., and Concentration in Political Science, *Political Science*

AGENDA TOPICS

7. AREAS OF MARKED OPPORTUNITY

Interim Provost Reed Dasenbrock presented the Areas of Marked Opportunity document below. The document is the final report from the task force and a draft of a plan for the institution. Provost Dasenbrock asks senators to take the document back to their departments. Provost Dasenbrock requested input and comments, and that those be sent to him directly. The Planning Council and the Dean's Council have already received the document. University President Louis Caldera has received a copy but has not commented. The document will be presented to the Executive Cabinet in October. Provost Dasenbrock explained that the areas are not evenly spread across the university and are primarily centered on funding opportunities. Provost Dasenbrock will return to the senate in October to discuss the areas, and eventually get the endorsement or lack thereof from the senate.

Areas of Marked Opportunity and Areas of Public Engagement

On December 11, 2001, the Board of Regents adopted a new Strategic Plan for the University of New Mexico. The core of the plan was seven new Strategic Directions which the Plan committed the University to pursue. The fourth of those seven was a “Strategic Direction on Areas of Marked Distinction.” The overall direction was to “Provide an environment that cultivates and supports activities of national and global distinction and impact,” and the objectives and tactics which were listed under this overall direction envisioned a campus-wide process to define these areas. Provost Foster called together a task force to work towards these areas, and after a long process, the Task Force on Areas of Marked Distinction has this report to offer the campus community. It is divided into three parts, first a description of the process which led to this report, second our sense of what happens next, and finally a definition of the areas which the Task Force wishes to recommend to the campus for consideration.

Background to the Report:

At a fairly early point in its work, the Task Force changed its focus from naming the Areas of Marked Distinction to developing “Integrated Strategic Clusters.” This change came about because there was a tension in its charge. Was its task the naming of the areas where the university was strongest or the directions in which the university ought to move? The Task Force didn't see much utility in naming the areas where it thought the university was especially strong; there was more utility in defining some directions where it needed to go. So it solicited suggestions from the entire campus about potential new integrated strategic clusters, and 67 such submissions were received. The Task Force then worked across a number of months to try to distill these 67 submissions into a more manageable number of clusters. Just before he stepped down, Provost Foster tried to bring the Task Force's work to closure by naming 8 potential cluster ideas and asking for input on them. Interim Provost Dasenbrock assumed the chairmanship of the Task Force at that point, during the sessions to receive input on the cluster ideas. It was clear from the feedback the Task Force received that these 8 proposed cluster ideas were not likely to gain support as the bold new directions the University wishes to pursue. They were too abstract, perhaps too all inclusive, and certainly didn't have the kind of differentiation or specificity which they needed to have.

Nonetheless, the Task Force felt that there were simply too many good ideas contained in the 67 submissions proposed to them to leave matters there. There are many good ideas worth pursuing, even if (or perhaps especially if) they don't necessarily amount to a single digit set of areas of distinction or integrated strategic clusters we wish to announce. They are all inherently interdisciplinary, not because interdisciplinary ideas are the only ones worth pursuing, but because good ideas which fit within existing disciplinary lines are already being pursued by departments, schools and colleges just as they should be. So what will be discussed in this report are not the only ideas worth pursuing at the university at the present time, but they are ideas which given their inherently interdisciplinary nature may not find the right kind of support within the landscape of existing academic units. So what we have done is to re-examine the cluster submissions with an eye to what should be taken a step further (sometimes with some modifications and reconfigurations), and we have the following report to offer.

The most compelling ideas in the submissions seemed to us to fall into two categories. In the first place, there were a number of areas of “marked opportunity,” areas in which if we could organize our effort at UNM a little more systematically and give it some support, we might take advantage of some very specific opportunities. These areas are clearly not yet areas of marked distinction since they are emerging areas, nor are they integrated strategic clusters since if they were, we would be better positioned to pursue them. But they are clearly interdisciplinary or multidisciplinary areas, crossing college and school lines and in many cases crossing Lomas bringing together the main campus and the Health Sciences Center, and they all have some well-defined (though perhaps fleeting) funding opportunities. Some of these areas have strong leadership and advocacy here on campus, but in most cases no organizational structure has emerged in order to respond to the opportunities which we perceive. So we want to propose to the campus that a number of areas be labeled Areas of Marked Opportunity, and by this we mean to signal that we should try to organize an effort to take advantage of the emerging funding opportunities in these areas. There are 8 Areas of Marked Opportunity in the list that follows. Just to anticipate one reaction in advance, we fully recognize that they are not evenly spread across the university: although many of the

ideas do potentially draw on a range of disciplines and fields, and at least one of the areas is clearly in the arts and another solidly in the social sciences, the areas are nonetheless concentrated on areas in health, science and engineering where many of the best funding opportunities are.

But we also see a second kind of area emerging from our work. Some of the most interesting cluster ideas were not as organized as these ‘areas of marked opportunity’ are around funding opportunities or emerging research fields. Others were shaped more by issues, problems, and challenges—to the state, region or even the nation—to which we must respond, and many of these involve issues where UNM has unique strengths and capabilities. There are certainly opportunities within these areas, but the general shape is given less by the structure of the opportunities than by the shape of the challenge. For this reason, UNM’s effort in these areas is even less well organized than in the other areas: these problems confront many disciplines, many fields, and therefore there are many different responses within the UNM community to them. These areas do span the entire university. We have come up with the term ‘area of public engagement’ to describe these areas: the distinction between an area of opportunity and an area of engagement isn’t absolute or always clear-cut, given the opportunities contained in every area of engagement. (Pursuing the funding opportunities within these areas may well strengthen funding across the entire university.) Nonetheless, the difference does strike us as corresponding to something real, and we have developed 6 Areas of Public Engagement we want to propose to the community. These are areas which also present urgent problems to our city, state and region in ways which should concern us. These are areas where UNM can deepen its engagement with the community, not just because we have expertise that can help address some of these problems, but also because these are problems which directly challenge UNM itself.

What Comes Next:

This report is marked a draft—though the Task Force considers that its work is done—because the next steps to be taken this semester involve circulating this report to a number of venues for comments. The Deans Council and the Planning Council have endorsed the substance of this report, making a number of suggestions including adding one area, and it will go next to the Faculty Senate and the Executive Cabinet for their comment before heading to the President and the Regents for their approval. Once this report is approved, then we need to set it into motion. Of course, a good deal relevant to the 14 areas described here is already underway since these areas reflect initiatives already underway at UNM to some degree or another. But our expectation is that the process of naming these areas as important initiatives of the University will help these projects sustain or gain momentum. Initially, we expect to follow a somewhat different process for the two different kinds of areas.

In the case of the Areas of Marked Opportunity, there is in every case a visible funding opportunity to be pursued. We need to name a convener (or possibly two co-conveners) for each area, an administrative lead for it, an understanding of how decisions will be made administratively about each area, and then the co-conveners and the administrators involved can quickly go to work. This report names possible leads for each area. In 4 of the 8 areas (#1, 3, 4 & 6), it’s fairly clear that though this is an interdisciplinary area, a given college or school is the natural lead; 3 of the areas (#2, 5 & 8), the office of the Vice-President for Research and Economic Development (OVPRED) has taken the primary lead in assembling the effort in this area, while only in one area (#7) is the initial organizational structure unclear. Where a college or school is the natural administrative connection, the dean or associate dean for research will be the administrative lead; either the VPRED or Deputy VPRED will be the administrative lead on the other efforts. This group should be convened as quickly as possible, and we imagine the conveners of the areas will work together as a steering committee of the overall effort.

In the case of the Areas of Public Engagement, the next logical step in these areas is probably less an effort to secure external funding than an internal conversation about how we might organize our collective efforts, though clearly securing external funding will be on the horizon as soon as we have a clearer sense of internal organization and future directions. Our aim is to have a series of public, campus-wide conversations or workshops about each of these topics in the Spring semester. By the end of that, we should have some clear next steps to take. The conveners of these areas as they are named should begin meeting with the others to constitute a steering committee. Overall responsibility for the progress of this effort will be shared between the Provost and the Vice-President for Research and Economic

Development, with the EVP for Health Sciences and the Deputy VP for Health Sciences closely involved, particularly in those areas where HSC has a large role to play.

A final issue is how set these areas are in anyone's mind. The shift in thinking towards areas of opportunity and engagement is a shift in the direction of mobility: these are areas where we perceive there are opportunities or challenged to be addressed now, not fixed areas where UNM has been distinguished for decades. As such, we expect the list to change across times: opportunities will either be successfully seized or not, our approach to areas of engagement may well yield new opportunities within them which emerge as separate areas, while of course new areas of opportunities and engagement will be emerging all of the time. But we need some time to make progress on the areas we have defined, so provisionally we imagine dedicating 2006 to making progress on the areas defined by the end of 2005.

Areas of Marked Opportunity:

#1: Digital Media

The collaboration which is emerging among the College of Fine Arts, the School of Engineering, the Lodestar Astronomy Center, and the College of Arts and Sciences involving digital media surrounding the ARTSLab is a clear area of marked opportunity which we need to pursue. Initial state funding has been received for this, and logical next steps obviously include spending that allocation wisely, securing additional state support if possible, and finalizing the administrative structure for the ARTSLab. Ed Angel, Professor of Computer Science and Director of the Arts Technology Center in the College of Fine Arts, is the clear faculty convener of this effort, while Christopher Mead, Dean of Fine Arts, is the logical administrative lead.

#2: Information Theory and Complexity

Most natural and human systems consist of a large number of interacting agents that exhibit self-organizing collective behavior without any obvious central control. A complete understanding of these systems is impossible due to their complexity. Yet these complex systems obey patterns or laws which can be described mathematically. The University of New Mexico has a number of faculty members existing in a variety of departments who are interested in complex systems, self-assembly, information theory, and bioinformatics. Departments which have strong efforts or prominent faculty in this area include Biology, Computer Science, Physics, Chemistry, Biology, Chemical and Nuclear Engineering, Electrical and Computer Engineering, as well as Center for High-Technology Materials (CHTM) and Center for Micro-Engineered Materials (CMEM) and a number of areas in the Health Sciences Center, including the Cancer Research and Treatment Center (CRTC). The Santa Fe Institute is nationally prominent in this field. Jim Brown, just named to the National Academy of Science, and Stephanie Forrest are leading some initial efforts to organize the university's effort in this area, and they have been working with the OVPRED.

#3: Quantum Coherence

Incoherent quantum effects and quantum processes are essential for understanding and driving microelectronic devices on which we are so reliant. Yet, as device size shrinks and micro becomes nano, quantum coherence will become more important, either as a nuisance or as a resource. There are indications that a whole new generation of quantum-coherent technologies for information processing and coherent control of chemical and other processes are on the horizon. In addition, the understanding of quantum coherence is of fundamental importance to developing a better understanding of the foundations of quantum mechanics and the transition from quantum to classical descriptions. Relevant units include Physics, Computer Science, Chemistry, Electrical and Computer Engineering, Mathematics and Statistics, Chemical and Nuclear Engineering, CHTM and CMEM. Los Alamos (LANL) is probably the national leader in this area and there are close LANL-UNM collaborations in quantum information theory. Carl Caves and Ivan Deutsch in Physics and Astronomy have taken the lead at UNM in this field, and Associate Dean Rob Duncan in Arts and Sciences is probably the logical administrative attach point.

Note: there are probably areas of overlap between #2 and #3 which means that if we were driving hard towards a small number of big initiatives, we would subsume them under a larger initiative. Since the

quality of the initiatives matters more than holding the quantity down, we propose instead that the two groups discuss whether they are stronger joined or distinct and ask them to let us know. Additionally, # 3, #6, & #7 all relate to the University's strong programs in nanoscience, and there may well be cross-cutting synergies in this broader area.

#4: Radioisotopes

The UNM College of Pharmacy, together with the Department of Chemistry and the CRTC, have partnered with LANL and the Lovelace Respiratory Research Institute (LRRRI) to form the New Mexico Center for Isotopes in Medicine. The mission of the initiative is to convene and leverage the unique isotope partners in New Mexico to become the premier full-service provider for stable and radioactive isotope production and radiopharmaceutical development for novel isotope-based diagnostic and therapeutic products. In addition to coordinating isotope dosage from development to clinical evaluation at CRTC and the MIND Institute, the Center should enable joint appointments and expand other forms of collaboration with LANL, and relate to a variety of workforce and economic development initiatives in the state. Dean John Pieper of the College of Pharmacy is leading this initiative.

#5: Cognitive Science—Individual Differences in Learning

Cognitive Science extends across a broad range of traditional disciplines including chemistry, physics, biology, psychology, neuroscience, mathematics and computer science. In addition, the instrumentation used in this field draws heavily upon electrical and computer engineering. UNM has several strong programs or departments in this area, including Psychology, Neuroscience and Computer Science. The MIND Institute and Sandia both have strong programs in this area. Recent work has focused on an NSF Science of Learning grant centered on Individual Differences in Learning, with Dan Savage, Chair of Neurosciences as the PI. In addition, groups of faculty have been meeting with their counterparts at Sandia National Laboratories to explore the possibility of combining efforts in some aspect of cognitive science. Sandia is quite interested in building a formal collaboration with UNM in this area, drawing on a number of fields in the sciences and social sciences. This correlates well with HSC's definition of Neuroscience as one of its Signature Programs, though this effort is more narrowly defined than just neuroscience. This has clearly been an OVPRED initiative.

#6: Biomedical Engineering, Bioinformatics and Biocomputing:

The interface between the health sciences and aspects of engineering and the physical sciences is crucial to the future of all these disciplines. In that general interdisciplinary frontier, UNM has a number of opportunities, among them the use of nanomaterials and bioanalytical microsystems applied to biosensors, bioseparations, and biomaterials. Another thrust couples engineering with orthopedics and other implantable devices, utilizing biocompatible materials and smart sensors. Computation is central here as well. One thrust at UNM involves computational molecular dynamics, macromolecular structures and other topics in biocomputing. Bioinformatics work in progress seeks to couple innovative computing to computationally oriented problems in systems biology and biomedicine, including algorithmic development for data mining, 2-D array analysis, and phylogeny. Professor Gabriel Lopez in Chemical Engineering has been named the director of the Center for Biomedical Engineering, and Dean Joe Cecchi or Associate Dean Kevin Molloy of the SOE are the logical administrative leads here.

#7: Imaging: MUSIC/ISIS

MUSIC and ISIS are acronyms for two different yet overlapping interdisciplinary projects at UNM focusing on imaging. MUSIC stands for Multi-scale imaging cluster, ISIS for Interdisciplinary Studies in Imaging Sciences. The first is focused on biomedical fields while the second is more centered in the physical sciences, but both find their point of origin in the revolutionary changes in imaging sciences and technologies sweeping medicine, science and engineering, from the nanoscale to the planetary scale and beyond. UNM has tremendous strengths in all these fields, from the new instruments used in neuroscience at the MIND imaging center and elsewhere, to the new forms of confocal and other microscopy transforming the life sciences and medicine, to the new mass spectrometry capability in Chemistry, to the real-time satellite imaging capability in Earth and Planetary Sciences. Key leaders in these fields include Yoshio Okada, Jan Oliver and others in the HSC, Chris Enke, John Engen, and Lou

Scuderi in the College of Arts and Sciences. This is the area of marked opportunity whose administrative structure needs the most clarifying.

#8: The Science and Engineering of Radio Astronomy

For a number of reasons, New Mexico has long been the center for radio astronomy, home of the Very Large Array (VLA) in the Plains of St. Augustine near Socorro. Radio astronomy is currently undergoing a renaissance, as it is now becoming possible to do low-frequency radio astronomy, and in the near future, major new instruments will be deployed. UNM is the lead institution in a Southwest Consortium of institutions interested in bringing these instruments to the area; the consortium includes the University of Texas and the University of Colorado, as well as Los Alamos, which is very interested in low-frequency astronomy. Successfully doing astronomy at these new frequencies will require a collaboration among the fields of astronomy, physics, electrical engineering, computer science, and mathematics.

UNM has just hired a senior faculty member from the NRAO (which runs the VLA), Gregory Taylor; he is the likely faculty convener, and this has been an initiative of the OVPRED.

Areas of Public Engagement:

#1: A Sustainable Future for the Southwest

Sustainability has emerged fairly recently as a key term in the conversation about the Southwest, most obviously because the sustainability of our present economy and environmental interactions in the area is seriously in question. The sustainability of many aspects of the region's economy is also in question, given the decline of extractive industries and the changes in agriculture. The renewed energy crisis increases the urgency of these matters and highlights a set of issues about energy production, conservation and transportation. Private sector organizations also face the challenge of how to operate in a sustainable manner in our state, as does UNM itself. The sustainability of our towns and rural areas is put in doubt by all of these issues, and this is an issue in which all the communities and constituencies of the region must be engaged, so issues of ethnic and linguistic diversity are clearly central to addressing this issue. UNM is developing one of the first educational programs focused on sustainability in the country, and faculty in Community and Regional Planning as well as a variety of other fields have developed strong research programs in this area. Two clear leaders in this area at UNM are Stephen Wheeler in CRP and Bruce Milne, Professor of Biology and Director of the Sustainability Studies Program in University College.

#2: Water and the Environment in Our Arid Region

Closely related to the first general area is the issue of water and the arid environment in the Southwest. The Water Resources program in University College directed by Mike Campana, the Black Family Professor in Earth and Planetary Sciences is an academic program devoted to this area, and much of the research in Biology, E & PS, Economics, and Civil Engineering is focused on water, our climate, and the arid environment in the southwest. Hydrology is also one of the two foci of the statewide NSF EPSCoR effort led by UNM, and Cliff Dahm in the Department of Biology leads this effort. Tim Ward has been tasked by the OVPRED with some responsibilities in this area as well.

#3: Health Disparities

One of the most severe challenges the state and region faces is the disparity in the health care provided people of different ethnic groups and socioeconomic status. This is literally a matter of life and death, and is a problem that many different groups, primarily but not exclusively in the Health Sciences Center, are devoting attention to. Closing this gap is absolutely essential for the progress of the state, region, nation, and world. All of the Signature programs of the Health Sciences Center have applicability here. Relevant programs on campus include the CRTC, the Health Psychology program, and the Southwest Alcohol Research Group.

#4: Addictive Behaviors

This area not only constitutes a major problem for the state of New Mexico and the nation but also forms the basis for a number of research programs at the University of New Mexico. The Center on Alcoholism, Substance Abuse and Addictions is a Category III research center which has been active in this area for twenty years. The Department of Neurosciences has several research projects that are studying physiological changes induced by alcohol and other addictive substances. In addition, the Departments of Psychiatry and Psychology have research programs in this area. More coordination between these groups as well as expanding the research basis would undoubtedly lead to this already strong research and educational emphasis at UNM growing stronger. Possible areas for expansion include economic impact of the problem and treatment programs, public policy advisement and gambling addiction.

#5: Readiness for College and Collaboration with K-12 Education

The preparation of students graduating from the state's school system is a topic of statewide concern. An increasing percentage of the students entering UNM are not ready for a full curriculum of college-level coursework, and this is true for every educational institution in the state. At the same time, many students aren't even in this situation, as drop out rates are unacceptably high and there are significant differences in the educational preparation and achievement of different ethnic groups in the state.

UNM needs to work with all the schools in the state, with the Public Education and Higher Education Departments in the state, and with other significant stakeholders to address this issue, which is crucial to the future of the state. Although this is of great importance for every part of the campus, Dean Viola Florez of the College of Education is the logical leader of this discussion.

#6: Planning and Public Policy Capability for the City, State, and Region

We can see a common thread to all of the areas of public engagement, which is that the knowledge contained in the setting of the research university needs to be applied to social programs; another way of putting this is that we need sound public policy informed by advanced research. UNM is the university looked to in the state for this kind of expertise, but we aren't always expert at extending our research expertise into the public arena. In order to play the role in addressing social problems which we are capable of and which the public often expects us to play, we need to enhance our capacity to intervene in the public policy arena. We need to develop and to be seen to have something in the policy arena which can be our counterpart to the agricultural extension which does so much for NMSU's image and influence in the state. This will take an effort to knit together a number of different entities on campus. As in so many cases here, we have the capacity, but what we have lacked is the organization to organize that capacity across college and school lines.

8. NORTH CENTRAL ASSOCIATION (NCA) ACCREDITATION (This item was addressed before the Retreat discussion as listed on the agenda)

Associate Provost Amy Wohlert presented a summary of the current accreditation process. The presentation she discussed was presented to the Regents Academic Affairs Committee. The NCA accredits the entire university including the branch campuses. The NCA focuses on the degree granting non profit institutions.

Types of Accreditation

- Regional-6 regional organizations accredit mainly degree-granting non-profit institutions.
- National-Accredit mainly for-profit institutions.
- Specialized-Review programs. UNM has 78 programs accredited by specialized organizations.

Accreditation Review Steps

- Self study, based on accreditation standards.
- Review of self study by accreditation council.
- Site visit by trained volunteers.
- Action (judgment) by the accrediting organization.
- Monitoring and oversight.
- Cycle ranges up to 10 years. UNM last reviewed in 1998-1999. Next review will be 2008-2009.

Accreditation History

- United States Department of Education (USDE) has relied on accreditation as an assurance of institutional quality since the 1952 reauthorization of the GI Bill, in order to protect the federal investment.
- Accreditation is carried out by private agencies but USDE holds them to USDE standards.
- Council for Higher Education Accreditation (CHEA) also recognizes agencies that conform to its standards.

Why Maintain Accreditation?

- Necessary for compliance with Title IV student financial assistance.
- Transfer articulation.
- Standards for distance learning.
- Accountability.
- Peer review.
- Consumer protection.

North Central Association Criteria

- Mission appropriate, widely understood, and well supported by leadership.
- Adequate allocation, evaluation, and planning of resources.
- Student learning outcomes for every program; assessment data used for program improvement; evidence of effective teaching.
- Commitment to life-long learning; knowledge & skills for today's society; knowledge discovery.
- Engagement with and service to all internal and external constituencies.

Accountability

- Goals are valid and well known.
- Progress in meeting the goals is documented by regular assessments.
- Results of the assessments are disseminated appropriately.
- Results of the assessments are used to plan improvements.
- Improvements are implemented and assessed.

Strengths Identified in 1999 Review

- Increase (since 1989/1992 review) in number of students achieving national recognition.
- Strong growth of research enterprise.
- Clinical law program.
- Problem-based learning at HSC.
- Branch campus service to minority students.
- Improvements in technical support.
- 22 nationally ranked programs (none before).
- Outreach: Continuing Education, Evening and Weekend Degree Program, Extended University.

Challenges Identified in 1999 Review

- Instability of upper administration (many interims) & lack of long-term planning.
- Unrealistically broad offerings, considering resources.
- Conflict resolution program for faculty needed.
- Inadequate intra-institutional communication; lack of understanding of institutional goals & priorities.
- Student assessment program far behind schedule.
- Inadequate staff & faculty compensation; poor retention.
- Poor repair of main campus facilities & utilities.
- Inadequate technology infrastructure & use of technology.
- Ratio of part-time to tenure-track faculty of concern .
- Strengthen & expand cultural studies to support diversity (include in core curriculum).

- Change funding formula for summer courses.
- Increase cooperation between main and branch campuses for programs and services.
- Create contingency plans for unexpected needs.
- Centralize data collection and data management.
- Increase opportunities for faculty research and teaching development.
- Bring research into undergraduate programs.
- Expand outreach programs.

Timeline for Next Review

- 2004-2005 Core curriculum reviewed.
- 2005-2006 Core curriculum assessments created.
- Data analyst hired, Academic Program Review (APR) re-initiated, Building Engagement and Attainment for Minority Students (BEAMS) .
- 2006-2007 Accreditation manager hired.
- 2007-2008 Core curriculum revisions based on assessments, BEAMS revisions.
- 2008-2009 Self study due Fall 2008, site visit Spring 2009.
- THREE YEARS PREPARATION TIME.

9. DISCUSSION OF FACULTY SENATE RETREAT (This item was addressed after the NCA Accreditation discussion as listed on the agenda)

President Smith led a discussion regarding the results of the Faculty Senate Retreat. At the retreat, senators compiled lists of priorities along with tactics to address the concerns. The draft below will become the priorities of the Senate for 2005-2006. Several senators expressed the need to have the President and the Provost of the University meet with the senate at either a regular Faculty Senate meeting or a special session. Regular communication with the administration is critical for shared governance. A senator desired to have salary inversion added to concerns under Faculty Satisfaction priority number one. The senator posed the question is there a system of checks and balances or separation of powers at UNM. President Smith asked for any comments, concerns, or changes be emailed to facsen@unm.edu.

A senator commented that there is a prominent document regarding professional conduct sent out by the administration of the School of Medicine (SOM) to suppress free speech and opinions that conflict with those of the administration. The Health Care Summit has been postponed until November. The summit is a high profile conference at the request of New Mexico Governor Bill Richardson to deal with the finances of the hospital, especially the costs of uncompensated care.

Professor Emerita Beulah Woodfin, on behalf of the American Association of University Professors New Mexico (AAUP), expressed concern over the Provost's decision to prevent an Honors Program course from being taught by a retired faculty member. The faculty controls curricula and cannot be countermanded by administrators.

Faculty Senate Prioritized Objectives and Draft Tactics September 2005 through June 2006

The following were identified by group discussion at the Faculty Senate retreat held on September 9, 2005 as priorities for the coming year. Small groups were formed that worked from the previous year's list identifying past accomplishments and future needs. The group suggestions were then presented to all participants and were ranked by members present at the retreat. Each priority has a list of specific concerns and a preliminary list of possible tactics.

1. Faculty Satisfaction

The faculty of UNM are core to fulfilling the mission of the university. The Senate recognizes that faculty satisfaction leads to higher faculty retention and to higher faculty quality, which affects directly the success of UNM's mission. As such, Faculty Satisfaction is one of the stated priorities for the 2005-2006 academic year.

Concerns:

- Lack of open communication
- Faculty attrition
- Benefits/Retirement
- Accountability of administration to the faculty
- Workplace environment (Buildings/Space)
- Libraries

Tactics:

- Determine what data is currently collected and by whom
- Conduct faculty-run exit interviews
- Review AF&T complaints (number, reason, numbers by School/College since 1990)

2. North Central Accreditation (NCA)

North Central Accreditation is a required certification for UNM to remain a viable and functioning institution, as reflected in section A20 of the faculty handbook. The Senate acknowledges that this process is crucial to UNM's future and as such should remain a priority through the 2008-2009 NCA review.

Concerns:

- Timeline lag
- Data collection
- Assessment
- Lack of information regarding the process

Tactics:

- Standing ad hoc committee chaired by Associate Provost Amy Wohlert and Curricula Committee Chair Jerry Hall
- Presentation by VP Amy Wohlert on the NCA process

3. Governance Issues

Shared governance is a recognized requirement for an effective and cohesive university. The Senate has identified several concerns centered upon shared governance, making this a priority for the 2005-2006 academic year.

Concerns:

- Lack of a common vision for UNM
- Ineffective committees
- Need for accountability
- Unclear processes for raises, counter-offers, and bonuses
- Need for transparency

Tactics:

- Expand faculty evaluations beyond Deans' evaluations
- Have Provost and President attend at least one Senate meeting per semester
- Review AF&T complaints (number, reason, numbers by School/College since 1990)

In addition, the following have been previously tasked to the Operations Committee:

- Review of the committee structures/charges
- Monthly meeting with the Provost

10. REVISION OF FACULTY HANDBOOK SECTION F50

Valencia Campus Dean of Instruction Reinaldo García presented a memo regarding the revision of Faculty Handbook section F50. Below is the memo he presented on behalf of the branch campuses. Many senators feel the proposed revisions proposed by the branch directors were unnecessary and that the original proposed section F50 should remain unchanged. Professor Emeritus Hugh Witemeyer (English) from the task force revising section F, stated that the committee wishes to keep the two sections so that each branch can make a policy statement in their respective handbooks. He explained the language does not require branch handbooks to include statements of policy, the language says the branch **may** include statements on these issues. The decision for any language is to be made by the branch during their revision process.

MEMORANDUM

TO: Christopher E. Smith, President of the Faculty Senate

FROM: Reinaldo A. Z. García, Dean of Instruction, UNM-Valencia

DATE: Tuesday, September 20, 2005

RE: Recommended Changes to Section F50 of UNM Faculty Handbook

The branch Deans met on July 7, 2005 to discuss section F on the UNM Faculty Handbook. In particular, sections F40 & F50 were looked at in detail. Section F40 had already been adopted by the Faculty Senate at the time of our meeting. Consequently, we will revisit our recommended changes to F40 at a later time.

With regards to section F50, the branch deans are unanimous in our opinion that we would like to see two bullets under “Teaching Policies” removed: “minimum and maximum course enrollments” and “course cancellations” (please refer to page 2).

We do not believe that issues of class sizes and guidelines for determining when a class should be cancelled are matters of governance (i.e., policy-making through faculty governance). I, for one, have searched the UNM Faculty Handbook and can find no reference to a policy determining class sizes or cancellations. About a year ago I inquired about this practice at UNM-ABQ and learned that setting maximum class sizes, guidelines for canceling classes and other related matters are determined faculty administrators (coordinators, chairs, deans) with input from departmental faculty. I am not aware that the UNM Faculty Senate directly involves itself in these matters. Therefore, if this is not the practice at UNM-ABQ why should it be the practice at the branches?

This does not mean that at the branches we have no guidelines for these processes; we have these and they are clearly stated and readily accessible. But branch operations have to be very nimble and flexible. Due to our smaller enrollments and tight funding many decisions have to be made on the spot. That which works in one situation may not work in another.

We understand why some faculty in the Section F Task Force would insist on including these items in F50. No one wants to have their class cancelled and everyone wants smaller classes. But branches already limit enrollments to lower levels than UNM-ABQ. For instance, at UNM-Valencia we only offer two classes each semester with a cap of 92—for which the instructor is credited for double the credit hours. Lecture courses such as HIST 162, SOC 101, PSYCH 105, etc. are capped at 50. Most other classes are capped anywhere from 20-35. Overall, our average class size (not accounting for arranged and independent study courses) is already below 20. From a budgetary viewpoint, any class with less than 18 students or so loses money for us. Even so, we generally allow classes to “make” at 10 and in some cases with a few as 7 or 8.

Therefore, we reiterate that faculty administrators at the branches, with input from departmental faculty,

are best equipped to set these guidelines and make these decisions. And we do understand that these bullets are preceded with “may” instead of “shall.” But our argument remains that it is unnecessary to list them at all as they are not matters of faculty governance but of faculty administration. Should the UNM Faculty Senate choose to include these policies in the UNM Faculty Handbook then we would be more inclined to consider this matter.

Thank you.

The following email messages are acknowledgements from the branch deans that they are in agreement with the contents of this document:

From: Carlos Ramirez [mailto:cbr@la.unm.edu]
Sent: Tuesday, August 23, 2005 5:09 PM
To: Reinaldo A. Z. Garcia
Cc: Kate Massengale; Kay Willerton; Lee Bollschweiler; rdasenbr@unm.edu; vpcad@unm.edu
Subject: Re: Recommended Changes to F50

Reinaldo-

My division heads and I have reviewed the letter that you drafted and it looks fine to us. Thanks for taking the lead on this.

CR

From: Christine Marlow [mailto:cmarlow@gallup.unm.edu]
Sent: Tuesday, August 23, 2005 8:38 AM
To: 'Reinaldo A. Z. Garcia'; gilroy@unm.edu; cbr@la.unm.edu
Cc: rdasenbr@unm.edu; 'Liz Gilbert' Subject:
RE: Recommended Changes to F50

Reinaldo

Yes-the letter reflects our discussion and my signature can be attached to this letter.

Chris

From: Jim Gilroy [gilroy@unm.edu]
Sent: Monday, August 29, 2005 8:24 AM
To: Reinaldo A. Z. Garcia Subject:
Re: F50

I just don't think that the branches should be under constraints (course caps and cancellations) where Main campus does not.

Jim

11. NEW BUSINESS

No new business was raised.

12. ADJOURNMENT

The meeting was adjourned at 5:35 p.m.

Respectfully submitted,

Rick Holmes
Office of the Secretary