

8-24-2010

## Faculty Senate Summarized Minutes, 8/24/2010

UNM Faculty Senate

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# FACULTY SENATE SUMMARIZED MINUTES

2010-2011 Faculty Senate  
AUGUST 24, 2010

The Faculty Senate meeting for August 24 was called to order at 3:00 p.m. in the Roberts Room of Scholes Hall. Senate President Richard Wood presided.

## 1. ATTENDANCE

**Guests Present:** Associate Professor Durwood Ball (History), President-Elect Mary Clark (Staff Council), Chelsea Erven, Daily Lobo, Assistant Professor Brian Herrera (Theatre and Dance), Professor Kathleen Keating (University Libraries), Assistant Professor Jean Keim (Individual, Family, and Community Education), Sari Krosinski (University Communication and Marketing), and Professor Antoinette Sedillo Lopez (Law).

## 2. APPROVAL OF THE AGENDA

The agenda was approved as written.

## 3. APPROVAL OF SUMMARIZED MINUTES FOR APRIL 24, 2010 MEETING

The minutes were approved as written.

## 4. POSTHUMOUS DEGREE REQUEST FOR TEJAY ROSS COLLINS

Assistant Professor Jean Keim (Individual, Family, and Community Education) presented the following request for a Posthumous Masters of Arts in Counseling for Tejay Ross Collins. The request was approved by unanimous vote of the Faculty Senate.



RECEIVED  
APR 14 2010

**Department of Individual, Family & Community Education**  
Counselor Education  
Early Childhood Multicultural Education  
Educational Psychology  
Family Studies  
Nutrition/Dietetics

To the Office of Graduate Studies:

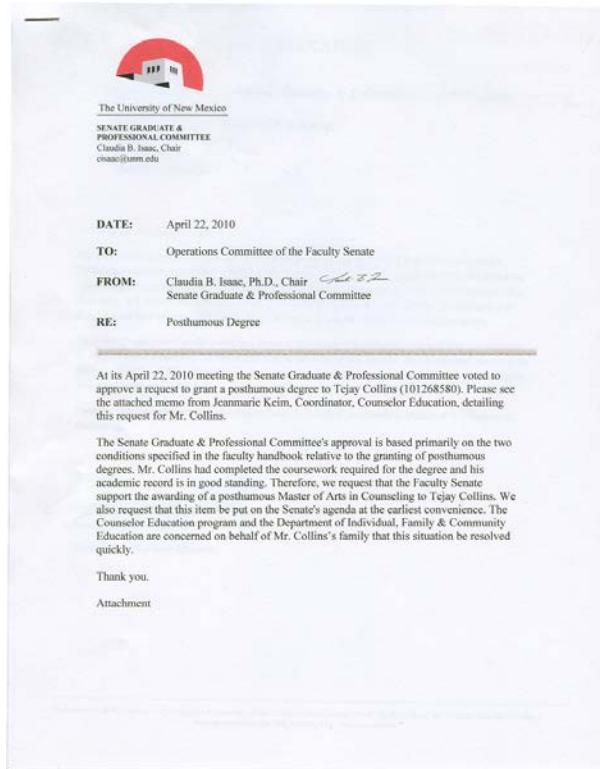
The Counselor Education Faculty submit this document in support of Tejay Ross Collins receiving a Posthumous Degree, as outlined in policy D-90. Tejay Ross Collins was enrolled and had completed the work in a graduate-level course (Counseling Ethics) at the time of his death. Tejay also completed, at a minimum, half of the credits that are required for a master's degree in Counseling. According to the University of New Mexico (UNM) policy for a posthumous degree, Tejay met the requirements.

Tejay was an exemplary student and very active in the counseling profession. He was also an employee of UNM. He was a leader in Chi Sigma Iota International Honorary Society. He represented our program and the university at the national American Counseling Association's annual conference. He was highly respected by his peers and faculty.

Please accept this memorandum to support Tejay Ross Collins' posthumous Master of Arts degree in Counseling.

Sincerely,

Jeanmarie Keim, Ph.D., ABPP  
Coordinator, Counselor Education



## 5. MEMORIAL MINUTE FOR PROFESSOR FERENC SZASZ

Professor Durwood Ball (History) presented the following Memorial Minute request to the senate:

*Please consider this Memorial Minute for Ferenc Szasz, Regents Professor, who passed away on June 20, 2010, after a brief battle with leukemia.*

*At the time of his retirement in spring 2010, Professor Szasz was one of the longest serving faculty members on the campus. Born in Iowa in 1940, he graduated first from Ohio Wesleyan University and came to the UNM History Department in 1967 through the University of Rochester in New York, from which he earned a doctorate in American history in 1969. His field was social and intellectual history with a subspecialty in the history of American religion. Over the years, Professor Szasz taught continuously at UNM—outside a few sabbaticals—until his illness forced him into an emergency medical leave in spring 2010.*

*During his nearly forty-three years at UNM, Professor Szasz taught thousands of students. His U.S. history survey courses burst at the seams nearly every semester, and his two-semester American social and cultural history sequence—a delightful romp from John Winthrop and Cotton Mather to Andrew Jackson and Abraham Lincoln to Lyndon B. Johnson to Ronald Reagan—were ever popular among undergraduates and graduate students alike. No less popular were his classes on World War II and historical biography. Remaining closest to his heart, however, was the field of American religion on which he taught both undergraduate courses and graduate seminars. To this sticky subject, every section of which boasted an expert theologian or two in the audience, Frank always brought exceptional insight, erudition, sensitivity, scholarship, generosity, and patience. He was never doctrinaire. Although he presented his point of view or thesis on any given lecture topic, he ultimately let each individual student work out his or her interpretation from evidence gleaned from lectures and course readings. Nearly every graduated history major whom I have encountered during my 28 years at UNM has declared Professor*

*Szasz the best single classroom instructor he or she experienced at the university.*

*Despite his gentle manner, Frank was one of the wild men of the UNM classroom. To his classroom histrionics, he brought a little bit of Mr. Green Jeans, a dab of Milton Berle, and a thick smear of Red Skelton, a personal favorite of his. Frank's hair, an unruly thicket resting atop a lanky, six-foot-plus frame, made flamboyant and comedic every set of eyewear that I ever saw him set on his nose in the twenty-eight years that I knew him. During lectures, he rattled his collar (like Red), flipped his tie (like Oliver Hardy), cleared his throat (like Milton Berle), and finished each lecture with a joke (like Rowan and Martin), sometimes corny but always hilarious. The source—and we always wondered where he found his jokes, particularly before the advent of the web—was endless. Frank's lively, humorous presentation made his students want to come back for more history. He made learning a joy.*

*Frank was no less a scholar than a teacher. During his first decade at UNM, he focused on his teaching career and on being a father and husband to his family, but once he began publishing in earnest, his many books and articles arrived at frequent, regular intervals, and he became one of the most prolific scholars in the History Department. His first monograph, *The Divided Mind of Protestant America*, published in 1982, was followed during the next twenty-eight years by nine additional books, both historical monographs and edited collections of essays. These historical works reflect Frank's wide-ranging interests that embraced religion, science and technology, historical biography, popular culture, and literature. Published in 1984 by UNM Press, his monograph, *The Day the Sun Rose Twice: The Story of the Trinity Site Nuclear Explosion*, has been his most popular work and steadiest seller. The publication of his most recent work, *Abraham Lincoln and Robert Burns: Connected Lives*, coincided with the bicentennial of Abraham Lincoln's birth. That project united his ongoing interest in the history of Scotland and Scots with his strengths in American social and intellectual history. From his hospital bed at UNMH, Frank completed the draft of what may be his final book, a study of atomic comic books published in the decades following World War II. During his convalescence in the hospital and at home, he drafted a manuscript exploring Lincoln and religious faith.*

*Over the years, Frank also published a large volume of scholarly and popular articles, particularly in a genre that he loved: biography. This past summer, the *New Mexico Historical Review* published his last article, "Fred Harman, Red Ryder, and Albuquerque's Little Beavertown," an exploration of the Red Ryder comic strip that Fred Harman illustrated and penned here in Albuquerque and that was spun off into movie serials, a brief television show, a famous BB gun, and young adult novels, and that was turned into a short-lived theme park in east Albuquerque.*

*At heart, Frank remained a gentle and good soul. He was ever genial and generous. No rancor passed his lips in departmental meetings or personal conferences. At worst, he would wrinkle his brow, lower his eyes, and shake his head when irritated or angered by university or departmental affairs. Only once did I see him genuinely mad. Some two years ago, I met him in the hall following a meeting of some sort. He turned to me, swelled gently like a ship's sail filling with the breeze, rose softly on the swell of his anger, and quietly and humbly declared himself on this issue. Just as gently, he furled his sail, glided off the swell, bid me a good day, and went on his way.*

*Thank you Frank for demonstrating to us how to serve the university and regional community as a teacher, scholar, mentor, leader, and friend, and occasionally how to get mad and get on with our lives. We, the UNM faculty, students, and staff, give our profound thanks for your service to us and this community. We will miss your humor, wisdom, and friendship.*

The Faculty Senate unanimously approved the Memorial Minute and observed a moment of silence in Ferenc's memory.

## 6. FACULTY SENATE PRESIDENT'S REPORT

Faculty Senate President Richard Wood reported the following:

- The Faculty Senate Operations Committee met over the summer. Members that were available and in town attended. Work was centered on where UNM is and where UNM is going.
- President Wood encouraged senators to read his statement to the regents presented at the recent Board of Regents meeting. The statement was sent to Faculty Senators via the Faculty Senate listserv. The statement was a current review and President Wood's summary of the financial situation at the university.
- The Operations Committee will delegate issues to the senate committees as appropriate to keep the Operations Committee and President Wood from becoming overwhelmed. Things must be run well to work effectively. President Wood will not be the center of Faculty Senate action; it will be shared amongst many people on Operations and the committees. For example, the Faculty Senate Budget Committee will be much more involved with the budget issues than just the Operations Committee.
- The Faculty Senate needs to be more dynamic than it has been. Issues will be presented with a one-to-three page summary. A brief discussion will be held and then senators will be asked to take the issue(s) back to and discuss with their constituents. The basis is for shared discernment among the faculty. Decision making will be at the next subsequent senate meeting. The goal is to get senators much more engaged with their colleagues.
- Tenure and Tenure-track faculty counts on main campus have fallen over the last six to eight years. It has since then recovered to the level it was ten years ago. Faculty hiring and stagnation trends depend on the timeline. Over a ten year period, faculty hiring has stagnated. During that same ten year period, state appropriations have risen rather dramatically. Tuition revenue has had a long steady increase of better than 100 percent over the ten year period. New revenues have been coming into the university for ten years. Tenure track faculty numbers have risen a little more than one percent, while tuition has gone up 100 percent and Instructional and General Funds (I&G) from the state have gone up 42 percent.
- Total student credit hours have increased as have the numbers of part-time instructors. According to the Higher Learning Commission (HLC) report, too many courses at UNM are taught by adjunct professors.
- The current three percent budget rescission from the state equates to approximately \$9 million. Over the last two years, main campus has lost \$34-35 million. The total I&G budget at UNM is \$175 million; the amount includes both state funds and tuition revenue. The potential impact of the current budget cuts differentially effects departments. Many departments' cuts will be larger than their actual operating budgets.
- There are discussions underway where the elimination of programs is possible. The faculty leadership has been asked to help design the process.
- The Fiscal Year 2012 Budget is being put together this fall. The conversation on priorities needs to be happening now.
- The Legislative Finance Committee has released a set of recommendations about UNM, mostly main campus, but does include some for North campus. The list is on the Provost's website.
- The criterion for evaluating University President David Schmidly is now available on the President's website.

- The Department of Education is moving on a master plan for higher education.

## 7. REGENT VETTING PROPOSAL

Faculty Senate President Richard Wood presented the following proposal on the vetting of university regents. The proposal has been discussed with, and is endorsed by, Governor Bill Richardson. The proposal would apply to regent selection at the University of New Mexico, New Mexico State University, and New Mexico Tech. Under the current process, the governor appoints a regent and then the state senate confirms them.

Research institutions need a more careful decision making process. One model is to pass a state constitutional amendment. This proposal can work within the current constitution. It creates a committee on regent appointment at an institution made up of half faculty and half eminent community member leadership. It defines what the particular criteria are for a particular spot on the Board of Regents and then takes nomination. The committee would filter nominations and forward the top three to the governor for consideration. The governor would then chose from the three or reject all three and the committee would submit an additional selection of three candidates. The governor would then have to select from that group.

The proposal was worked on with the Faculty Senate Governmental Relations Committee. After discussion, the proposal was unanimously passed. The proposal will be sent to the NMSU Faculty Senate and the NM Tech Faculty Senate.

### Proposed Process for Vetting of Regent Nominees:

The process for vetting Board of Regent nominees would proceed in two stages:

- A. Formation of a Committee on Regent Appointments (CRA) at the relevant institution;
- B. CRA vets Regent nominees, as advisory input to the Governor.

These two stages would be carried out as follows:

- A. Formation of a Committee on Regent Appointments (CRA) at the relevant institution:
  - A1. When a vacancy on the Board of Regents occurs or is anticipated, the Governor or his designee will notify the Regents President, the University President, and the President of the Faculty Senate at the relevant university that a Committee on Regent Appointments (CRA) is to be constituted.
  - A2. Governor or his/her designee formally announces that, in light of an anticipated or actual vacancy on the Board of Regents of a research university, a Committee on Regent Appointments is being formed, and announces that CRA will accept nominations and evaluate nominees for the relevant institution.
  - A3. Governor or designee makes public announcement of a reasonable period for nominations to serve on the Committee on Regent Appointments. Committee on Regent Appointments should include:
    - a. Exceptional faculty members recognized as outstanding in their disciplines and as responsible university leaders, striving for diversity of disciplines, social background, and representation of the main divisions of the relevant University; and
    - b. Distinguished members of the University's constituencies in the external community, including scientific, cultural, business, and/or community representation. Committee members will be sought who are familiar with higher education generally and research universities particularly.

The overall committee should include equal numbers of faculty and community members, and should include members from diverse ethnic/racial backgrounds, from urban & rural areas, and from a variety of political viewpoints. No more than one of the faculty representatives may hold positions at the level of dean and above.

- A4. Each nominee to the CRA is asked to submit a summary of his or her qualifications and

interests. Governor or his/her designee (Secretary of Higher Education or other) consults with the University President, Provost, President of the Faculty Senate, and Chairperson of the Committee on Governance *to form the CRA of 8-10 members and a Chairperson from the slate of nominees.* CRA is officially constituted via a joint public announcement by the Governor and the CRA Chairperson, with such announcement making clear that the CRA will provide public advisory input to the Governor in his or her selection of Regents.

**B. Vetting of Regent Nominees by Committee on Regent Appointments:**

- B1. Once constituted, the Committee on Regent Appointments consults with the President of the Board of Regents and the upper University administration regarding areas of expertise currently needed on the Board of Regents. Once this has occurred, CRA maintains no further contact with University administration, in order to prevent appearance of impropriety. CRA writes a description of general qualifications desired and a specific "needs assessment" regarding the areas of expertise, representativity, and other salient factors relevant in choosing nominee for this particular regent position. CRA makes public the general qualifications and needs assessment documents, and submits them to the Governor.
- B2. Governor, in collaboration with CRA, formulates a public call for regent nominations consistent with needs assessment. The Office of the Governor and the CRA jointly solicit nominations statewide, with a reasonable deadline and necessary documentation stipulated.
- B3. Committee on Regent Appointments reads and evaluates nomination documents and recommends three nominees from which the Governor is asked to choose. If Governor rejects all three, CRA submits three more recommendations; this process continues until regent nomination is made by the Governor.

Note: If more than one position on the Board of Regents is to be filled at a given time, the same process will be followed, but the number of nominees recommended by the CRA will be multiplied appropriately: If two positions are available, six nominees will be recommended to the Governor; if three positions are available, nine nominees will be recommended.

## **CONSENT AGENDA**

### **8. SUMMER 2010 DEGREE CANDIDATES**

The Summer 2010 Degree Candidates were approved by unanimous voice vote of the Faculty Senate.

### **9. 2010-2011 FACULTY SENATE COMMITTEE APPOINTMENTS**

The 2010-2011 Faculty Senate Committee Appointments were approved by unanimous voice vote of the Faculty Senate.

## **AGENDA TOPICS**

### **10. FACULTY SENATE BUDGET REPORT**

President-Elect Tim Ross (Civil Engineering) stated the Faculty Senate operating budget is around \$50,000. Over half of the budget goes towards the salaries of past Faculty Senate Presidents. Another third of the budget goes for staffing assistance in the Office of the Secretary. Canceling food, moving out of the SUB, and switching to audio-casting of the meetings will save about \$9,000.00. The remainder of the budget will be used to support the larger committees and the chairs. As part of the budget reductions, the Faculty Senate budget has been reduced by approximately ten percent.

## **11. PROVOST'S REPORT - PROPOSED PROCESS AND CRITERIA FOR ACADEMIC PROGRAM PRIORITIZATION: INITIAL IDEALS AND COMMENTS**

Provost Suzanne Ortega welcomed faculty back to the start of the new semester and thanked faculty for all the work they do on behalf of the students. Provost Ortega also thanked faculty for their help during a difficult year. The Provost office is busily looking for new resources to support the critical mission of the university while looking at where are the highest priorities. The Provost presented the following summary and timeline of the process.

- Charge deans, working with chairs and faculty, with development of plans to increase instructional efficiencies and decrease part-time instructional budgets

### Timeline

08/16/10: Deans charged with developing instructional efficiency plans

10/29/10: Deans instructional efficiency plans due

- Proposed Review of non-degree granting academic Programs and services

### Timeline

08/30/10: Discussion with Academic Affairs VP's about methodology

09/17/10: Methodology for reviews established

09/27/10: Initiate review of non-degree granting academic programs and services

11/03/10: Self-study's due

11/29/10: Recommendations accepted by the Provost

- Proposed Academic Prioritization Process:  
One of Several Different Cost-Containment Strategies

### Timeline

09/27/10: Initiate flagging study

11/03/10: Initiate comprehensive reviews if deemed necessary

12/22/10: Comprehensive reviews due

03/01/11: Faculty Senate decisions on comprehensive reviews rendered

- Solicit white papers from deans, chairs and center directors and others on possible reorganizations that would save costs and strengthen teaching and production of knowledge

### Timeline

08/31/10: Publish guidelines and invite submission of Consolidation/Cost Containment White Papers

10/15/10: White Papers due

10/22/10: Respond to White Papers and invite full proposal submissions

11/12/10: Full proposals due

11/29/10: Recommendations accepted by Provost and forwarded to Faculty Senate, Staff Council and Student Groups for consideration and comment

02/01/11: Faculty Senate decisions on proposals rendered on White Papers

## **12. CORE CURRICULUM**

Curricula Committee Chair Kathleen Keating presented the following resolution to revise the charge of the Curricula Committee. The revision brings the charge in line with the work the committee is actual doing. It also clarifies the Curricula Committee's oversight of the Core Curricula. The Faculty Senate unanimously approved the charge revision.



WHEREAS, the Faculty Senate Curricula Committee reaffirms section 11 in the "Implementation of Core Curriculum" dated April 14, 1998 which was passed by the Faculty Senate,

RESOLVED, that the following changes be made to Faculty Senate Curricula Committee charge noted in bold text:

The Curricula Committee, in cooperation with the Senate Graduate Committee and the Undergraduate Committee, is responsible for maintaining and enhancing the quality of the curricula in the University, its branches, and its graduate centers, by (1) reviewing the recommendations of the Senate Graduate Committee concerning all proposals for major changes in programs (Form C), including new degrees, new programs, new majors and minors, name changes, and substantive changes in existing programs, and transmitting them to the Faculty Senate for final approval; (2) reviewing and making recommendations on all proposals for minor course changes (Form A), new courses (Form B), minor changes in existing programs (Form C), originating from students, departments, programs, divisions, schools, colleges of the University and its branches and graduate centers, and Faculty Senate Committees; (3) participating, together with members of the Senate Graduate and **Professional Committee and Undergraduate Committee**, in periodic reviews of instructional units and programs; (4) hearing curricular disputes and recommending means for their resolution; (5) initiating occasional reviews of curricular offerings and policies at the University; and (6) recommending to the Faculty Senate both programs and the application of curricular policies; **and (7) overseeing the Core Curriculum subject to approval by the Faculty Senate.**

### **13. LEGISLATIVE OUTREACH**

Faculty Senate Governmental Relations Committee (GRC) Chair Antoinette Sedillo Lopez reported the following:

- A dialog was held in June with legislators. About 12 legislators and similar number of faculty met. Provost Ortega attended as well as some students. Legislators want to meet with faculty alone. A group of faculty and faculty senators met with Legislators at a breakfast. Legislators asked for bullet points rather than long reports. The message gets lost if it gets 'too academic.'
- Legislators feel that the selection of regents needed to be professionalized.
- The GRC encourages faculty to host coffees with legislators in their districts. Personal relationships with legislators will become critical during budget decisions.
- A gubernatorial forum is being planned for October at Popejoy Hall. The agenda would be higher education in New Mexico. The plan is to jointly host it with NMSU and NM Tech. Work with both campaigns is progressing slowly.

### **14. LGBTQ (LESBIAN, GAY, BISEXUAL, TRANSGENDERED, AND QUESTIONING) RESOURCE CENTER**

Program Assistant Jeffrey Waldo (Equity and Inclusion) announced the opening of the resource center on Friday, August 27. The Office of Equity and Inclusion oversees the center. The Student Fee Review Board approved the funding in Spring 2010. The LGBTQ Center follows the model of the Women's Resource Center and the ethnic centers. Adding, however, additionally serving faculty and staff.

The center caters to the LGBTQ, including students, faculty, and staff. The center is located in building 20A, the former payroll building on the NE corner of Roma and Buena Vista. There is a lounge area and library. The center will be staffed 40 hours per week. The center is for a resource and support for identity and advocacy for anyone interested in LGBTQ, sexuality education, gender issues, etc.

An open house will be held from 9:00 a.m. to 5:00 p.m. on Friday, August 27, with an official ribbon cutting.

## **15. ASUNM PRINTING RESOLUTION**

Associated Students of the University of New Mexico (ASUNM) President Lazaro Cardenas presented the following resolution on printing costs for students. After discussion, the Faculty Senate unanimously voted to table the request pending further revision. Faculty Senator Judith White (Communication and Journalism) volunteered to assist ASUNM with the revision. The revised resolution will be resubmitted for consideration in October or November.

WHEREAS the Associated Students of the University of New Mexico is the representative body of the undergraduate students; and

WHEREAS the University of New Mexico is moving towards a more sustainable approach for the environment; and

WHEREAS printing a vast amount of documents is not the best practice for promoting campus sustainability; and

WHEREAS printing costs are burdensome on students as well as faculty and academic departments; and

WHEREAS students are affected by the printing restriction enforced during the Spring semester of 2010 and now are unable to print unlimited documents; and

WHEREAS the faculty of the University of New Mexico are incurring great print loads on the students; and

WHEREAS students will have the option to print or not print their syllabus for their respective courses; and

WHEREAS the instructor will present the syllabus to the class and engage in discussions which outline the goals and expectations for the respective course and do so without requiring students to have a printed copy of the syllabus; and

WHEREAS students will not be required to print non-essential documents, but instead make them available in electronic forms such as e-mail, WebCT, E-reserves and/or their own personal course website; and

WHEREAS faculty members will only require students to print papers and assignments;  
And

WHEREAS the instructor of the respective course will make a conscious effort to make the students aware of the documents that should be printed or will print them for the students; and

WHEREAS faculty members will make a good faith effort to limit the number of documents they require to print; and

THEREFORE BE IT RESOLVED faculty will engage in discussions to develop a plan to reduce the amount of documents they require students to print each semester, and faculty will encourage one another to reduce the amount of printing they require from their students; and

NOW THEREFORE BE IT FURTHER RESOLVED that this resolution will be presented to Board of Regents President Raymond Sanchez, UNM President Dr. David Schmidly, Provost Dr. Suzanne Ortega, Vice-President for Student Affairs Dr. Eliseo "Cheo" Torres, Chief Information Officer Dr. Gil Gonzales, Faculty Senate President Dr. Richard Wood and GPSA President Lissa Knudsen.

## **16. NEW BUSINESS AND OPEN DISCUSSION**

No new business was raised.

**17. ADJOURNMENT**

The meeting was adjourned at 5:00 p.m.

Respectfully submitted,

Rick Holmes  
Office of the Secretary