

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

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Department* Economics

Division

Program

Branch

Proposed effective term:

Semester Fall ▼ Year 2012 ▼

Course Information

Select Appropriate Program Graduate Degree Program ▼ CIP Code

Name of New or Existing Program * PhD Economics Concentrations

Catalog Page Number Select Category Concentration ▼ Degree Type PhD

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

See current catalog for format within the respective college (enter text below or upload a doc/pdf file)

REGISTRAR'S NOTE: THIS FORM REQUESTS DELETION OF THE LABOR/HUMAN RESOURCES CONCENTRATION, NAME CHANGE FOR PUBLIC FINANCE CONCENTRATION TO PUBLIC ECONOMICS, AND NAME CHANGE FOR INTERNATIONAL/DEVELOPMENT ECONOMICS TO INTERNATIONAL DEVELOPMENT AND SUSTAINABILITY. The Department of Economics offers the Ph.D. degree with concentrations in Environmental and Natural Resource Economics, Public Economics, and International Development and Sustainability. The Ph.D. degree is awarded to students who have met the general requirements specified elsewhere in this catalog and have demonstrated competency in economic theory (micro and macro), econometrics, and their concentration (9 hours).

[econ1.doc](#)

[Econ2.doc](#)

☐ **This Change affects other departmental program/branch campuses**

Reason(s) for Request * (enter text below or upload a doc/pdf file)

During the Spring 2011 semester, the Department of Economics underwent an Academic Program Review. As part of the review, the external review committee recommended that the department cut or consolidate graduate fields. An additional outcome of the Academic Program Review was that the College of Arts and Sciences recognized the significant faculty needs of the department. The Arts and Sciences Hiring Plan commits to two lecturer positions in FY 13 and four tenure track faculty positions over the next three years (in health economics, environmental and resource economics, health policy, and international and sustainable development). In August the department held a two-day Strategic Planning Retreat that focused on the optimal number of fields and the proposed curriculum for these fields. On August 23rd, the department unanimously voted to endorse a new strategic plan that identifies three graduate fields as our areas of emphasis: (1) Environmental & Natural Resource Economics (currently existing field); (2) Public Economics (consolidates current fields of Public Finance and Labor Economics); (3) International Development & Sustainability (replaces existing International Development field) This curriculum form reflects the overall change to the program, while other forms will address individual courses. The APR External Review Report and the A&S Hiring plan. A copy of the APR self-study report has been emailed to Diana Sanchez.

[APR-ExternalReviewReport.pdf](#)

[A&S-Hiring-Plan-for-FY-13.pdf](#)

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

The reduction in fields was carefully planned in accordance with the department's academic and budgetary constraints. The new faculty hires will allow us to deliver quality courses in all three fields without overextending faculty. There will be minimal impact on current students as the actual changes in courses are fairly minor. The courses in Labor (the field that is being eliminated) have not been offered on a consistent and timely basis, due to shortages in faculty. Therefore, current students with interests in this area have already been taking Public Economics courses as substitutes and will continue to be accommodated. As supporting documentation, we have attached the Academic Program Review self-report, the report from the external review committee, and the Arts and Sciences Hiring Plan.

C. Departmental Requirements.

A minimum of 48 credit hours of course work at the graduate level (with no more than 6 hours of approved 300 and 400-level courses) is required. Courses taken under a Credit/No Credit option do not count towards the required 48 hours of course work. Also, a minimum of 18 hours of dissertation credit (ECON 699) is required. A student may not count dissertation hours towards the 18 required hours until after the successful completion of the core examination. In addition to the core curriculum requirements, all doctoral students must successfully complete a concentration consisting of at least nine (9) hours of approved economics courses and a secondary concentration consisting of at least six (6) hours of approved economics courses. All doctoral students must pass the core theory exam, a written exam in econometrics, and a research requirement in their concentration.

D. Core curriculum .

All Ph.D. students are required to complete a theory sequence and three core courses in statistics and econometrics, which gives the student an additional concentration (the requirements for a student's concentration are discussed in Section E, below). The basic sequencing of the core curriculum consists of the following courses:

<u>Semester</u>	<u>Required Courses</u>
Fall (Year 1)	595: Math Bootcamp (week prior to Fall semester) 501: Microeconomics I 504: Mathematical Tools and Economic Models 506: Macroeconomics I 508: Statistics and Introduction to Econometrics
Spring (Year 1)	513: Microeconomics II 514: Macroeconomics II 509: Econometrics I
Fall (Year 2)	510: Econometrics II

As part of his or her core curriculum all Ph.D. students are also required to take at least one 500-level economics course that is not within the micro or macro curriculum, the econometrics curriculum, and is outside his or her concentration or secondary concentration. This course should be taken as a candidate's schedule permits.

E. Concentrations

The department offers Ph.D. concentrations in four areas:

- Environmental/Natural Resource Economics
- Public Finance
- Labor/Human Resources Economics
- International/Development Economics.

A student is required to have a concentration in which he/she has successfully completed 9 credit hours of study and a secondary concentration in which he/she has successfully completed 6 credit hours of study. As discussed above, the core requirements in econometrics will give the student an additional secondary concentration in econometrics. The courses available in each concentration are:

<u>Concentration</u>	<u>Courses Offered</u>
<i>Environmental/Natural Resource Economics</i>	542: Environmental and Natural Resource Economics: Survey 540: Environmental and Natural Resource Modeling 541: Sustainable Development 543: Natural Resource Economics 544: Environmental Economics
<i>Public Finance Economics</i>	560: Introduction to Public Finance 562: Normative Theories in Public Finance 565: Positive Theories in Public Finance 535: Evaluation of Public Programs
<i>Labor/Human Resource Economics</i>	520: Labor Economics 521: Comparative Labor Problems 522: Selective Groups in the Workforce
<i>International/Development Economics</i>	580: International Trade 581: International Finance 582: Topics in International and Development Economics 583: Development Economics 584: Interdisciplinary Seminar on Problems of Modernization in Latin America

The first course in each of the first three fields is the gateway course and is a prerequisite for the subsequent courses. The international/development concentration does not have a designated gateway course.

In addition to completing the three required courses in the chosen concentration, the student must take two additional courses at the 500 level to complete a secondary concentration. There are also "wildcard" courses with which a student can augment his or her education.

Proposed Section E of Graduate Handbook

E. Concentrations.

The department offers Ph.D. concentrations in three areas:

- Environmental/Natural Resource Economics
- Public Economics
- International Development and Sustainability

A student is required to have a concentration in which he/she has successfully completed 9 credit hours of study and a secondary concentration in which he/she has successfully completed 6 credit hours of study. As discussed above, the core requirements in econometrics will give the student an additional secondary concentration in econometrics. The courses available in each concentration are listed below.

<u>Field</u>	<u>Courses Offered</u>
<i>Environmental/Natural Resource Economics</i>	540: Natural Resource, Environmental, and Ecological Modeling I 542: Topics in Environmental, Resource, and Ecological Economics 543: Natural Resource, Environmental, and Ecological Modeling II 544: Environmental Economics
<i>Public Economics</i>	560: Public Economics 562: Evaluation of Public Programs 564: Health Economics 565: Topics in Public Economics 583: Development Economics
<i>International Development and Sustainability</i>	581: International Development and Finance 582: Topics in International and Sustainable Development 583: Development Economics 585: Sustainable Development

Topics courses may be repeated for credit toward the degree, but only three credits of any given topics course may be counted toward the concentration.

ECON 560 and 562 are required for a concentration in Public Economics. Requirements for the PhD secondary concentration in Public Economics are one of ECON 560 or ECON 562, with the second course chosen from any of 560, 562, 564, or 565.

In addition to completing the three required courses in the chosen concentration, the student must take two additional courses at the 500 level to complete a secondary concentration. There are also "wildcard" courses with which a student can augment his or her education.

**ACADEMIC PROGRAM REVIEW
of the
Department of Economics,
University of New Mexico**

Review Team:

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University of New Mexico

May 4, 2011

Introduction

The Academic Program Review team was very impressed with University of New Mexico's Department of Economics. The performance of the faculty and staff is exceptional given their small size. They provide excellent academic preparation to undergraduate and graduate students, have nationally and internationally recognized research programs, provide important outreach to the citizens of New Mexico, and are good citizens of the College of Arts and Sciences and the University.

We note that the Department of Economics was highly responsive to the previous Academic Program Review. Notably, the Department:

- successfully modified the rules of governance,
- expanded graduate program offerings,
- enhanced the intellectual environment of the Department, and
- modified the undergraduate curriculum.

In responding to the previous Academic Program Review the Department rebuilt the morale and spirit of cooperation within their unit; the Department now has a collegial and collaborative culture.

The Academic Program Review team notes several highlights about the performance of the Department of Economics:

- The faculty and staff care deeply about their undergraduate students and have taken significant steps to enhance teaching and experiential learning. Their experiential learning activities place the Department on the forefront of enhancing the pedagogy of teaching economics, and have the potential to positively influence other academic units at the University of New Mexico.
- The top PhD students are obtaining excellent academic placements. The placement rate for PhD graduates is exceptional for a small economics department.
- The research portfolio of the Department is very good in terms of the number and placement of journal articles and total grant funding. This performance is at or above the performance of peer departments.

- Individuals in the Department contribute to a positive culture and exhibit good citizenship within the Department, and work well with other units across the College and University. This level of performance is particularly notable given the history of acrimony in this unit.
- The Department has an incredibly loyal, dedicated and hard working staff.
- The Department is highly responsive to requests and perceived needs of the College, University and the State of New Mexico.

The Academic Program Review team is unanimous in our praise for the Department of Economics and their many successes.

In the remainder of this report we first present and elucidate our key concern; a small faculty and staff trying to do too much with diminishing resources. We then discuss selected opportunities that we think the Department could pursue if resource constraints are alleviated. We next discuss pivotal resources needed by the Department to pursue these opportunities and enhance the quality of current offerings. We then identify some key recommendations to the Department, and conclude with responses to the questions that the Department posed to the Academic Review Team.

Concern

While the change in culture and many accomplishments of the Department of Economics are truly commendable, the Department is in a very precarious position due to declines in faculty, staff and budget. The Department experienced a significant loss (>25%) of faculty numbers in the fifteen years prior to start of this ten-year review period. The number of faculty on the books has remained essentially flat during the review period, but the faculty contributing to the Department's teaching and research activities have been further reduced by attrition to administrative appointments outside of the Department. Two of the current fifteen Department faculty have full-time, and another two have part-time administrative appointments outside the Department. The review team is not aware of any university that consistently promotes faculty to administrative posts without replacing the positions in the supporting academic unit.

The Department's remaining active faculty has produced an extraordinarily high and even increasing level of accomplishment across the full range of activities expected from a high quality program in a flagship public university. They have accomplished this with a very small faculty, about 12 FTEs. This faculty size is less than half the average for PhD granting economics departments in the US. It is the belief of the Academic Program Review team that if the University of New Mexico's Department of Economics were compared to other departments of similar size faculty across the country, the overall level of performance would place them well above the 90th percentile.

However, while the Department has steadily increased their performance over the last decade, there has been no reward from the University in terms of additional resources. Considering the levels and growth in the number of undergraduate majors and student credit hours, grant and other research productivity, graduate student training programs, and contributions to University and public service, there can be no question that this faculty is substantially overstretched. The growing faculty workload is apparent in key statistics. Over the past 10 years, the number of majors per faculty FTE have increased 230% (from 6.5 to 21.1), and the number graduate students per faculty FTE have increased 65% (from 3.0 to 5.1). Student credit hours per FTE have also increased substantially.

The Department's staffing problems go beyond faculty numbers to include administrative support. While the number of administrative support staff lines (3) assigned to the Department has not declined, the Department has experienced staff turnover and long periods of vacancy. Turnover problems resulted from the limited ability of the Department to offer experienced staff competitive salaries within the University of New Mexico. The current vacancy problem results from the University "Pause and Hold" policy, which has prevented the Department from filling a grant administrator position since September 2009. Like the faculty, the current staff is overstretched, in part because of the vacant position, but also because of an expansion of responsibilities to serve the increasing department workload and the International Studies Institute. Interviews with the staff indicate that they are highly stressed, but continue to work at a high level because they are treated so well by the faculty, and because of their loyalties to the Department.

The Department is also stressed by limited budgets. The Department's current budget reflects a history of modest growth in funding since the mid-1990s, punctuated by recessionary cuts since 2008, with more expected. In recent years the Department has not been able to cover its operating expenses from University funding and has been utilizing its modest overhead returns from faculty-generated research grants to make up the difference. Thus, the current budget conditions mean that the Department needs "soft" money to subsidize the teaching mission and is not able to effectively use research overhead funds to enhance research and build junior faculty research programs.

We find that the Department faculty and staff are martyring themselves to be all things to all people. It is the perception of the Academic Program Review team that the Department has been extremely responsive to requests from the upper administration to be good University citizens in the hopes that this behavior will yield new resources to support teaching and research. These new resources have not been forthcoming. The faculty is doing much more than is reasonable given the existing resources. It is the conclusion of the Academic Program Review team that the Department is like a loyal team of work horses who continually take on more weight to haul, and more jobs to do, without consideration of the fact that they are being totally overworked. The Academic Program Review team is amazed by the high morale and loyalty in the Department despite what we view as a long period of neglect.

In summary, the Academic Program Review team finds that the Department of Economics has reached a critical juncture where the capacity to maintain current activities is in extreme jeopardy. While there are potential programmatic adjustments that can improve resource utilization, the Department must have additional resources if it is to sustain its teaching, research, and service contributions to the College, University, and the State Of New Mexico. The Department has reached a tipping point and the current exceptional performance it has exhibited is not sustainable without an influx of resources from the College and University.

Opportunities

Although resources available to the Department of Economics have been extremely scarce, we believe that the Department has a number of opportunities to make significant contributions to the College, the University and the State of New Mexico. The Department's history of productivity and service in the face of scarce resources reveals that modest investments in the Department by the College and University will result in substantial returns. Here, we list three opportunities that we believe have potentially high returns. With small investments, the Department of Economics could make substantial contributions in undergraduate education, graduate education and research across the University.

With additional teaching resources the Department of Economics could enhance the undergraduate curriculum across the University. The Department's "Success" sections of introductory economics have a proven impact and represent a key innovation in teaching pedagogy. These sections could be expanded within the Department to enhance the economic "intelligence" of students from other majors who take these elective courses. Further, the Department's efforts in this area could serve as a model for other departments to enhance experiential learning in introductory courses. This teaching approach provides undergraduates with access to tenure-track faculty early in their academic careers and provides an apprenticeship for graduate students to develop their teaching skills. A small amount of resources in the form of teaching release and program development funds would allow for the full development of the Success concept and facilitate the extension of this approach across the University.

Second, the Department of Economics has the opportunity to rethink their existing MA program and to develop a new program that could be offered jointly with other academic units and that utilizes innovative delivery mechanisms to reach previously under-served populations. For example, an interdisciplinary public policy masters program could meet the needs of working professionals in industry and government to enhance their skills and to foster economic development in New Mexico. This program could include innovative formats of course offerings including on-line courses and classroom offerings where students meet on campus for a fixed period of time (e.g., one week during the summer). Such an innovative MA

program can enhance collaboration across units, effectively leverage the diverse talents of several small departments, and provide important educational service in an economically challenged state. Finally a program like this could utilize mechanisms for teaching where a share of tuition revenues could be returned to the participating departments. While some initial resources will be necessary for course development and delivery of this program, we believe that this represents a significant opportunity for the College and the University as a whole in expanding its impact on, and demonstrating its value to, the State of New Mexico.

Finally, current and future faculty in the Department of Economics can play a key role in attracting major interdisciplinary grants to the University. While some members of the Department's faculty already participate in such activities, we believe that there is an opportunity for this participation to be more widespread throughout the faculty. The Department has a history of medium-sized grants and demonstrated expertise in grant-writing in their own research areas. However, the funding model from many sources now is toward large interdisciplinary grants where economics and project evaluation, areas of expertise in the Department, play a key role. We believe that with better grant support and facilitated connections throughout the University, the Department could play a pivotal role in successfully competing for large-scale, interdisciplinary grants in areas that leverage strengths at the University (e.g. research on health issues, Latin American studies, water resources, and Southwest ecosystem climate change). These opportunities would help the Department as well, by enhancing funding for graduate students and overhead return.

Pivotal and Necessary Resources from the College and University

Consequential reinvestment by the College of Arts and Sciences and the University of New Mexico is required if the Department of Economics is to continue to deliver high quantity teaching, scholarship, outreach and service, and to take advantage of the opportunities described above. The Academic Program Review team **recommends** that three critical elements of support are needed immediately:

1. replacement of and/or compensation for tenure/tenure-track (T/TT) faculty lines lost to administrative positions,

2. financial support for innovation in teaching, and
3. significant expansion of support of research development and administration.

These resources, at a minimum, will contribute toward sustaining the current high level of performance by the Department and will enable the Department to pursue value-creating opportunities. Below we discuss each of these in turn.

Since the 2001 Academic Program Review, the Department of Economics has played an ever-increasing service role in the College that has resulted in loss of two senior faculty members (Ganderton and Santos) without replacement. As is obvious from discussions with the Department and various levels of administration (and Ganderton and Santos themselves) it is unlikely the faculty who have moved to administration will return to the Department. The Academic Program Review team **strongly recommends** that College and University **immediately** allocate **two tenure track positions** to the Department to replace the faculty members who have been permanently assimilated into administrative positions.

The Academic Program Review team also **strongly recommends** that salary be allocated to the Department for the share of time that two faculty members have been temporarily assigned to administrative positions. In the interest of program quality, our recommendation is for salary that the Department can use to hire visiting faculty, instructors or graduate teaching assistants as the situation requires.

The Academic Program Review team also noted that faculty who left for administrative posts appear to have negotiated the Department's compensation themselves, rather than allowing the Chair, with approval of the appropriate departmental committees, to handle the negotiation. We believe that in the future this practice needs to be revised, vesting responsibility for reallocation of faculty in the hands of the academic leadership, rather than the individual faculty involved, will avoid even the perception of a conflict of interest and to ensure the best interests of the Department are served.

The Academic Program Review team **recommends** that financial resources be invested in the Department of Economics to support development of new educational and research initiatives that will concurrently benefit the College and University. This funding could provide incentives to further develop pioneering teaching initiatives for minority and first-generation

college students, further enhance the *Success* program, and aid initiation of online and other innovative course offerings to enhance economic development in New Mexico

Finally, to facilitate participation in large interdisciplinary grants we recommend that pilot funding be made available for new research initiatives and proposals that integrate units on campus; preliminary findings are often a key ingredient to successful large-scale grant funding. Investment in travel funds to visit and nurture relationships with researchers at other universities will enable the multi-institution collaboration required for large grant initiatives, and investments in travel funds to visit potential funding agencies will further increase the likelihood of success. It is also important, as we note below in more detail, that the University establish policies on overhead return to incentivize faculty and departments to pursue grants. It is important to make the allocation rules clear and certain so the incentives will be meaningful. The latter is especially important in order to reduce barriers to interdisciplinary proposal development. We note that many of these recommendations are not specific to the Department of Economics, but they are University-level initiatives that are necessary for grant funding success and the Department of Economics can be a key team player in achieving this success.

While the Academic Program Review team noted an overall need to improve infrastructure and support for research at the University of New Mexico more generally, we **strongly recommend** that the Department be immediately allowed to hire a full-time grant support staff person. The Department recently lost, and has been unable to rehire, a grants and contracts person to help with proposal development and grants management. This current lack of support is a clear impediment to the Department expanding the number and size of grants to fund research. The current staffing in the Department is stretched far too thin with their normal responsibilities to take on this additional task.

In addition to these resource needs from the College and University, there are actions that the Department can undertake to improve their teaching and research.

Key Recommendation for the Department

The Department's mission and passion for undergraduate and graduate teaching, research, outreach to the state, and service are all essential contributions to the overall success of this unit. However, the Department needs to develop a vision that allows for focused priorities within each of the mission areas. The Department of Economics is currently doing a number of activities simply because they are perceived as low-cost (e.g. teaching undergraduates in multiple locations and under serving the existing Masters' program) rather than weighing the benefits of these activities with their costs. Furthermore, the explicit costs of these activities, as recognized by members of the faculty, often underweight or overlook the implicit costs of these activities in terms of time and managerial attention. Moving forward, the Department needs to carefully consider what activities are most important, and which should be dropped.

We **recommend** that the department take a two-day retreat off campus to set goals and make key decisions about what activities they are going to continue to support and what activities they are no longer going to support. We do not believe that these decisions will (or should) come down to a choice of one mission area over another (e.g. undergraduate teaching versus graduate teaching). Rather, we recommend that the Department set priorities and streamline activities that are worth pursuing within each mission area (e.g., reducing the number of undergraduate courses taught and also reducing the number of fields offered in the graduate program).

Some issues we urge the Department to consider include, but are not limited to:

- reducing the number of undergraduate classes and delivery mechanisms and increasing the quality (e.g., the mathematical prerequisites) for majors,
- reducing the number of graduate fields and increasing the quality of the PhD program (e.g., higher admission requirements),
- reconsidering the current MA program and possibly replacing it with an applied policy masters' degree in collaboration with other units on campus,
- setting priorities for faculty service within and outside the Department so that primary effort can be focused on teaching and research,

- adding flexibility to the rules of governance, now that the cultural problems in the Department have been resolved, and
- developing a formal and explicit mentoring program for junior faculty that goes beyond informal (friendship) ties.

Some of the suggested topic areas for the retreat are described in greater detail below in the answers to the questions posed by the Department to the Academic Program Review team.

We believe that the retreat should focus on what areas of excellence the Department wishes to collectively pursue and should consider what resources are needed to support excellence in these activities. The retreat should be facilitated, where the goal of the facilitator is to challenge the Department to make difficult trade-offs, rather than to build community or soothe ruffled feathers.

Responses to Questions Posed to the Academic Review Team

Question #1. How Can the Department Improve the Quality of Undergraduate Education?

We find the Department of Economics to be actively engaged in undergraduate education and dedicated to providing high quality and innovative instruction.

Quality education offerings, however, have been challenged by significant increase in the quantity of students served over the past ten years. For example:

- the Department has delivered a 22% increase in student credit hours taught and a staggering 200% increase in the number of majors over the past decade,
- the number of course sections taught has increased, especially at the 100 and 300 levels, and
- the Department has increased the number of courses taught at different locations and venues.

With respect to the quality of instruction delivered there are some very good signs:

- student evaluations (provided by IDEA) are average to above average relative to other institutions in the IDEA data base,
- several faculty have won awards for teaching excellence,

- the faculty conducts periodic quality reviews and has implemented programmatic adjustments in response to these assessments, and
- the Department's "Success" program is a novel experiment to improve student performance in large introductory courses and has generated positive feedback.

Overall, the Department is in an enviable position of offering a program that is in demand by students.

It seems clear that the capacity of the Department to provide high quality education to students, while increasing the quantity of students served, and maintaining research and service expectations has been exceeded. The growth in student demand together with a decline in faculty and administrative staff has brought the Department to this point.

Most notably, the Department now relies excessively on part-time instruction from graduate students or others in upper-level courses in order to maintain increased student credit hours. The faculty share of instruction in 100 level courses has been 47% over the past 5 years. The faculty share of 200 – 400 level courses has declined from 71% to 57% over this period. With the existing program structure and staffing, the Department is unable to offer majors the benefits of routine instruction by, and interaction with, the most experienced and accomplished faculty members. The excessive teaching workloads prevent the faculty from undertaking important initiatives to enrich student learning through faculty-intensive mechanisms such as service learning.

An increase in faculty resources accompanied by a reduction in course offerings is crucial if the Department is to provide high-quality undergraduate instruction and service other mission areas. The Department is working extremely hard to provide and enhance undergraduate education, but it is endeavoring to do too much with its limited resources. This is detrimental to quality and is not sustainable. Frankly, the satellite courses are increasingly offering a "community college" college experience while the Department is also serving large numbers of students at New Mexico's flagship university. We have several recommendations to help the faculty refocus teaching efforts in the undergraduate program:

- We **recommend** that as part of the Department retreat the faculty develop a realistic vision of what they want the undergraduate program to be, and what the flagship economics program in New Mexico should provide to students.
- We **recommend** that the Department offer fewer undergraduate courses with a larger percentage of courses taught by tenure-track faculty. This would include reducing offerings of courses at venues off the University campus. The recommendation also includes teaching larger sections of introductory economics courses (105/106) by faculty accompanied by recitation sections taught by graduate students. The diversity of offerings at the 300 and 400 level should also be reduced and students should be allowed to take some upper-level courses in other departments to support the major in economics.
- We **recommend** the use graduate student performance in teaching recitation sections to identify those graduate students with the greatest ability to teach upper-level courses. Graduate students should not be assigned to teach upper-level courses simply because they are available, and the Department is tight for teaching resources or graduate student stipends.
- We **recommend** considering enrollment controls to better align teaching demands with teaching resources.
- We **recommend** increasing the math requirement for majors and thereby for upper-level courses.

These recommendations are designed to increase the quality of instruction in courses and increase the level of accomplishment by students who enroll in the courses.

Question #2. Should the Department Cut or Consolidate Graduate Fields?

The Department offers a very strong PhD program where the placement of graduates is exceptionally strong.

The quality of the program is uneven and the Academic Program Review team identified three concerns:

- the admission standards for the PhD program are too low,

- the dual enrollment of masters and PhD students in the same classes reduces program quality for both MA and PhD students, and
- the Department offers too many PhD fields for the size of the faculty.

Addressing these issues could make an exceptionally strong PhD program even better.

First, low admission standards for the PhD program mean that faculty members spend a lot of time with weaker students who may never finish their degrees. It further creates pressure to find financial support for graduate students, which often involves teaching undergraduate courses by graduate students with inadequate preparation or screening. A smaller, more focused, PhD program with higher admissions standards would address these concerns.

The MA program appears to lack focus and does not appear to be a faculty priority. The dual enrollment of MA and PhD students in PhD classes suggests that MA students might not be getting the practical training they need, and that the level at which these courses are taught is likely too low for PhD students. It is our understanding that the MA program is used to maintain minimum enrollments in graduate courses, but this would not be an issue if the number of PhD fields were reduced.

The number of PhD fields is clearly excessive for a faculty with about 12 FTE. Some fields are supported by less than two of these FTEs, making it extremely difficult to maintain offer key courses. Reducing the number of PhD fields would remove the need to admit marginal students and offer a marginal MA program just to have sufficient numbers of students to offer the full complement of graduate courses.

The following recommendations related to the PhD fields are intended to help the Department enhance the quality of the PhD program:

- We **recommend** the Department use the retreat to develop a vision of what they want the graduate program to be to ensure a high quality PhD program.
- We **recommend** the Department reduce the number of PhD fields from four to two.
- We **recommend** that one of the PhD fields be the current resource and environmental economics field, which is a clear strength of the Department.

- We **recommend** that in the consolidation/cutting process the Department *avoid* a grouping of the remaining three fields to accommodate all faculty members' research areas (an omnibus field).
- We **recommend** that the second field be a new alternative that takes advantage of niche areas for applied economics where the University of New Mexico could have a competitive advantage, e.g., health economics, economic development focused on Latin American studies, or another area where the Department can partner with University strengths.
- We **recommend** that in selecting a new field the Department does a careful market analysis to consider faculty expertise (existing and needed), student demand, potential collaborations (internally and externally), jobs for students, internal resource support and ability to attract external funding to support a high quality program.

In making these recommendations the Academic Program Review team strongly and unanimously concluded that four PhD fields were compromising the quality of the PhD program. We also concluded just as strongly that one field is not enough to take advantage of faculty expertise and to be sustainable with fluctuations in student demand and grant funding. Likewise, we felt equally strongly that combining three PhD fields into one omnibus field would result in an agglomeration that would not be recognizable to potential students or to potential employers of graduates. We further recognized that not every faculty member needs to be represented in a graduate field; some faculty may make supporting contributions to the two graduate fields and other faculty may focus on undergraduate education.

Question #3. How can the Department better educate and graduate our PhD and MA students?

The general discussion of the graduate program is presented in our response to Question 2.

Our recommendations here are focused on maintaining and strengthening a tradition of a very strong PhD program. While the placements of PhD graduates are outstanding, the

completion rate for PhD students is currently relatively low. The following recommendations are intended to assist in improving the overall quality of the graduate program:

- We **recommend** dropping the current (standalone) MA program with the thesis and non-thesis options. The program, as currently constituted, does relatively little for the Department and dilutes the PhD program through joint course offerings and competition for faculty time.
- We **recommend** the non-thesis MA degree be retained for students who do not complete their PhD degrees, but do complete sufficient coursework to receive an MA.
- We **recommend** that the Department consider collaborating with other units to offer an applied policy analysis masters degree where economics can play a valuable role in training policymakers and practitioners who go on to enhance economic development for the State of New Mexico.
- We **recommend** the Department should raise the entry requirements of PhD students so that all admitted students have a greater expectation of successfully completing their degrees and less faculty time is dedicated to helping marginal students who do not complete their degrees.
- We **recommend** that faculty change the culture of excessive teaching by PhD students, as the number of courses taught and the number of different preparations exhibited is well above the norm.
- We **recommend** that the Department undertake a review of the content of core microeconomic, macroeconomic and econometrics courses to ensure they present the very latest theory and methods.

The Academic Program Review team's suggestions are to help the Department consider ways to reduce the burden of the MA program, enhance the service provided by a master's program and seek alternatives to enhance revenue to the Department through potentially teaching courses on line. The PhD program recommendations are designed to enhance the quality and impact of this program.

Question #4. How can the Department enhance research productivity, given current levels of support?

The Department of Economics has a strong history and tremendous future potential in environmental and resource economics. Over the last ten years the Department of Economics has increased grant support nearly seven-fold. In addition, the Department has made strong recent hires that allow the development of one or two new areas of research excellence such as health economics. These additional areas should be niche areas, like resource and environmental economics that give the Department a competitive advantage in the face of limited institutional research support.

The research inputs in terms of grant funding and outputs in terms of journal publications are mostly produced by a few members of the faculty. If one of these faculty members were to retire or take another job the Department would take a large research hit. Thus, there is a need for more balanced research performance across all members of the faculty.

There is also a desperate need for additional institutional support for grants at the Department, College and University levels. Existing support is far below what is provided at other PhD granting research institutions, and there are considerable stumbling blocks and “moving targets” within the University that create disincentives to actively pursue research funding.

These two issues lead to recommendations at the Department, College and University levels:

- We **recommend** that the University and College increase incentives and reduce disincentives for research. This might include clear and stable rules for returned overhead, enhanced administrative support and facilitating collaboration across departments and colleges. We suggest that the Department use this opportunity to invest in developing the research programs of junior faculty and senior faculty who need to jump-start their research programs, and to diversify and balance the research performance across the Department.

- We **recommend** that the Department focus on increasing its research portfolio through participation on large, interdisciplinary grants.

Thus, the Department should help itself as much as possible, but great successes cannot be expected without a change in the research culture and infrastructure at the University of New Mexico for supporting research.

Question #5. How Can the Department Best Enhance Revenues To Be More Self-Supporting?

Incremental-base budgeting models are often unresponsive to changes in productivity, leaving programs with rapid growth, like the Department of Economics, inadequately funded. The resulting misallocation becomes particularly problematic when the budgetary environment shifts from one of growth to one of decline. This has been the environment for the University of New Mexico and other universities since 2008. In this environment, the Department of Economics must seek opportunities to become less reliant on College and University funding.

- We **recommend** that the Department consider participating in an on-line professional master's degree in cooperation with other units, in part because tuition dollars will be returned to the Department.
- We **recommend** that the Department increase grant funding. Even with an imperfect overhead return rule this is another mechanism where actions by the Department can increase funding that returns to the unit.
- We **recommend** that the Department negotiate firm commitments of resources from the College and University before undertaking new initiatives.

Question #6. What is the optimal number of T/TT faculty for the Department of economics at UNM, given its programs and goals?

The size of the Department's faculty is too small to support the variety of ongoing undergraduate, graduate, research, outreach and service missions. It is clear that the current faculty size is at a tipping point of falling into an abyss, because the current focus on quantity in many areas is not sustainable. The appropriate faculty size depends on the areas of excellence

the faculty chooses as focus areas and the staffing needed to support these activities. We believe that one action can be suggested even in the absence of resolution on these issues:

- The panel **recommends** that the University move immediately to replace faculty that have been assimilated into full and part-time administration.

With strengths added by replacements, the current faculty provides a solid foundation where investment in additional faculty members can stimulate teaching and research innovation that will provide substantial returns to the University.

Question #7. Given Program Strength and Weaknesses, Are There Key Strategic Moves the Department Should Pursue?

Four key issues cross-cut over the questions posed by the Department to the Academic Program Review team and the issues observed by the team in discussions during our campus visit:

- We **recommend** that the Department engage in a formal planning exercise that is professionally facilitated. The faculty does not have a consensus vision of what they want the Department to be now and in the future, and this lack of a strategic vision is hindering key trade-off decisions. This effort should go beyond setting goals and include key decisions of areas of excellence the Department will support and should further identify areas where the Department will cease support.
- We **recommend** a formal and effective mentoring process of junior faculty. This needs to be an integrated approach at the University, College and Department levels. This mentoring is especially important for hires into interdisciplinary faculty lines, where mentors drawn from the existing Department faculty may not have the expertise to guide the new faculty. We suggest a University-wide program which engages scholars *outside* the University to serve as substantive or specialist mentors, as well as engaging senior faculty on campus. We also recommend that the mentoring program include both “pull” and “push” features; interactions where the advice is solicited by the mentee, and other interactions where the mentor is asked to review the junior faculty’s

workload, preparations, service, tenure statements, and the like from an external viewpoint.

- We **recommend** that the Department collaborate with other departments at the University of New Mexico to push for institutional support for teaching and research and a fair sharing of funds between the administration and academic units. Some of the Department's biggest obstacles are externally imposed by a lack of institutional support at the College and University levels.
- We **recommend** relaxing the rules of governance imposed after the last Academic program Review.

While the revised governance rules have been a success in restoring civility to the Department, these changes substantially increased the administrative burden within the Department. Now that the interpersonal issues have been resolved, the Department may want to consider moving to less **time-intensive** rules of operation.

Overall we feel that the Department of Economics is doing an excellent job and our recommendations are intended to help them enhance performance while not adding more to an already overworked faculty and staff.



Office of the Dean

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To: Chaouki Abdallah, Interim Provost
From: Mark Peceny, Interim Dean, College of Arts and Sciences
Re: Arts and Sciences Hiring Plan for FY 13
Date: 8/15/11

We have a tremendous opportunity to transform this university over the next decade. To begin this transformation, I ask the Provost's office to allocate more than a million dollars over the next three years for faculty hiring in two A&S departments (eight positions in each): (i) Mathematics and Statistics; and (ii) English. This hiring package will ensure that these departments can sustain their status as research-intensive flagship departments with strong graduate programs, while initiating a comprehensive university-wide planning process for fundamentally changing the way we finance, staff, and teach our essential core curriculum courses in pre-calculus Math and English composition. We must change the way we deliver the general education core curriculum if we want to thrive in the context of a new state funding formula that will reward course completion and university graduates rather than enrollment.

From its own resources, the College plans to search to fill 33 tenure track positions and 9 lecturer positions in the year to come. Many of these positions will be funded with one-time money, with substantial bridge funding from the BA/MD program and other sources. The *financial linchpin* for this hiring plan and the College's strategic plan for increasing the number of tenure track faculty over the next decade is Extended University and a revenue-sharing model that better links resources to activities. Today, the College retains \$671,894 of the funds earned by the College through Extended University last year. The College will invest every penny of this EU revenue in new tenure track lines and continue to invest EU resources in tenure-track faculty, lecturers, and GAs moving forward.

Strengthening Mathematics and Statistics and English with the Provost's Resources

"Excellence in research and graduate education must be distinctive missions of any flagship public university. We cannot sacrifice the needs of undergraduate majors and graduate students, or the research excellence we expect at the University of New Mexico to the vital service mission Mathematics and Statistics performs for undergraduates from across the university. This memo reaffirms commitments...designed to begin to ensure that the department can perform well both its undergraduate service mission and the distinctive missions of any core department of a research-intensive flagship university."

This statement at the beginning of our July 19, 2011 joint memo to Terry Loring, the new Chair of Mathematics and Statistics, captures some of the central challenges we face at UNM. As the state funding formula begins to reward outputs rather than inputs (course completion and graduates rather than 21 day census counts), we must address the crisis in pre-calculus math courses at UNM, where only half of the students who take these courses receive a grade of C or above. We cannot invest the resources necessary to solve this problem at the expense of the research excellence of the tenure track faculty in the department.

Summary of Hiring Plan Requests from Provost's Resources				
Department	Position	Rank	Fiscal Year	Maximum Salary
Mathematics and Statistics	Statistics	Professor	FY 13	100,000
Mathematics and Statistics	Statistics	Asst. or Assoc. Prof.	FY 13	90,000
Mathematics and Statistics	Pure Mathematics	Asst. Prof.	FY 13	74,000
Mathematics and Statistics	Vassilev	Asst. Prof.	FY 13	74,000
Mathematics and Statistics	Applied Mathematics	Asst. Prof.	FY 14	74,000
Mathematics and Statistics	TBD	Asst. Prof.	FY 14	74,000
Mathematics and Statistics	TBD	Asst. Prof.	FY 15	74,000
Mathematics and Statistics	TBD	Asst. Prof.	FY 15	74,000
English	Tapahonso- Target Search	Professor	FY 13	100,000
English	Old English/Medieval	Assistant/Associate	FY 13	70,000
English	Writing Program Administration	Associate	FY 13	80,000
English	Technical/Prof. Writing	Assistant	FY 13	59,000
English	TBD	Assistant	FY 14	59,000
English	TBD	Assistant	FY 14	59,000
English	TBD	Assistant	FY 15	59,000
English	TBD	Assistant	FY 15	59,000
Physics	Optics- Theorist	Assistant	FY 13	72,500
Physics	Optics- Experimentalist	Assistant	FY 14	72,500
		Total		1,324,000

My request for resources from the Regents' allocations for new hiring recapitulates the commitment to four new hires in Mathematics and Statistics and the transition of Janet Vassilev from a lecturer position to a tenure-track line included in our July 19, 2011 joint memo. This request adds three tenure-track searches for Assistant Professors, one in FY 14 and two in FY 15. Two searches in Statistics would be approved for FY 13, one for a senior hire and the other at open rank. We also promised a junior level search in Pure Math and the transition of Janet Vassilev from lecturer status to a tenure-track position in FY 13 and agreed to support a search for a new Assistant Professor in Applied Mathematics in FY 14. Statistics, Pure Mathematics and Applied Mathematics will all need at least one additional faculty member over the next three years, but the sequencing of these searches will be determined by considerations like whether the

counter-offer we will soon present to Associate Professor of Statistics Gabriel Huerta will succeed in bringing him back to UNM after his leave without pay. Eight new hires over the next three years is the minimum necessary for Mathematics and Statistics to have the faculty resources to ensure its ability to continue to serve the distinctive missions of any core department of a research-intensive flagship university.

The English Department suffers from a similar dilemma. It lost eight faculty members to retirement in 2011. The Rhetoric and Writing group, which has played a tremendously important role in the success of our English composition program, has been decimated, with 2.5 tenured faculty members remaining to do the work that not long ago was performed by 8.5. Faced with this catastrophic loss, the English Department submitted two hiring plan documents to Dean Brenda Claiborne in May. The first asked for authorization to hire five faculty members in the fields of English and American literature and creative writing. The second illuminated the emerging crisis in the core writing program and pointedly stated that,

“Given, these realities, it is not overly dramatic to assert that the English Department can no longer carry this burden, and it cannot ensure the success of students in writing classes if the University does not take responsibility for providing resources and faculty to ensure the quality education of students in writing courses. Nor will the department give up its own academic mission (for majors, minors, and graduate students) in order to supply the service needs of the University in terms of writing instruction. We will not request hires for RW, when we have desperate needs in our academic areas of American and British/Irish literature, Medieval Studies, and Creative Writing and when all departments and colleges across the university depend so heavily upon our writing courses to fulfill Core Writing and Core Curriculum requirements.”

Just as in Mathematics and Statistics, we cannot address the looming crisis in English composition at the expense of the excellence in research and creative endeavors that we should expect of an English department at a flagship university. I ask your office to provide funding over a three-year period for all eight faculty lines lost by the department in 2011. Four of these lines would go to rebuild faculty strength in the rhetoric and writing group that has provided the foundation for UNM’s core writing curriculum. The other four would go to serve departmental needs in areas other than rhetoric and writing. I ask that four positions be filled in FY 13, and two each in FY 14 and FY 15. For FY 13, the department’s top priority is to hire an advanced Assistant or Associate Professor in the field of Medieval Studies, Old English Language, Literature, and Culture. This position would try to fill the void left by the irreplaceable Helen D’Amico, who retired this year, and to sustain the College’s cross-departmental strength in Medieval Studies. A second initiative (the third priority identified by the department) would seek to hire Navajo poet Luci Tapahonso in a targeted alternative faculty appointment process. The third hire for FY 13 would be at the Associate Professor level for an expert in Writing Program Administration. The fourth would authorize an Assistant level search for a scholar of technical and professional writing. UNM’s English department has nationally recognized experts in writing program administration and writing across the curriculum models for core curriculum writing programs. Therefore, hiring in rhetoric and writing simultaneously strengthens our university-wide undergraduate core curriculum and research excellence and graduate education in English. The precise mix and timing of the hires in FY 14 and FY 15 will be determined

through future deliberations.

The Provost's office has just over \$1,000,000 to distribute across the university and I am asking for a sum greater than this for two Arts and Sciences departments. This request, of course, is built upon the hope that if we provide the Regents a sufficiently compelling long-range strategic plan for advancing our academic mission, they will set aside at least \$2,000,000 annually for hiring new faculty. The requests included here for FY 14 and FY 15 must be contingent, to some degree, on the Regents' commitment to provide sizable annual allocations for new faculty hiring. If we present a multi-year strategic plan, I am confident this will give the Regents greater confidence that the resources they make available to us will be invested wisely.

Beyond this, it is appropriate to ask for a majority of the common resources for new faculty hiring because the pre-calculus math and core writing programs serve the collective good of the university and the success of the departments that manage these programs is essential to the success of the entire university. This is especially true at a time when the failure of large numbers of students to pass Math 121 or English 101 could lead us to be punished severely by the new state funding formula.

Comprehensive Reform in the Delivery of our Core Curriculum

I also want this request to initiate a university-wide conversation about how we manage and fund our core general education programs. The Provost should fund all of these positions for Math and English with the collective resources provided by the Regents for new faculty hiring *if and only if* these two departments continue to have principal responsibility for the management of our core general education programs in these fields. To use English composition as an example, if we decide as a university that a reconstituted University College should have direct control over English composition general education courses, the faculty hiring in rhetoric and writing proposed here should go to the new University College. If we decide that English composition should be a shared responsibility between the College of Education (COE) and the English Department in A&S, some of these hires should be given to the COE or shared in joint appointments between the two colleges. Indeed, if English and the COE formally share the responsibility moving forward, the proposed joint hire between COE and English in English as a second language could be considered one of the eight hires I have requested for the department. If we fully embrace a "writing across the curriculum" model, it is possible to imagine one of these hires going to a faculty position in Engineering to teach technical writing for engineers. If a separate unit within Arts and Sciences takes responsibility for managing these core curriculum courses, some of the hires should go to that unit. The resources should go to whichever units are addressing the core problems we face in these areas. The Mathematics and Statistics and English departments will continue to play central roles in any proposed model, but if the responsibility for solving these problems is shared among units, then these two departments shouldn't get all the common pool resources allocated by your office.

Our investment in new tenure-track faculty will not be sufficient if we do not take a comprehensive approach to the transformation of our general education curriculum. To take math as an example, A&S does not now require students entering the College to have completed their core curriculum requirements in math before entering the College. It also adds "group

requirements” that can force students from non-technical fields throughout the College to take additional math courses beyond those required in the university-wide core curriculum. Some of the students failing Math 121 are sixth year seniors in an A&S department taking this course to fulfill core curriculum or group requirements seven or eight years removed from their last math course in high school. We need a comprehensive review of our curriculum as it connects to these core general education courses.

We also need to invest more resources in the non-tenure-track faculty who are delivering these core general education courses. Too many of these critical courses are being taught by part-time instructors earning \$3,000 to \$4,000 per section. The Provost’s office has promised the College approximately \$1,500,000 over three years to address the structural budget deficit in part-time instruction. I propose that one of these \$500,000 allocations be used in its entirety to hire lecturers to teach pre-calculus math and English composition. We need to reward our best part-time instructors with steady teaching positions that come with a living wage, benefits and professional status. We need to supplement these local instructors with lecturers trained in the latest pedagogical methods selected in national searches. Another reason to hire lecturers to teach these courses is to *hard line* the instructional costs of providing this instruction into the budget rather than place A&S in the position of having no clear idea how it will fund essential courses each semester. Moving forward, we may have to consider implementing course fees for core curriculum courses in math and English to ensure that the resources to handle increasing enrollment will always be available to pay our instructors. If the Mathematics & Statistics and English departments continue to play the central role in delivering this curriculum these departments should receive these resources. If the responsibility for these programs is shared with other units, these other units should receive their fair share of these positions. Again, the guiding principle should be to better link resources with activities.

With changes in the state funding formula it is imperative that we begin a comprehensive reform of the provision and management of the general education courses in Math and English. The purpose of this request is to ensure that the two core departments who oversee this curriculum are provided the faculty resources to ensure that they do not lose their status as research-intensive flagship departments as we engage in this comprehensive reform process. For English, it also calls for tenure track hires to bring faculty who will play a central role in shaping our writing curriculum.

Strengthening the Study of Optics with the Provost’s Resources

There are two additional requests from the College for the Provost’s resources for new faculty hiring. Professor Jean-Claude Diels, a distinguished member of the Optics faculty in Physics, has requested a transfer to the Department of Electrical and Computer Engineering (ECE). Physics wishes to ensure that it can replace Professor Diels and ECE understandably would prefer not to provide the resources to compensate Physics for the loss of one of its core faculty members. The common pool resources in the Provost’s office provide an opportunity for strengthening both departments and enhancing an existing cross-college area of excellence and fruitful interdisciplinary collaboration. If Professor Diels is welcomed into the ECE faculty, I ask that you allocate resources to fund two junior faculty positions in Physics, both in the field of Optics. In FY 13, Physics would search for a theorist in that area of expertise and in FY 14 for an

experimentalist in Optics.

A New Strategy for Increasing the Number of Tenure Track Faculty in the College

UNM will increase the size of its tenure track faculty by at least 200 positions over the next decade. We will not achieve this goal unless the Regents appropriate roughly \$2,000,000 annually for new faculty hiring over the next decade to support the strategic academic plan being developed under your direction. This will not be sufficient to reach the goal of 200 new tenure track faculty if A&S cannot use its own resources to hire at least one new tenure track faculty member for every one that retires or resigns. Ideally, the College should find a way to hire more than one faculty member for each one who leaves the ranks of the tenured faculty.

Our hiring plan for FY 13 achieves this objective in the first year of this ten-year plan. In June, Dean Claiborne submitted a hiring plan from College resources that included 8 positions. In July, I announced my intent to double this to 16 positions. This plan authorizes searches for 33 tenure track and 9 lecturer positions in the coming year with College resources.

Despite this dramatic increase in projected hiring, this hiring plan might only represent a net increase of two tenure track faculty members beyond retirements and resignations. Twenty-one of our colleagues retired or resigned in FY 11 or have signed agreements to retire in January 2012. Ten of the positions in this hiring plan will use bridge funds from the BA/MD program, Africana Studies and/or the Office of Equity and Inclusion and therefore will reduce our ability to hire in the future as these positions transition from bridge funding to the College budget in one to three years. All eight BA/MD-funded tenure-track positions will be transferred to the College budget in FY 14. This will significantly reduce the amount of hiring we will be able to do for FY 14 with College resources. We are, in essence, already allocating the majority of the resources that will be freed up through retirements and resignations in FY 14.

Even this net increase of two positions depends on a one-time change in how the College treats its non-recurring revenue streams. As Kate Moore's July 1, 2011 memo about A&S's Recurring/Non-recurring budget suggests, "The ebbs and flows of financial resources are the same for all academic units—each School/College begins with their base budget and they have one time funds that become available to them during the year through the following sources: faculty retirements, leave without pay, faculty buy-out, sabbaticals, staff/faculty salary savings, EU revenue sharing. Outside of EU Revenue Sharing A&S should be able to produce historic saving levels for each of the areas mentioned above.....As an average annual funding level is established the College can begin to view these funds as recurring. It would not be prudent, given the fluctuation in each funding stream to view 100% of these funds as recurring, a decision needs to be made regarding the right proportion to leverage—in my opinion it should be at least 50% of the five year historical average."

Summary of Hiring Plan for Tenure Track Positions from College Resources				
Department	Position	Rank	Fiscal Year	Maximum Salary
Africana Studies/English	Literature	Visiting Asst. Prof.	FY 12	50,000
African American Targeted Hire	TBD	Asst. Prof.	FY 13	65,000
American Studies	Popular Culture	Asst. Prof.	FY 13	58,000
Anthropology	Archaeology	Asst. Prof.	FY 13	75,000
Biology	Ecology	Full Prof.	FY 13	120,000
Biology	Ecology	Open Rank	FY 13	120,000
Biology	Cell/Biomedical-BA/MD	Asst. Prof.	FY 13	60,000
Chemistry	Open Subfield	Asst. Prof.	FY 13	70,000
C&J	Strategic Communication	Asst. Prof.	FY 13	62,000
C&J	Inter-Cultural	Asst. Prof.	FY 13	57,500
C&J	Culture/Health BA/MD	Asst. Prof.	FY 13	57,500
EPS	Petrologic	Asst. Prof.	FY 13	65,000
Economics	Environment & Nat. Res.	Asst. Prof.	FY 13	90,000
Economics	Health- BA/MD	Asst. Prof.	FY 13	90,000
FLL	Chinese	Asst. Prof.	FY 13	57,500
FLL	Arabic	Asst. Prof.	FY 13	57,500
FLL	Classics Rome	Asst. Prof.	FY 13	57,500
Geography	GIS	Asst. Prof.	FY 13	57,500
History	Medicine BA/MD	Asst. Prof.	FY 13	65,000
History	Science and Technology	Asst. Prof.	FY 13	65,000
Linguistics/Spanish&Port.	Spanish Linguistics	Asst. Prof.	FY 13	70,000
Museum Studies	Open Discipline	Asst. Prof.	FY 13	65,000
Philosophy	East Asia	Asst. Prof.	FY 13	55,000
Philosophy	Political- BA/MD	Asst. Prof.	FY 13	55,000
Physics	Quantum Information	Asst. Prof.	FY 13	72,500
Political Science	Htun Targeted Hire	Assoc. Prof.	FY 12	45,000
Political Science	Comparative	Asst. Prof.	FY 13	66,000
Psychology	Health- BA/MD	Asst. Prof.	FY 13	72,000
Sociology	Comparative/Lat. Am.	Asst. Prof.	FY 13	66,000
Sociology	Medical Soc.- BA/MD	Open	FY 13	90,000
Sociology	Medical Soc.- BA/MD	Asst. Prof.	FY 13	66,000
Spanish and Portuguese	Southwest Studies	Open	FY 13	80,000
Spanish and Portuguese	Portuguese/LAII	Asst. Prof.	FY 12	54,000
		Total		2,248,000

Summary of Hiring Plan for Lecturer Positions from College Resources				
Department	Position	Rank	Fiscal Year	Maximum Salary
Chemistry	Analytical	Lecturer III	FY 12	52,000
Chemistry	General- BA/MD	Lecturer III	FY 12	52,000
Chemistry	Organic- BA/MD	Lecturer III	FY 12	52,000
C&J	Multimedia	Lecturer II	FY 12	40,000
C&J	Mediation	Lecturer III	FY 12	32,000
Economics	Principles- BA/MD	Lecturer III	FY 12	60,000
Economics	Principles and EU	Lecturer III	FY 12	50,000
FLL	Chinese	Lecturer II or III	FY 12	45,000
FLL	Japanese	Lecturer II	FY 12	42,000
Physics	General- BA/MD	Lecturer III	FY 12	60,000
Speech and Hearing	Clinical Supervisor	Lecturer II or III	FY 12	58,000
		Total		546,000

During the past four years, the College has typically run in excess of \$1 million in non-recurring balances, excluding EU revenue. This hiring plan adopts Kate's advice and treats half of these funds as recurring and invests \$508,439 in the FY 13 hiring plan as recurring resources to support tenure-track positions moving forward. Of course, this strategy cannot be repeated in the future. Thus, this hiring plan gets to 33 new hires with roughly 8 positions added in a one-time reallocation of non-recurring balances and 10 added with one-time bridge funding.

Moving forward, we will, of course rely on money freed up in our Instructional and General funds by retirements and resignations. In this year's hiring plan, \$413,167 of the cost of the planned hiring will be covered by a surplus in the College's I&G accounts. Only about 6 of the planned hires would be covered by these funds.

The Extended University Model as the Financial Linchpin for Strengthening the Ranks of Tenure-Track Faculty

The *financial linchpin* for this hiring plan and the College's strategic plan for increasing the number of tenure-track faculty over the next decade is Extended University, and a revenue-sharing model that better links resources to activities. Today, the College retains \$671,894 of the funds earned by the College through Extended University last year. That entire amount will be invested in hiring new faculty for FY 13, adding about 9 positions to the hiring plan.

This is a risky strategy for a variety of reasons. Faculty are reluctant to embrace on-line education because they fear it is yet another step toward replacing tenure-track faculty at UNM with contingent faculty. If on-line education replaces tenure-track faculty positions, no faculty member should ever support it. Central administrators at UNM may be wary about embracing it because the existing funding model for on-line education bypasses central administration and provides tuition dollars directly to the units that generate those dollars. If the revenue allocated

through this procedure is not invested wisely, no central administrator should support it.

Investing EU money in tenure-track faculty addresses both sets of concerns. If faculty realize that EU is not a replacement for tenure-track faculty, but a central engine of growth in the ranks of the tenure track faculty, they are more likely to accept it as an important part of our teaching mission. If central administrators realize we are investing our EU revenue in tenure-track positions, they are less likely to challenge the financial model that makes this investment possible. We anticipate generating between \$800,000 and \$900,000 in EU revenue in the College this year, which could provide at least another \$125,000 for investment in faculty positions for FY 14. If the funds made available by retirements and resignations are insufficient to replace each departing faculty member with a new hire, this added increment of EU revenue could fund two additional tenure-track positions in the College. Once EU money is used to ensure that we at least replace each retiring member of the tenured faculty with a new tenure-track faculty member, we will also look to invest these funds in new GA and lecturer positions.

The EU funding may not be enough to ensure that we can accomplish this goal. Similar incentive models should be developed for the summer session, Rio Rancho campus, perhaps even Continuing Education where appropriate. The Evening Weekend Degree Program could also be incentivized, though my preference would be to dismantle the program, with the resources going to the participating units to be used to pay for new lecturer lines. The key thing is that we create as many opportunities as possible for departments to engage in activities that generate new resources for the university, which we then invest in new faculty.

The extended university funding model can only increase the number of tenure-track faculty over time as well as the number of GA's and lecturers if we expand our on-line course offerings and enrollment. To that end, we are hiring a new staff member in the College office who can assist departments in managing their on-line offerings. We will also ask extended university for increased funds to provide a SAC for an EU liaison in each department. For this overall funding model to work, we need to remove more than one class taught by a part time instructor for every new on-line course we add to the curriculum. Over the next ten years, in addition to increasing the size of our tenure track faculty, our goal is to provide our best part-time instructors the increased pay, job security, benefits, and professional respect afforded by lectureships while trying to move our graduate students who teach on the part time instructor budget to GAs, which come with tuition coverage and health insurance and the kind of faculty mentorship that ensures that teaching is part of their professional training. It will take a decade to reduce part-time instruction to its original mission, replacing faculty members on leave without pay, administrative duties, or on course buyouts. We will start moving in that direction this year. The bottom line is that on-line education through Extended University will only serve the interests of our students if we do it well and if it is used to replace part-time instruction, not tenure-track faculty.

One consequence of using the College's EU revenue to pay faculty salaries is that departments may need to institutionalize the measures taken during the budget crisis of funding faculty travel, operating expenses, and special projects from their portion of the EU revenue stream. I would insist that departments use part of their EU revenue stream to provide some compensation for assessment coordinators because without serious assessment, we won't be able to improve

instruction in ways that ensure that UNM will benefit from the new state funding formula rather than be punished for poor student outcomes. Over time, true part-time instruction should come from departments' share of EU revenue while the College invests its portion of EU revenue in permanent faculty positions. Ten years from now, my hope is that the only part time instruction money that would come from the College would be to compensate departments for faculty members who have course releases because they are engaged in service in the College.

We will work closely with the departments who are receiving lectureships this year to experiment with the new funding model to see if a combination of on-line instruction and lectureships can significantly reduce the use of part-time instruction. We will, for example, engage in a pilot project with the Department of Economics, a department thus far reluctant to embrace either lecturers or on-line instruction. The College is authorizing the department to search for two lecturer positions, one with bridge funding from the BA/MD program to hire a Health Economist and a second who would serve as the department's EU coordinator and teach a heavy load of on-line courses as part of his or her standard teaching responsibilities. In return, the department would agree to significantly and permanently reduce its use of College-funded part time instruction. In return for its participation in this pilot program, the College would promise to authorize the department to hire two new tenure track faculty members this year, and one each in FY 14 and FY 15.

In this plan, the College is committing to spending \$546,000 on lecturer lines, beginning in many cases in FY 12. Our hope is that we can reduce expenditures on part-time instruction sufficiently through the replacement of pti-taught sections with EU sections and sections taught by lecturers to recoup a significant portion of this investment in lecturers. The bridge funding from the BA/MD program gives us the flexibility to assess how close we can come to the break-even point.

Developing a Strategic Academic Plan for the College

Maximizing the use of EU revenue, when combined with an annual appropriation for hiring new faculty by the Regents, provides a business model for increasing the size of the tenure-track faculty over the next decade. It does not provide an academic strategic plan for how the College should allocate those faculty resources. That planning process for FY 14 hiring will begin at the Arts and Sciences chairs and directors retreat on August 17 and feed into the broader university-wide academic strategic planning process initiated by your office.

In recent years, the College and Provost's office have often emphasized student credit hour maximization as a central criteria for determining which departments and which criteria to emphasize in the hiring plan. Ensuring that our students have access to the courses they need continues to be a very important consideration. This hiring plan, however, will emphasize how each proposed hire fits with departments' strategic plans for enhancing national research excellence, the needs of their graduate programs and curricular needs of their majors.

This plan also recognizes that every department in the College needs more faculty members. Each department has identified its priorities through strategic planning processes and in most cases this hiring plan tries to meet the principal needs expressed by departments. Therefore, this

plan provides at least a lecturer to each department with tenure-track faculty. Beyond that, it authorizes searches that cluster around two themes.

Investing BA/MD Resources to Strengthen Health-Related Research and Teaching

The BA/MD program is designed to help address the physician shortage in New Mexico by assembling a class of diverse students from throughout the state who are committed to serving New Mexico communities. Students first earn a B.A. in A&S in a curriculum specifically designed to prepare them for medical school. Upon successfully completing the undergraduate academic and eligibility requirements of the program, students then enter the School of Medicine to complete their M.D. degree.

Today, that program has in excess of \$1,000,000 in balances that we plan to use for bridge funding to hire eight new tenure-track faculty members and three new Lecturers, while supporting two lecturers already working at UNM. From the beginning, the BA/MD program was designed to provide innovative curriculum not only for students in the program, but also for the entire university student community. The proposed tenure-track hires in Communication and Journalism, Philosophy, Economics, and Medical Sociology, and the lecturer hire in Economics will seed each department with two faculty members connected to the BA/MD program. Each year, one would teach a core HMHV course for the students in the BA/MD program, while the other would teach a version of the course for the broader student population. The tenure-track hire in Biology, combined with support for lecturers in Chemistry and Physics would concentrate on delivering versions of core pre-medical science courses that would meet the needs of BA/MD students.

For most of these positions, the BA/MD program would provide full funding in FY 13 and then 0.25 funding for its core faculty moving forward, while the College would pick up 0.75 of the cost of funding these positions in FY 14 and beyond. In addition to providing bridge funding for instructors in these critical areas, the program will also provide bridge funding for new tenure-track faculty in the History of Medicine and Health Psychology, which the College will pay for in their entirety in its FY 14 budget and beyond.

This will not be the last step in making health-related research and teaching a central area of distinction in the College. I plan to take the package of health-related hires we will make in FY 13 and present them to the national Robert Wood Johnson Foundation as evidence of the College's long-term commitment to research and teaching in this area. I then plan to encourage the national foundation to make a major new contribution to the endowed fund for faculty hiring at UNM by offering a university match of that contribution in a way that would allow the departments of Economics, Political Science and Sociology to search for additional senior scholars in health policy in FY 14. These new faculty resources would make it possible to move forward on the Masters in Public Policy program proposed a year ago. Because the BA/MD related hires will limit the hiring the College can do with its own resources in FY 14, I will package these three searches as a strategic initiative for the Provost to consider in the FY 14 allocation of Regents' funding for new faculty hiring.

This investment of the surplus from the BA/MD program, therefore, would fund eight tenure-

track hires and support four lecturer lines. Bridge funding from the program would give us time to work with departments engaged in pilot projects to begin the transformation of our instructional staff away from part-time instruction and toward EU and lecturers. Most importantly it would establish health-related research as a central area of excellence in the College and transform the way we train all of our pre-medical students in the College, not just the students in the BA/MD program.

Strengthening Latin American Studies and Broadening Our Internationally Oriented Curriculum

The study of Latin America has been and will continue to be a central area of excellence in research and graduate education at UNM. A group of positions in this hiring plan would reinforce this area of excellence. The College has already taken responsibility for the salary of Jeremy Lehn in the department of Spanish & Portuguese as part of its commitment to UNM's grant application to become a Portuguese language flagship university. The College will also fund an additional tenure-track position in Spanish & Portuguese and a joint appointment in Spanish linguistics shared between Spanish & Portuguese and Linguistics. Political Science will be authorized to initiate a "sole source" alternative hiring procedure for Dr. Mala Htun, one of the nation's top scholars on gender and politics in Latin America and the world. Sociology will be authorized to search for a scholar of the comparative sociology of Latin America. In a position not included on the summary tables above, Anthropology will be searching once again for an Ethnologist studying Latin America with money made available by the Provost in FY 12.

These Latin America-related searches also serve to broaden the opportunities our undergraduates have to learn about the world. To reinforce this dimension of the hiring plan, Political Science will also be authorized to search for a junior scholar in comparative politics, whose research will probably focus on some area of the world other than Latin America. Philosophy will be authorized to search for a scholar of East Asian Philosophy. The search for a scholar of intercultural communication in Communication and Journalism could also reinforce this international initiative. The core of the broader international initiative in the College, however, will focus on building strength in critical Asian languages in the Department of Foreign Languages and Literature. Natasha Kolchevskaya, recently chair of FLL and now the Associate Provost for International Initiatives, has proposed a model in which FLL would have one faculty member in a tenure-track position and another in a lecturer appointment in the fields of Japanese, Chinese, and Arabic. This hiring plan seeks to implement this plan as swiftly as possible by shifting an existing part-time instructor into a lecturer position in Japanese and allowing the department to search for tenure-track scholars in Chinese and Arabic and a lecturer in Chinese. If the faculty member presently serving as a lecturer in Arabic were to be selected for the tenure-track position, FLL would be authorized to search for a lecturer in Arabic in FY 14. Because these hires in Asian languages by-pass the department's most critical need, we will also authorize the department to search for a scholar of Classics, with a research emphasis on Ancient Rome. This set of faculty hires would help provide research and curricular support for your efforts to internationalize UNM by bringing more international students to our campus and sending more of our students on study abroad experiences.

African American Faculty Hiring Initiative

Finally, the College is developing a comprehensive response to the African American Climate Report commissioned by President Schmidly and delivered in May 2011. This report strongly emphasized the need to evaluate whether existing faculty in Africana Studies might be eligible for tenure-track positions at UNM. There are six faculty members who hold permanent or visiting lecturer positions in Africana Studies. I have worked closely with Alfred Mathewson, the Interim Director of Africana Studies, and Gail Houston, the Chair of the English department in developing a potential path to a tenure-track position for one of those faculty members, Dr. Belinda Wallace. The College would offer her a three-year appointment as a Visiting Assistant Professor, with a 2-2 teaching load and a joint appointment in English and Africana Studies. The English Department and the Africana Studies Program will provide a joint mentorship arrangement under which the English department would assign a mentor to work closely with her and provide annual evaluations of her progress, with an eye toward assessing whether she should be transitioned to a tenure-track position. The Director of the Africana Studies Program will also provide mentorship and will coordinate with the English department. If the English department recommends, and the Director of the Africana Studies Program agrees, that a tenure-track appointment is warranted, the College will create a position for Dr. Wallace, with a tenure home in English and a joint appointment with Africana Studies. This appointment will have no impact on the department's authorization to hire for other positions at this time or in the future. Most of the other lecturers in the program have research interests and terminal degrees for which other colleges at UNM would provide better homes. The College intends to enter into conversations with other colleges as to whether this template might work for the other faculty members working in Africana Studies.

The African American Climate report also noted the extreme under-representation of tenure-track or tenured African American faculty at UNM. The situation is especially problematic in the College of Arts and Sciences, which has only five tenured or tenure-track African Americans in the entire College. To begin to rectify this shortage of African American faculty in the College, I plan to set aside one of the tenure-track slots in the College hiring plan for a College-wide process to hire one African American faculty member through an alternative faculty appointment procedure for under-representation and/or established placement goals. I will offer each department the opportunity to nominate the top African American candidate in the pool for their authorized searches and set up a College-wide committee to identify and recommend the top African American candidate in the College among the nominees. I would assemble a College-wide committee to recommend the top candidate among the nominees and offer the relevant department an opportunity to hire two candidates for their advertised position. The additional hiring opportunity will have no impact on the department's authorization to hire for other positions at this time or in the future. If African American candidates are identified as the top candidates for departments' searches, I would instruct the committee to give those candidates special attention and if a department's top candidate were selected as the top candidate in the College, I would offer the relevant department an opportunity to hire that candidate and a second non-African American candidate (or a second African American candidate if they are 1-2 in the department's rankings). If the selected candidate could serve the instructional needs of the

Africana Studies program, I would ask for bridge funds from Africana Studies' faculty initiative. If we hire a mathematician, chemist, or some other faculty member in a field not directly related to Africana Studies, I would ask the Office of Equity and Inclusion for bridge funds.

The College of Arts and Sciences has a special responsibility for addressing the dearth of African American faculty at UNM because faculty from this group are severely underrepresented in the College and because Africana Studies is housed in Arts and Sciences. As a university, however, we should not waste this opportunity to expand the number of faculty members from all underrepresented groups. I, therefore, recommend that the Provost set aside a substantial portion of the money the Regents have made available in FY 12 for faculty that will be hired this year but begin their service at UNM in FY 13, for bridge funding to make possible additional hires of faculty from underrepresented groups in a university-wide process.

Conclusion

This is an ambitious plan, but one whose promises for FY 13 can all be fulfilled with resources available today or which have been promised for the year to come. Whether the FY 13 hiring plan becomes a first step in a ten-year effort to grow the tenure-track faculty by 200 positions and transform the way we allocate teaching positions in the College depends on several important considerations. First, the Regents must agree to approve approximately \$2,000,000 per year for new faculty hiring for the next decade. Second, the College must use its own resources to replace every retiring or resigning faculty member with a new tenure-track hire. Third, the administration must fulfill its promise to deliver the second and third installments of the \$1.5 commitment to address the unfunded mandate in core general education courses. Fourth, faculty and departments must embrace the opportunities provided by extended university to generate new resources for tenure-track hiring. Finally, the administration must then allow us to take full advantage of the existing incentive model for EU and expand that incentive structure to cover other opportunities like the summer schedule. If we can do these things, we can transform the University of New Mexico.

Appendix

Nearly all of the positions included in this hiring plan were a part of the formal departmental requests or became clear in my individual conversations with chairs over the past few weeks. Some positions included in the plan that spoke to the international and health initiatives were lower priorities for departments than other positions identified in their plans. Because we began our reconstruction of the College hiring plan in mid-July when many faculty members were away from campus, many of the details of this plan have not been fully considered by department faculty. Other elements may need to be revised after further consultation with other units at UNM. We have yet to fully brief Chancellor Roth on the BA/MD initiative or the Office of Equal Opportunity about the African American hiring initiative.

Allow me to briefly discuss each department in alphabetical order:

American Studies: American Studies has developed one of the top programs in the country according to NRC rankings and has been tremendously innovative in pursuing joint hires with a variety of other programs in the College. It has earned the right to a stand-alone search process for its top priority. The department has identified American Popular Culture as its primary need and will be authorized to search for a junior faculty member in that field.

Anthropology: Michael Graves has a written commitment from Dean Claiborne that his department be authorized to search for an Assistant Professor in Archaeology, and for two other positions in the near future. This is a department that has suffered a significant decline in tenure-track faculty in the not too distant past and yet has been able to develop a sound strategy for rebuilding and maintaining a tradition of national excellence, as recently noted in NRC rankings. Anthropology will also be authorized to search once again for an Assistant Professor of Latin American Ethnology to repeat an unsuccessful search funded by the Provost's Office in FY 12.

Biology: Biology received a commitment from Dean Claiborne that it be authorized to search for two scholars of Ecology, one senior position and one at open rank. These searches will replace Distinguished Professor James Brown and Professor Astrid Kodric Brown who helped make the Ecology field an area of national excellence for the Biology Department. Biology will also fill an Assistant Professor position in collaboration with the BA/MD program, which has been searching for opportunities to fill tenure track faculty positions with faculty from the natural and physical sciences.

Chemistry: Dave Bear has a written commitment from Dean Claiborne to search for a Lecturer III position and a tenure-track Assistant Professor. Indeed, Professor Bear has a written commitment from Dean Claiborne to replace the next six faculty members who retire, three of them at the Associate level. This is an entirely appropriate plan that should rebuild a department that has suffered a 50% decline in tenure-track faculty in the past decade. The BA/MD program will also provide funding to support two of Chemistry's existing lecturers to offer courses to BA/MD students and help reform the undergraduate curriculum in Chemistry.

Communication and Journalism: This is a department that has suffered tremendous losses to

retirements and resignations in the past couple of years and has just lost another faculty member, Miguel Gandert, to an administrative assignment (he will be the new director of the IFDM program). This plan authorizes C&J to conduct three searches in the year to come, which would replace half of the faculty members they have lost to resignations and retirements in the past two years. A position in Intercultural Communication reinforces the traditional strength of C&J's graduate program and could fit nicely with a series of hires that would support the College's international initiative. A search for a scholar of media, culture and health would be a part of a group of hires on health related research and teaching and would receive bridge funding and on-going funding from the BA/MD program. Finally, C&J would be authorized to search in the field of Strategic Communication/Advertising, a position that is essential for their accreditation process. The College will also take responsibility for funding two lecturers in FY 13 that are covered presently by the department's EU revenues.

Earth and Planetary Sciences: Dean Claiborne promised Adrian Brearley a search for an Assistant Professor in return for his willingness to serve as Chair. I reaffirmed that commitment and added a commitment for another position to begin in FY 14. The position in FY 13 will be in the field of petrologic, geochemical and environmental processes.

Economics: As noted above, the Department of Economics will serve as a pilot project for developing the new model for paying for and providing instruction in the College. It will be authorized to hire two lecturers in the year to come. The first would serve as the extended university coordinator for the department and a majority of his or her regular teaching load would be composed of EU courses. The second would be the spouse of a Physician being recruited by the Department of Pediatrics in the Medical School, with expertise in health economics. This new faculty member could teach in the BA/MD program. Thus, the department would use these new hires to expand its EU offerings and significantly and permanently reduce its use of part-time instruction funds allocated by the College. Specifically, the Department would only be allocated PTI funds from the College to cover administrative appointments held by Economics faculty members serving the College (and outside of the Department). To demonstrate that departments that embrace this new model will be rewarded with tenure track hires, the College will commit to four tenure track hires over the next three years. For FY 13, the department will search in environmental and natural resource economics, which has traditionally been a central area of excellence in research and graduate education in Economics, and for a BA/MD-supported search in Health Economics. In FY 14, it will be included in the initiative to hire scholars in health policy within the three social science departments targeted by the Robert Wood Johnson Foundation grant. In FY 15, it will be authorized to hire a tenure track faculty member in international sustainable development.

English: The College is asking the Provost to fund eight tenure-track positions in English over the next three years and will invest roughly \$250,000 in new lecturer lines from the Provost's allocation for addressing the structural deficit in part-time instruction.

Foreign Languages and Literature: As noted above, FLL will be authorized to conduct tenure-track searches in Chinese, Arabic and Classics and a search for a lecturer in Chinese. A part-time instructor in Japanese will be shifted to a lecturer line.

Geography: Scott Freundsuh has a written commitment from Dean Claiborne authorizing him to search for a GIS scientist. Geography has been able to rebuild almost from scratch and has done an outstanding job of hiring new faculty that work well together and have been very active in building bridges across departments. Authorizing them to search will add to this growing strength.

History: History proposed a search that placed the history of science and technology position once filled by Tim Moy and the History of Medicine position filled by Jake Spidle in one ad. This hiring plan authorizes two separate searches, one in the history of science and technology and another in the history of medicine. We live in the state that is the birthplace of the atomic bomb and which continues to be the home of two of the nation's three major nuclear weapons laboratories. Tim Moy's tragic death was a tremendous blow to the university. We need someone like him who can help us all to understand this historical legacy. Authorizing a separate search in the history of medicine will contribute to the health initiative and can receive one year of bridge funding from the BA/MD program.

Linguistics: Linguistics and Spanish and Portuguese have requested a joint hire in Spanish Linguistics at open rank to replace Catherine Travis. This hire is crucial to both programs and would serve the international initiative.

Mathematics and Statistics: The College is asking the Provost to fund eight positions to rebuild the Department of Mathematics and Statistics and will provide roughly \$250,000 for hiring new lecturers.

Museum Studies: Dean Norwood promised Jim Dixon five years ago that the College would hire an Assistant Professor in Museum Studies in an interdisciplinary search, who would support the proposed degree program in Museum Studies that is now in its final approval stages. Dean Claiborne postponed approval of a search until the program this person is supposed to serve was formally approved. We will authorize a search with an automatic trigger mechanism. The moment the state HED approves the new degree program, the search can commence.

Philosophy: We will authorize Philosophy to search for two tenure-track positions, one in political and social philosophy and a second in Asian philosophy. The Asian philosophy position would reinforce the international initiative and could also be a resource for the Religious Studies program. One of these faculty members will agree to teach in the BA/MD program and be covered by BA/MD bridge funding in FY 13, but it is not quite clear which position would be the most likely to generate a faculty member who could teach that course.

Physics: The Physics department has identified quantum information and optics as two fields in which the department has developed, and will continue to develop, national excellence. Because Professor Poul Jessen of the University of Arizona recently declined the offer of a senior position in the field of quantum information, it is imperative that the department be authorized to search for an assistant professor in this field in the year to come, probably for a theorist in the field. As noted above, we have also asked the Provost to fund two positions in Optics if Professor Jean-Claude Diels' request to transfer to ECE is approved.

Political Science: The department of political science has a long tradition of excellence in the study of Latin American politics, which has been at risk in recent years because of faculty departures during the budget crises at UNM. Faculty strength in that area has been compromised in the past month by the selection of one contributor to that subfield as Interim Dean of the College and the selection of another central participant in that field as the new chair of the department. Associate Professor Mala Htun, one of the nation's top experts on gender and politics in Latin America, now serves as a Visiting Associate Professor in the department and can step in immediately as a tenured faculty member to fill the void left by recent administrative appointments. Professor Htun has expressed a willingness to begin with a half-time appointment to allow Political Science to also conduct a national search for an Assistant Professor in Comparative Politics, which would add 1.5 positions to the international initiative. These two hires will restore faculty strength in a subfield that has been the principal area of national excellence for the department. Since Sociology and Economics are both authorized to search for scholars in health-related fields in FY 13, because both serve core courses in the HMMV curriculum, if there is any need to stagger future health policy related searches with some occurring later than FY 14, Political Science will get priority consideration for hiring in this area in FY 14.

Psychology: Although Psychology does not teach one of the core courses in the BA/MD curriculum, BA/MD money will be used to provide bridge funding for Psychology's top priority, which is to hire a scholar of health psychology. This position will help strengthen health research as an area of excellence throughout the College.

Sociology: We will authorize Sociology to search for a scholar of Comparative Sociology/Latin America, which is Sociology's top priority. This fits with the international initiative and could enhance collaboration between Political Science and Sociology in this field of study. Medical Sociology, the department's third preference, would fit with the health initiative and would be eligible for funding by the BA/MD program. Our intent is to authorize Sociology to fill two positions from its search in Medical Sociology, one senior and one junior.

Spanish and Portuguese: The College will assume responsibility this year for funding a tenure-track faculty position in Portuguese. We will also fund an open-rank search for a scholar of southwest studies to replace Diana Rebolledo, who retired this year. Spanish and Portuguese will also participate in the joint search for an expert in Spanish Linguistics. Spanish and Portuguese is one of the departments with the highest usage of part-time instruction and recognizes its needs for moving toward a new model for providing undergraduate instruction at UNM. The department asked for two lecturer lines in its hiring plan. For the new College plan to succeed, Spanish and Portuguese needs to become a central participant in comprehensive reform, but we can't tackle all departments at the same time. I will ask the Provost's office to fund two Visiting Lecturer positions for Spanish and Portuguese, from resources other than the money for new faculty hiring, so that the department can begin planning for the future.

Speech and Hearing: We did not receive a hiring plan from Speech and Hearing because their greatest need has been in hiring clinical supervisors to work with their graduate students. Until recently, all of these supervisors were classified as staff positions. They have now been reclassified as Lecturer positions and we authorize the department to search for another Lecturer

to begin in FY 13 so that the department can expand its graduate program.