

University of New Mexico

## UNM Digital Repository

---

Faculty Senate Meeting Minutes, 1920 - 2013

Faculty Senate

---

1-27-2004

### Faculty Senate Meeting Minutes, 01/27/2004, p 530-537

UNM Faculty Senate

Follow this and additional works at: [https://digitalrepository.unm.edu/fs\\_minutes](https://digitalrepository.unm.edu/fs_minutes)

---

#### Recommended Citation

UNM Faculty Senate. "Faculty Senate Meeting Minutes, 01/27/2004, p 530-537." (2004).  
[https://digitalrepository.unm.edu/fs\\_minutes/917](https://digitalrepository.unm.edu/fs_minutes/917)

This Article is brought to you for free and open access by the Faculty Senate at UNM Digital Repository. It has been accepted for inclusion in Faculty Senate Meeting Minutes, 1920 - 2013 by an authorized administrator of UNM Digital Repository. For more information, please contact [amywinter@unm.edu](mailto:amywinter@unm.edu), [lsloane@salud.unm.edu](mailto:lsloane@salud.unm.edu), [sarahrk@unm.edu](mailto:sarahrk@unm.edu).

# FACULTY SENATE SUMMARIZED MINUTES

2004-2005 Faculty Senate

0530

January 25, 2005

The Faculty Senate meeting for January 25, 2005 was called to order at 3:05 p.m. in the Lobo Room, Student Union Building, room 3037. Senate President Ed De Santis presided.

## ATTENDANCE

**Guests Present:** Professor John Geissman (Earth and Planetary Sciences)

## APPROVAL OF THE AGENDA

The agenda was approved as written.

## APPROVAL OF SUMMARIZED MINUTES FOR NOVEMBER 23, 2004 MEETING

The minutes for the November 23, 2004 meeting were approved as written.

## POSTHUMOUS DEGREE FOR JONATHAN MICHAEL SUAREZ

Department Administrator Carol Brown from Political Science read the following posthumous degree request for Jonathan Michael Suarez.

*The Political Science Department of the University of New Mexico requests that a posthumous Bachelor of Arts degree in Political Science be awarded to Jonathan Michael Suarez. Jonathan was a student in good standing until his untimely death on September 14, 2004.*

*At the time of his death, Jonathan had completed the coursework for his major in Political Science and was enrolled in and passing Spanish 101, fulfilling the last three credit hours required for his degree from the College of Arts and Sciences. He was scheduled to graduate with his class in December 2004.*

*The faculty members of the Department of Political Science want to recognize Jonathan's academic achievement and are honored to unanimously make this request that the University award Jonathan Michael Suarez a Bachelor of Arts degree in Political Science posthumously.*

*Please feel free to contact Kenneth Roberts, Chair, Political Science, at 277-5104 if you have any questions or need additional information.*

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

## RESOLUTION ON KNME TELEVISION'S DECISION NOT TO AIR RECENT PROGRAM ABOUT INTELLIGENT DESIGN

The following resolution was presented to the Faculty Senate by Professor John Geissman (Earth and Planetary Sciences).

### RESOLUTION

*WHEREAS, the principal missions of the University of New Mexico are education, as the dissemination of knowledge, truth and the arts; scholarly and scientific research, as the incessant pursuit of knowledge, truth, and artistic expression; and, service to the State of New Mexico in fostering ready access by its citizens to knowledge, truth, and the arts;*

*AND WHEREAS those most responsible for these principal missions of the University are the collective faculty of the University;*

*AND WHEREAS New Mexico's Public Broadcast Service television station, KNME-Channel 5, established in 1958, is a service of the University of New Mexico and Albuquerque Public Schools;*

*BE IT RESOLVED THAT, we the Faculty Senate of the University of New Mexico, representing the faculty of the*

University, emphatically approve of the recent decision by KNME to not air "Unlocking the Mysteries of Life", a program funded by several evangelical Christian groups, including the Crowell Trust and Center for Science and Culture, that promotes an explanation for the origin of life and evolution involving "intelligent design", an explanation that requires supernatural explanations for life origins and evolution. Contrary to the definition of science by some, it is important to emphasize that science, by repeated experiments of testable hypotheses, seeks to learn truthful, natural explanations for natural phenomena. Science has provided us with nearly endless ways in which our lives have been improved. By implication, science never invokes any form of supernatural intervention to explain the natural world, as such explanations cannot be tested. Science can never be represented by any form of special interest group, other than a very precious one that merely seeks a truthful explanation to the natural world. A copy of this resolution is to be presented to all appropriate representatives of KMNE-Channel 5.

After much discussion, the following friendly amendment was made. The last paragraph was replaced with the text below:

*BE IT RESOLVED THAT, we the Faculty Senate of the University of New Mexico, representing the Faculty of the University, emphatically approve of the recent decision by KNME not to air "Unlocking the Mysteries of Life." A program funded by several evangelical Christian groups, "Unlocking the Mysteries of Life: purports to be a scientific explanation of the origins of life, but it is in fact profoundly unscientific. Science, by repeated experiments of testable hypotheses, seeks to learn truthful, natural explanations for natural phenomena. By implication science never invokes any form of supernatural intervention to explain the natural world because such explanations cannot be tested. A copy of this resolution is to be presented to all appropriate representatives of KNME-Channel 5.*

The resolution was defeated with 23 votes against, 15 votes for, and six abstentions.

**FACULTY SENATE PRESIDENT'S REPORT**

The Faculty Senate President reported on the following:

- The Ad Hoc Committee on Mentoring Junior Faculty has been formed. The members are: Professor Gloria Birkholz (Nursing), Professor Robert Glew (Biochemistry), Professor Gary Harrison (English), Professor Antoinette Sedillo Lopez (Law), Associate Professor Ann Nihlen (Education), Professor Jan Scheutz (Communication and Journalism), and Professor Jane Slaughter (History). A chairperson has not yet been selected. The committee received its charge and it reads as follows: *The committee will conduct an inquiry into the mentoring and support of junior faculty in all academic units of the university. If there are concerns, it will identify them and assess the extent of the problem. If there is good practice, it will also so indicate. It will make recommendations on practice and policy and deliver a report on all findings to the faculty senate.*
- The faculty club will open officially by mid-February 2005. The furniture is on order. There will not be any dues initially. There will be an advisory committee or governing board that will oversee the operation. The building will be a university building so the cost of heating, cooling, and janitorial services will be provided as with any other university building. The liquor license has not yet been approved.
- The Dean's Evaluation is proceeding. President De Santis and chair of the Dean's Evaluation Committee Edl Schamiloglu (Electrical and Computer Engineering) met with Health Sciences Center Vice President Phil Eaton. The three colleges at the Health Sciences Center will participate in this year's evaluation of deans. The evaluation instrument for this year will be out before the next Faculty Senate meeting on February 22, 2005. Large faculty participation will aid in the credibility of the results. There will be a separate effort to create an instrument for the Dean of Graduate Studies. A question was asked about whether faculty could see the results of the evaluation, and the answer is that it is not known at this time.

**CONSENT AGENDA**

**APPROVAL OF FORMS C FROM THE CURRICULA COMMITTEE**

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

- New Department of Undergraduate Seminar (USP) in University College, *University College*
- Name Change of Degree, Major, and Certificate in Computer Aided Drafting and Design, *Valencia*
- Revision of Concentration in International Management, *Anderson Schools of Management*

**AGENDA TOPICS**

**FACULTY ROLE DURING LEGISLATIVE SESSION**

Faculty Senate President Ed De Santis led a discussion regarding the faculty role during the current legislative session.

- Director of Governmental Affairs Carlos Rey Romero held an orientation for faculty and approximately 35 people attended.

A guide to the legislature was distributed. President De Santis will make the materials available to those who did not attend the orientation.

- President De Santis is planning on attending the legislative session in Santa Fe on Thursday, January 27, 2005. 532
- Any faculty attending the legislative session should contact Carlos Rey Romero to get a University of New Mexico (UNM) name tag.
- The administration is well prepared. They have a structured and coordinated effort. The university has five lobbyists.
- The faculty have not had an opportunity to prepare as well as the administration which was the purpose of the letter President De Santis sent out on January 24, 2005. The faculty can take some initial steps in projecting themselves as a very important constituency of the university. The faculty role is not uniform throughout the entire university. The School of Medicine has to deal with their own way of getting faculty involved. The School of Medicine has a caucus of faculty senators addressing issues.
- Volunteers are needed to track bills, analyze information, and recommend support and changes.
- On the UNM website there is a section dedicated to the legislative session. It contains the names, addresses, and phone numbers of all state senators and state representatives. There is a considerable amount of information on the bills that have been introduced.
- The Research Office will be posting the bills to the website along with tracking information. Comments and any analysis will be forwarded to Cenissa Martinez at cenissa@unm.edu.
- Any faculty willing to aid in analysis and tracking should notify President De Santis as soon as possible. President De Santis will then notify Ms. Martinez and Mr. Romero.
- When speaking with legislators, faculty should focus on topics critical to the state of New Mexico. Legislators may not have more than five minutes to speak with faculty. Faculty can also help by addressing the university's official priorities.
- President De Santis would ideally prefer that all 42 senators and 70 representatives be contacted by a faculty member, especially the legislators from the far reaches of the state.
- Dolores Gonzales from the Research Office will try to connect any legislator with a specific need to a faculty member with expertise in the area.
- A senator inquired about whether the administration was lobbying for faculty compensation increases. President De Santis responded that the governor wants a minimum of a four percent increase, but it could go higher depending on the amount of the tuition increase. There could be a seven to eight percent tuition increase which is a realistic objective for the administration.
- A senator asked if the compensation increase percentage differential between faculty and administrators is known. President De Santis responded that he does not know and he will try to determine the differential.
- The governor has put together a task force to inquire about the status and viability of the Educational Retirement Act (ERA).
- UNM day at the legislature will be in early February. Faculty need to go in significant numbers. President De Santis will send an email to coordinate faculty going in the next couple of weeks.

#### J. NEW BUSINESS

- Senator Melvin Yazawa (History) asked why University of New Mexico President Louis Caldera and Provost Brian Foster no longer address the senate. President De Santis replied that they were taking up too much of the senate's time. The plan is to have them meet with the Operations Committee once a semester and possibly address the full senate once an academic year. Another suggestion was to have three questions answered in person by each the President and Provost at alternating meetings.
- Senator Yazawa commented that the senate should inquire into the Albuquerque Journal article that reported that there is a "basketball" class offered for credit to mostly athletes. The response was that the Athletics Council will begin the review for National Collegiate Athletics Association (NCAA) accreditation and this issue falls within the purview of that.
- Senator Yazawa also commented on an Albuquerque Tribune article about the recent bowl appearance and Athletic Director Rudy Davalos and Football Coach Rocky Long receiving five figure bonuses each. He asked why should they get bonuses if it is part of their job. Other Professors do not get bonuses when they publish books. Professor Yazawa was not sure if the bowl appearance cost the university money.

#### K. ADJOURNMENT

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

Respectfully submitted,

Clark Holmes  
Office of the Secretary

# Introduction

Science is a particular way of knowing about the world. In science, explanations are limited to those based on observations and experiments that can be substantiated by other scientists. Explanations that cannot be based on empirical evidence are not a part of science.

In the quest for understanding, science involves a great deal of careful observation that eventually produces an elaborate written description of the natural world. Scientists communicate their findings and conclusions to other scientists through publications, talks at conferences, hallway conversations, and many other means. Other scientists then test those ideas and build on preexisting work. In this way, the accuracy and sophistication of descriptions of the natural world tend to increase with time, as subsequent generations of scientists correct and extend the work done by their predecessors.

Progress in science consists of the development of better explanations for the causes of natural phenomena. Scientists never can be sure that a given explanation is complete and final. Some of the hypotheses advanced by scientists turn out to be incorrect when tested by further observations or experiments. Yet many scientific explanations have been so thoroughly tested and confirmed that they are held with great confidence.

The theory of evolution is one of these well-established explanations. An enormous amount of scientific investigation since the mid-19th century has converted early ideas about evolution proposed by Darwin and others into a strong and well-supported theory. Today, evolution is an extremely active field of research, with an abundance of new discoveries that are continually increasing our understanding of how evolution occurs.

This booklet considers the science that supports the theory of evolution, focusing on three categories of scientific evidence:

- Evidence for the origins of the universe, Earth, and life
- Evidence for biological evolution, including findings from paleontology, comparative anatomy, biogeography, embryology, and molecular biology
- Evidence for human evolution

At the end of each of these sections, the positions held by advocates of "creation science" are briefly presented and analyzed as well.

The theory of evolution has become the central unifying concept of biology and is a critical component of many related scientific disciplines. In contrast, the claims

of creation science lack empirical support and cannot be meaningfully tested. These observations lead to two fundamental conclusions: the teaching of evolution should be an integral part of science instruction, and creation science is in fact not science and should not be presented as such in science classes.

Terms Used in Describing the Nature of Science\*

**Fact:** In science, an observation that has been repeatedly confirmed and for all practical purposes is accepted as "true." Truth in science, however, is never final, and what is accepted as a fact today may be modified or even discarded tomorrow.

**Hypothesis:** A tentative statement about the natural world leading to deductions that can be tested. If the deductions are verified, it becomes more probable that the hypothesis is correct. If the deductions are incorrect, the original hypothesis can be abandoned or modified. Hypotheses can be used to build more complex inferences and explanations.

**Law:** A descriptive generalization about how some aspect of the natural world behaves under stated circumstances.

**Theory:** In science, a well-substantiated explanation of some aspect of the natural world that can incorporate facts, laws, inferences, and tested hypotheses.

The contention that evolution should be taught as a "theory, not as a fact" confuses the common use of these words with the scientific use. In science, theories do not turn into facts through the accumulation of evidence. Rather, theories are the end points of science. They are understandings that develop from extensive observation, experimentation, and creative reflection. They incorporate a large body of scientific facts, laws, tested hypotheses, and logical inferences. In this sense, evolution is one of the strongest and most useful scientific theories we have.

\*Adapted from *Teaching About Evolution and the Nature of Science* by the National Academy of Sciences (Washington, D.C.: National Academy Press, 1998).

Distributed at the  
January 25, 2005  
Faculty Senate Meeting

C535

The New York Times  
nytimes.com

PRINTER-FRIENDLY FORMAT  
SPONSORED BY NOW PLAYING IN THEATERS  
SIDEWAYS

January 23, 2005

EDITORIAL

## The Crafty Attacks on Evolution

**C**ritics of Charles Darwin's theory of evolution become more wily with each passing year. Creationists who believe that God made the world and everything in it pretty much as described in the Bible were frustrated when their efforts to ban the teaching of evolution in the public schools or inject the teaching of creationism were judged unconstitutional by the courts. But over the past decade or more a new generation of critics has emerged with a softer, more roundabout approach that they hope can pass constitutional muster.

One line of attack - on display in Cobb County, Ga., in recent weeks - is to discredit evolution as little more than a theory that is open to question. Another strategy - now playing out in Dover, Pa. - is to make students aware of an alternative theory called "intelligent design," which infers the existence of an intelligent agent without any specific reference to God. These new approaches may seem harmless to a casual observer, but they still constitute an improper effort by religious advocates to impose their own slant on the teaching of evolution.

The Cobb County fight centers on a sticker that the board inserted into a new biology textbook to placate opponents of evolution. The school board, to its credit, was trying to strengthen the teaching of evolution after years in which it banned study of human origins in the elementary and middle schools and sidelined the topic as an elective in high school, in apparent violation of state curriculum standards. When the new course of study raised hackles among parents and citizens (more than 2,300 signed a petition), the board sought to quiet the controversy by placing a three-sentence sticker in the textbooks:

"This textbook contains material on evolution. Evolution is a theory, not a fact, regarding the origin of living things. This material should be approached with an open mind, studied carefully, and critically considered."

Although the board clearly thought this was a reasonable compromise, and many readers might think it unexceptional, it is actually an insidious effort to undermine the science curriculum. The first sentence sounds like a warning to parents that the film they are about to watch with their children contains pornography. Evolution is so awful that the reader must be warned that it is discussed inside the textbook. The second sentence makes it sound as though evolution is little more than a hunch, the popular understanding of the word "theory," whereas theories in science are carefully constructed frameworks for understanding a vast array of facts. The National Academy of Sciences, the nation's most prestigious scientific organization, has declared evolution "one of the strongest and most useful scientific theories we have" and says it is supported by an overwhelming scientific consensus.

The third sentence, urging that evolution be studied carefully and critically, seems like a fine idea. The only problem is, it singles out evolution as the only subject so shaky it needs critical judgment. Every

subject in the curriculum should be studied carefully and critically. Indeed, the interpretations taught in history, economics, sociology, political science, literature and other fields of study are far less grounded in fact and professional consensus than is evolutionary biology.

A more honest sticker would describe evolution as the dominant theory in the field and an extremely fruitful scientific tool. The sad fact is, the school board, in its zeal to be accommodating, swallowed the language of the anti-evolution crowd. Although the sticker makes no mention of religion and the school board as a whole was not trying to advance religion, a federal judge in Georgia ruled that the sticker amounted to an unconstitutional endorsement of religion because it was rooted in long-running religious challenges to evolution. In particular, the sticker's assertion that "evolution is a theory, not a fact" adopted the latest tactical language used by anti-evolutionists to dilute Darwinism, thereby putting the school board on the side of religious critics of evolution. That court decision is being appealed. Supporters of sound science education can only hope that the courts, and school districts, find a way to repel this latest assault on the most well-grounded theory in modern biology.

•

In the Pennsylvania case, the school board went further and became the first in the nation to require, albeit somewhat circuitously, that attention be paid in school to "intelligent design." This is the notion that some things in nature, such as the workings of the cell and intricate organs like the eye, are so complex that they could not have developed gradually through the force of Darwinian natural selection acting on genetic variations. Instead, it is argued, they must have been designed by some sort of higher intelligence. Leading expositors of intelligent design accept that the theory of evolution can explain what they consider small changes in a species over time, but they infer a designer's hand at work in what they consider big evolutionary jumps.

The Dover Area School District in Pennsylvania became the first in the country to place intelligent design before its students, albeit mostly one step removed from the classroom. Last week school administrators read a brief statement to ninth-grade biology classes (the teachers refused to do it) asserting that evolution was a theory, not a fact, that it had gaps for which there was no evidence, that intelligent design was a differing explanation of the origin of life, and that a book on intelligent design was available for interested students, who were, of course, encouraged to keep an open mind. That policy, which is being challenged in the courts, suffers from some of the same defects found in the Georgia sticker. It denigrates evolution as a theory, not a fact, and adds weight to that message by having administrators deliver it aloud.

•

Districts around the country are pondering whether to inject intelligent design into science classes, and the constitutional problems are underscored by practical issues. There is little enough time to discuss mainstream evolution in most schools; the Dover students get two 90-minute classes devoted to the subject. Before installing intelligent design in the already jam-packed science curriculum, school boards and citizens need to be aware that it is not a recognized field of science. There is no body of research to support its claims nor even a real plan to conduct such research. In 2002, more than a decade after the movement began, a pioneer of intelligent design lamented that the movement had many sympathizers but few research workers, no biology texts and no sustained curriculum to offer educators. Another leading expositor told a Christian magazine last year that the field had no theory of biological design to guide research, just "a bag of powerful intuitions, and a handful of notions." If evolution is derided as "only a theory," intelligent design needs to be recognized as "not even a theory" or "not yet a theory." It should not be taught or even described as a scientific alternative to one of the crowning theories of



modern science.

0537

That said, in districts where evolution is a burning issue, there ought to be some place in school where the religious and cultural criticisms of evolution can be discussed, perhaps in a comparative religion class or a history or current events course. But school boards need to recognize that neither creationism nor intelligent design is an alternative to Darwinism as a scientific explanation of the evolution of life.

Copyright 2005 The New York Times Company | Home | Privacy Policy | Search | Corrections | RSS | Help | Back to Top

WENDA TOPICS

World of Agencies

Department of the Attorney General

State of the President's Report

WEST ASBENDA TOPICS

Curriculum Committee

Academy of Concentration in International Law, Political Science, Management, and Economics

Academy of Concentration in MBA, MPA, and Public Administration

Academy of Concentration in U.S.A. and International Studies

Academy of Major in Design Language, Architecture, and Urban Planning

Academy of Major in S.A. of Fine Arts, Art and Art History

Academy of Major in S.A. of French, Foreign Languages and Literature

Academy of Major in Language, Foreign Languages and Literature

Academy of Major in Construction Management, Civil Engineering

Academy of Major in Construction Management, Civil Engineering

WASA TOPICS

West Virginia Records

WASA

WASA

1. All faculty and staff are to be notified by email and posted on the website at http://www.wv.gov

2. All faculty and staff are to be notified by email and posted on the website at http://www.wv.gov

3. All faculty and staff are to be notified by email and posted on the website at http://www.wv.gov

4. All faculty and staff are to be notified by email and posted on the website at http://www.wv.gov