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Faculty Senate Summarized Minutes, 10/25/2005

UNM Faculty Senate

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FACULTY SENATE SUMMARIZED MINUTES

**2005-2006 Faculty Senate
October 25, 2005**

The Faculty Senate meeting for October 25, 2005 was called to order at 3:07 p.m. in the Lobo Room, Student Union 3037. Senate President Chris Smith presided.

1. ATTENDANCE

Guests Present: Professor Emeritus John Crawford (English), Interim Provost Reed Dasenbrock, Board of Regents Member Mel Eaves, Department of Sociology Chair Felipe Gonzales, Professor Emeritus Hugh Witemeyer (English), Associate Provost Amy Wohler.

2. APPROVAL OF THE AGENDA

The agenda was approved as written.

3. APPROVAL OF SUMMARIZED MINUTES FOR SEPTEMBER 27, 2005 MEETING

The minutes for the September 27, 2005 meeting were approved as written.

4. POSTHUMOUS DEGREE FOR KATHRYN K. MEDRANO

Department Of Sociology Chair Felipe Gonzales read the following posthumous degree request for Kathryn K. Medrano.

This is to request a UNM Faculty Senate vote to approve the award of Posthumous Degree for Ms. Kathryn K. Medrano. Ms. Medrano was a Sociology major in good standing until her untimely death in Spring 2005.

At the time of her death, Ms. Medrano had completed the necessary coursework for both the sociology major and criminology minor. It is consistent with the policies and practices of the Sociology Department to award a posthumous degree to an individual that had completed his/her coursework. Please note that the Southwest Hispanic Research Institute is seconding the Sociology Department's request for a posthumous degree for Ms. Medrano.

The posthumous degree was unanimously approved by the Faculty Senate and will be presented to the family of the deceased.

5. FACULTY SENATE PRESIDENT'S REPORT

The Faculty Senate President reported on the following:

- Many faculty are needed for various committees as indicated on the distributed committee update. Please visit the Faculty Senate website and enter your preferences. President Smith asks senators to find volunteers within their constituency.
- There have been some Faculty Senator resignations.

- The Operations Committee is reviewing all the Faculty Senate Committees. A survey on committees will be distributed to determine if the committees are meeting, if they have a chair, if they have work inside or outside the committee charge, etc.
- The Operations Committee is collecting data on faculty retention and turnover. The data is currently in the Faculty Contracts Office.
- The November 22, 2005 Faculty Senate Meeting will be held in the Robert's Room of Scholes Hall at 3:00 p.m.

AGENDA TOPICS

6. REVISION OF FACULTY HANDBOOK SECTION F

Professor Emeritus Hugh Witemeyer (English) led a discussion on the following proposed revision to Section F, particularly Section F50, of the Faculty Handbook. The deadline for suggestions for revisions from the branch campuses has passed with very few comments being sent to the task force. There have been a few corrections and references to the Commission on Higher Education (CHE) have been changed to the New Mexico Department of Higher Education. Some branches have begun recrafting their handbooks, the Taos branch is almost finished.

In regard to the wording of the bullets that dealt with class size and course cancellation, the task force arrived at new wording reflected in the version below. Deputy Provost Richard Holder reported that Valencia Campus Director Reynaldo Garcia stated the new wording was not much of an improvement. Hugh Witemeyer implied that complete omission of the wording is what the branch directors desired.

After some discussion, the proposed revision is presented to the Faculty Senate as an information item. Professor Witemeyer will return to present the draft to the Faculty Senate for approval at the November 22, 2005 Faculty Senate meeting.

**SECTION F
BRANCH COLLEGES**

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Section/Policy #

- F10** - Role and Function of UNM Branch Colleges [*information*]
- F20** - Statutory Provisions and Funding [*information*]
- F30** - UNM Gallup Branch College Mission Statement [*information*]
- F31** - UNM Los Alamos Branch College Mission Statement [*information*]
- F32** - UNM Taos Branch College Mission Statement [*information*]
- F33** - UNM Valencia Branch College Mission Statement [*information*]
- F40** - Articulation: Degree Approval, Transfer of Course Credit, and Faculty Approval [*policy*]
- F50** - Faculty Handbook [*policy*]
- F60** - Appointment and Retention [*policy*]
- F70** - Tenure and Promotion [*policy*]
- F80** - Representation on Faculty Senate and Its Committees [*policy*]
- F90** - Teaching Load [*policy*]

F10
Information

ROLE AND FUNCTION OF UNM BRANCH COLLEGES

The University has established branch colleges to serve the citizens of New Mexico more fully and to provide the highest quality of education throughout the state for students in different locations pursuing postsecondary education. Branch colleges respond specifically to the unique needs and multicultural background of the citizens in their respective communities by offering community education programs; career education (including certificate and associate degree programs); and transfer programs that prepare students for upper division entry into colleges and universities. Branch colleges utilize resources in the community and therefore also function as an integral part of the community. The branch campuses of the University of New Mexico are considered fully integrated component colleges, and they are committed to serving the needs of their respective communities in the manner of a comprehensive community college, offering a variety of academic, career, and community service programs. The branch colleges commit themselves to protect the quality and integrity of all academic curricula, and the main

campus commits its resources, whenever appropriate and practical, to the fulfillment of the varied missions of the branches.

F20
Information

STATUTORY PROVISIONS AND FUNDING

The Branch Community College Act (section 21-14-1 NMSA 1978) was enacted in 1957, to provide (a) the first two years of college transfer education, (b) organized career curricula of not more than two years' duration designed to prepare individuals for employment in recognized occupations, or (c) both of the above. The New Mexico Higher Education Department is responsible for supporting two-year postsecondary education in New Mexico. Branch colleges are organized by one or more school districts with local public school boards or specially elected advisory boards serving each branch in an advisory capacity. The advisory boards have three major responsibilities: (1) calling elections for local property taxes for annual operating levies and capital outlay general obligation bonds; (2) approving operating budgets; and (3) certifying the local tax levy. Funding for the branch colleges comes from direct State appropriations and local tax levies. Budget requests for the branch colleges are approved by the local advisory boards, the University of New Mexico Board of Regents, and the New Mexico Higher Education Department before being submitted to the Legislature.

F30
Information

UNM-GALLUP BRANCH COLLEGE MISSION STATEMENT

Mission statement: UNM-Gallup develops lifelong learners in a context that is responsive to the cultures of this region.

Vision statement: UNM-Gallup will be recognized as the premier post-secondary institution in this region.

Core Values: Excellence in education is fundamental to the core values of UNM-Gallup. UNM-Gallup values each individual, the strength of the community, and the power of working together in a climate of shared responsibility.

What takes place in the classroom is the first priority. Administration, staff and faculty working together create the learning environment.

To accomplish our mission and vision in the next five years, UNM-Gallup will pursue the following strategic directions.

1. Continue to develop mechanisms essential to a learner-centered institution.
2. Offer programs that remain responsive to community needs.
3. Optimize resources and infrastructure to serve UNM-Gallup programs

- and student needs.
4. Expand more fully supportive and equitable working conditions and relationships among the campus and local communities.

F31
Information

UNM-LOS ALAMOS BRANCH COLLEGE MISSION STATEMENT

The mission of the University of New Mexico- Los Alamos is to provide high-quality instructional programs and support services to the residents of the communities it serves. To fulfill its mission, UNM- Los Alamos has established the following goals:

1. To offer diversified, high-quality educational programs:
 - Academic Courses, Degrees, and Transfer Curricula Technical and Occupational Programs
 - Developmental and Basic Skills Programs
 - Community Education
 - Adult Basic Education
 - Specialized Training
 - Extended Web, ITV, and Off-Site Instruction
2. To provide high-quality support services that promote student access and success
3. To maintain a highly qualified and diversified faculty and staff
4. To serve as a community resource
5. To seek and establish cooperative partnerships
6. To ensure access to state-of-the-art technologies

F32
Information

UNM-TAOS BRANCH COLLEGE MISSION STATEMENT

The University of New Mexico-Taos subscribes to the concept of comprehensive community education. Consistent with this philosophy, it is the goal of the college to provide, within available resources, programs and services of superior quality to meet the post-secondary educational needs, immediate and future, of all citizens of the community. The college encourages lifelong learning and thus maintains an admissions policy that allows for open entry by all segments of the community, believing that all who can benefit from its services should be able to do so.

Specifically, the goals that have been identified to fulfill this mission are:

1. To provide a high-quality learning environment for all students;
2. To provide a wide range of academic programs culminating in the awarding of Associate of Arts and Associate of Applied Science degrees;
3. To provide a wide range of vocational and technical programs

- culminating in Certificates and Degrees for students who seek career-related employment in business, industry, and government;
4. To provide a transfer program to include a wide range of general education and pre-professional courses which normally articulate with Baccalaureate degree-granting colleges and universities;
 5. To provide a diversified program of academic, technical, and vocational courses to allow for the achievement of individual educational goals involving professional or technical skills development, professional rectification and/or personal interest;
 6. To provide non-credit continuing adult education services to the community in the areas of business/professional training, personal development, cultural enrichment, and recreational activities;
 7. To provide developmental education courses to acquire the basic verbal, quantitative, and cognitive skills necessary for a student's successful transition into college-level study; and
 8. To provide a broad program of student support services to include academic advisement, counseling, testing, financial aid, career planning, and human development opportunities readily accessible to all students.

F33
Information

UNM-VALENCIA BRANCH COLLEGE MISSION STATEMENT

Vision statement: The University of New Mexico-Valencia Campus will rise to national prominence as a leader among two-year colleges by enhancing its status as a community-based center for education, culture, and technology and by becoming a national model for innovative teaching and learning.

Mission statement: The mission of UNM-Valencia is to provide community residents with lifelong educational opportunities in order to better prepare them to actively participate in the world as productive, responsible, and creative individuals.

The Valencia Campus is an open-access, student-centered institution which offers a variety of associate degrees, certificate and credential programs. Our courses provide basic skills, transfer credits, technical career training, and noncredit adult and community education.

Core values:

1. We are student-centered.
2. We value quality instruction and services.
3. We are responsive to change.
4. We embrace diversity.
5. We believe in empowering the individual.
6. We are committed to accessibility.

Policy

ARTICULATION: DEGREE APPROVAL, TRANSFER OF COURSE CREDIT, AND FACULTY APPROVAL

Articulation: Though the branch colleges operate under an admissions policy different from that of the main campus, their degree offerings are approved by the University of New Mexico and many of their courses carry transfer credit toward UNM baccalaureate degrees. This connection or articulation of programs means that branch college faculty members may be required to meet a more specific set of approval standards in order to teach transferable courses than to teach non-transferable courses. The policies which govern the articulation of degree programs, course credit, and faculty approval between the UNM branch colleges and the main campus are presented below.

A. Degree Approval

1. All associate degree programs offered at the main campus in Albuquerque are authorized to be offered at the branches, upon approval by the appropriate college and department or program on the Albuquerque campus.
2. To meet local needs, the branches are authorized to develop and offer, with the approval of the Undergraduate Committee, the Curricula Committee, and the Faculty Senate, programs leading to the degrees of Associate of Arts and Associate of Sciences. The branches are also authorized to develop and offer, with the approval of the Office of the Provost/Executive Vice President for Academic Affairs, programs leading to the degree of Associate of Applied Sciences. The transferability to the main campus of credit for courses in these programs will be determined in accordance with the policy statements B. 1, 2, and 3 below.

B. Transfer of Course Credit

The University will accept baccalaureate credits earned by students at any UNM branch college, in accordance with the following policy:

1. Credits earned in lower division courses that appear in the UNM Catalog and/or UNM Schedule of Classes, which have been submitted by the branches and approved for credit by the appropriate department or program and the UNM Curricula Committee, and the branch instructor, content, and level of performance for said courses having been approved by the appropriate main campus department or program, will be accepted by the University as though they were earned on the main campus at the University in Albuquerque.
2. New lower division courses which do not appear in the UNM Catalog and/or the UNM Schedule of Classes will be accepted by the University as though they were earned on the main campus if they have been designed by the branches in cooperation with the appropriate main campus department or program and college; approved for credit by the appropriate department or

program and college and by the UNM Curricula Committee; and approved for their instructor, content, and level of performance by the appropriate main campus department or program.

3. New and existing lower division courses designed by the branches which do not appear in the UNM Catalog and/or the UNM Schedule of Classes, and which have not been approved by a main campus department and the UNM Curricula Committee prior to being offered, are generally not acceptable for baccalaureate credit except (a) by petition and approval from the UNM degree granting unit, or (b) if determined to be equivalent to a main campus course by the UNM department or program which offers that course.

4. Special curricular offerings are authorized to meet local educational needs which are not being met by other institutions in the area. The transferability to the main campus of credit for these offerings will be determined in accordance with the policy statements B. 1, 2, and 3 above.

C. Faculty Approval

1. Approval standards for transferable courses. Branch college courses carrying pre-designated transferability shall be offered by approved faculty. Tenured/tenure track faculty, by virtue of the standards required for their appointment, are automatically approved to teach transferable courses in their fields of credentialed expertise. Non-tenured/tenure track faculty, and tenured/tenure track faculty teaching outside their fields of credentialed expertise, must be approved to teach transferable courses before or as early as possible during the first semester in which they offer those courses. To be approved to teach transferable courses, faculty members shall meet written standards appropriate to the courses they are to offer.
2. Formulation of standards. The faculty approval standards for each transferable course shall be formulated in writing and adopted jointly by the appropriate branch college and main campus administrators. Normally these will be the administrators immediately responsible for supervising course offerings in a particular field: e.g., the chairs (or directors or coordinators or heads) of the departments or programs in the relevant discipline. Once formulated, the standards for each course shall be transmitted to, and reviewed by, the Office of the Provost/Executive Vice President for Academic Affairs. The standards shall be kept on file by the Office of the Provost and by the branch college and main campus administrators who formulated them. They shall be transferred to, and applied in a consistent manner by, subsequent administrators, and they shall be revised only by joint written agreement of the appropriate administrators holding office at the time. All revisions shall be promptly transmitted to, and reviewed by, the Office of the Provost/Executive Vice President for Academic Affairs. Approval standards for each transferable course should be submitted to the Office of the Provost no later than June 1, 2006. After that date, and until such time as standards for the course are submitted, the main campus department shall be presumed to approve all instructors employed by the branch to teach the course. The implementation of faculty approval standards for each

transferable course, as described in paragraphs 3-5 below, shall not begin until the standards for that course have been formulated, adopted, and reviewed as stipulated in this paragraph.

3. Implementation of standards. The determination that a prospective instructor meets the faculty approval standards for a transferable course shall initially be made by the appropriate administrator (department chair, program director, coordinator, or head) at the branch college. Approval of the instructor shall then be reviewed and confirmed or denied by the college's Dean of Instruction. If the Dean confirms the approval, the branch college may hire the instructor prior to receiving main campus approval. The approval shall then be forwarded to the Branch Executive Director for recommendation to the appropriate main campus department chair or program director; it shall be submitted no later than the third week of the semester. The approval shall be accompanied by copies of the faculty member's vita and syllabus for the course in question. The main campus administrator shall confirm or deny the approval before or as early as possible during the first semester in which the faculty member offers the course. This decision shall be promptly communicated in writing to the appropriate branch campus administrator, the Dean of Instruction, and, if the approval is denied, the Office of the Provost/Executive Vice President for Academic Affairs.
4. Denial of approval. If faculty approval is denied, the main campus administrator shall communicate the reasons for this decision in writing to the appropriate branch college administrator, the Dean of Instruction, and the Office of the Provost/Vice President for Academic Affairs. This communication shall refer specifically to the written faculty approval standards for the course in question but may include other considerations as well. Courses already in progress shall not be cancelled solely because faculty approval is denied or delayed. If approval is denied, the branch college administrator shall work with the main campus administrator to identify and employ an eligible substitute instructor. If no eligible substitute can be obtained, the faculty member who began the course shall finish it under the supervision of the branch college administrator; but the same faculty member shall not be employed again to teach the same course, or any other course that has comparable approval standards, unless s/he has received branch college and main campus approval to do so before the course begins.
5. Exemptions from standards. Faculty members may teach transferable courses without meeting established approval standards only if the appropriate branch college administrator submits, and the Dean of Instruction supports, a request for an individual exemption from the standards. The request shall be accompanied by a detailed explanation of the reasons for the request and by the proposed faculty member's vita and syllabus for the course in question. The request shall be submitted to the appropriate main campus administrator no later than two weeks before the semester begins. If the request is not approved by the appropriate main campus administrator before the course begins, the course shall not be offered by the proposed instructor.
6. Non-transferable courses. Branch college courses not carrying pre-designated transferability shall be offered by faculty who meet the

appointment standards set forth in the college's statement on appointment and retention (see section F60 below), and who are recommended for appointment by the appropriate branch college administrator (department chair, program director, coordinator, or head), the Dean of Instruction, and the Branch Executive Director. In making recommendations concerning all faculty appointments, administrators shall act in accordance with the standards and procedures set forth in the branch college statement on appointment and retention and in section F60 below. All faculty appointments are subject to review by the Provost/Executive Vice President for Academic Affairs.

F50
Policy

FACULTY HANDBOOK

Purpose: Each branch shall create or thoroughly review and revise a Faculty Handbook that describes its own mission, policies, procedures, programs, and organizational structure. These may vary from the provisions of the UNM Faculty Handbook but shall not contradict the descriptions of educational mission and administrative responsibility or the principles of academic freedom, due process, and shared governance stated therein.

The branch handbook shall be created or thoroughly reviewed and revised by the Faculty Assembly or Senate with invited input from all faculty and approved by the Faculty Assembly/Senate and the administration of the branch, and approved also by the Faculty Senate and the Office of the Provost/Executive Vice-President for Academic Affairs on the main campus. However, the section on "Tenure and Promotion" shall be approved separately by the branch college faculty and the Regents (see Section F70 below). Pre-existing handbooks shall remain in force until revised versions of them are approved.

Each handbook shall subsequently be revised and/or updated at regular intervals by a process described in the handbook itself. All revisions, including the revisions of pre-existing handbooks prescribed above, shall give due consideration to the antecedent policies, procedures, practices, and precedents of the branch college. New policies and procedures introduced by handbook revisions shall not be retroactive.

Availability: A full version of the current Faculty Handbook shall be posted on the website of each branch college. Its availability shall be made known to students, employees, and members of the local community. A paper copy of the Handbook shall be provided to every newly hired, first-time faculty member at the signing of his/her contract. Paper copies should also be provided without charge to anyone else who requests them.

Faculty Constitution: The Faculty Handbook of each branch shall include its Faculty Constitution. The Constitution shall describe the structure, responsibilities, and procedures of faculty governance at the branch. The Constitution shall define the membership and responsibilities of a Faculty

Assembly or Senate; the titles, duties, and election of Assembly/Senate officers; the titles, duties, and selection of standing faculty committees, including an Executive or Operations Committee; the policies and procedures that govern Assembly/Senate meetings; the processes of amending the Faculty Constitution and creating by-laws; and the procedure for adopting the Constitution. If a branch college already has a faculty-approved Constitution that meets these criteria, that Constitution shall be incorporated into the Faculty Handbook and exempted from the process by which the rest of the Handbook is approved.

Academic Freedom: The Faculty Handbook of each branch shall include a statement on academic freedom. The statement shall declare that the general principles of the University's "Policy on Academic Freedom and Tenure" apply to all part-time, full-time, and tenured/tenure-track faculty members at the branch college (see Section B1.1 of the UNM Faculty Handbook).

Contingent Faculty: The Faculty Handbook of each branch shall acknowledge the important role of part-time, non-tenure track or "contingent" faculty in fulfilling the mission of the branch. These faculty members should be valued and respected as indispensable citizens of the academic community. Policies and procedures set forth in the Handbook should therefore address issues of special concern to contingent faculty, such as academic freedom, equitable compensation, consistent application of written personnel policies and procedures, professional support and development, recognition and career paths, and opportunities to participate in governance bodies.

Ranks and Titles: The Faculty Handbook of each branch shall include a description of all ranks and titles used at the branch for part-time, full-time, and tenured/tenure track faculty appointments (see "Ranks and Titles" below).

Appointment and Retention of Faculty: The Faculty Handbook of each branch shall include a statement on the appointment and re-appointment of all faculty. The statement shall affirm UNM's commitment to appropriate qualifications of candidates, equal employment opportunity, affirmative action, and the continuity and retention of successful faculty. In addition, each branch shall develop and periodically revise and/or update a more detailed statement on standards and procedures in faculty hiring and re-appointment (see Section F60, "Appointment and Retention" below).

Tenure and Promotion: The Faculty Handbook of each branch shall include a statement on tenure and promotion. The statement shall affirm UNM's commitment to the purposes of the tenure system (see section B 4.7.1 of the UNM Faculty Handbook) and describe the college's long-range policy for the creation of faculty appointments that carry tenure. In addition, each branch shall develop and periodically revise and/or update a more detailed statement of its standards and procedures for tenure and promotion (see Section F70, "Tenure and Promotion" below).

Dispute Resolution or Grievance Policy: The Faculty Handbook of each branch shall include a detailed description of its dispute-resolution or grievance policy. This policy shall outline the formal process to be followed in case of disputes between branch-college faculty members or between faculty

members and other university employees. The policy shall acknowledge and be consonant with the "Dispute Resolution Policy" for non-faculty employees in the University Business Policies and Procedures Manual (Section 3220). If the policy establishes college-level peer-review committees, they shall be selected according to a procedure set forth in the Faculty Constitution. The policy shall include explicit guarantees for all parties of due process, peer review, and appeal. The process shall incorporate the dispute-resolution bodies on the UNM main campus to which branch-college faculty are guaranteed access by the UNM Faculty Handbook and other UNM policies. These bodies currently include the Office of Equal Opportunity, the Committee on Academic Freedom and Tenure, the Faculty Ethics and Advisory Committee, the Intellectual Property Committee, the Research Policy Committee, and the Faculty Dispute Resolution program.

Other Policies: The Faculty Handbook of each branch shall include or refer to other important policies, procedures, forms, and information items that affect faculty employment. The Handbook shall also include an appendix or addendum of supporting documents and forms. Through its Assembly or Senate, the faculty of the branch shall participate in the development and approval of these policies and procedures. They may include but need not be limited to the following:

Institutional Mission and Structure

- the mission (vision, value) statement of the branch
- a brief history of the branch
- a listing of all current degree and non-degree programs
- an annual calendar
- an organization chart, including all instructional components for which the institution has any administrative responsibility (e.g., off-campus sites, contractual programs, charter schools, extended-learning programs)
- a full description of governance structure (e.g., The NM Commission on Higher Education, the UNM Regents, the UNM Administration, the branch-college Advisory Committee, the Executive Director, the Faculty Assembly or Senate, college-wide committees)
- the duties, responsibilities, selection, and evaluation of administrative officers (e.g., the Executive Director, all Deans or Associate Directors, Division or Academy Heads, Program or Area or Curriculum Coordinators, Department Chairs)

Faculty Responsibilities

- the duties and professional credentials of the faculty
- career paths for, and recognition of, re-appointed non-tenure track faculty
- faculty performance evaluation
- course loads and service obligations
- mentoring colleagues
- student contact hours, including office hours

Faculty Support and Compensation

- salary scale (including extra compensation and summer teaching) and payroll policy
- faculty benefits (e.g., insurance, retirement, medical and dental services, medical leave, tuition waivers, recreational facilities, discounts)
- logistical support (e.g., orientation, audio-visual equipment, telephone access, computer equipment and network access, technology training, office space, library privileges, ID cards, textbook ordering, supplies, parking and carpools, mail, copying, keys, security)
- sabbatical leave policy
- course release policy
- encouragement of and funding for professional development and travel
- mentoring by experienced colleagues
- course-related expenses
- faculty directory
- samples of standard forms (e.g., application forms for faculty positions, performance and tenure/promotion review forms, professional development application forms).

Personnel Policies

- affirmative action policy
- Equal Employment Opportunity (EEO) policy
- Equal Educational Opportunity policy
- Immigration Reform and Control Act policy
- copyright and intellectual property policy
- harassment policy
- confidentiality of faculty records
- faculty absences and emergency closures
- multi-department/program appointments

Teaching Policies

- academic standards
- minimum and maximum course enrollments
- course cancellations
- publicizing classes
- class management and good practices, including model syllabi
- team teaching
- teaching awards
- student-related policies and procedures (e.g., attendance, academic honesty, drop/add/withdraw policies, student retention, examinations, grading, confidentiality of student records, academic counseling, student awards, student grievances, student disciplinary procedures, classroom environment, accommodation of students with disabilities and religious obligations)
- student outcomes assessment

- equivalency or articulation of course offerings

Faculty Handbook

- procedures for revising and/or updating the Faculty Handbooks

RANKS AND TITLES

This section shall specify all ranks and titles used at the branch in the employment of part-time, full-time, and tenured/tenure-track faculty. These ranks and titles shall correspond as far as possible to the standard ranks of Instructor, Lecturer I-III, Assistant Professor, Associate Professor, and Professor on the main campus (see section B.2 of the UNM Faculty Handbook). However, due to differing professional requirements in the vocational-technical areas, branches may also use the following series of ranks for these areas: Technical Instructor I, Technical Instructor II, Technical Instructor III, and Technical Instructor IV. (Technical Instructor I corresponds roughly with the academic rank of Instructor; Technical Instructor II, with the rank of Assistant Professor; Technical Instructor III, with the rank of Associate Professor; and Technical Instructor IV, with the rank of Professor.) Faculty in this sequence of ranks may be evaluated for tenure and/or promotion by standards and procedures stated in the branch-college policy on "Tenure and Promotion." Other faculty ranks, titles, or categories used at the branch (e.g., "core" and "invited") shall be defined in terms of the ranks and titles listed in the UNM Faculty Handbook. Ranks or titles that employ terms in senses different from those employed in the UNM Faculty Handbook (e.g., "adjunct") should be defined unambiguously.

The description of each faculty rank and title shall include the following information:

- term or duration of appointment (e.g., one semester, two semesters, three years)
- possibility of retention (e.g., terminal or non-renewable, renewable under certain conditions, continuing non-tenure-track, probationary or tenure-track, tenured)
- FTE fraction (e.g., part-time or less than .50 FTE, full-time or 1.0 FTE, some other fraction)
- connection to curriculum (e.g., academic only, vocational-technical only, either academic or vocational-technical)

If different combinations of these factors are possible for appointments at the same rank, the description of that rank should include the full range of options. The policies governing appointments in two or more units and appointments with administrative duties or other special assignments should also be stated in this section (see sections B.3.2.3-4 in the UNM *Faculty Handbook*).

Policy

APPOINTMENT AND RETENTION

Each branch college shall develop a detailed statement of standards and procedures in the appointment and re-appointment of all faculty. This statement shall be created by the Faculty Assembly or Senate and approved by the Faculty Assembly/Senate and the administration of the branch, and approved also by the UNM Faculty Senate and the Office of the Provost/Executive Vice-President for Academic Affairs. The statement shall be included in the Faculty Handbook or endorsed by the Faculty Handbook and published separately. The statement shall be posted on the branch college website, and paper copies of it shall be provided without charge to all applicants for faculty employment and to anyone else who requests them.

Introduction: The statement shall begin by quoting the section on appointment and retention in the branch college Faculty Handbook. This introduction shall be followed by more detailed descriptions of standards and procedures in hiring and re-appointment.

Appointment Standards: This section shall specify the minimum qualifications (credentials and prior experience) for faculty appointments at all ranks in all categories of courses offered at the branch. It should also describe the circumstances in which exceptions to these qualifications (if any) may be made. The statement may include desirable qualifications as well; these may be either general (e.g., successful community-college teaching experience in a given field) or course-specific (e.g., proficiency in English and Spanish for a course in bilingual education).

Appointment Procedures: This section shall describe the university and branch-college procedures followed in faculty appointments. University procedures are set forth chiefly by the UNM Office of Equal Opportunity (OEO) and must be followed by all branches and the main campus. They include:

- guidelines for advertising vacant positions (content and timing)
- targeted recruitment
- application requirements
- the scope of the search
- the role of the Department Chair or other hiring official
- the role and composition of the search committee
- the role of OEO Search Coordinator
- documentation and record-keeping
- exceptions to OEO requirements

Written descriptions of branch-college hiring procedures and practices shall also be provided. These procedures and practices may include:

- identifying the stages of the appointment process for non-tenure track faculty

- differences in hiring procedures and approvals among categories of courses (e.g., academic, vocational-technical, community-college) and between courses that have pre-designated transferability and courses that do not
- the designation of the hiring official
- the composition and procedures of search committees
- the role in the selection process of faculty in the hiring department or program
- guidelines for consideration of internal candidates
- the criteria governing enrollment minimums and course cancellations
- administrative support for faculty searches

Faculty members with multi-department or multi-program appointments shall have their job expectations delineated in a signed memo of understanding between them and all of the departments or programs by which they are employed. This agreement shall be under the oversight of the primary chair or program head but shall be signed by all participating chairs or program heads as well as by the faculty member. The agreement shall set forth the understanding of each department or program with regard to the faculty member's teaching load; administrative and service duties; standards and procedures for performance evaluations and tenure/promotion reviews; required attendance at faculty meetings; and other shared obligations.

Retention Standards and Procedures: This section shall affirm UNM's commitment to faculty continuity and retention, along with UNM's commitment to equal opportunity, affirmative action, and the policies necessary to implement those goals. Faculty continuity strengthens the branch college by providing a core of experienced professionals whose knowledge of the institution and the community enables them to serve students and citizens more effectively. Equal opportunity strengthens the branch college by providing a diverse faculty whose backgrounds and viewpoints complement those of the student body and the people of the community. Continuity and retention entail the re-appointment of successful faculty from semester to semester, the development of longer-term contracts, and the growth of tenured/tenure-track faculty at each branch. Equal opportunity and affirmative action entail targeted recruiting, developing a pool of qualified potential instructors with equal employment opportunities, and giving clear, advance notice to temporary and part-time faculty that their appointments, even if renewed year after year, do not confer tenure or permanent employee status upon them.

This section shall also describe the process by which current and former faculty members may apply for future teaching positions, and the process and criteria by which their prior performance at the branch is evaluated. The section shall require denials of re-appointment to be accompanied by a written explanation of the reasons for denial. The format of this explanation shall be jointly designed by the branch college administration and the Faculty Executive or Operations Committee.

The standards and procedures governing the review and retention of tenure-track/tenured faculty and continuing non-tenure-track faculty, shall be

described in a separate statement, as stipulated in Section F70 below.

The Role of the Branch Executive Director: In making recommendations to the main campus concerning faculty appointments, the Branch Executive Director shall act in accordance with the standards and procedures set forth in the branch college statement on appointment and retention. The Executive Director shall recommend faculty for employment to teach courses carrying pre-designated transferability in accordance with the policy on "Faculty Approval" set forth in Section F40 above. Faculty for courses not having pre-designated transferability shall be recommended for employment without the approval of main-campus academic administrators but subject to review by the Provost/Executive Vice President for Academic Affairs.

Revision of Statement: The branch-college statement on "Appointment and Retention" shall be revised and/or updated at regular intervals by the Faculty Assembly or Senate. All revisions shall be approved by the branch-college administration, by the UNM Faculty Senate or a committee acting on its behalf, and by the Office of the Provost/Executive Vice-President for Academic Affairs.

F70
Policy

TENURE AND PROMOTION

Each branch college shall develop a detailed statement of its policies on tenure and promotion. This statement, and any subsequent revision thereof, shall be created, reviewed at regular intervals, and, if necessary, revised and/or updated by the college's Academic Freedom and Tenure Committee or, if no such committee exists, by a faculty tenure/promotion committee designated by the Faculty Assembly or Senate of the branch in consultation with the administration of the branch, the Office of the Provost/Executive Vice President for Academic Affairs, and the UNM Academic Freedom and Tenure Committee. The statement and any subsequent revision thereof shall become effective immediately after approval by the branch college tenured/tenure-track faculty (or, if none exist, by an appropriate Faculty Assembly or Senate committee) and approval by the Regents and shall supersede all previous actions or statements of policy relative to faculty tenure and promotion, except that the mid-probationary standards established shall apply only to faculty hired after the effective date of the statement, and that the procedures and standards for handling complaints and appeals set forth in the policies and procedures section of each branch college statement shall apply only to complaints filed after the effective date of the statement.

The statement shall be included in the Faculty Handbook of the branch college or endorsed by the Faculty Handbook and published separately. The statement shall be posted on the branch college website, and paper copies of it shall be provided without charge to all applicants for faculty employment and to anyone else who requests them.

A. Introduction: The statement shall begin by quoting and affirming UNM's commitment to the purposes of the tenure system, as stated in Section

B.4.7.1 of the UNM Faculty Handbook. This introduction shall be followed by a more detailed description of the standards and procedures for the achievement of tenure and/or promotion and the conduct of faculty reviews.

B. Types of appointment: As at the main campus, types of appointment at the branches may include three-year term appointments, probationary appointments, and appointments with tenure. Because of the different and changing nature of instructional requirements at the branches, however, some faculty will be appointed on a year-to-year or semester-to-semester basis as part-time or full-time lecturers or instructors, with no presumption of tenure. For more detailed statements on the types and conditions of faculty appointment, see Section F50, "Ranks and Titles," and Section F60, "Appointment and Retention," above.

C. Standards for tenure and/or promotion: The four bases (teaching; scholarship, research, or other creative work; service; and personal characteristics) for tenure and promotion used on the main campus (see the UNM Faculty Handbook, section B.1.2) shall apply also at the branch colleges. The University recognizes, however, that conditions of employment at the branches, such as heavy teaching loads, curricular development responsibilities, student advisement duties, budget limitations, travel requirements, and lack of research facilities may require that somewhat different standards for the achievement of tenure and/or promotion be applied, especially in the area of research and publications. For the same reasons, the achievement of tenure may be separated from the achievement of promotion more often at the branch colleges than on the main campus.

The primary criteria for the achievement of tenure and/or promotion at the branch colleges shall be teaching excellence, service, professional development, and personal characteristics. Time in rank is also a valid, though a secondary, consideration. In its statement on tenure and promotion, each branch college shall describe the importance of these criteria, the standards of achievement required in each of the four areas for the awarding of tenure and/or promotion at the branch, and the measures used to assess that achievement. The description shall cover the principal sequences of faculty ranks: from Instructor to Professor, from Technical Instructor I to Technical Instructor IV, and from Lecturer I to Lecturer III.

Because the criterion of "professional development" is not defined in the UNM Faculty Handbook, a few guidelines may be useful. Professional development shall include but not be limited to research/creative work and publications. Professional development may also be demonstrated by the completion of appropriate new qualifications (e.g., degrees, licenses, and other certifications of training) and by an ongoing record of professional activities (e.g., continuing education, the acquisition of new skills, participation in professional organizations, attendance and presentations at conferences, successful grant-writing and/or implementation of grants, development and implementation of innovative techniques and programs for disadvantaged or under-prepared students). Written standards for professional development meriting tenure and/or promotion shall be devised by the branch college's Academic Freedom and Tenure Committee (or, if no such committee exists, a faculty tenure/promotion committee designated by the Faculty Assembly or

Senate of the branch) in consultation with the faculty of each academic and technical/vocational unit, with the college administration, and with the Office of the Provost/Executive Vice President for Academic Affairs.

D. Procedures for the review of continuing faculty: In its policy on tenure and promotion, each branch college Faculty Handbook shall describe the college's procedures for evaluating continuing faculty, both candidates for tenure and/or promotion and continuing non-tenured/tenure track faculty. The college's procedures shall closely follow those spelled out in Section B.4 ("Faculty Reviews") of the UNM Faculty Handbook. Departures from the procedures specified in Section B.4 may be made to reflect the particular institutional conditions and practices of the branch college, but such departures shall not alter or contradict the basic principles of academic freedom, tenure, and due process stated in the UNM Faculty Handbook.

One of the most important responsibilities of tenured faculty and department chairs/program directors is their participation in the procedures for formal review of colleagues. It is a fundamental principle that, when a faculty member's academic/professional performance and qualifications are reviewed, the process is to be conducted objectively by their peers and the faculty are guaranteed due process as set forth in Section B of the UNM Faculty Handbook. There are six types of review of continuing faculty: (1) the annual review of probationary faculty, (2) the mid-probationary review, (3) tenure review, (4) the reviews for advancement in rank (promotion), (5) the annual review of tenured faculty (i.e., post-tenure review), and (6) the annual review of continuing non-tenure track faculty (i.e., lecturers, instructors, etc.). Mid-probationary, tenure and promotion reviews, in contrast to annual reviews, necessarily involve evaluation at three levels: department/academic unit, college/school, and the University (i.e., Office of the Provost/Executive Vice President for Academic Affairs).

Tenure and promotion recommendations made by the department/unit, through the department chair or equivalent unit administrator, will be given primary consideration in this procedure. These recommendations are reviewed by the Dean of Instruction and the Branch Executive Director and forwarded with their recommendations to the Provost/Executive Vice President for Academic Affairs, who makes the decision on tenure and promotion. Ultimate decisions in matters of appointments and promotion in rank are made on the authority of the Board of Regents.

Branch college policies and procedures for formal review shall include the following provisions. Cross-references are to the cognate passages in the UNM Faculty Handbook.

- annual review of probationary faculty (B.4.2)
- general sequence and procedures for mid-probationary, tenure, and promotion reviews (B.4.3)
- general policies relating to faculty reviews (B.4.4)
- preparation of the dossier for mid-probationary, tenure, and promotion reviews (B.4.5)
- specific provisions for mid-probationary review (B.4.6)
- specific provisions for tenure review (B.4.7)

- specific provisions for advancement in rank: promotions (B.4.8)
- post-tenure review (B.4.9)
- annual review of continuing non-tenure track faculty (B.4.10)

Continuing non-tenure-track faculty appointments at the branch colleges will normally be at the ranks of Lecturer and Technical Instructor. According to the UNM Faculty Handbook, Sections B.3.1, "the presumption with continuing non-tenure-track appointments is that they will be continued if the faculty member is not duly notified to the contrary." Section B.4.10 states that "continuing non-tenure-track faculty shall be reviewed annually following procedures adopted by each department." At the branch colleges, these reviews may be carried out either by departments or, if the administrative structure does not include departments, by other appropriate instructional units. The procedures for reviewing continuing non-tenure-track faculty at each branch shall be described in its own Faculty Handbook.

Because the mission and structure of the branch colleges differ from those of the main campus, policies and procedures governing faculty reviews shall include some provisions that do not appear in the UNM Faculty Handbook. These provisions shall include, but need not be limited to, the following:

- review of vocational-technical faculty
- the role of the candidate's immediate supervisor (e.g., Department Chair, Division Head, Dean of Instruction) in the evaluation process
- the composition of the branch college faculty review committee and its role in the evaluation process
- review of faculty holding appointments in two or more units

E. The Role of the Branch Executive Director: In making recommendations concerning tenure and/or promotion for a faculty member at a branch college, the Branch Executive Director shall act in accordance with Section B of the UNM Faculty Handbook ("Policy on Academic Freedom and Tenure") and with the standards and procedures set forth in the branch college statement on tenure and promotion. The Branch Executive Director's recommendation, accompanied by a full, written evaluation report, including a summary of the evaluations of all faculty members consulted, shall then be made directly to the Associate Provost for Academic Affairs. A recommendation shall then be made by the Associate Provost to the Provost/Executive Vice-President for Academic Affairs, who shall make the final decision.

F. Appeals: If the Branch Executive Director makes a negative recommendation concerning tenure or promotion, or in the case of promotion makes no recommendation, an aggrieved faculty member has the right of appeal to the Executive Director, to a peer-review committee (if the branch college grievance procedure has established one to consider such appeals), to the Associate Provost, and to the Provost/Executive Vice-President for Academic Affairs. If this appeal is denied and the faculty member thinks that academic freedom or due process has been violated or that the unfavorable decision was based on inappropriate consideration, appeal then should be directed to the UNM Academic Freedom and Tenure Committee, according to the procedure for adjudication prescribed in Section B.6 of the UNM Faculty

Handbook ("Policy on Academic Freedom and Tenure").

G. Non-interchangeability of tenured/tenure-track appointments:
Appointments with tenure and probationary appointments leading toward tenure at a branch college are limited to that branch only. While transfers of faculty among branches or between branches and the main campus may be desirable in some cases, tenured and tenure-track appointments are not meant to be interchangeable.

F80
Policy

REPRESENTATION ON FACULTY SENATE AND ITS COMMITTEES

Branch representation in the Faculty Senate and on Faculty Senate Standing Committees shall be in accordance with the procedures established by the Faculty Senate and its component committees. The Faculty Constitution (A51, Article I, Section 6.b.i above) states that "there shall be one senator for each thirty full-time faculty members or major fraction thereof from each school, college, and/or the General Libraries or branch with a full-time academic faculty, elected by the members of that faculty. For purposes of calculating the number of full-time faculty members, the actual number of full-time contracted faculty shall be used. Budgeted positions not filled and part-time faculty will not be counted. No school, college, and/or the General Libraries or branch with a full-time faculty shall have less than one senator."

F90
Policy

TEACHING LOAD

For the purposes of faculty FTE computation, the branches shall give due consideration to the New Mexico Higher Education Department definition of a faculty FTE as determined for funding purposes. At the present time, a normal full-time load consists of fifteen credit hours or the equivalent per semester.

7. AREAS OF MARKED OPPORTUNITY

Interim Provost Reed Dasenbrock led a discussion on the Areas of Marked Opportunity. Document provided below. The document reflects specific initiatives that the University should pursue. No new colleges or schools are proposed and the University will not be reorganized around the plan. The Planning Council and the Dean's Council are reviewing the document. University President Louis Caldera has not yet commented in detail on the document.

A senator asked about faculty members that are named in the plan. In most cases the faculty named in the plan are those that either submitted the original proposal or are the best choice for that area.

A senator commented that it is unfortunate that the areas are heavily weighted in the sciences. There needs to be a balance between the arts and humanities and science. Provost Dasenbrock replied that the ARTSLAB is a proposal primarily coming from the College of Fine Arts and the material on cognitive science is centered in the social sciences. The University cannot fundamentally change the fact that the sciences are more heavily funded than the humanities are nationwide.

The Areas of Marked Opportunity are places where the University of New Mexico could get money if it was better organized. These are opportunities for resource acquisition, especially research dollars.

A senator asked how will this document be used to match up the areas with the funding sources. The document will move on to the Planning Council. Ideally the document will create momentum in the areas it specifies. It is easier to take the next steps in the Areas of Marked Opportunity than it is in the Areas of Public Engagement. In Marked Opportunities, many are areas in which the University is already working.

Sine the issue was placed on the agenda as an information item, President Smith determined it was not appropriate to take a vote on its approval.

The next step is to take the document before the Board of Regents at their December meeting.

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 did not 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 did not 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 is not 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 (LRRI) 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 CRTCC, 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

One of the state's greatest challenges is the quality of education for its children. The university has a key role to play here: of course, most of our students come to us from New Mexico's school system, and we are a key provider of teachers to the schools systems in the state. A number of colleges, including the College of Education but also the College of Arts and Sciences, Fine Arts, and others, are engaged in issues surrounding teacher preparation and other educational reform efforts. Working on projects in the schools is another crucial site for interaction with K-12 education, and a number of centers and programs at UNM have the capacity to address high need areas identified by school districts. But K-12 relations

involves more than university projects in the schools, as it also involves public policy discussions with a variety of local, state, and national institutions. 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 are not 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. DISCUSSION WITH BOARD OF REGENTS MEMBER

University of New Mexico Board of Regents (BOR) Member Mel Eaves took questions from the Faculty Senate. Regent Eaves explained that the Board of Regents value and would like to promote free access to the Regents. The Board of Regents now holds open committee meetings and want their processes to be transparent. The Regents want to be accountable to the faculty and the other constituents they serve.

- President Chris Smith expressed a concern of the faculty about rising health care premiums, out of pocket costs, and reduction in benefits especially branch campus faculty needing to come to Albuquerque for care under the plan to avoid out of network charges. Another concern is healthcare coverage for faculty that travel out of the United States, wording in the current plan states faculty are covered while in this country and implies other coverage is needed. Regent Eaves responded the healthcare package was designed to require the insurance companies to grant incentives for the insured (employees) to use the University's healthcare facilities. Regent Eaves asks for complaints to be sent to him. In two years it is intended for the University to have built up sufficient reserve funds to become self insured. United Healthcare was chosen in part because they are a nationwide provider.
- Professor Emeritus Hugh Witemeyer asked if there were any implications of the new Department of Higher Education for UNM. Regent Eaves responded that in a meeting with Governor Richardson, the governor felt that the Commission on Higher Education (CHE) was ineffective. The new cabinet level position of the Higher Education Department should be more responsive to the state's research universities. The governor's idea is to have a more hands on policy toward higher education and accountability for the money received by the universities.
- Regent Eaves spoke at a recent Chamber of Commerce meeting and mentioned the current funding formula is not working for research universities.
- Faculty Senate Operations Committee member Nikki Katalanos (Nursing) asked about the status of the search for the Vice President of Health Science Center. Regent Eaves responded that a consultant research firm has been hired. The firm is currently working on identifying prospects. No formal meeting has taken place since the firm has been hired, but one is scheduled. Paul Roth is the current Interim Vice President. The search is expected to take six to eight months.
- A senator requested comment on the Faculty Senate Priorities. Regent Eaves stated the Faculty Senate Priority dealing with faculty retention was one of his priorities and a great concern as well. He has spoken with the other regents, President Caldera, Interim Provost Dasenbrock, and Executive Vice President for Administration David Harris regarding retention and counter offers. Regent Eaves asked for suggestions on improving faculty retention. The regents hope to have the tuition credit removed at the next legislative session.
- Regent Eaves said that there is not much Faculty Senate participation in the Regents Finance and Facilities Committee meetings. He encourages more faculty to attend.

- Professor Emeritus Hugh Witemeyer commented that there has not been very good progress by this current president and Board of Regents regarding the role of faculty on search committees for high administrative positions that do not directly involve the oversight of research and teaching. In the past the process actively involved the faculty. Regent Eaves commented that there is faculty representation on the four current searches: Provost, University Counsel, Executive Vice President for the Health Sciences Center (HSC), and Athletic Director (AD).
- Regent Eaves also commented that the Board of Regents has received criticism for not enough women being hired for senior management positions at the university. The search committee for the Executive Vice President for the HSC is co-chaired by two women. The Board of Regents is trying to get as many female and minority applicants for senior level positions as possible.
- Faculty Senate Operations Committee member Constantine Hadjilambrinos commented that the capital campaign is where the university should focus its efforts. Regent Eaves replied Regent Doug Brown is chairing a committee on the capital campaign issue and it is a high priority of the regents.
- Regent Eaves asks for faculty to call or email him directly with ideas and concerns on any issue.

9. NEW BUSINESS

No new business was raised.

10. ADJOURNMENT

The meeting was adjourned at 5:20 p.m.

Respectfully submitted,

Rick Holmes
Office of the Secretary