The University of New Mexico Faculty Senate

Meeting Agenda
March 26, 2013
3:00 P.M.
Scholes Hall Roberts Room

	AGENDA TOPICS	**TYPE OF ITEMS/ PRESENTER(S)**
3:00	1. Approval of Agenda	**Action**
	2. Acceptance of the February 26, 2013 Summarized Minutes	**Action**
3:05	3. Posthumous Degree Request for Kenneth Lindemann	**Information** Daniel Barkley
3:15	4. Faculty Senate President's Report	**Information** Amy Neel
3:25	5. University President's Report	**Information** Robert Frank
3:40	6. Provost's Report	**Information** Chaouki Abdallah
3:55	7. Student Success	**Information** George Kuh

CONSENT AGENDA TOPICS

4:05	8. 2012-2013 Faculty Senate Committee Appointments	**Action** Richard Holder
	9. Forms C from the Curricula Committee	**Action** Richard Holder

Integrative Studies Minor
NEW Bachelor of Integrative Studies
BS Construction Engineering
BA in Theatre
BS Construction Management
BS Civil Engineering
Master of Music: Concentration in Conducting
Chemical Engineering Minor
Latin American Studies Minor
M.A. Latin American Studies
BA Latin American Studies
Master of Music, Concentration in String Pedagogy
PhD Computer Science
Master of Music, Concentration in Music Education
BA Journalism & Mass Communication
Master of Music, Concentration in Woodwinds
A&S College Admissions Requirements
MA & PhD Concentration in Computational Linguistics
MA Comparative Literature and Cultural Studies-Classics Concentration
Master of Architecture
Town Design Certificate
Athletic Coaching Minor
Bachelor of Arts, Art History

	10. Candidates for Degree, Spring 2013	**Action** Richard Holder

AGENDA TOPICS

4:10	11. Instructional Assessment Committee	**Information** Steve Burd

4:20	12. Diversity Council Strategic Action Plan	**Information** Nancy Lopez
4:30	13. Certificates for Branch Campuses	**Information** Kathleen Keating
4:35	14. Procedures for adding and deleting Core Courses	**Action** Kathleen Keating
4:40	15. MOOC and E-Textbook Resolution	**Discussion** Amy Neel
4:50	16. New Business and Open Discussion	**Discussion**
5:00	17. Adjournment	

NOTES:

1. All faculty are invited to attend Faculty Senate meetings.
2. Full agenda packets are available at http://www.unm.edu/~facsen/
3. All information pertaining to the Faculty Senate can be found at http://www.unm.edu/~facsen/
4. Questions should be directed to the Office of the Secretary, Scholes 103, 277-4664
5. Information found in agenda packets is in draft form only and may not be used for quotes or dissemination of information until approved by the Faculty Senate.

FACULTY SENATE SUMMARIZED MINUTES

2012-2013 FACULTY SENATE
February 26, 2013
(Draft – Awaiting Approval at the March 26, 2013 Faculty Senate meeting)

The Faculty Senate meeting for February 26th was called to order at 3:00 p.m. in the Roberts Room of Scholes Hall. Senate President Amy Neel presided.

Change of agenda on C170 Endowed Chair Policy to table and have more discussions. All were in favor none opposed or abstained.

1. ATTENDANCE

Guests Present: Kathleen Keating-University Library, Marisa Silva-GPSA, Julie Sykes-Teaching Enhancement Committee, Ursula Shepherd-Honors Program, Kate Krause-Honors Program, Sarita Cargas-Honors Program, Mary Kaven-Psychiatry, Kathy Guimond-UNM Police

2. APPROVAL OF THE AGENDA

The agenda was approved as written.

3. APPROVAL OF SUMMARIZED MINUTES FOR January 22, 2013 MEETING

The minutes were approved as written.

4. Faculty Senate President's Report

1. The Foundation of Excellence Project has nine committees that have been working on how to improve retention, graduation rates and student learning in the freshmen population. Faculty Senate President Amy Neel attended the Foundation of Excellence meeting to learn how other schools have completed their reports and are implementing their plans. She is now writing the Faculty Dimension Report talking about the cultural and faculty expectations for interacting with freshmen.
2. Faculty Senate President Amy Neel is participating in President Frank's UNM 2020 process for the university. There are 200 participants in the strategic planning process and a number of faculty senators participated in one of the planning sessions. The planning sessions are to discuss making the university a good place to work, provide excellent student education, research, etc.
3. There is not an update on the Responsibility Centered Management Committee. Faculty Senate President Amy Neel would like for the faculty to have a voice. She would like to understand how the overhead will be distributed to revenue generating units, she will be asking for assistance from faculty senators for input.
4. The Strategic Budget Leadership Team (SBLT) has started to hear presentations on additional funds for the university from the University Library, Student Fee Review Board, and the Information Technology department. The SBLT is intended to be a funnel for all of the budget information to come to a body consisting of administrators, faculty, staff and students. These bodies will meet, discuss and forward recommendations to the Board of Regents in the spring.
5. It is the faculty's job this year to evaluate the restructuring process of the Faculty Senate. The Faculty Senate will be asked to give input at next month's meeting regarding how the new council structure is working and what could improve.
6. The Graduate and Professional Student Association (GPSA) President, Marissa Silva presented on the 1310 Student Fee Review Board Policy and the process. Last year there were a series of revisions to the policy for example, one change is the composition of the voting requirements to issue recommendations. In previous years the members of the board were comprised of four undergraduate and three graduate members. The composition of the board is now five undergraduate and two graduate or professional student members, it is a super majority. For example, six out of seven of the members are necessary to enact deliberation regarding any particular applicant. This year, there were twenty-seven applying organizations. The other principle revision to the policy that has been approved by the Faculty Senate Tuition and Fees Team and President Frank has been the removal of the line. The line divided those recurring and non-recurring applicants. Among applicants some departments that request funds are as follows: Student Health Center, Information Technologies, University Library and Athletics. Recommendations will be issued this Friday, March 1, 2013. GPSA President Marissa Silva spoke to President Frank regarding sustainability. If

needed contact sfrb@unm.edu. Tim Ross attended SFRB hearings as a Faculty Advisory and was impressed.

5. Provost's Report

1. At the January 22nd Faculty Senate meeting the Provost talked about a plan for faculty compensation. He reiterated that he did not promise the faculty a 6% raise. Until Santa Fe and the Regents decide, he has proposed the compensation but nothing has been approved. As of today, 1.5% of the Education Retirement Board (ERB) is fully funded. The legislation only wants to fund going forward on what is considered general funds since there is 62% of costs of salaries that are on the general fund. If the university is approved for 1%, the state will fund .62% and the university will have to come up with the remaining balance. The state gave $20 million of endowment but took away building renewal to pay for K-12 costs that were requirements. Out of the $20 million main campus will receive 18% and the Health Sciences Center will receive 14%.

   There are various budget committees that are looking at the components and presenting to the Strategic Budget Leadership Team (SBLT) who will make the recommendations to President Frank. The Student Fee Review Board reviews the student fees and makes the recommendations. Approximately 1% across the board is $2 million that will be used towards half-staff and half faculty for main campus. The Health Science Center has received the same amount. 1% from the State is about $2 million but tuition will need to be raised 2% in order to give 1% to staff and faculty.
2. The Responsibility Center Management process has slowed down because of the legislature session. At the next meeting different scenarios will be reviewed and in a couple of meetings one or two scenarios will be chosen to send to the campus for input.
3. University Searches
   a. The Vice President for Research search committee is reviewing five semi-finalists.
   b. The Dean of Law School search committee is reviewing five semi-finalists
   c. The University Honors College search committee is reviewing semi-finalists
   d. The Director for Gallup Branch search committee is in the process of reviewing applicants.
   e. The Director for Center of Effective Learning search committee will have the three finalists visiting faculty on campus.
4. There was an audit three years ago and it was asked for a public Special Administrative Component (SAC) Policy which at that time the University did not have one in place but did have a Special Teaching Compensation Policy. This was a Board of Regent's audit committee that requested the SAC Policy. Provost Abdallah stated that the SAC Policy is not a policy that belongs in the Faculty Handbook since it is an administration policy. The STC is in the Faculty Handbook. The SAC Policy will be sent to the Audit Committee for review, and then the Policy Committee will review.
5. The consultant for University Honors College has been hired, though he is not actually being paid. He is an ex-Provost from the University of Florida, and the research he is doing at UNM is to asked questions of the faculty regarding honors as it applies to Academic Affairs and student success. He will write a report to Provost Abdallah on the information he has found regarding honors. During his time on campus he validated what UNM has in place regarding honors and also presented complaints of the honors program as it exists today.
6. Provost Abdallah is looking into an organization called Open STAX, through Rice University that offers free high quality books that are available free of charge to students. Provost Abdallah has sent information and the website for OPEN STAX to Dean Mark Peceny to pilot what the website offers. This will cut costs of textbooks for students. This program would fit in with the MOOCs and EBook ideas that are currently being looked into.
7. The book for the Lobo reading experience, "The Working Poor: Invisible in America", needs to be publicized. Faculty are being urged to use this book in a variety of courses on the main campus and at Health Sciences Campus. If anyone is interested in assisting this endeavor please contact Faculty Senate President Amy Neel. The university plans to give a free copy to every incoming freshman, and also through New Student Orientation. There will be a movie related to this subject to forge community relations.
8. Provost Abdallah and Vice Chancellor Paul Roth are putting together the Gulf of Lomas Committee (GOL). There are now four to five representatives on this committee from both the main and north campus who are working to lower some of the barriers between the two campuses. The first meeting has yet to be held, but it will occur soon.

CONSENT AGENDA

6. Form C from the Curricula Committee

The Form C from the Curricula Committee was approved and passed unanimously.

AGENDA TOPICS

7. C170 Endowed Chair Policy

The Law School has some concerns on whether Policy C170 Endowed Chair Policy will apply to their rotating chair system. The rotating chair system is when department chairs are chosen internally without a national search. They are concerned that the language in the Endowed Chair Policy will affect them. The Law School will be speaking with the Policy Committee for clarifiaction.

Faculty members within the History Department are concerned about the number of donors who can be represented on the committee that chooses the faculty member for the Endowed Chair. The policy states that "the majority of the committee must be full time UNM Faculty." There are faculty that believe there should only be one donor allowed on a search committee. The Policy Committee has discussed Policy C170 extensively as did the Academic, Freedom and Tenure Committee, but faculty feel that it should be looked into more before voting. Policy Committee Chair Jackie Hood is willing to take another look at the policy and invite the interested parties to discuss at the next Policy Committee meeting. If there are any concerns about the composition of the search committee, please contact Faculty Senate President Amy Neel or, Policy Committee Chair Jackie Hood. Once concerns are straightened out Policy C170 will be brought back to the Faculty Senate for a vote.

8. C250 Academic Leave for Lectures Policy

Faculty Senate President Elect Richard Holder referred to the handout for Academic Leave for Lectures Policy and asked for questions. The Health Science Center has reviewed this policy. There was no discussion and Faculty Senate President Elect Richard Holder asked for a motion. The motion was made and seconded. The motion was passed and the policy approved.

9. University Honors College Curricula

Dean Kate Krause and Academic Council and Curriculum Committee Chair Kathleen Keating presented on the University Honors College Curricula. A year ago the Honors College proposal was presented and approved by the Faculty Senate. For the past year the faculty and Honors have been developing curriculum to meet the parameters set forth by the Faculty Senate. There are six core courses to be offered out of the Honors College, a minor, a major and a fifteen credit hour transcript designation. The six core courses are not replacing existing courses, but are honors courses. The core courses will be inter-disciplinary. These classes will be smaller in size and allow more direct contact with the faculty and will not add more time to the student attaining their degree.

The Form C from the Curricula Committee for the Honors College was passed unanimously with one abstention.

10. Abolishment of Faculty Senate Intellectual Property Committee

Research and Creative Works Council and Research Policy Committee Chair Walter Gerstle presented the following resolution to the Faculty Senate regarding the dissolution of the Faculty Senate Intellectual Property Committee and the removal of Policy E70 Intellectual Property from the Faculty Handbook. Faculty Senator Jeffrey Norenberg (Pharamcy) stated his concerns about removing the Intellectual Property Committee because the Science Technology Center (STC) and the current IP paradigm owning 40% of the IP. The University owns 20% and the inventor's share is 40%. The STC has invested interest in maximizing their return on their investment. His experience has been when there are Intellectual Property disputes they are very careful to try and find the fairness, but also hesitant to invest any resources that become time consuming which translates to costs. If there are serious Intellectual Property disputes his concern is that STC seeks expediency to limit their liabilities and they don't necessarily protect the interest of the faculty member, but protect the interest of STC first, then the University. Faculty Senate President Amy Neel stated that it is hard to operate a committee that doesn't do anything for years at a time. The Research Policy Committee does operate effectively and meets often and has continuous membership.

The dissolution of the Intellectual Property Committee and removal of Policy E70 is tabled until the March 26, 2013 Faculty Senate meeting. Walter Gerstle and Jeffrey Norenberg will work with each other to change the charge of the Research Policy Committee.

Resolution to the Faculty Senate
Developed by the Research Policy Committee
Walter Gerstle, Chair
February 6, 2013

WHEREAS the Faculty Senate Intellectual Property Committee has been inactive for many years; and
WHEREAS there have been very few intellectual policy disputes at UNM in recent years; and
WHEREAS the Research Policy Committee has an Intellectual Property Subcommittee; be it
RESOLVED that the Faculty Senate Intellectual Property Committee be dissolved immediately; and further be it
RESOLVED that intellectual property issues and policy will be addressed within the Research Policy Committee on an ad hoc basis as the need arises

11. Community Engaged Scholarship Taskforce

Faculty Senate President Amy Neel presented on the Community Engaged Scholarship taskforce stating that it will be an ad hoc committee of the Faculty Senate. This proposal comes out of the symposium that was held last fall for President Frank's Inauguration. There were speakers from both the main campus and Health Science Center and there was a good exchange of ideas that occurred. Concerns were expressed about Community Engaged Scholarship, and Community Based Participatory Research has difficulties in their department having them count toward tenure because of the documents coming out of community collaborations. These are not peer reviewed publications that department are used to reviewing. It has been proposed that a Community Engaged Scholarship Taskforce be created so that the university can facilitate; service learning projects, community based participatory research, people in public health and nursing. This is the charge of the committee and it will be a time limited committee made up of faculty members from each college or school on the main campus and the Health Sciences campus. The Operations Committee of the Faculty Senate will appoint the original members, who may in turn wish to invite additional members. There will be a Chair and a Vice Chair. The task force will write its recommendation in report form before December 1, 2013. The task force will be dissolved at that point. The task force is looking for recommendations on how they can facilitate a community engaged scholarship to promote contact with our communities, develop ways for departments, colleges and schools to recognize community engaged scholarship promotion, tenure and merit pay decisions. It is suggested that community refer to not just New Mexico, but to communities abroad. The committee cannot force departments to do anything, but rather, to entice them to action. This will be research and teaching, as opposed to community service. It is suggested that the committee use the University Press for faculty to publish their research so that it will be more applicable toward tenure.

The Faculty Senate unanimously approved the Community Engaged Scholarship Task force with two abstentions.

12. Teaching Enhancement Committee Report

Teaching Enhancement Committee Chair, Julie Sykes presented on the project the committee has worked on this year. They have worked on the Teaching Allocation Grants (TAG), there was $34,000 available from the Provost Office. There were twenty-one TAG submissions and they partially or fully funded twelve of the submissions. There was a great response and there are a number of awards and nominees. The deadline is March 11th. There were questions about the process so there is now a representative from every college for equal representation. The ceremony will be held mid-April, the Provost Office is planning on clearing time so the campus can be available to celebrate teaching. Some Strategic Initiatives that TEC has been working on is the sub-committee out of the Provost Office regarding promoting teaching excellence. They are also working with a Instructional Assessment group to review the use of IDEA, and how the data is used. The Director for the new Center for Effective Teaching, there will be three candidates on campus. The intentions of the new center are an expansion of the Office for Effective Teaching.

13. Government Relations Committee Report

Mary Kaven presented on the two House Joint Resolutions HJR8 and HJR9 that are for the revision of the Regents selection process for universities in New Mexico. These Joint Resolutions are proposed constitutional amendments so if passed through the legislature they would go for a general election for the people to decide. These joint resolutions were introduced by a freshmen representative, Jeff Steinborn from Las Cruces because so many people are upset on how much pay the ex-President of New Mexico State University received. House Joint Resolution 8 provides for Regent Vetting Committee much like the Judicial Nominating Committee. The Operations Committee supports this resolution. House Joint Resolution 9 proposes that there be a faculty regent on the Board of Regents for both the University of New Mexico and New Mexico State University. It also proposes that three of the other Regents

be elected in congressional districts. A lot of faculty supports this resolution but there are people that find problems. Faculty Senate President Amy Neel is reluctant to support this resolution since UNM has a smaller Board of Regents seating three of them for elections will be potentially dangerous since the goal is to take the politics out of the Board of Regents.

The Education Retirement Board is on the house floor without any amendments. Governor Martinez wants 100% solvency and would like everyone to receive equal benefits to make sure no one is left out. The Government Relations Committee has been in contact with the sponsor of the bill Mimi Stewart, it has been a goal to get a faculty senator to every single hearing for the Senate and House Bill for ERB.

14. UNM Police

UNM Chief of Police, Kathy Guimond reported on the three incidents that occurred recently on campus. A woman was a victim of criminal sexual contact about a month ago. A couple of days after, a student leaving Castetter Hall after night class was also a victim of criminal sexual contact. Last week, a female professor was a victim of battery by a non-UNM affiliated drunk who was arrested. The incidents that have occurred recently have been more than all the incidents that have occurred in her seventeen years at UNM. Chief Guimond proposed an idea to Faculty to spend the first fifteen minutes of each class at the beginning of each semester to talk about safety on campus. Faculty Senate President Amy Neel and Chief Guimond will work together to get packets ready for all Faculty to use to talk to their students on campus safety and what to do in a dangerous situation.

16. ADJOURNMENT

The meeting was adjourned at 5:07 p.m.

Respectfully submitted,

Selena Salazar
Office of the Secretary

The University of New Mexico

SENATE GRADUATE &
PROFESSIONAL COMMITTEE
Linney Wix, Chair
lwix@unm.edu

DATE: March 21, 2013

TO: Operations Committee of the Faculty Senate

FROM: Linney Wix, Ph.D., Chair
                Senate Graduate & Professional Committee

RE: Posthumous Degree

At its March 21, 2013 meeting the Senate Graduate & Professional Committee voted to approve a request to grant a posthumous degree to Kenneth Lindemann (100919026). Please see the attached memo from Daniel Barkley, Professor and Chair, University Libraries, detailing this request for Mr. Lindemann.

The Senate Graduate & Professional Committee's approval is based primarily on the two conditions specified in the faculty handbook relative to the granting of posthumous degrees. Mr. Lindemann had completed the coursework required for the degree and his academic record is in good standing. Therefore, we request that the Faculty Senate support the awarding of a posthumous Doctor of Philosophy to Kenneth Lindemann. We also request that this item be put on the Senate's agenda at the earliest convenience. The faculty of the University Libraries is concerned on behalf of Mr. Lindemann's family that this situation be resolved quickly.

Thank you.

Attachment

University Libraries
MSC05 3020
1 University of New Mexico
Albuquerque, NM 87131-0001

March 20th, 2013

Professor Linney Wix
Chair, Faculty Senate Graduate and Professional Committee
University of New Mexico

Dear Professor Wix,

I am writing to the Graduate and Professional Committee in my capacity as Chair of the University Libraries Faculty, a member of the Faculty-Senate Operations Committee and on behalf of the Ken Lindermann family in seeking Ken's Award of Doctorate posthumously. As you will note this recommendation originates with the Organization Learning and Instructional Department, was approved by the University Libraries faculty and endorsed by the Dean of the College Dr. Martha Bedard.

Mr. Lindermann has met all the criteria as established by the UNM Faculty Handbook, and according to his dissertation advisor, Dr. Lani Gunawardena, was one chapter shy of finishing his dissertation prior to his untimely death.

On a personal note I've known Ken for approximately 15 years and over that period of time we developed a very close relationship due to our mutual interest in high school basketball officiating. I shared multiple games with Ken and through that avocation saw him develop as a mentor to younger officials. I also witnessed his personal growth through his academic endeavors, his instruction/mentoring at Central New Mexico as well as in the OLIT department.

It would be a great honor to his family to have this award. As well, it is well earned and deserved.

Please contact me should you or the Committee have any questions.

Thank you for your time and attention to this request.

Best,

Professor Daniel C. Barkley
Chair, University Libraries Faculty

Memorandum

Organizational Learning and
Instructional Technology (OLIT)

February 12, 2013

240 Zimmerman Library
MSC 05 3020
Albuquerque, NM 87131-0001
Phone: (505) 277-4131

To: Dr. Frances Wilkinson, Deputy Dean, University Libraries
      Daniel Barkley, Government Information Coordinator, University Libraries

From: Mark Salisbury, PhD, Professor & Director, OLIT Program

Subject: Award of Doctorate to Ken Lindemann, Posthumously

100919026

This memorandum is to inform you that on November 7, 2012, the Organizational Learning and Instructional (OLIT) program faculty members unanimously voted to award the PhD degree to Ken Lindemann, posthumously, at the end of spring semester, 2013.

The nomination to award the PhD degree to Mr. Lindemann, posthumously, was put forth by his dissertation advisor, Dr. Lani Gunawardena. Dr. Gunawardena compellingly presented her reasoning for the award. After questioning by OLIT faculty members, concerning UNM policy for awarding doctorate degrees, posthumously, OLIT faculty members were satisfied that all criteria set forth by the UNM Faculty Handbook were met by Mr. Lindemann to be awarded the PhD degree, posthumously.

Please feel free to contact me with any questions about this memorandum to award the PhD degree to Mr. Lindemann, posthumously, at the end of spring semester, 2013.

Date: March 11, 2013

To: University of New Mexico Faculty Senate

From: Martha Bedard, Dean of University Libraries

Subject: Award of Doctorate to Ken Lindemann, Posthumously

This memorandum serves to inform you that on November 12, 2013, the University Libraries Faculty voted, and unanimously approved, the award of PhD to Ken Lindemann. The degree will be noted as posthumous and granted at the end of the 2013 spring semester.

On November 7, 2012, the Organizational Learning and Instructional (OLIT) program faculty also unanimously voted to award this degree, posthumously, to Mr. Lindemann.

This nomination was initially put forth by his dissertation advisor, Dr. Lani Gunawardena.   After examination of UNM policy, all faculty members were satisfied that all criteria set forth by the UNM Faculty Handbook were met.

Please feel free to contact me with any questions.

Faculty Senate Committee Appointments Needing Senate Approval

First	Last	Title	Department	Committee	Date
Tobias	Fischer	Professor	Earth and Planetary Science	Research Policy Committee	3/5/2013
Fred	Hashimoto	Professor	Internal Medicine	Governemental Relations Committee	2/28/2013

Evaluation and Possible Replacement of Individual Development and Educational Assessment (IDEA)

Stephen Burd (burd@unm.edu)
Associate Professor, ASM
Provost's Academic Technology Liaison

Presentation copies available online

http://averia.unm.edu

Last revised: 3/25/2013 2:38 PM

Context

➢ In summer 2012, Associate Provost (Greg Heileman) charged the Academic Technology Liaison (Stephen Burd) to identify and evaluate alternative tools for student assessment of courses and instructors

➢ Rationale:

  ▪ Administrative complexity of current system

  ▪ Difficulty in gathering/using survey responses/results for further analysis (e.g., data analytics and text mining)

  ▪ Concerns about usefulness of results in promotion and tenure evaluation

  ▪ Faculty dissatisfaction with current system

➢ An ad hoc committee was formed with most faculty members drawn from faculty senate teaching enhancement and IT use committees

Committee Members

Faculty

- Stephen Burd (ASM)
- Robert Busch (Chemical & Nuclear Engineering)
- Kevin Comerford (Library)
- Nick Flor (ASM)
- Kristopher Goodrich (Counselor Education)
- Chris Holden (Honors)
- Amy Neel (Speech & Hearing)
- Caleb Richardson (History)
- Mary Margaret Rogers (ASM)
- Julie Sykes (Spanish & Portuguese)

Other

- Moira Gerety (Deputy Chief Information Officer)
- Greg Heileman (Associate Provost for Curriculum)
- Grace Liu (ASUNM)
- Kris Miranda (GPSA)

Progress To Date

➤ Defined scope and goals of the system

- Primary goals/scope
  - Gather **student perceptions** of instructor performance and course design/content once or twice per semester
  - Provide summative assessment inputs to merit, promotion, and tenure evaluation

- Secondary goals/scope
  - Integrate with other assessment systems and levels (e.g., UNM Learn and programmatic assessment)
  - Provide formative assessment for instructor/course improvement
 - Provide feedback to students ??

Progress To Date

➤ Investigated legal and policy issues (privacy, HIPAA, data ownership, release of results)

➤ Scanned environment for available alternatives

➤ Reviewed requests for proposals (RFPs) for similar systems from other universities

➤ Began the process of codifying requirements

➤ Developed questions for faculty technology survey

Faculty Technology Survey Questions

➢ Questions related to assessment in general and IDEA in particular were incorporated into the current faculty technology survey:

11. Do you use end-of-semester IDEA student surveys in your courses?

12. If you use IDEA survey results for improving your own courses and instructional performance, do you agree with the statements below?

13. If you participate in merit, mid-probationary, promotion, tenure, or post-tenure reviews of other faculty members, do you agree with the statements below?

14. UNM is considering an upgrade or replacement for IDEA to be implemented in the next academic year. Below are possible characteristics and features of an upgraded/new system. Please indicate which you think are necessary and which are most important.
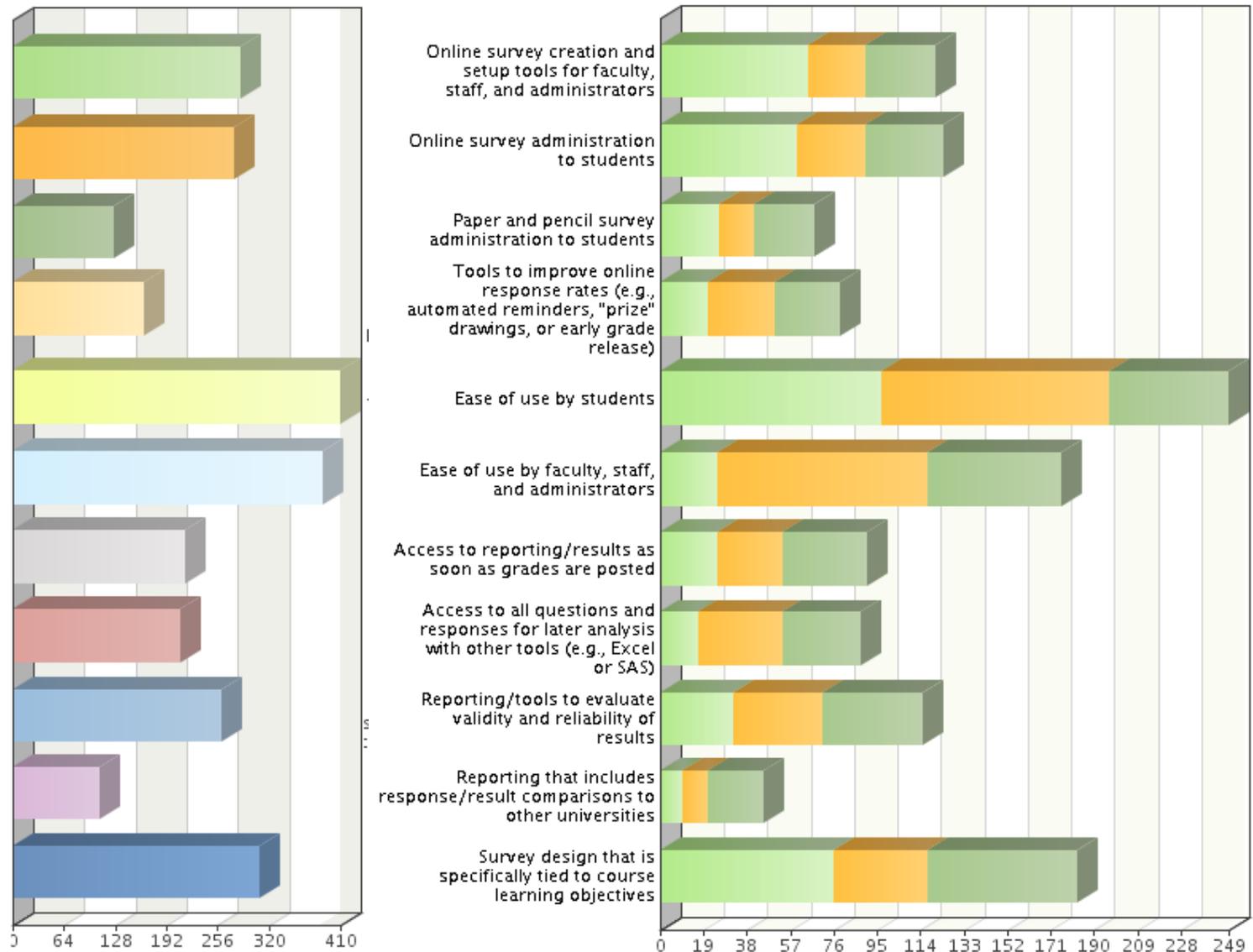
Responses To Date – Question 11
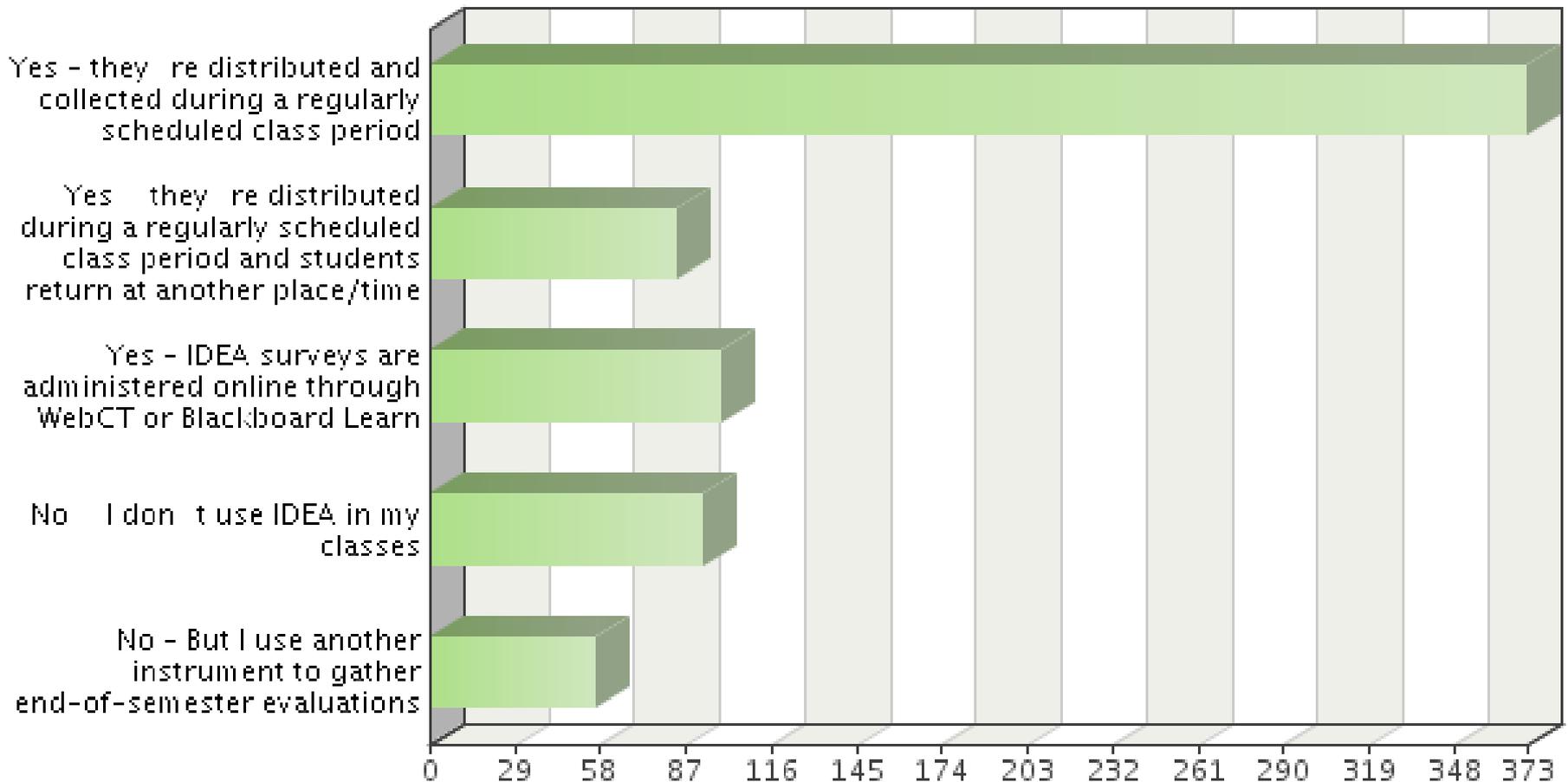
Responses To Date – Questions 12 & 13
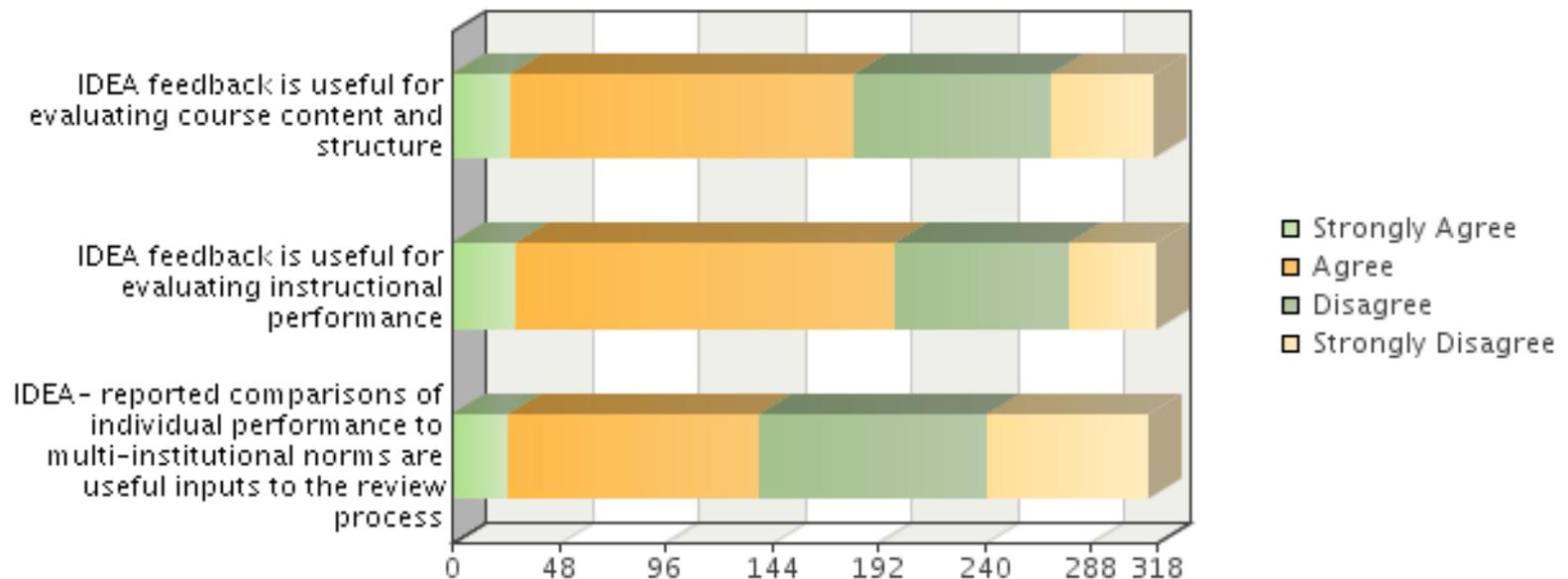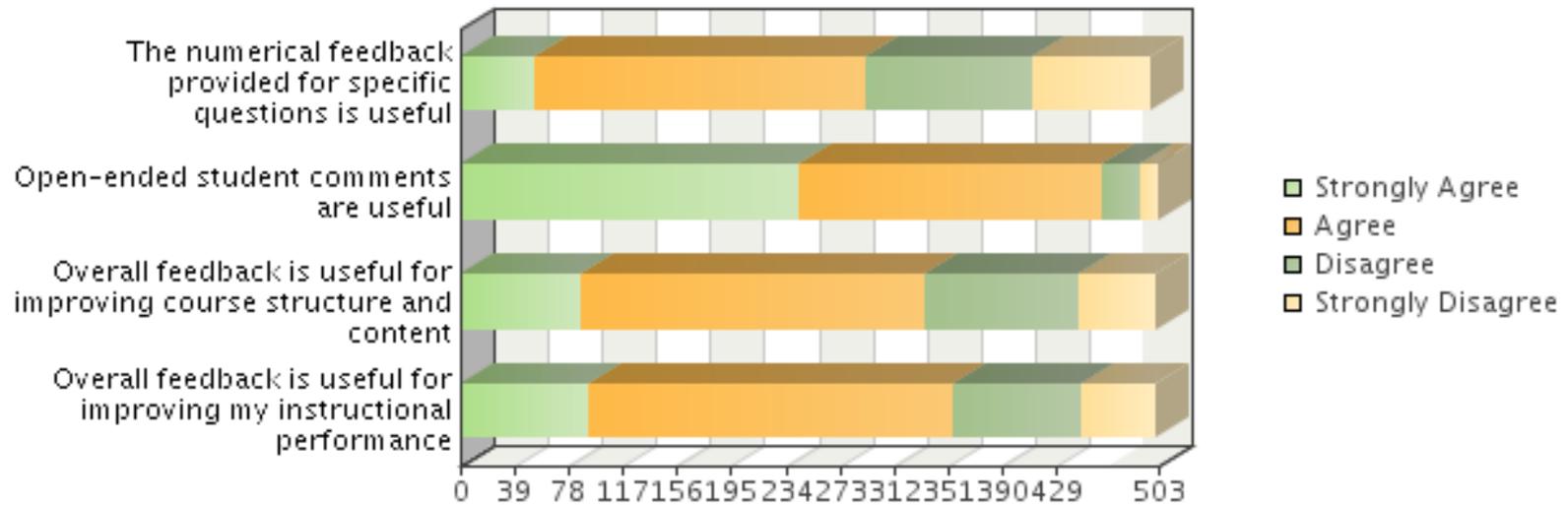
Responses To Date – Question 14

Related Comments – Format and Administration

➢ Placing the survey online will only DECREASE response rate. That is not a good thing. Please research the impact of switching to an online evaluation system before doing such a switch.

➢ There is no excuse for students to fill out bubble sheets for this.

➢ I think both pencil and paper and online should be available - different courses have different cultures with respect to online use.

➢ Instructors and students should not waste precious class time. Students should do evaluations completely online, and tied to the overall reporting system (i.e., students will not be able to see what grade they have received until they have submitted their evaluations). This will also ensure 100% response rate.

➢ The use of paper and pencil evaluations is a complete waste of time and energy when we have electronic versions already available and in use for online courses.

➢ The university should replace online survey for paper based survey. It will save lots of money and it is green.

Related Comments – Content and Validity

➢ Given we are a university replete with individuals trained in psychometric development of assessment and evaluation instruments, the fact that we use an instrument that is so inefficient at measuring teaching is an embarrassment.

➢ IDEA forms are so difficult to interpret that they are meaningless.

➢ There are only 6-10 learning objectives for thousands of very different classes.

➢ IDEA is a popularity contest. I don't know what "student satisfaction" means because it differs with each student. Some students are most satisfied if there is no homework and they get an A+ simply by paying tuition. Where is the room for academic standards in that?

➢ Much worse than ICES because of the convoluted ranking of objectives etc. required each semester; the weighting never made sense; I don't want to have to devote so much time to figuring out what is supposed to be a tool.

➢ IDEA, and ICES before them are nothing more than instant gratification - students can complain and we can think we're wonderful.

➢ IDEA questions are confusing for students in studio art because none of the questions are discipline specific and because they don't understand the "rate all but the goals for this class low." This means that responses are not very useful for instructors. Also, evaluations tied only to broad course objectives may be useful for administrators but aren't specific enough to be helpful in the classroom.

Related Comments – Reporting and Timeliness

➢ It takes a very long to get IDEA results back. This is March 2013, and I still have not got my Summer 2012 IDEA results or my Fall 2012 results. How can I improve my teaching when it takes so long to get students comments back????

➢ Absolutely incomprehensible - gives no useful feedback.

➢ IDEA ratings should be paired with course average GPA.

➢ The options for setting up the IDEA surveys are much too limited to provide information I would find valuable. Numerical feedback is difficult to understand. The IDEA program, which I strongly support, could be designed to be much more valuable to individual instructors than it is without losing its utility as a means of evaluating those instructors by their departments.

➢ Any system would be better than IDEA. Even the ICES. They take 3 months to arrive, they are too long- and students end up not providing written comments. Not to mention the "adjustment"- which always lower the evaluation without explanation of comparison.

To Where From Here?

➢ Analyze final faculty technology survey results

➢ Define if/how the system will integrate with other assessments systems and processes

➢ Complete a draft of system requirements

➢ Circulate the draft broadly for comment

➢ Prepare and disseminate an RFP

➢ Evaluate RFP responses

➢ Choose a system

➢ Deploy the system for mid-semester evaluations in Fall 2013 or Spring 2014

Diversity Council Framework for Strategic Action
Plan and Recommendations
Draft dated: January 28, 2013

Introduction

The subject of diversity has for over a decade been part of an ongoing, nationwide conversation. It began in 1997 with *Gratz and Hamacher v. The Regents of the University of Michigan* and a U.S. Supreme Court decision affirming the use of race in admissions decisions at the University of Michigan Law School. As a result of the Court's decision, colleges nationwide were challenged to connect their educational quality and inclusion efforts more fundamentally and comprehensively. Today the talk concerns *Abigail Fisher v. University of Texas*, a case recently argued before and presently awaiting decision by the U.S. Supreme Court. Once again, the path of affirmative action will soon be altered. Irrespective of the Court's decision, however, UNM remains uniquely situated in the national debate. Where other campuses have struggled to become more diverse, UNM, because of its location in New Mexico, already is. According to the Fact Book (2011), UNM's student body is comprised of nearly equal numbers of Hispanics (37%) and Anglos (38%) and a representative number of Native Americans (10%), Asian Americans (3%), and African Americans (2%). Much to UNM's credit, these numbers mirror figures gathered by the U.S. Census Bureau for the same (2011) year, almost exactly. Also to its credit, UNM's educational mission embraces diversity at its core.[1] UNM's Mission, Vision, and Value Statements all emphasize diversity as the University's unique strength, and UNM is poised to be a leader in issues of diversity, equity, and inclusion in the national landscape. Six-year graduation rates for undergraduates, however, speak to long-term trends of inequitable graduation outcomes by race and ethnicity. The undergraduate cohort illustrates a profound race gap in graduation rates: underrepresented students simply don't have the support they need to graduate.

Recognizing the implications of an historic race and ethnicity gap in graduation rates, the current UNM administration seeks ways to address issues of inequity that impede student success. The concrete measures outlined herein proceed from a fundamental belief that student graduation rates are but one marker of a gap in student achievement, and that measures taken to ensure Diversity, Equity, and Inclusion at the University of New Mexico benefit all members of the UNM community as well as the people of the State of New Mexico. Thus, the task of UNM's Diversity Council is not so much to create diversity as it is to ensure inclusion of and accessibility for all members of its diverse community, and in doing so to examine the dynamics of inclusion and exclusion for groups of people that have experienced inequitable treatment over a long period of time.

Accessibility and inclusivity, as this report emphasizes, must be seen as a process. In a seminal study commissioned by the Association of American Colleges & Universities entitled *Making*

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[1] UNM's Mission Statement lists its first strategic priority as to "foster a vital climate of academic excellence that actively engages all elements of our community in an exciting, intellectual, social, and cultural life" (I). According to the Mission Statement UNM must strive to "Develop a sense of campus community that supports the success of all students, faculty, and staff by engaging them in an active and diverse intellectual life" (I.D.).

Excellence Inclusive, Jeffrey Milem (University of Maryland), Mitchell Chang (University of California at Los Angeles), and Anthony Antonio (University of Maryland) argue that the benefits of diversity are *not* automatic and do not simply occur from being on a diverse campus. Rather, educators must work in intentional ways to increase educational benefits for students and for the institution. This report will identify and analyze the function of various groups UNM has put in place to address issues of diversity, equity, and inclusion. With an eye to establishing organizational structures as well as heightening the effectiveness of those that already exist, the Diversity Council Report (DCR) will then make recommendations as to how a university-wide process of diversity, equity, and inclusion can be put into place and bolstered by UNM Leadership, and what Leadership should be looking at to gauge the success of its efforts.

Background & Context

UNM has a long and complicated history of making attempts to address issues surrounding diversity, equity, and inclusion. In the past dozen years, turnovers in administration, fiscal crises, and an attrition of faculty have diminished morale on all levels, so that efforts to tackle complex problems have at times seemed tinged with an aura of systemic dysfunction: in short, a lack of progress, both quite real and perceived, has been the result of too few personnel trying to do too much with too little funding over too long a period. The present administration, however, while acknowledging monetary shortfalls, has encouraged faculty and students with its visionary and energetic leadership. In Fall 2011 Provost Chaouki Abdallah commissioned a 22-member Diversity Council comprised of faculty, staff, and students to (1) review documents drawn up by previous committees as well as diversity plans from peer institutions so that it could (2) recommend a course of action for UNM to better address issues of diversity, equity, and inclusion. The results of this year-long process are summarized here in the Diversity Council's Report (DCR) dated October 2012, and are the subject of a more extensively detailed forthcoming report.

While the "Recommendations" section of the DCR enumerates plans and initiatives that take into account previous efforts to address issues surrounding diversity, equity, and inclusion, the primary strength of the DCR is the proposal of a re-envisioned organizational structure that emphasizes diversity, equity, and inclusion in ways that will transform and sustain UNM culture.

Findings

It should come as no surprise to administrators that excellence and inclusion go hand-in-hand. Growing evidence suggests that undergraduates who have more frequent experiences with diversity tend to be more engaged, and are more likely to persist and graduate than their counterparts who lack such experiences (Ibarra, 2001; Kuh, 2005; Martinez 2010) (Sleeter and Grant 1999). The kind of campus-wide transformational diversity that the Diversity Council seeks to achieve is anchored in understanding and challenging social inequalities based on race, gender, social class, religion, sexual orientation and disability in U.S. and Global Society. Numerous research-based studies examining the impact of diversity on students and educational outcomes have produced extensive evidence that transformational diversity has a positive impact on all students, minority and majority (Smith et al. 1997). In its history of grappling with issues of diversity and inclusion, UNM has identified key areas in need of improvement. There has

been, historically, no shortage of educational innovation. In a section entitled "Islands of Innovations with Too Little Influence on Institutional Structures," the authors of *Making Excellence Inclusive* cite innovations like those occurring on the UNM campus that have cropped up nationwide. These authors go on to argue that "without structures to link innovations, the impact of these innovations is isolated rather than pervasive" (Milem, Chang, Antonio 2005).

As a preface to setting structures, the authors of *Making Excellence Inclusive* emphasize the value of a multidimensional approach that engages all students and focuses on process. The Diversity Council's Report includes recommendations for interconnected structures that link (1) Leadership, (2) Curriculum, (3) Faculty and Staff Needs, (4) Student Initiatives, and (5) Community-Based Research and Learning in a strategic and comprehensive framework aimed at creating an inclusive atmosphere accessible to all UNM students.

Recommendations

1. Leadership

Clarify and articulate UNM's vision and message: President Frank's vision for establishing UNM as a model campus for diversity, equity, and inclusion should be articulated into a message with language that, once clarified, should be incorporated into every major communication from President Frank to faculty, staff, students, parents, and the greater community. This vision and message should be a focal point of President Frank's inaugural address. President Frank should revisit UNM's value proposition and revise it to explicitly funnel resources into the promotion of Diversity, Equity, and Inclusion (DEI) with accountability.

Ensure that DEI values are consistently demonstrated by UNM leaders. Establish behavioral expectations, core competencies, and goals for executive leaders, along with a system of support and reinforcement with accountability. For Diversity, Equity, and Inclusion to become real to all members of the UNM community as core values, DEI must be consistently demonstrated by UNM leaders. Therefore, President Frank should work with his Executive Cabinet to develop and execute a Plan for UNM's leadership to champion diversity, equity, and inclusion in highly visible ways. Elements of this Plan should include but not be limited to (1) education for leaders to develop accountability structures for every dean, chair, and director, (2) regular discussion of progress and barriers to DEI in executive cabinet meetings, (3) development of leader-specific goals at the college, departmental, and program-levels, and (4) incorporation of those goals into annual performance reviews for all deans, chairs, program directors, and academic program reviews for all departments.

Identify and engage "early adopters" within the UNM community. UNM Professor Everett Rogers was one of the first researchers to study and describe how new—and sometimes controversial—ideas make their way into society and ultimately become the social norm. In his book *Diffusion of Innovations*, Dr. Rogers suggested that innovation begins with approximately 2.5% of a population, and that an additional 13.5% are poised to become "early adopters" of that innovation. If the idea of establishing UNM as a model campus for DEI is thought of as an "innovation," then it follows that there are faculty, staff and students for whom this vision will strongly resonate, and for whom taking positive action will be a natural next step. Identifying and engaging those individuals during the first few months of President Frank's term in office

will be necessary to any successful effort to shift campus culture to anchor work in diversity, equity, and inclusion.

Identify key indicators of success, and align incentives with the desired outcomes. Develop a set of key indicators that will enable the campus community to measure its progress in achieving markers of inclusivity and accessibility over time. Key indicators should highlight new behaviors adopted by administrators, faculty, staff, and students and reward innovation. As well, real consequences—both positive and negative—must be established and honored. For example, how have department-level graduate advisors worked to attract, retain, and graduate doctoral and masters level students from diverse backgrounds? How have departments hired and retained diverse faculty in tenure-track positions?

Expand Office of Diversity, Equity, & Inclusion to include additional staff lines. Two additional staff positions are needed: 1) Curriculum Coordinator to oversee 3-credit U.S. & Global Diversity & Inclusion requirement, and 2) Associate Vice-President of Diversity, Equity, & Inclusion to assist Vice-President with coordination of strategic planning.

2. Curriculum

Implement 3-credit U.S. & Global Diversity & Inclusion university-wide requirement. To better respond to shifting demographics, nearly every one of UNM's peer institutions in the Southwest, along with the most well-recognized institutions nationally, have implemented diversity requirements into their degree requirements and/or core curricula. For example, Arizona State University requires three separate diversity courses for all undergraduates and Texas A & M requires two courses. At UNM this oversight hampers the success of undergraduates as lifelong learners who will work successfully with broadly diverse populations in their professional lives as teachers, lawyers, engineers, architects, social workers, medical professionals, etc. Moreover there is growing evidence that students who have had exposure to diversity learning outcomes engage in deep learning and have better engagement, retention, and graduation rates (Kuh 2005); as well, students not well-versed in the issues and ethical considerations involved in working with diverse communities are disadvantaged as they enter an increasingly global labor market.

The purpose of the 3-credit U.S. & Global Diversity & Inclusion requirement is to **promote a broad-scale understanding of the dynamics of inclusion and exclusion among diverse groups of people who have experienced historic, or are currently experiencing, inequitable treatment in the U.S. and/or in the global context.** It is imperative that students demonstrate critical literacy pertaining to the dynamics of diversity and inclusion by race, gender, class, sexual orientation, ethnicity, religion, and disability in the U.S. and global context. It is also important that UNM's curriculum reflect values that demonstrate UNM's commitment to diversity. The proposed university-wide 3-credit undergraduate U.S. & Global Diversity & Inclusion requirement speaks directly to this need. It is expected that leadership from the Faculty Senate, in consultation with the Diversity Council Curriculum Committee, will engender constructive conversations among the various units, departments, and programs that make up each college across the university, as well as self-reflection via constructive conversations on topics that range from the ideological to the pragmatic.

Institute a system of annual curriculum action plans and accountability at the college, department, and program levels. Create a system of annual action plans and accountability on equity and inclusion vis-à-vis curriculum for all departments and programs across campus. All departments and degree-granting programs must show how their curriculum demonstrates their commitment to diversity and inclusion in U.S. society. This commitment may be reflected in a variety of ways: (1) traditional course offerings that include learning outcomes that pertain to diversity and inclusion in U.S. society; (2) field experiences or local community projects that advance diversity, equity, and inclusion by race, class, gender, sexual orientation, disability, and/or religion in U.S. or global societies; (3) other creative work at the local, national, or global level that nurtures equity and inclusion in U.S. and/or global societies (e.g, efforts to diversify the profession). For example, each department should be encouraged to institute a permanent department-level or program-level Diversity, Equity, and Inclusion Taskforce or Committee that develops annual action plans and identifies strengths and challenges for individual colleges, departments, or programs in these areas. These action plans should be part of Chairs' annual reviews of individual faculty, Deans' evaluations of Chairs and ten-year academic program reviews of departments, as well as the Provost's evaluation of Deans, and the President's evaluation of the Provost and the Regent's evaluation of the President. To facilitate this process, departments should be required to hold mandatory in-service trainings on diversity, equity, and inclusion biannually during a regularly scheduled faculty meetings. Members of the Diversity Council in collaboration with other faculty and staff who have expertise in diversity, equity, and inclusion can help facilitate this training.

Evaluate whether courses value diversity and inclusion in learning outcomes. The student evaluation (IDEA form) should solicit student rankings from each course with the following statement: **The instructor incorporates concepts of diversity, equity, and inclusion in the course content. (Rate on a scale of 1-5.)** Qualitative data and qualitative survey or interview instruments should be tailored to particular areas of study and analyzed and adjusted annually upon recommendations made by the Diversity Council.

Create opportunities for faculty to participate in the national conversation on DEI and to develop courses that fulfill the 3-credit U.S. & Global Diversity & Inclusion undergraduate requirement. The 3-credit U.S. & Global Diversity & Inclusion requirement will *not* be effective in its pedagogical goal of transforming culture, nor in its pragmatic outcome of increasing student retention and graduation rates, without the backing of administrative vision and leadership. Rather than view "diversity" as a burden, faculty must want to develop new courses and explore issues of social relevance within their existing course content. Thus, UNM faculty must have opportunities to participate in the national conversation on issues of DEI. Speakers should be invited to present, faculty should be encouraged to contribute work and hear the work of their colleagues, and students should be included in this process of engagement. The Diversity Council Curriculum Committee should be charged with assisting and supporting departments to ensure partnerships with faculty in creating new courses and/or modifying existing courses to meet the 3-credit U.S. & Global Diversity & Inclusion undergraduate requirement. The Diversity Council Curriculum Committee members look forward to working with individual faculty interested in developing courses that fulfill the 3-credit U.S. & Global Diversity & Inclusion requirement.

3. Faculty and Staff Needs

All ads to attract prospective faculty and staff should include wording that showcases UNM's demonstrated commitment to diversity and inclusion in terms of research, teaching, service, or other skills. Per the President's articulation of UNM's vision and message in the "Leadership" section of the DCR, a proactive statement should invite applications from candidates who through their research, teaching, service, or other skills have "demonstrated a commitment to diversity and inclusion." This language, included in the *Faculty Search Committee Procedures Handbook* published by the Office of Equity and Inclusion and the Provost's Office in 2009, needs to be implemented consistently in all job ads as the only non-negotiable, preferred, criteria in all jobs advertised by UNM (see *Faculty Search Committee Procedures Handbook*, Office of Equity and Inclusion and Office of Equal Opportunity, dated October 28, 2009). This minor change seeds transformation of the public face and human resources at UNM for generations to come.

Create a structure for Diversity, Equity, and Inclusion in postdocs. The inclusion of DEI postdocs ensures successful searches for tenure track hires. Use the model from Duke University or UNM-Chapel Hill to create more equitable and effective hiring practices using successful methods for attracting diverse candidates.

Create a mandatory Learning Community on DEI for all new faculty and staff. This one-semester seminar, hosted and facilitated by members of the Diversity Council, will address issues of diversity, equity, and inclusion in groups of 15-18 faculty per section. The completion of the proposed semester-long seminar should be a prerequisite to tenure and promotion of faculty and should be part of regular staff evaluations. These seminars can be funded by restructuring resources from the Office of Support for Effective Teaching (OSET), Title V Initiatives, and other initiatives that advance the professional development of faculty and staff as they will require faculty course reductions and/or extra compensation.

Hire and retain a diverse faculty. Since faculty members are charged with maintaining, creating, and expanding curriculum, mentoring students, serving as role models, expanding interdisciplinary research, bringing greater awareness to issues of diversity, enhancing equity and inclusion, improving campus climate, and providing outreach and connections with diverse communities, the hire and retention of a diverse faculty constitutes the single most important effort UNM leadership can undertake in creating inclusive excellence.

Support DEI and social justice research. UNM attracts scholars and researchers to its unique programs focused on health and health policy, ethnic studies, critical race theory, language literacy and sociocultural studies, women's studies, southwest research, race and social justice, and communities unique to the Southwest, including but not limited to twenty-one Native American communities, Spanish conquistador and other historical contexts, along with unique opportunities to study the African diaspora, and Latin America, Central America, and Mexico. UNM needs to recognize programs and offices that enhance its unique expertise in racial and ethnic studies, southwest research, and social justice. Cluster hires in ethnic studies as well as joint appointments as evidenced by the RWJF Center for Health Policy at UNM testify to the success of focused efforts to achieve excellence by attracting diverse faculty. Additional strategic cluster hires of scholars who specialize in race or other areas of study that examine diversity and social justice could be made to advance these goals.

Require campus-wide staff and upper-level administration commitment to DEI. Staff members are an integral part of the UNM community but are often not included in DEI discussions and plans. Because DEI is a university-wide effort, UNM leadership should offer training, organizational learning resources, professional development opportunities, and recruitment and retention of underrepresented groups among UNM staff with the same rigor as DEI is addressed among administration, faculty, and students. Regular staff meetings should include agenda items that address issues and goals of diversity, equity, and inclusion.

4. Student Initiatives

Commit to student success initiatives. Equity does not exist in an educational environment where underrepresented students graduate at substandard rates; where men of color enter in smaller numbers and demonstrate the lowest success rates across the board. UNM has used its numerical diversity to its advantage, but has yet to successfully deliver on its value proposition. UNM student organizations propose that special emphasis be placed on minority student achievement. UNM must strive for fully equitable outcomes for all its population groups.

Recommendations based on undergraduate and graduate student needs:

Undergraduate Initiatives

Create a 15 member Student Diversity Council. Students from all academic levels (three from each grouping), including transfer students, should be represented. The purpose of the Student Diversity Council (SDC) is to explore and articulate issues of diversity and inclusion relevant to students, promote diverse learning in the classroom, present to campus, local, state, and national level highlighting best practices on student learning, engagement, and inclusion, and provide quarterly reports to upper administration on key factors that SDC sets out to accomplish based on student perspectives and experiences. Students can be given a Diversity Student Ambassador position possibly for credit through career services or another entity for their time and commitment. Specific activities to reach this goal include: (1) maintain a transparent and inclusive nomination process; (2) begin nomination process for one-year terms each year in December; and (3) report quarterly on progress.

Identify and connect students to supportive student programming. Map resources to identify programs and services that demonstrate success in working with students from diverse backgrounds to refer and connect students. Mapping can be provided in electronic, web, or paper format. An inventory of specific programs can be identified in conjunction with the Office of Student Academic Success that is currently inventorying all programs to ensure that initiatives are collected, and visible to the entire campus community. Specific activities to reach this goal include: (1) conduct campus and community-wide program and resource inventory; (2) host Sharing Best Practices for faculty, staff, and students in partnership with Office for Support for Effective Teaching and Student groups such as ASUNM and ethnic centers; (3) publish and disseminate publication with listing of best practices; (4) identify students who could benefit from academic coaching; and (4) provide academic coaching to help students reach their academic, personal, and social goals.

Establish student success through technology. The use of technology is critical to a student's academic success. Specific activities to reach this goal include: (1) develop early warning indicators that enable faculty and staff to refer students to appropriate advisors (this can be done in partnership with the Office for Student Academic Success and University Advisement center); (2) provide faculty information on referral process and Early Warning predictors that indicate a student might have problems using of technology; (3) actively participate in the development of the ONE STOP E-STOP to connect students to resources and services both virtually and physically; (4) implement new advising tools (Fall 2013) and collaborate with University Advisement Office to ensure that Office of Equity and Inclusion facilitates advisement of minority students to departments and programs using new advisement tool.

Share student voices and experiences by enhancing faculty development opportunities to create a student centered classroom environment. Work with OSET to provide workshops on "students-change perceptions-Thrive not survive; asset based not deficiencies." Specific activities to achieve this goal include beginning of academic year presentations at New Faculty Orientation, Deans' Council, Provost Committee on Student Academic Success (PCAS), department meetings, Student Affairs, and Advisors' Institute using data combined with student's personal stories, and optional workshops for faculty on teaching techniques for diverse learners.

Provide better subsidization for childcare for student families. Students cannot fully engage in studies when their need for childcare is not met. As well, the lack of affordable childcare prevents many student families from being able to stay in college. UNM Children's Campus currently offers a 25% discount on FTE childcare for student families. Still, the monthly fee for infants and toddlers exceeds the cost of tuition by one-third each semester. Pre-K and C-campus offer pro-rated drop-off fees, but childcare remains out of reach for student families. (Note as well that even with scaled costs, availability is scarce; the waitlist for UNM Children's Campus is currently upwards of 500, with a wait period of 2 ½-3 years.)

Employ students to increase student success. Students who are employed in campus jobs are more likely to succeed than those who have off campus employment (cite). Specific activities to reach this goal include: (1) give preference to students from underrepresented groups in need of on-campus jobs (2) increase student work study positions; (3) train student supervisors on student needs and student success predictors; and (4) provide greater awareness of career choices, internship opportunities, and employment.

Reinforce existing efforts made by Office of Student Academic Success (OSAS). Support OSAS efforts that promote inclusiveness, including (1) establish Lobo Women's Council. The Council will be co-chaired by the Directors of the Women's Resource Center and the Women Studies Program. Its function is to ensure that women are included in conversations about diversity, equity, and inclusion. (2) expand Men of Color Initiative and create other men's groups. The UNM Men of Color Initiative (MOCI) focuses on access and success for men of color and serves as an educational pipeline for students who enter UNM from CNM and K-12 schools. Create a funding stream to support focus on men's anti-violence and male ally programming; (3) Increase Breastfeeding Support Program. Increase number of Lactation Stations in each area of campus. Create a Lactation Station in Scholes Hall. This is necessary to clearly state to the UNM community that supporting mothers who work and go to school is a priority.

Graduate Student Initiatives

Create a graduate certificate in "Diversity, Social Justice, & Inclusion." This graduate-level certificate, which would provide opportunities for graduate students to pursue diversity learning outcomes, could be comprised of 12 credit hours (four classes). Listed on graduate transcripts, this certificate would bolster resumes and curriculum vitae of graduates entering an increasingly diverse labor market (see University of Colorado, Colorado Springs "Diversity, Social Justice, and Inclusion" graduate certificate).

Identify and cultivate relationships with innovative thinkers from diverse groups of students. UNM Professor Everett Rogers' model referenced in the "Leadership" section of the DCR applies to faculty as well as students. A strong link between administrators, innovative faculty, and their talented student counterparts benefits UNM and creates a path for current students to become future leaders.

Develop additional funding lines for students from underrepresented groups to conduct research. Provide funding for graduate students and undergraduates to pursue research opportunities. Hire 50-100 research assistants to focus on equity and inclusion and generate community-based research and/or interdisciplinary research (e.g., race, class, gender, religion, community-based research).

Reallocate graduate student funding to attract and graduate doctoral students from diverse backgrounds. Several years ago, Project New Mexico for Graduate Students of Color (PNMGC) was formed. As part of its mission PNMGC recognized departments that made important contributions to the recruitment and graduation of diverse doctoral students. Recognition such as this needs to take place on an annual basis. Assistance should be provided to departments that do not possess the human resources to achieve these important goals.

Create Graduate Advisors Diversity Council. Graduate advisors need to share strategies and best practices for attracting and mentoring graduate students from diverse backgrounds, with a special emphasis on doctoral students. The Graduate Advisors Diversity Council will convene twice a semester and report directly to Deans who will feed data and information to the Provost, including how many graduate students (by race and gender) apply and are admitted to each department or program. In addition each department should be required to report on progress it has made in creating an inclusive and attractive departmental climate for graduate students from diverse backgrounds.

5. Community-Based Research and Learning

Improve community outreach efforts by nurturing UNM's civic mission. Both the broader Albuquerque community and more generally the population of the State of New Mexico contribute significantly to UNM's diversity profile. As a public institution, UNM must ask, "What are we doing for New Mexico?" UNM's relationship with communities statewide provides students a social obligation to serve communities as well as opportunities for vibrant academic and service learning experiences. The relationships UNM faculty and students maintain and develop with communities statewide afford students a vibrant academic experience and are critical to the well-being of the state.

Develop a comprehensive plan as part of the President's 2020 Plan that will guide UNM's mission by investing in and strengthening existing communities. In particular, engage in civic partnerships in low socioeconomic and ethnically diverse communities.

Mandate that all students, staff, and faculty who are engaged with community partners participate in community-engagement learning seminars co-facilitated by community members. The purpose of these seminars is to provide skills and knowledge needed to engage with community members in a way that values community knowledge and creates an atmosphere of mutual respect and reciprocity. These proposed seminars can count toward the 3-credit undergraduate "U.S. & Global Diversity & Inclusion" requirement proposed by the Diversity Council and included in the "Curriculum" section of the DCR.

Place greater value on community-based participatory research and community-based classes in the tenure and promotion process. The Diversity Council recommends that evaluation for tenure and promotion include input by a Community Committee and that service to the community be valued and rewarded equally with research and teaching.

Develop a Community-Campus Council that reports directly to the President or Provost. The composition of the Community-Campus Council should be 51% neighborhood residents and community leaders and 49% UNM affiliated participants. The purpose of the Community-Campus Council is to create an on-going dialogue with campus partners that nurtures trust, builds relationships, and ultimately engages in decision-making processes.

Celebrate UNM's contributions to community on the homepage of UNM's main campus and Health Sciences websites. Create an "Equity Hub" on the UNM website. The proposed "Equity Hub" should exist as a primary tab alongside "About UNM" on the homepage of UNM's website. A sub-heading should list "Community-Campus Connections." Additionally, UNM's website should include an enhanced Community-Campus database that serves as a forum for students, staff, and faculty engaged with community partners to highlight activities that engage community members. The purpose of this proposed database is to provide transparency and help to coordinate efforts and solicit prospective collaborations.

Faculty apprenticeships in the community. New faculty should be invited to take part in a community-based course, which would prepare faculty for apprenticeships with community leaders. Members of the Diversity Council will facilitate this proposed seminar-style course. These seminars will emphasize diversity, equity, and inclusion and can be offered in partnership with OSET in tandem with the mandatory Learning Communities on DEI for all faculty and staff.
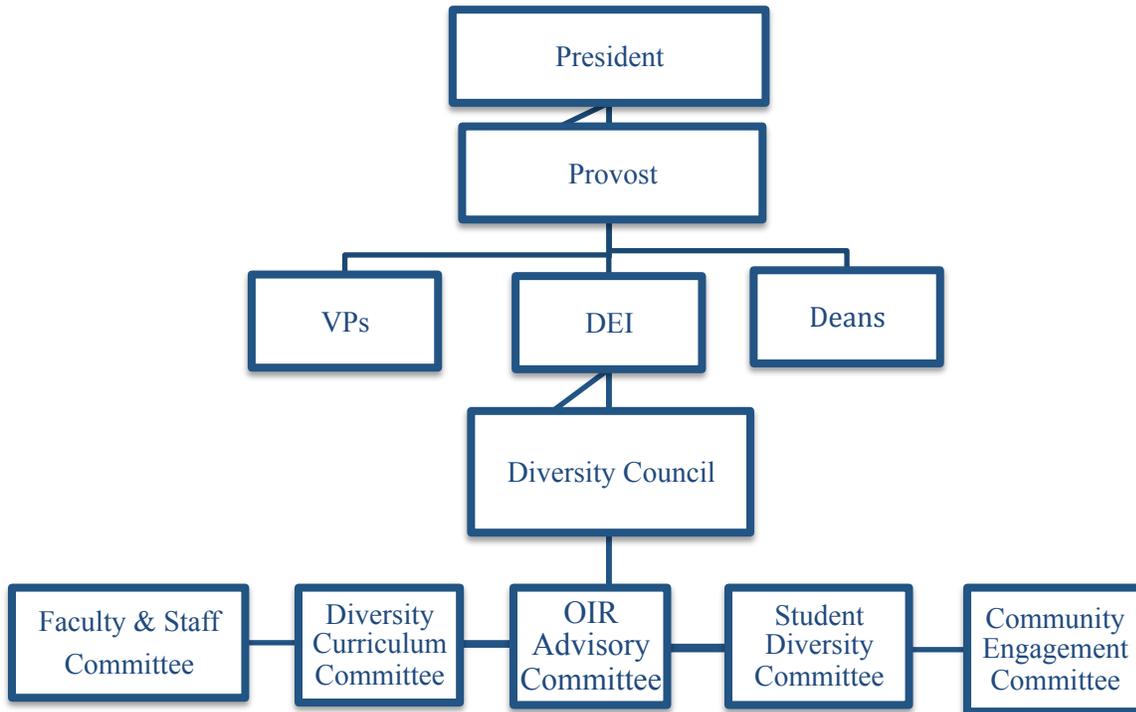
Support student and faculty engagement in the community. Provide service scholarships for students and staff engaged in community-based and/or community-driven projects, research, and teaching.

Oversight of Institutional Review Board (IRB). Policies and procedures for researchers should lay out ethical considerations in working in the community. These policies and procedures should be co-constructed with the Community-Campus Council. In order to promote academic freedom, IRB members, including representatives from the Community-Campus Council, should

have experience and expertise with qualitative methods (e.g., community-based work, oral history, public social sciences and humanities).

Organizational Structure

The Diversity Council recommends the following organizational structure in order to facilitate communication among administration, faculty, staff, students, parents, community members, and others interested in promoting diversity, equity, and inclusion at UNM:

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| Faculty & Staff Committee | Diversity Curriculum Committee | OIR Advisory Committee | Student Diversity Committee | Community Engagement Committee |

In addition to the above short- to medium-term recommendations, other tactical recommendations include

1. Revise Hiring Process of faculty and staff to require statement regarding DEI as one of the "preferred" criteria, as detailed in the "Faculty and Staff" section of the DCR;
2. Further develop Faculty Hiring Tool Kit to offer guidance on how to recruit and retain minority faculty;
3. Commit to forming Permanent Diversity Advisory Council;
4. Create a website to publish and continuously update Diversity Council recommendations, as well as a way that individuals from the UNM community can respond and offer input (as detailed in the "Community-based Research and Learning" section of the DCR);
5. Disseminate Diversity Council recommendations to Senior Staff and request feedback;
6. Commit to ongoing Campus Climate Study;
7. Commit to build DEI into the UNM Operating Budget;
8. Incorporate Equity & Accountability Scorecard in Provost's Dashboard;
9. Ask Faculty Senate to consider proposal for 3-credit U.S. & Global Diversity & Inclusion requirement (as summarized in the "Curriculum" section of the DCR);
10. Include DEI in all UNM 2020 documents; and
11. Include DEI in President Frank's Inaugural Address.

Next Steps

The Provost will task 5-10 members of the Diversity Council to present a full and actionable report to the President by the end of Fall 2012. The Provost will then discuss with the President how the Diversity Council Report, along with the Academic Planning Report, will form two of the key ingredients in the UNM 2020 process.

Conclusion

Establishing UNM as a model campus for diversity, equity, and inclusion will require a bold, targeted, and sustained strategic approach to lay a firm foundation for positive change during the first year of President Frank's administration.

The first step in this process is to create a clear vision and message about DEI, which should be underscored in all UNM communications and applied in clear, consistent terms among administration, faculty, staff, and students and in all areas of community engagement.

Diversity learning is a key factor in contributing to high impact student engagement, which has been shown to result in a significant improvement in graduation rates (Kuh 2012; Ibarra 2001; Martinez 2010). It is significant to note that the overwhelming majority of UNM's peer institutions treat diversity with a core curriculum and/or general education diversity requirement The models from these institutions incorporate studies of diversity in community, nation, and world. The context for key knowledge is historical, cultural, theoretical, and service-learning oriented. Key knowledge, which is the subject of courses specified by the U.S. & Global

Diversity & Inclusion requirement, will prepare UNM students to lead productive lives in an increasingly diverse society—whether in New Mexico or in another part of the world.

Efforts must be made to hire and retain a diverse faculty. Further efforts must be made to encourage conversations about DEI among students and in all areas of community engagement.

It is with great hope for the future and in anticipation of collective success that recommendations contained in the Diversity Council Framework for Strategic Action are presented to President Frank for inclusion in UNM's 2020 Plan.

UNM Task Force Documents Consulted

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THE UNIVERSITY of NEW MEXICO

Special Assistant to the President for Branch Affairs
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Date: 25 February 2013

To: Kathleen Keating, Faculty Senate Curriculum Committee

Cc: Amy Neal, Faculty Senate President
Greg Heileman, Associate Provost for Curriculum
Branch Campus Deans and Executive Directors

From: Wynn Goering

Re: Proposed Undergraduate Certificate Policy

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Current Policy (catalog copy)

Candidates for certificates offered by any of the University of New Mexico's colleges or branches must meet the following minimum requirements and are subject to the following University limitations:

1. *A minimum of 30 acceptable semester hours must be earned. Technical-vocational work (up to the limit specified below) may be included in these 30 hours upon approval of the certificate-granting program.*
2. *A minimum of 15 semester hours must be earned in residence at the University of New Mexico.*
3. *Of the 30 hours minimum, no more than 6 semester hours may be earned by extension or correspondence.*
4. *The student must have a cumulative grade point average of at least 2.00.*

Proposed policy (Faculty Senate)

Undergraduate certificates offered by any of the University of New Mexico's colleges or branches must meet the following minimum requirements:

1. *A minimum of 30 acceptable semester hours must be earned. Technical-vocational work (up to the limit specified below) may be included in these 30 hours upon approval of the*

certificate-granting program. Of the 30 hours, a minimum of 15 semester hours must be earned in residence at the University of New Mexico.

2. *Branch campuses may offer technical-vocational certificates of less than 30 hours, provided:*
   a. *The proposed curriculum fulfills a recognized professional certification: e.g., Certified Nursing Assistant (NLN), Fire Science Officer (IAFC) etc.; or*
   b. *The proposed curriculum fulfills a specified local workforce need*

Certificates consisting of academic (transferrable) coursework require approval of the Office of the Provost and the Faculty Senate. Technical-vocational certificates require approval of the Office of the Provost.

Rationale

UNM's current policy requiring a minimum of 30 credit hours for an undergraduate certificate is based on the premise that a complete curriculum should entail at least one year of study. Yet there is a growing national consensus that curricula of less than a year may serve important functions in workforce development, provided they are clearly linked to specific professional credentialing.[1]

Locally, the impetus for enabling UNM branches to offer selected certificate programs of less than 30 credit hours is that most other New Mexico community colleges do so. That puts us at a significant recruitment disadvantage in areas where there is local competition (e.g., between UNM-Valencia and CNM).

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[1] See, for example, "Certificates Count: An Analysis of Sub-baccalaureate Certificates, " Complete College America, December 2010; and "Certificates: Gateway To Gainful Employment and College Degrees," Carnevale, Rose, Hansen, Georgetown University Center on Education and the Workforce, June 2012.

Procedures for Adding Courses to the Core Curriculum

Documentation required

Departments wishing to add courses to the UNM Core Curriculum must submit a Form C for each proposed new course. The **Form C** should be accompanied by the following material:

- Identification of the area into which the course will fit (Writing/Speaking, Math, Science, Social/Behavioral Sciences, Humanities, Non-English Language, Fine Arts)
- Rationale for adding the course to the core
  - Justification for adding the course to the Core
    - How will this course benefit UNM students
    - Why does it belong in the UNM Core Curriculum
  - Impact statement on the effect this addition may have upon other departments/courses currently in the Core
  - Current and predicted enrollments for the next three years
  - Demonstrated example of "Annual Report on Assessment"

- Budget/Faculty Load statement
  - Budget impact statement
  - Resources (faculty/facilities) that the department has for teaching the course
  - Memo from Dean or College Curriculum Committee regarding financial support for 5 to 10 years

- Student learning outcomes and proposed techniques to assess those outcomes. [See UNM Outcomes Assessment template "Plan for Assessment of Courses in the UG General Education Core Curriculum Template http://www.unm.edu/~assess/SupportingFiles/Plan%20for%20Assessment%20of%20Courses-Template.doc
- Documentation of UNM and HED Core Competencies addressed. (Unless the courses are not applicable to HED standards, i.e. Non-English Language UNM Core)]
- Complete syllabus and course schedule including time on topics and suggested text

Approval procedures

- Approval by department's college curriculum committee/dean
- Review by the Faculty Senate Undergraduate Committee
- Approval by Faculty Senate Curricula Committee
- Office of the Provost
- Vote by Faculty Senate

- HED's "New Mexico Common Core Curriculum Course Evaluation" form and New Mexico Common course number (NMCCN) if one exists.
  - Provost's Office
- Provost's Office will inform Registrar's office of addition to the UNM Core

Timeline

- Departments must submit the Form C to Curriculum Workflow early in the fall semester
- Faculty Senate Curriculum Committee must receive proposal by December 1 for the opportunity for inclusion in the upcoming course catalog

Procedures for Deleting Courses from the Core Curriculum

Documentation required

Departments wishing to delete courses to the UNM Core Curriculum must submit a Form C for each course to be deleted. The **Form C** should be accompanied by the following material:

- Identification of the area into which the course fits (Writing/Speaking, Math, Science, Social/Behavioral Sciences, Humanities, Non-English Language, Fine Arts)
- Rationale for deleting the course from the core
  - Justification for deleting the course from the Core
  - Impact statement on the effect this deletion may have upon other departments/courses currently in the Core
  - Enrollment history for the previous three years

- Budget/Faculty Load statement
  - Budget impact statement
  - Memo from Dean or College Curriculum Committee regarding support for removing this course from the core

Approval procedures

- Approval by department's college curriculum committee/dean
- Review by the Faculty Senate Undergraduate Committee
- Approval by Faculty Senate Curricula Committee
- Office of the Provost
- Vote by Faculty Senate
- HED's "New Mexico Common Core Curriculum Course Evaluation" form and New Mexico Common course number (NMCCN) if one exists.
  - Provost's Office
- Provost's Office will inform Registrar's office of deletion from the UNM Core

Timeline

- Departments must submit the Form C to Curriculum Workflow early in the fall semester
- Faculty Senate Curriculum Committee must receive proposal by December 1 for the deletion in the upcoming course catalog