

# The University of New Mexico Faculty Senate

## Meeting Agenda February 28, 2012 3:00 P.M. Scholes Hall Roberts Room

3:00	1. Approval of Agenda	<b>Action</b>
	2. <a href="#">Acceptance of the January 24, 2012 Summarized Minutes</a>	<b>Action</b>
3:05	3. Memorial Minute for Distinguished Professor David L. Craven	<b>Action</b> Kirsten Buick
3:10	4. Faculty Senate President's Report and Endowed Chair Policy Update	<b>Information</b> Tim Ross
3:20	5. <a href="#">Faculty Senate Reorganization</a>	<b>Information</b> Tim Ross
3:40	6. <a href="#">Honors College Update</a>	<b>Information</b> Tim Ross

### CONSENT AGENDA TOPICS

3:45	7. Forms C from the Curricula Committee	<b>Action</b> Amy Neel
	<a href="#">Revision of PhD in Nursing, College of Nursing</a> <a href="#">Revision of PhD in Nursing, College of Nursing</a> <a href="#">Revision of Acute Care Nurse Practitioner Concentration, College of Nursing</a> <a href="#">Revision of BS in Electrical Engineering, School of Engineering</a> <a href="#">Deletion of MS in Hazardous Waste Management, School of Engineering</a> <a href="#">Deletion of Certificate in Systems Engineering, School of Engineering</a> <a href="#">Revision of Emphasis in Nanoscience and Microsystems, School of Engineering</a> <a href="#">Revision of HMMV Options I, II, III, in the BA/MD Major, College of Arts and Sciences</a> <a href="#">Revision of Undergraduate Honors in Chemistry and Chemical Biology, College of Arts and Sciences</a>	
	8. <a href="#">2011-2012 Faculty Senate Committee Appointments</a>	<b>Action</b> Amy Neel

### AGENDA TOPICS

	9. Dean's Evaluation Update	<b>Information</b> Richard Wood
3:50	<a href="#">Brief Evaluation Instrument</a> <a href="#">In-Depth Evaluation Instrument</a>	
4:00	10. Fiscal Year 2013 Benefits Information	<b>Information</b> Helen Gonzales
4:15	11. Provost's Report	<b>Information</b> Michael Dougher
4:30	12. Budget Process	<b>Information</b> Tim Ross, Amy Neel, and Ann Brooks
4:50	13. New Business and Open Discussion	<b>Discussion</b>
5:00	14. 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

## 2011-2012 FACULTY SENATE JANUARY 24, 2012 (Draft Awaiting Approval at the February 28, 2012 Meeting)

The Faculty Senate meeting for January 24 was called to order at 3:03 p.m. in the Roberts Room of Scholes Hall. Faculty Senate President Tim Ross presided.

### 1. ATTENDANCE

**Guests Present:** Lecturer III Bob Busch (Chemical and Nuclear Engineering), Dean Geraldine Forbes Isais (Architecture and Planning), Director Dena Kinney (Fine Arts Library), Lecturer III Melanie Sanchez-Dinwiddie (UNM Valencia), and Director Irene Vasquez (Chicano Studies).

### 2. APPROVAL OF THE AGENDA

The agenda was approved as written.

### 3. APPROVAL OF SUMMARIZED MINUTES FOR NOVEMBER 22, 2011 MEETING

The minutes were approved as written.

### 4. POSTHUMOUS DEGREE REQUEST FOR ANGELITA MUSKETT

School of Architecture and Planning Dean Geraldine Forbes Isais presented the following posthumous degree request for Ms. Angelita Muskett. The Faculty Senate Graduate and Professional Committee has considered and approved the request previously since it is for a graduate degree. The Faculty Senate unanimously approved the request.



**DATE:** December 1, 2011  
**TO:** Operations Committee of the Faculty Senate  
**FROM:** Linney Wix, Ph.D., Chair  
Senate Graduate & Professional Committee  
**RE:** Posthumous Degree

At its December 1, 2011 meeting the Senate Graduate & Professional Committee voted to approve a request to grant a posthumous degree to Angelita Muskett (190887332). Please see the attached memo from Geraldine Forbes Isais, Dean, School of Architecture & Planning, detailing this request for Ms. Muskett.

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. Ms. Muskett had completed the coursework required for the degree and her academic record is in good standing. Therefore, we request that the Faculty Senate support the awarding of a posthumous Master of Architecture to Angelita Muskett. We also request that this item be put on the Senate's agenda at the earliest convenience. The School of Architecture & Planning is concerned on behalf of Ms. Muskett's family that this situation be resolved quickly.

Thank you.

Attachment



University of New Mexico  
School of Architecture + Planning

**DATE:** November 10, 2011  
**TO:** Dean, Office of Graduate Studies  
**FROM:** Geraldine Forbes Isais, Dean  
School of Architecture and Planning

**SUBJECT:** REQUEST TO AWARD POSTHUMOUS DEGREE

I am requesting that the degree of Master of Architecture be awarded posthumously to Angelita Muskett. Angelita started her Masters study in Fall 2010.

Angelita was a student in good standing when she passed away on November 1, 2011. She also graduated from the University of New Mexico with her Associates degree in Art Studio in 2004 and her Bachelor of Fine Arts in 2009.

I hope that you will agree that this is an appropriate action to take. Thank you for your assistance in this matter. If there is any additional information needed, please contact Dean Forbes Isais at 277-2053 or [gforbes@unm.edu](mailto:gforbes@unm.edu).

By signing below I am strongly endorsing this request.

Geraldine Forbes Isais  
Dean, School of Architecture and Planning.

Received  
NOV 11 2011  
Office of the  
University of New Mexico

## **5. FACULTY SENATE PRESIDENT'S REPORT**

Faculty Senate President Tim Ross reported the following:

- The election of Senators from the Schools and Colleges is underway. The call for nominations for the Academic Freedom and Tenure Committee, at-large senators, and the Committee on Governance will start next week.
- The 2012-2013 Committee Preference Survey will begin February 1.
- Revision of Policy C100 is in the initial draft stage. It will be going to the Operations Committee in the next few weeks.
- The Endowed Chair Policy is too long. The policy needs to be reduced to the main points. President Ross asked for a volunteer to take the bullet points developed by the Policy Committee and his initial draft and write a draft policy. Anyone interested should contact President Ross. Both President Schmidly and incoming President Frank have been positive about the policy.
- The Faculty Disciplinary Policy was approved by the Board of Regents and is now in the Faculty Handbook.
- The Faculty Parental Leave Policy has been approved by President Schmidly and is now in the Faculty Handbook.
- President Ross recently attended a Coalition on Intercollegiate Activities conference in Tulsa, Oklahoma with about 60 other faculty senate presidents. The conference discussed the spiraling out-of-control costs for Division I Football and Division I Basketball.

The group discussed the complete change of the model and to request permission of Congress to exempt the NCAA from anti-trust laws to allow negotiations with the NBA and the NFL. Both leagues use collegiate football and basketball programs as their minor leagues. Two goals of a change would be to allow for better Bowl Championship Series (BCS) revenue to the schools and the ability to pay athletes a stipend to play (pay-for-play).

## **6. PRESIDENTIAL SEARCH SUMMARY**

President Ross reported the following on the University Presidential Search:

- President Ross felt the process was very fair.
- The search committee was comprised of 29 members. Nine of the 29 were faculty, some were deans and some were directors.
- Seventy candidates initially applied; fifteen made the preliminary cut; and eight people were forwarded to the Board of Regents. Five candidates accepted and those names were released to the public.
- President-Elect Amy Neel was a counter and participated in the tally of the BOR cards from the live forums.
- There was a five-day period to view the forums and vote electronically. There were 107 responses out of the 1,800 member faculty.
- Thirty-five faculty attended a meeting on December 16. The Albuquerque Journal reported the negative opinions expressed in the meeting.
- Two days before Christmas, BOR President Jack Fortner notified President Ross that the field was narrowed to two candidates and to provide his opinion. President Ross stated that at the

end of the process, the BOR was still seeking faculty input.

- Incoming President Bob Frank met with faculty leadership (members of the Operations Committee, the Chair of the Committee on Governance, and the chair of Academic Freedom & Tenure Committee) on January 6. President Ross invited President Frank to attend a Faculty Senate meeting during the Spring semester. President Frank will visit campus again February 8-11.

## **7. FACULTY SENATE REORGANIZATION UPDATE**

President Ross reported that the Faculty Senate Reorganization Proposal has been through most of the 21 Faculty Senate Committees. President Ross asked for comments and ideas on the proposal. The proposal will be presented to the Faculty Senate at the February 2012 meeting. There will be a 30-day review/comment/suggestion period. The proposal is scheduled to be on the March 2012 Faculty Senate meeting agenda for a possible vote.

## **8. HONORARY DEGREE NOMINATIONS-CLOSED SESSION**

Honorary Degree Committee Chair Dena Kinney (University Libraries) presented the 2012 Honorary Degree Candidates. The 2012 Honorary Candidates have been previously considered and approved by the Honorary Degree Committee and the Faculty Senate Graduate Committee. Ballots with the candidates' biographies were distributed to senators.

An open discussion of the candidates requires a closed session. Confidentiality is maintained until the process is complete. The Faculty Senate voted unanimously to move into closed Executive Session to discuss the limited personnel matter related to the Honorary Degree candidates. All non-senators were asked to leave the room for the discussion. The senate discussed the candidates and asked questions of Dr. Kinney. After the discussion concluded, the Faculty Senators turned in their ballots. The Faculty Senate unanimously voted to re-open the meeting.

After re-opening the meeting and allowing for non-senators to be reseated, the Faculty Senate unanimously voted to certify that the matters discussed in Executive Session were limited to the Honorary Degree candidates.

## **CONSENT AGENDA**

### **9. FORMS C FROM THE CURRICULA COMMITTEE**

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

- Delete BA in Art in Arts and Sciences, College of Fine Arts
- Deletion of MSN/MPA, College of Nursing
- New BA in Theatre and Design for Performance, College of Fine Arts
- New Departmental Honors for BA and BS in Biology, College of Arts and Sciences
- New Minor in Law, Environment, and Geography, College of Arts and Sciences
- New Subject Code in Swahili, College of Arts and Sciences
- Revision of Major in BA of Classical Studies, College of Arts and Sciences
- Revision of MA in Counseling, College of Education
- Revision of Major in BS in Mechanical Engineering, School of Engineering
- Revision of Major in Interdisciplinary Film and Digital Media, College of Fine Arts
- Revision of Minor in Chicano, Hispano, Mexicano Studies, University College
- Revision of MS in Geography, College of Arts and Sciences

#### **10. 2011-2012 FACULTY SENATE COMMITTEE APPOINTMENTS**

Additions to the 2011-2012 Faculty Senate Committees were approved by unanimous voice vote of the Faculty Senate.

Baker Morrow (Professor of Practice), SAAP Landscape Architecture, to the UNM Press Committee  
Pete Zimmer (Research Assistant Professor), Physics and Astronomy, to the Research Policy Committee

### **AGENDA TOPICS**

#### **11. RECRUITING FOR 2012-2013 FACULTY SENATE COMMITTEE SERVICE**

President-Elect Amy Neel (Speech and Hearing Sciences) requested that senators sign up for committee service and to encourage their faculty peers to volunteer. The Committee Preference Survey will be sent to all faculty February 1. The committees are where shared governance happens and where most of the work of the senate takes place. President-Elect Neel explained that she has learned much serving on committees.

#### **12. HEALTH SCIENCES CENTER COUNCIL CHARGE**

The Committee on Governance is objecting to some of the language in the charge. Therefore, the HSC Council charge requires further refinement before it is ready for a Faculty Senate vote. Senator Lee Brown (Internal Medicine) moved that the HSC Council Charge be tabled pending further review and revision. Operations Committee member Dan Barkley (University Libraries) seconded the motion. The Faculty Senate voted unanimously to table.

#### **13. LECTURER CAREER PATH POLICY UPDATE**

President Ross reported that the Lecturer Policy has been to the HSC deans and their suggestions have been incorporated into the policy. The revision will go back to AF&T for approval. If approved, the proposal will go out to all voting faculty for consideration. Following faculty consideration it must be approved by the BOR.

#### **14. PROVOST'S REPORT**

Interim Provost Chaouki Abdallah was unable to attend due to being delayed in Santa Fe at the State Legislative session.

#### **15. CHANCES OF A PAY RAISE FOR HIGHER EDUCATION**

President Ross had invited EVP David Harris (Business and Administration) but EVP Harris had to be in Santa Fe today for the Legislative Session. The State Legislative Finance Committee (LFC) had proposed a half percent compensation increase. President Ross stated that there has been talk about the University trying to provide faculty a possible 2-3 percent raise. Anything above half percent would have to come out of internal sources. However, there has developed some uncertainty with state revenues. One projection shows a loss of predicted natural gas revenues. He will update the Senate as information becomes available.

#### **16. REVIEW OF FACULTY TECHNOLOGY SURVEY RESULTS**

Deputy CIO Moira Gerety presented the results of the Faculty Technology Survey in the following slideshow. The winner of the iPad for completing the survey will be announced at a later date.

# First Annual Faculty Technology Survey Highlights

Moira Gerety, Deputy CIO and Acting  
Director of Classroom Technologies

January, 2012

## Overview

- Survey administered by IT in November, 2011
- Survey developed with a small group of faculty and the Student Computing workgroup
- Who Answered:
  - Main Campus/Law: 699
  - Branches: 36
  - Health Sciences: 36
- 51% on tenure track
- Respondents been teaching:
  - 28% greater than 10 years, 25% greater than 20
  - 22% less than 5 years, 21% between 5 & 10

January 2012

UNM First Annual Faculty Technology  
Survey Highlights, prepared by M.Gerety,  
UNM Information Technologies

## Computing / Phone

- Workstation
  - Linux: 3%
  - Mac: 41%
  - PC: 55%
- Phone (does not add to 100)
  - 44% have a UNM paid phone, with 14.8 with no VM
  - 58% use their personal device, 7% with no VM
  - 5% use VOIP
  - 7% have no phone service

January 2012

UNM First Annual Faculty Technology  
Survey Highlights, prepared by M.Gerety,  
UNM Information Technologies

## How do you communicate with Students (very often/often)

- Face to face before/after class: 91%
- Email/distribution lists: 87%
- Face to face office hours: 70%
- Inside WebCT: 50%
- Phone: 18%
- Texting: 11%
- Cloud collaboration: 8%
- Blogs/wikis: 8%
- Facebook/Social Media: 6%

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## Instructional technology Usage

- WebCT: 62%
- Presentations/Powerpoint: 48%
- Digital Video: 39%
- Digital Audio: 32%
- Streaming Audio/Video: 31%
- Other course website: 26%
- Digital image manipulation: 24%
- Publisher Resources: 23%
- Clickers: 13%
- Wikis/blogs: 13%
- Virtual classroom/video conferencing: 13%
- Plagerism detection: 12%
- Mobile devices: 12%
- PODcasting: 10%
- Eportfolio: 6%

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Survey Highlights, prepared by M.Gerety,  
UNM Information Technologies



## Research Technology Usage

- Presentation/Powerpoint: 29%
- Digital image manipulation: 21%
- Digital Video: 16%
- Digital Audio: 15%
- Video conferencing: 13%
- Streaming audio/video: 12%
- Mobile devices: 12%
- Wiki/blog: 9%
- With a notable mention in comments of **Google**

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Survey Highlights, prepared by M.Gerety,  
UNM Information Technologies

## Plan to use in the future (> 5%)

- Plagerism detection: 22%
- Podcasting: 22%
- Mobile Devices: 17%
- Wiki/blog: 11%
- E-Portfolio: 11%
- Video conferencing: 16%
- Clickers: 14%
- Digital audio/visual (combined): 14%
- Streaming video: 13%
- Publisher resources: 11%
- Course site other than WebCT: 8%
- Digital image manipulation: 8%
- WebCT/Vista: 6%

January 2012

UNM First Annual Faculty Technology  
Survey Highlights, prepared by M.Gerety,  
UNM Information Technologies

## Motivation for Tech Use

- Desire to improve student learning: 86%
- Increase student access to materials: 83%
- Facilitate communication with students: 83%
- Address varied learning styles: 75%
- Access to resources beyond campus: 61%
- Manage administrative tasks easier: 57%
- Availability of classroom equipment: 52%
- Encouragement by students: 40%
- Reliability of technology on campus: 29%
- Inspiration from Peers: 24%
- Department / college expectations: 19%

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Survey Highlights, prepared by M.Gerety,  
UNM Information Technologies

## Barriers to Tech Use

- Lack of time to learn: 61%
- Performance of Classroom equipment: 31%
- Lack of incentive: 30%
- Lack of Technical Support: 30%
- Performance of WebCT: 29%
- Lack of opportunities to learn: 29%
- Lack of computer resources to create content: 23%
- Student access to technology: 23%
- Lack of 1x1 training: 20%

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Survey Highlights, prepared by M. Gerety,  
UNM Information Technologies

## Important Investments

- More robust wireless: 88%
- Technical Support: 86%
- Basic training for students on academic software: 86%
- An instructional resource guide: 85%
- Consolidated support from groups: 80%
- A research resource guide: 78%
- More software licenses: 77%
- Easy to access research networks: 74%
- Enhancements to WebCT: 70%
- Mobile access: 57%
- Red Phone for classrooms: 56%

January 2012

UNM First Annual Faculty Technology  
Survey Highlights, prepared by M. Gerety,  
UNM Information Technologies

## Support Ratings, Excellent/Good

- Google/Bing/etc.: 64%
- Academic colleagues: 59%
- UNM IT Support Center: 54%
- Family/Friends: 54%
- Web CT/NMEL: 40%
- Department IT Staff: 50%
- Students: 43%
- UNM Technical Staff: 36%
- Ask a Librarian: 34%
- Media Technical Services: 28%
- Vendor: 27%

January 2012

UNM First Annual Faculty Technology  
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UNM Information Technologies

**17. NEW BUSINESS AND OPEN DISCUSSION**

No new business was raised.

**18. ADJOURNMENT**

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

Respectfully submitted,

Rick Holmes  
Office of the Secretary

# **Proposal for the Reorganization of the UNM Faculty Senate February 2012**

## **Prologue**

The University of New Mexico Faculty Senate Operations Committee created a Task Force in 2009 on Senate Organizational Structure to form a proposal for restructuring the Faculty Senate to be more responsive and flexible to the needs of the faculty, administration, and the University as a whole. The 2009 Task Force was led by Prof. Douglas Fields, then the President of the Faculty Senate. The conclusions of the Task Force resulted in a presentation that was provided to various faculty groups throughout the academic year 2010-2011. A special meeting of the Faculty Senate, called on May 9, 2011 by then Senate President Richard Wood, was held to discuss this sole topic – Senate Reorganization – with the faculty Senators. Several questions, issues, concerns, and hopes were expressed at that meeting. The hopes were consistent with the notion that since the University was undergoing a major realignment in shared governance, in response to a critique from the Higher Learning Commission within the university's accreditation agency, this would be an ideal time to consider changes in the structure of the Senate to align itself with proposed changes in the Administration and to affect a better posture for shared governance in the future. The Senate reorganization proposal provided here takes into account the comments by Senators at the special meeting, as well as suggestions from other groups since May, such as the Committee on Governance and the current Operations Committee. In addition, some materials added from historical archives at UNM and materials collected from other universities on their Faculty Senate structures have provided additional insight into some of the features of this plan.

## **A Need for Change**

It continues to be increasingly difficult for the Faculty Senate (FS), the FS President, and the Operations Committee (OPS) to adequately meet all the legitimate needs and time demands of their respective roles. It is also increasingly difficult for the Faculty Senate to respond to new initiatives and weigh in proactively on strategic directives coming from the Administration, the Regents, and our wider organizational environment. If shared governance within the University is to work well, and if it is to lead UNM in the best strategic pursuit of its academic mission in the future, we believe we simply have to have a structure that both embodies democratic practice and is capable of responding in an efficient way where the structure is less centralized in the person of the FS President. The UNM Central Administration has indicated that they are open to suggestions for change to our shared governance model. This proposal represents an improved structure of the Faculty Senate, which will be integrated easily into the current model of governance by the administration.

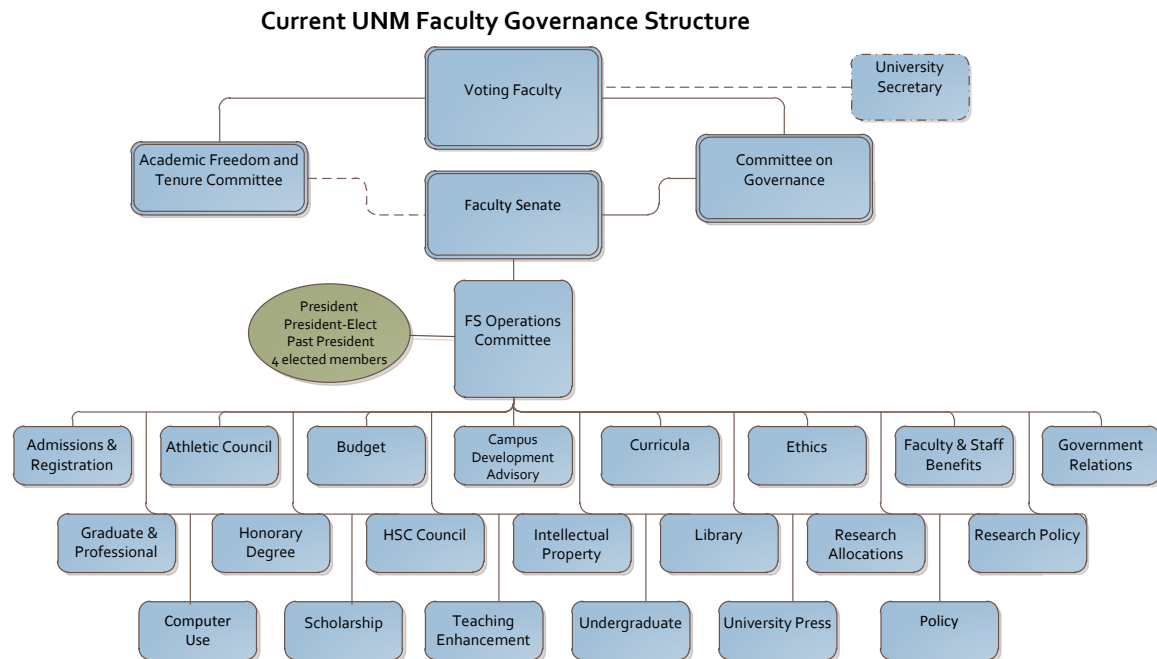
Due to the complexity of our university committee system, it makes sense to compartmentalize committees into councils of committees that deal with similar issues. This will in no way add to the number of people in the reporting chain as each council will be made up of the Heads of the Committees that comprise it. Each Council will decide among its members who will serve as the Council Chair. As you can see by comparing the two charts (current and proposed, below), it will be much easier for Senate leadership to assist committees in a timely and thoughtful way if the committees are grouped together and represented by this intermediary council structure.

## Current Faculty Senate Structure

The current structure of the UNM Faculty Senate (FS) is comprised of Senators elected from the entirety of the UNM campus, including the branch campuses. There are 73 Senators divided among the various academic units, with 8 at-large Senators included in this total. There is one executive committee, known as the Operations Committee (OPS) of the Faculty Senate. It is comprised of the FS President, the President-elect, the past-President and 4 members of the Senate, all elected annually by the Faculty Senate. The charge of this committee is to oversee the workings of the FS Committees, to set the agendas for the Faculty Senate Meetings, and to be a conduit between the administration and the FS Committees and Faculty Senate. The twenty-one (21) standing Committees of the Faculty Senate are:

- Admissions and Registration
- Athletic Council
- Budget
- Campus Development Advisory
- Computer Use
- Curricula
- Faculty Ethics and Advisory
- Faculty and Staff Benefits
- Governmental Relations
- Graduate and Professional
- Health Science Center Council
- Honorary Degree
- Intellectual Property (duties currently assigned to RPC)
- Library
- Policy
- Research Allocations
- Research Policy
- Scholarship
- Teaching Enhancement
- Undergraduate
- University Press

Currently, each of these committees has, in its charge, a definition of the voting members and administrative, staff, and student ex-officio (non-voting) members. The faculty membership usually is defined in such a way as to have representation on the committee by as diverse a group as possible. The schematic shown below gives the structure of the current Faculty Senate and its committees.



The number of committees reporting directly to the OPS committee and, hence the Senate President, is unwieldy. There is simply no current method to organize all the information coming from 21 committees in an effective and efficient manner. It places too high a burden on the Senate President to be able to deal with all the outputs from committees and, at the same time, deal with the many ad-hoc, unforeseen, and disparate duties that befall the Senate President as he/she also represents the overall faculty to the Administration and to the Regents. The large number of committees makes it difficult to organize the many tasks that are conducted by the committees. Additionally, the current structure makes it difficult for the general faculty, unit and department Chairs, academic Deans, and members of the university Administration to decide which Senate committees to go to with issues and concerns and for faculty to understand the responsibilities of each committee so they know for which committee to volunteer. The large number of committees serves to dilute the authority and power of each committee on their overall impact of the Senate and its decisions. The current large number of committees makes it impractical to offer compensation or release time to the chairs of large and time-consuming committees (e.g. Curriculum, Graduate, Undergraduate, Policy, Research Allocations, Teaching Enhancement, etc.). The “rigidity of charges” to the current committees makes it difficult to shift the charge when the external and internal trends would be a reasonable option, without resorting to the effort of getting the full Senate to approve such changes.

Implementation of the changes to charge, and the associated approval for such changes can be separated by months, or even a full academic year. Moreover, there is some rigidity in the membership of committees, where an appropriate distribution of faculty members is required on the committee. Sometimes vacancies on committees prevent membership to some faculty who would otherwise be effective and enthusiastic members of the committees except for the distribution requirements on those committees. Finally, the current structure does contain some inactive committees that should be reorganized, eliminated, or have charges transferred to other existing committees. Currently, two of our 21 committees rarely meet, one is comatose, and another meets traditionally one time per year. Hence, we could label our committees as being standing, sitting or sleeping.

Within the current structure of the Faculty Senate there are two existing Councils. One is the Athletic Council, which is essentially a committee named a “Council.” It operates as a committee in the current structure, but could be reconstituted into a Council under the proposed plan by adding 3 Faculty Senators and adding some breadth to the current responsibilities; this could be easily addressed in a change to the charge of this committee. The second Council, the Health Science Center (HSC) Council, is a bona-fide Council in the definition of a Council. All of the HSCs 23 Senators are members of this Council. It was in a pilot mode in its first year of existence, and the organization and operation of this Council was so successful at the conclusion of the pilot year, that the Faculty Senate approved adding this Council to the committee structure at the April 26, 2011, faculty senate meeting.

The bottom line on the proposed reorganization of the Senate is that the work of the Senate should not rest upon the shoulders of a few members, that is on the Operations Committee and the Senate President and President-elect, but should be shared as much as possible by all. In the proposed reorganized structure we have the makings for a true paradigm of shared governance. On many of the proposed councils there will be ex-officio participation by members of the Administration, and by some staff members and a few students.

### What would NOT Change

This proposal does not recommend changes in any of the following for the first two years of implementation (see page 12 for details on 2 year transition):

- The way that faculty committees are constituted
- The charge of existing Senate committees (except for the Athletic Council)
- The way that faculty are appointed or elected to the committee membership
- The election of the President of the Senate
- Any of the structure of the constitutionally provided committees, i.e., the Committee on Governance or the Academic Freedom and Tenure Committee
- The way that Faculty are elected as Senators
- The elections of Senate members to the Senate Operations Committee
- The charge of the Operations Committee

## Proposed Structure of Senate

The basic premises on which rest the proposed new organizational structure are as follows:

First, for purposes of efficiency and coordination of efforts among the various committees and Councils, there should be a direct and unambiguous relationship between the basic current Senate committee structure and the structure of the Councils reporting to the Operations Committee.

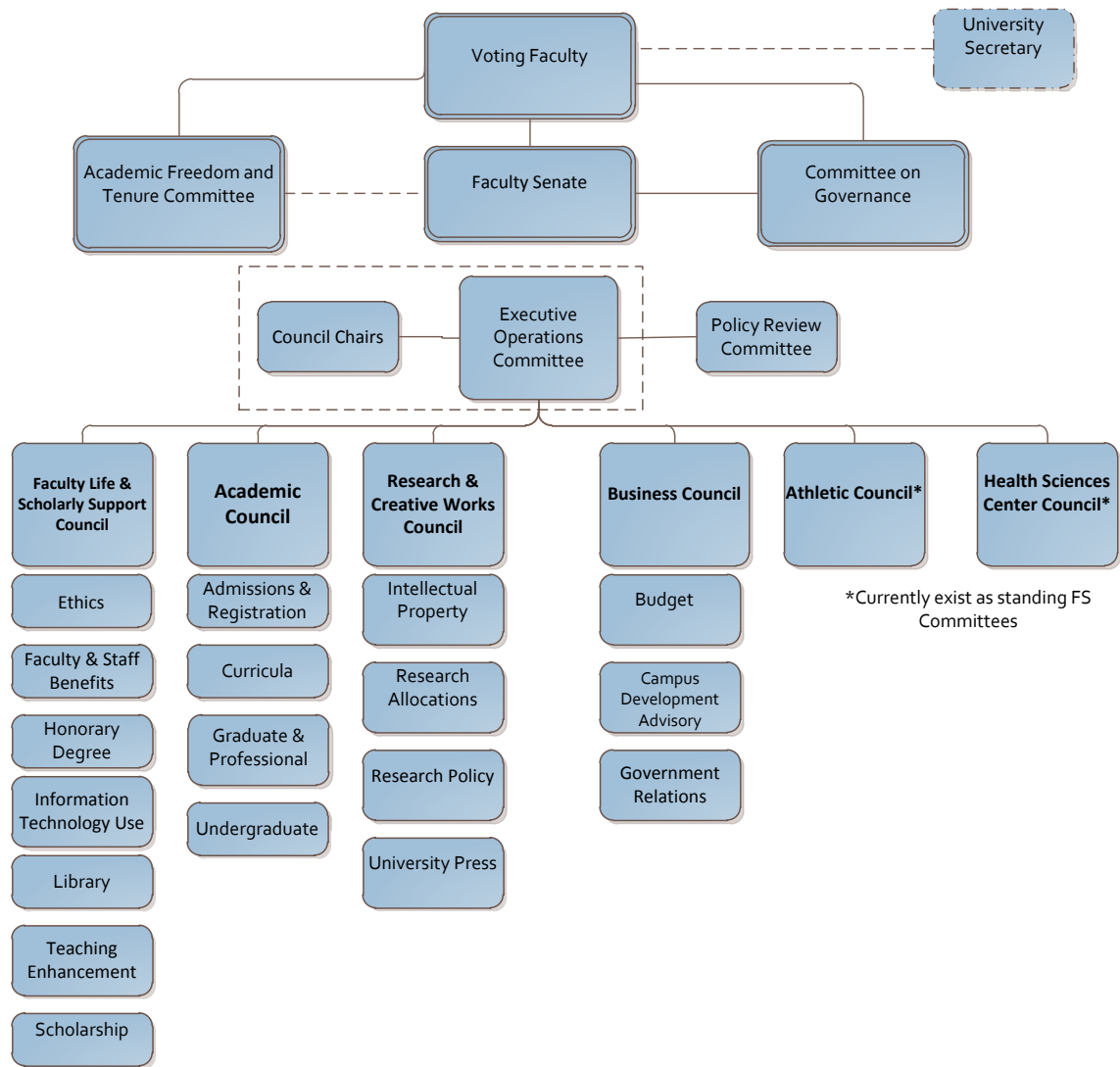
Second, any Senate structure must provide a seamless way about which we can go about reorganizing the work now distributed among a disparate, system-less array of standing, sitting, and sleeping committees.

Third, the new council structure will represent a group of bodies to study the current set of committees to see what committees should be kept, consolidated, restructured, or eliminated and will examine those areas in general to see what academic needs are NOT being taken care of either through committees or otherwise. A basic requirement of each council will be to review, on an annual basis, the efficiency of its constituent committee structure.

Finally, there is no way in which either the Senate as a whole or an Operations Committee can deal with all the matters over which 21 committees, larger numbers of administrators, and even larger numbers of individual faculty members are likely to send for Senate consideration. To paraphrase the words of UNM Faculty Senate President Steven Proust in 1976: We must have a mechanism for an effective system that steers, clears, and prepares business for full Senate debate and deliberations (see Appendix A on the initial attempt at the UNM Senate organization in 1976).



Proposed UNM Faculty Governance Structure



Faculty Senate

The proposed new structure of the Senate is shown above. The current Policy Committee and the group of Council Chairs will report directly to the Operations (OPS) Committee. The President-elect of the Senate will preside over the group of Council Chairs when they meet, generally on the order of twice per month for the purpose of coordination among themselves. The Council Chairs will meet with the Operations Committee once per month for the purpose of communicating issues of importance to the OPS Committee. Since the President-elect will

convene meetings of the Council Chairs, he/she will bring useful information to the Operations Committee on a weekly basis.

The Faculty Senate is the representative body that oversees the work of the Councils and gives final faculty approval to new policies and resolutions that represent the faculty body. Senators are elected from the various colleges with numbers of representatives determined by the relative proportion of faculty in the college. Many senators would be allowed to become members of any one of the proposed 6 Councils depending on their interest; each Council would have a maximum of 3 Senators per Council. These Senate representatives would be ex-officio on the Councils, but would then bring the knowledge of the Council that they represent to the Faculty Senate body.

### Faculty Senate Councils

The Councils of the Faculty Senate are created paralleling the divisions of university life:

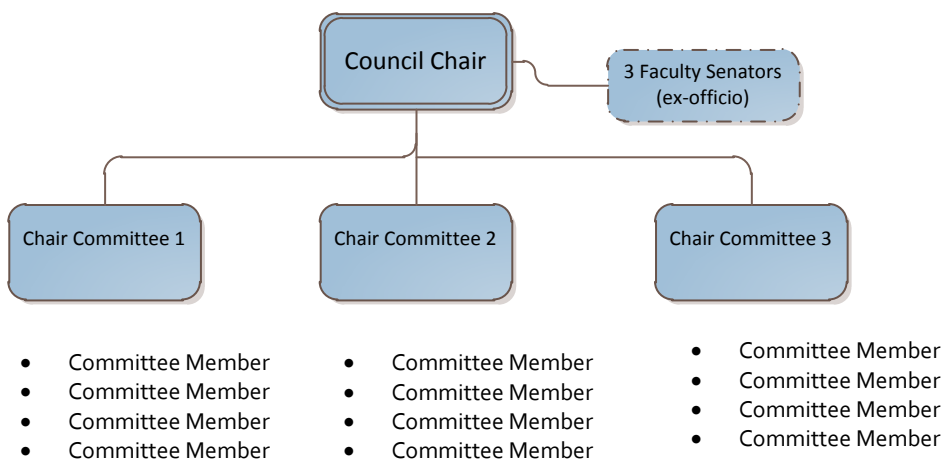
- Graduate Research & Creative Works Council
- Academic Council
- Business Council
- Faculty Life and Scholarly Support Council
- Health Sciences Center Council
- Athletic Council

During the first two years of this reorganization, each Council will be comprised of the existing set of Senate committees that best fit within that Council (see graphic, page 6). The leadership of the Councils will be comprised of the Chairs of the current Senate committees and a maximum of 3 faculty Senators. The Senators who are elected by the Senate for the Council assignments will serve a 2-year term on these Councils, coincident with their Senate terms. The overall Council Chair will be elected from among the group of Faculty Senate committee chairs that make up that Council, or from the membership on the committees that make up that Council. The authority of each Council Chair will be that authority granted to them by the Chairs of the Council's committees. Such authority, collectively, will not exceed the authorities granted in the charges of each committee that constitutes the Council. Generally speaking, it shall be the responsibility of the Council Chairs to report the results of their work to the Operations Committee on a regular basis.

There shall also be, in non-voting positions on each Council, members of the Administration, Staff, and Students where appropriate as determined by the current charge of each committee. In this way the Council structure will facilitate dialog between UNM Central administration and faculty governance structures. Each Council's leadership initially (for a period of 2 years; see Transition Philosophy, page 14) will have standing Faculty Senate Committees assigned to it, but they are charged with the design of each committee's charge, membership, and duration of existence after the initial two-year transition period.

The figure shown below reveals how a typical Council is organized. The Chairs of the committees within the Councils will be responsible for conducting the charges of their committees and in coordinating these activities among the committees within the Council. The committee chairs will meet before the start of the academic year to elect a Council Chair. The Council Chair can be any of the committee Chairs or any member of the committees within the Council. The term of the Council Chair will be for 2 years, with one additional 2-year appointment possible.

### Typical Council



### Membership on Faculty Senate Councils

After the first two years of the new organizational structure, during each Council's first meeting of the academic year, committees of the council are formed (or continued), and faculty in attendance are placed into these committees according to their interest and the committees' needs. The intent is that this self-organization, driven by interest (rather than first-come, first served), will put more dedicated and knowledgeable faculty into committee service.

Committees will then elect their chairs, who would serve on the Council as voting members. The Councils would generally meet monthly, unless a more aggressive schedule is deemed appropriate by the members of that Council.

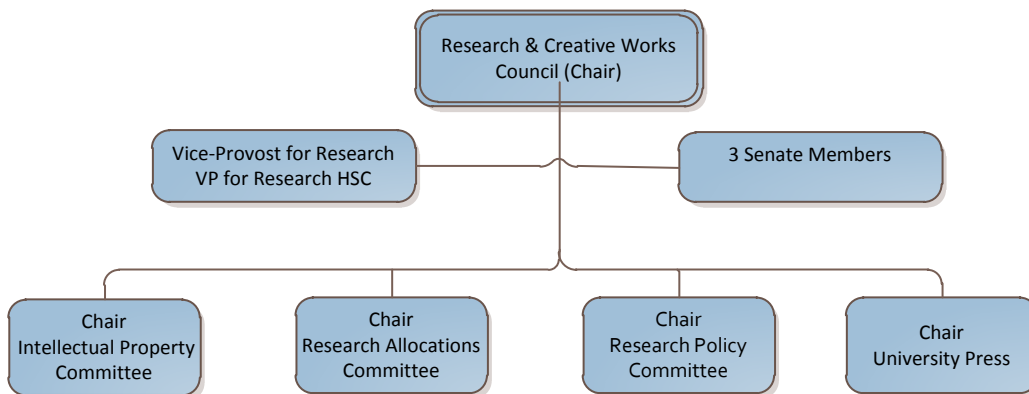
### Operations Committee

The Operations Committee of the Faculty Senate will be composed of the President of the Faculty Senate (who chairs the committee), the past-President, the President-elect, and four members of the Senate, elected annually by that body; this follows the current bylaws of the Senate. The charge of the Operations Committee is to coordinate issues that cross Council

boundaries, act as an information conduit from global structures such as the Regents, upper administration, and the general faculty and staff, and to provide a conduit of information from the Councils back to these general structures. The Operations Committee will meet weekly.

## Research and Creative Works Council

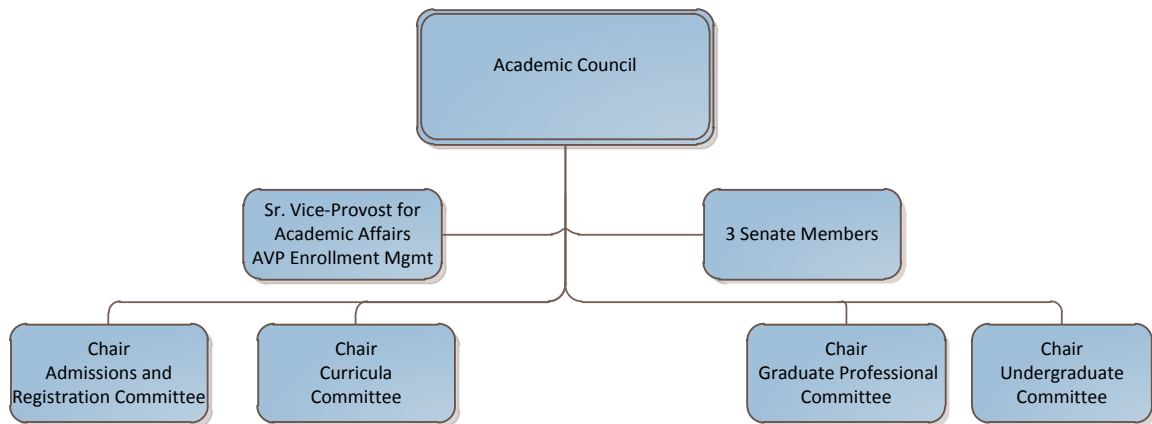
The Research and Creative Works Council is charged with oversight of the research endeavor of the university including both “big-science” and smaller, unfunded or underfunded creative works. Members of the council are: the Chair (elected to a two-year term by a vote of the Chairs of the committees in the Council), three members of the Faculty Senate (elected by that body for 2-year terms), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Vice-Provost for Research, the 3 faculty Senators, and the HSC Vice-Provost for Research. The configuration of the initial Research and Creative Works Council shall consist of the current Senate committees of: Intellectual Property (which is currently an inactive committee), Research Allocations, Research Policy and the University Press.



## Academic Council

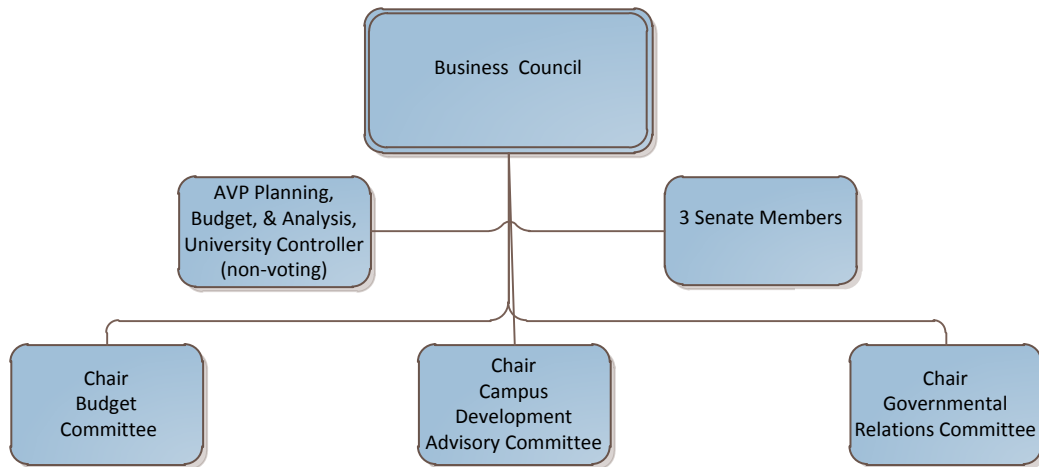
The Academic Council is charged with oversight of the teaching and curricula of the university including the undergraduate, graduate, and professional levels. Members of the council are: the Chair (elected to a two-year term by a vote of the committee chairs within the Council), three members of the Faculty Senate (elected by that body for two-year terms), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Vice-Provost for Academic Affairs, the 3 faculty Senators, and the VP for Enrollment Management. . The configuration of

the initial Academic Council shall consist of the current Senate committees of: Admissions and Registration, Curricula, Undergraduate, and Graduate/Professional.



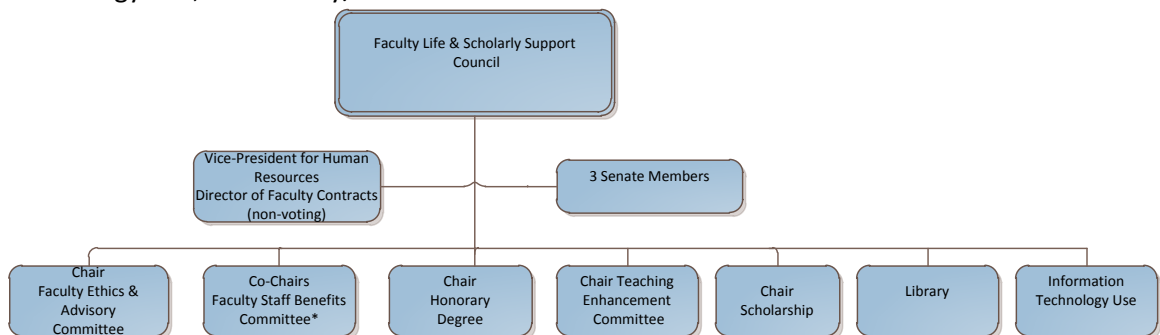
## The Business Council

The Business Council is charged with oversight of the business aspects of the university including the budget, government relations, campus planning, capital projects, etc. Members of the council are: the Chair (elected to a two-year term by a vote of the committee chairs of that Council), three members of the Faculty Senate (elected by that body for two-year terms), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Associate Vice-President for Planning, Budget, and Analysis, the 3 faculty Senators, and the University Controller. The configuration of the initial Business Council shall consist of the current Senate committees of: Budget, Campus Development Advisory, , and Government Relations.



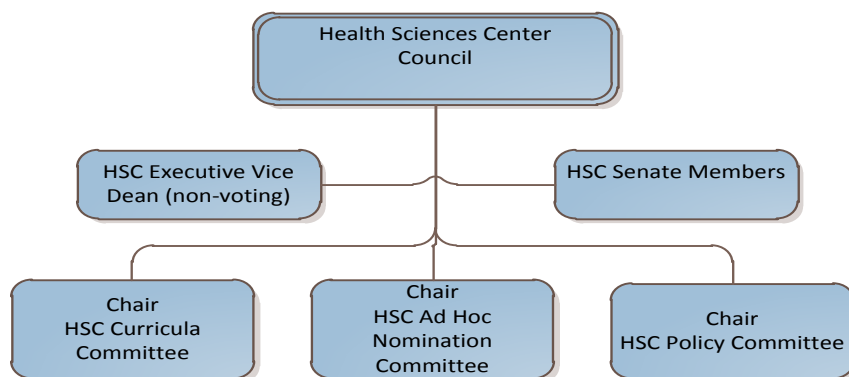
## Faculty Life & Scholarly Support Council

The Faculty Life Council is charged with oversight of faculty benefits, faculty responsibilities, faculty ethics, as well as the Faculty/Staff Club. Voting members of the council are: the Chair (elected to a two-year term by a vote of the committee chairs within that Council), three members of the Faculty Senate (elected by that body for two-year terms), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Vice-President for Human Resources, the 3 faculty Senators, and the Director of Faculty Contracts. The configuration of the initial Faculty Life Council shall consist of the current Senate committees of: Scholarship, Honorary Degree, Faculty Ethics and Advisory, Teaching Enhancement, Library, Information Technology Use, and Faculty/Staff Benefits.



## Health Sciences Council

The Health Sciences Council is charged with oversight of faculty issues that are unique to the Health Sciences Center and the School of Medicine. Voting members of the council are: the Chair (elected to a two-year term by a vote of the members of the Council), all members of the Faculty Senate from the Health Sciences Center, and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). Non-voting members of the Council are: the Health Sciences Center Executive Vice Dean.



## Athletic Council

The Athletic Council is charged with oversight of intercollegiate and intramural athletics. It currently has the title of a Council, but it presently operates as a committee. The proposed makeup of the Council would be as follows. Voting members of the council are: the Chair (elected to a two-year term by a vote of the members of the Council), three members of the Faculty Senate (elected by that body for two-year terms), twelve faculty members (with a majority having tenure), and the chairs of any committees of the Council (both standing and ad-hoc committees of the Council, appointed by the Council Chair). The 12 faculty members shall all come from a minimum of four schools/colleges consistent with the current charge. Non-voting members of the Council are: the Vice President for Athletics, the Associate Director of Athletics, the 3 faculty Senators, and the faculty representative to the National Collegiate Athletic Association (NCAA).

#### Athletic Council

- Chair
- 3 faculty senators (ex-officio)
- 12 Faculty members (majority tenured)
- 3 undergraduate students
- 1 graduate student
- 1 alumni
- Vice President for Athletics (non-voting)
- Associate Director of Athletics (non-voting)
- Faculty representative to the NCAA (non-voting)

### Policy Committee

The Policy Committee will report directly to the Operations Committee. The charge to this committee is essentially the same as it exists now:

- Review, as necessary, policies of the Regents' Handbook, Faculty Handbook, Constitution, University Business Policies and Procedures, and the Pathfinder;
- Consult and collaborate with administrators with respect to policies in documents other than in the Faculty Handbook;
- Communication of policies across the campuses after Faculty Senate approval, full faculty approval, or as per policy history; and
- Review policies developed by other standing committees.

The Policy Committee membership will be comprised of seven voting faculty (from at least three schools and colleges including the Health Sciences Center and none of whom are from the same department) and one non-voting member of the Faculty Senate. At the committee's request, an attorney from the University Counsel's office with primary responsibilities for policy issues shall attend committee meetings and provide legal advice to the Policy Committee; this member will be in an ex-officio status. The terms of office for the non-Senate members shall be for three years, set up on a staggered basis so that the terms of at least three members will expire each year. The non-Senate members can be appointed for a second three-year term. The term of office for the Senate member will be two-years, who will also be ex-officio. The chair is elected by the Committee and normally will serve a renewable two-year term. The Committee annually selects a Vice-Chair to serve in place of the chair in his/her absence. In addition to the Committee members, subcommittee membership will be augmented with other faculty, administrators, staff, and students as required for specific subcommittee tasks.



## Faculty Senate Council Budgets

The Budgets of the Councils should reflect the importance of the mission to which they are associated, the number of committees which comprise the Council, and the scope of activities and responsibilities taken up by the committees within the Council. Each year the FS President-elect will negotiate with the University Provost for the Budget of the entire Senate and then, in turn, negotiate with each Council Chair the operating budget for each Council. The Budgets will take into account the size of the Council in terms of faculty participation, the amount of work assigned to the Council by the Executive Committee, and any special financial circumstances of a particular council. In general SACs or release time will be provided to each Council Chair, to the President, and to the President-elect. For the first year of this proposal the Senate President will request from the Provost the following amounts and support for the Council structure. Each Council Chair may elect to take a SAC (supplementary administrative compensation) or be released from one course. These monies would be added to the current Faculty Senate budget. Each year, the Senate President will negotiate with the Provost the budget for the following year based on experience gained in the previous year.

Council Chairs: \$30,000 for six chairs (to be distributed based on size of each Council)

Council Administrative Support: 2.0FTE (about 0.3FTE per Council)

President-elect: \$5,000 SAC and one-course release

President: \$10,000 SAC and two-course release (the current model)

## Transition Philosophy – Going from Now to the Future

In order to provide for a smooth transition between our current Senate structure and the proposed Council structure, it is suggested that the Councils keep the current Senate committees that comprise their initial charge for a period of 2 academic years without changes. After that period, if the Councils are working effectively, then the changes proposed in the previous section, dealing with Council self-organization, could be implemented. For example, in the beginning the Council leadership will be comprised of the 3 elected Senate members and the Chairs of the current Senate committees. After working in the new structure for a period of 2 years, the make-up of the Council Leadership, the number and kind of existing committees, committee membership, and other details would become a matter to be dealt with by the Council itself. The President of the Faculty Senate shall commission a group of Senators, Council Chairs, members of various Council committees, and selected members of the Administration to write a report in the Spring 2014 to document the value of the Senate under the Council structure. Based on the findings of the report, the Senate shall vote in the fall of 2014 on whether to make the Senate Council structure permanent, or to revert back to the current committee structure.

There is one issue that remains as a matter of determination during the 2-year transition phase. It has been suggested that the six Council chairs become voting members of the Operations Committee instead of being advisory to that committee. While this seems to be a useful change to the proposed scenario since it would give the Council Chairs more voice in the operation of the Senate, the current Senate bylaws require that all members of OPS are elected by that body and shall also be Senators at the time of their election. Since many of the members and chairs of the Senate committees are not senators, it is likely that Council Chairs will not be Senators. The bylaws may need to be changed to allow for the Senate to “appoint” the Council Chairs as voting members of the Operations Committee, or to allow for a directly election of the Council Chairs by campus voting faculty. It is suggested that this model be studied during the 2-year transition period, and if the Senate feels that this new structure will be more effective, then the Operations Committee should engage the Committee on Governance to ask for faculty permission to alter the bylaws in determining how to elect the Council Chairs to become voting members of the Operations Committee.

## Executive Summary

The current structure of the UNM Faculty Senate is not optimized for flexibility and responsiveness. It is proposed to create integration structures (Councils), led by the Chairs of the existing Senate committees. These Councils would have broad authority and budgets within their domains to create and define committee structures and to make operational decisions in collaboration with the Faculty Senate and central Administration representatives. Policies formed by Councils (or committees of the Councils) would be taken to the Faculty Senate for adoption or rejection. The charge of each Council for the first two years will be the charge of the committees that comprise it. After that point, the councils can choose to self-organize subject to the approval of the full Senate. Although improved responsiveness and increased flexibility are important goals of this proposal, the overarching goal is to get Senators directly involved in the work of Faculty Senate and to become active participants in shared governance. In addition, this proposed Council structure will provide training to Council chairs in the area of academic administration and enable these individuals the ability to move into more permanent positions within academic administration should they choose to do so later in their careers.

## *Appendix A: Historical Precedent at UNM for Senate Restructuring*

Prior to 1976, instead of a representative body, all Voting Faculty comprised the governing body with the Faculty Policy Committee and about 30 other committees performing the work of the body. The Faculty Policy Committee had been in place for over 20 years when it was abolished on July 1, 1976 and the operational functions it performed were delegated to the Faculty Senate as we know it today. At that time an ad-hoc Executive Committee on the Structure of the new Senate was formed “with the idea that it make recommendations within four weeks as to a permanent structure for the Committee.” (Oct 6 memo from the first Faculty President Prouse to the Senate).

Faculty President Prouse came up with a preliminary organizational chart that looks surprisingly similar to what we are proposing now. The chart follows on page 17. He wrote in a memo in 1976 to the members of the faculty senate:

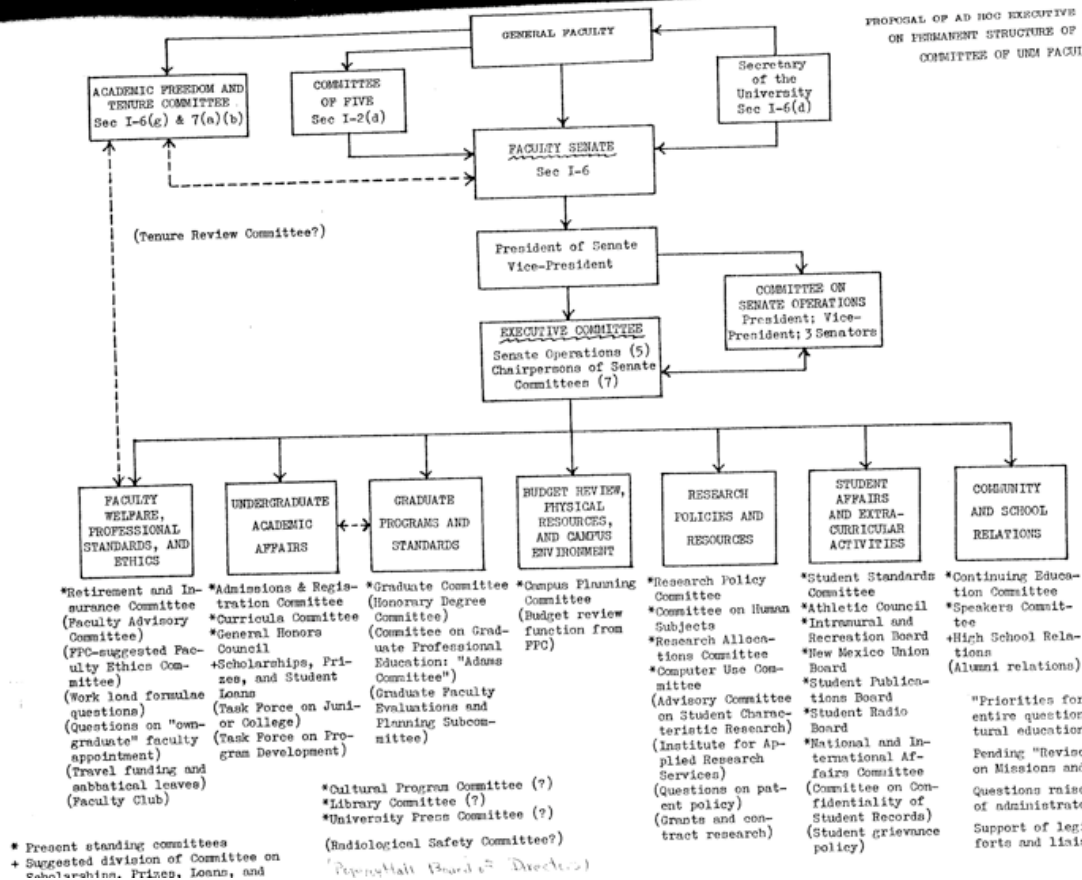
*As you will see by examining the revised organizational chart that is now submitted to you as a representation of the committee’s basic proposal, the most central element in the structure of the proposed permanent Executive Committee is that the elected chairpersons of seven basic Senate Committees organized to deal with broad and fundamental areas of faculty responsibility and concern shall become members of the Executive committee.*

Further, he wrote:

*There is no way in which either the Senate as a whole or an Executive committee can deal directly and de novo with all of the matters which some three dozen committees or committee-like bodies, larger numbers of administrators, and even larger numbers of individual faculty members are likely to send for Senate consideration; there must be some effective system for steering, clearing, and preparing business for full Senate debate and determination.*

As can be seen in the proposed structure of 1976 the Committee of Five is our Committee on Governance, the AF&T committee is the same as we have now, and the University Secretary is still a major feature in the Faculty Governance structure. In addition, many of our existing committees were in place in 1976. It appears, in reviewing the minutes of 1976 and 1977 that the Senate did not approve the structure shown in the chart below, but simply provided for an Executive Operations committee to deal with all of the standing committees of the new Senate.

PROPOSAL OF AD HOC EXECUTIVE COMMITTEE  
ON PERMANENT STRUCTURE OF EXECUTIVE  
COMMITTEE OF UMS FACULTY SENATE



## *Appendix B: Summary of other University Senate Structures*

A survey of the structures of faculty senates of twenty universities showed a vast array of organizational outlines. The schools reviewed were those with student body populations ranging from 13,000 at the University of Northern Colorado to the State University of New York, which serves 465,000 students over a combined total of 64 campuses. The majority of schools contain roughly the same number of students as UNM, though only a few have a Senate structure like we are proposing here. The table, below, shows the statistics on the twenty (20) schools studied.

### Faculty Senate Committees and campus population (2011)

UNIVERSITY	COMMITTEES	STUDENTS
Iowa State University*	17	26,000
Ohio State University	20	55,000
State University of New York	11	465,000
University of AZ	14	40,000
University of CA Berkeley	31	25,000
University of CO Boulder*	14	29,000
University of Illinois-Urbana	19	80,000
University of Kansas	6	29,000
University of Michigan	19	60,000
University of Minnesota*	11	52,000
University of Nebraska	14	22,000
University of Northern CO	6	13,000
University of Oklahoma	6	31,000
University of Oregon	5	22,000
University of Tennessee	13	31,000
University of TX El Paso*	18	20,000
University of Toledo	9	23,000
University of Utah	10	28,000
University of Virginia	11	60,000
University of Washington	5	45,000

\*Faculty Senates with Council-like organizational structures

At one institution, the University of Colorado, the President of the Faculty Senate is also the President of the University; the Chair of the Faculty Council, the intermediary layer of responsibility between the faculty committees and the Faculty President, is the Vice President of the Senate. Of the twenty (20) schools surveyed, only the University of California at Berkeley has more committees than UNM, at 31.

The University of New Mexico serves far fewer students than universities with the same number of committees and presumably number of faculty. Universities that have a roughly equal number of committees to UNM serve many more students than does UNM. The UNM faculty senate is the same as the University Senate at The Ohio State University which has 20 committees while OSU has 55,000 students. The University of Michigan has 19 committees on its faculty senate, but they serve 60,000 students. The faculty senate at the University of Illinois consists of 19 committees as well, but Illinois serves 80,000 students.

Two schools whose faculty senates contain 18 committees each follow the kind of structure we propose at UNM, i.e., a Council-like structure. The faculty senate at the University of Texas at El Paso has an Executive Council composed of 8 people who meet with Senate President John Wiebe and update him on the activities of the committees. At Iowa State University, the 17 faculty senate committees report to Faculty President Steve Freeman through 7 councils. The council chairs meet with the faculty senate executive board (the Iowa State structure is included here for comparison to the one proposed at UNM).

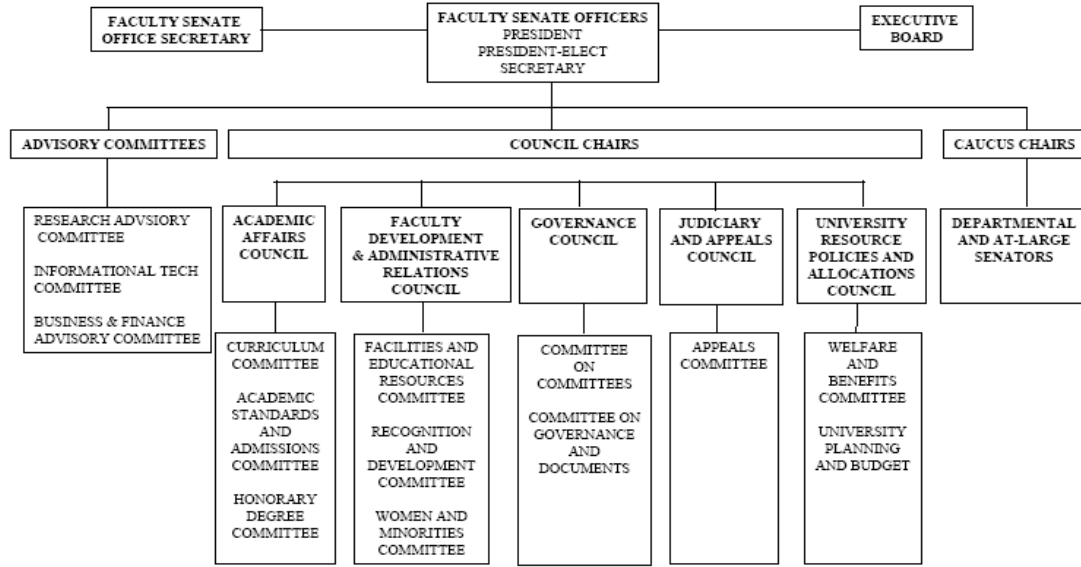
Some schools that have a smaller number of committees within their senate structure don't particularly need an intermediate layer of committee management. These include The University of Utah, which has 28,000 students and 10 senate committees, the University of Toledo, which serves 23,000 students and has 9 senate committees, the University of Northern Colorado, which serves 13,000 and has 6 senate committees, the University of Washington, which has 45,000 students and only 5 senate committees, the University of Oklahoma, which has 31,000 students and only 6 senate committees, and the University of Oregon which has 22,000 students and 5 senate committees.

The University of Minnesota has 52,000 students. Its Faculty Senate is one of 5 Senates on campus and even it has a Faculty Consultative Committee (FCC) which oversees its 11 committees. These committees report to the Faculty Senate through the FCC. Interestingly, the president of the University serves as the chair of the Faculty Senate and presides over its meetings, much like the process at the University of Colorado.

In looking at the size of the committees on the faculty senates studied, we see that all of the eleven committees at SUNY contain around 12 members. This is much smaller than a typical committee at UNM. Most of the eighteen committees at UTEP have around 11 members. In most cases there is a wide range of committee membership. The smallest committee at the University of TN, for instance, the Committee on Benefits and Professional Development, has 10 members and the largest committee, the Undergraduate Council, contains 49 members! UNM averages about 12-13 faculty per Senate committee.

## Iowa State University Faculty Senate

### FACULTY SENATE STRUCTURE



## **HONORS COLLEGE PLANNING COMMITTEE REPORT**

(Submitted February 24, 2012)

**Committee Members:** Michael Dougher and Kate Krause (co-chairs), Harold Delaney, Robert Doran, Kate Henz, Walt Miller, Manuel Montoya, Mark Ondrias, Rosalie Otero, Pamela Pyle, Ursula Shepherd, Kiyoko Simmons, Jamesina Simpson, and Mary Wolford.

In the fall of 2010, President Schmidly and Provost Ortega charged an Honors Task Force Committee with exploring transformation of the current UNM Honors Program to an Honors College. In May 2011 the Task Force completed its final report. The key findings were:

The appointed Task Force unanimously recommends the establishment of an Honors College at the University of New Mexico. UNM should establish an Honors College that would form an academic community by bringing UNM's best undergraduate students and finest faculty together, fostering advanced and interdisciplinary study. This community would have available a designated residence hall and social programs that support its academic goals. The Honors College should offer the most committed students at UNM a more intense and inspiring academic environment than is available elsewhere.

Built on the current Honors Program, the new College will have the authority to admit students who are otherwise admitted to the University, and such admission will provide the opportunity to live in the separate Honors College residence. The Honors College will also be able to endorse undergraduate degrees granted by the University (as the current Honors Program does) when students meet the academic requirements established by the College. Finally, the College will be given the status necessary to demonstrate its importance to the University in attracting the best students from New Mexico and elsewhere.

Subsequent to this report, Professor Timothy Ross, President of the Faculty Senate, called on Interim Provost Chaouki Abdallah to develop a proposal for the establishment of an Honors College for the Senate's consideration. Interim Provost Abdallah appointed an Honors College Committee to prepare this proposal. The Committee unanimously and strongly agreed with the general conclusions of the Task Force Report and identified several critical components for inclusion in a formal proposal. Those components form the structure and content of the present proposal.

### **Contents:**

1. The value and advantages of an Honors College at UNM
2. Transition from the current Honors Program to an Honors College
3. Honors Students; Curricula and courses\*

\* The development of a detailed curriculum is in progress



4. Core and affiliated faculty and staffing
5. Residence halls and campus facilities
6. Cost estimation and sources of funding

## **1. The Value and Advantages of an Honors College at UNM**

The participating students and faculty in the current Honors Program at UNM find it to be a valuable and enriching experience. Creation of an Honors College would extend and enhance these accomplishments and demonstrate the importance of academic excellence at UNM. In doing so, it would increase the enrollment of high-achieving students, contribute to economic development in New Mexico and improve the academic climate for students and faculty.

### **Enrollment of High-Achieving Students; Economic Development Effects**

An Honors College would attract outstanding students to UNM. The creation of Honors Colleges at other universities provides a competitive advantage in recruiting academically high-achieving students. Virtually every Dean or Director of Honors Colleges at other universities who was contacted by our Committee reported that the creation of their colleges led to significant increases in the proportion of high achieving students who matriculated at their schools as well as increases in their retention and graduation rates.

The proportion of high-achieving New Mexico students who choose to attend UNM is considerably lower than at a majority of our peer institutions. According to the most recent data, UNM enrolled

- 8 of the 101 New Mexican National Merit Semifinalists,
- 150 of the 531 New Mexico high school students (28.2%) scoring 30 or higher on the ACT, and
- 498 of the 1345 New Mexico high school students (37.0%) scoring between 26 and 29 on the ACT.

Among freshmen who enrolled at UNM,

- Only 20% were ranked in the top 10% of their high school class,
- 44% were ranked in the top 25%, and
- 25% scored at the 75<sup>th</sup> percentile or higher on the ACT.

At the University of Arizona, 31% of freshmen ranked in the top 10% of their high school class and 60% in the top 25%. At Arizona State University, 28% ranked in the top 10% and 56% in the top 25%. UNM is in the lowest quartile among its 21 peer institutions in percentage of students who score at or above the 75<sup>th</sup> percentile on the ACT. Clearly, UNM is losing the recruiting battle for the state's highest achieving high school students. Interviews and surveys indicate that the absence of an established Honors College plays an important role in these students' choices to pursue their education elsewhere.

It hurts the state and the university community when a disproportionate number of New Mexico's highest achieving high school students go elsewhere for their education. UNM and the state lose out because:

- Outstanding students who attend colleges and universities out of state often do not return to New Mexico, investing their talents and skills in the economies of their adopted home states.
- Enrolling fewer students with high GPAs, ACT scores, and class ranking and who are likely to remain and graduate negatively affects the University's national ranking;
- The positive peer effects gained by having a critical mass of high-achieving students in UNM classes are lost;
- The qualified pool from which faculty draw for assistance on research, scholarly, and creative projects is reduced; and
- These students do not join the ranks of our alumni and supporters.

Without an established high-quality Honors College, UNM faces diminished ability to recruit high academic achieving athletes, artists, and other students with specific skills. These negative impacts will be exacerbated as the state adopts a new higher education funding formula that emphasizes student retention and graduation rates, especially in the STEM disciplines, majors that positively affect economic development.

### **Participant Benefits**

An Honors College would benefit the institution and its faculty by

- Increasing the number of students and faculty engaged in interdisciplinary work;
- Demonstrating and reinforcing the importance of academic excellence at UNM in all classes, not only classes offered in the Honors curriculum;
- Providing appropriate recognition for departmental faculty who teach honors courses and work directly with honors students;
- Amplifying the role of the Honors curriculum in the fund raising and development efforts of the University; and
- Increasing the number and variety of faculty members who interact and collaborate, broadening the disciplinary scope of the Honors College faculty.

The Honors curriculum would offer interdisciplinary studies and scholarship in a broad range of fields and would provide Honors students opportunities to engage in the same sorts of enrichment programs currently offered to all UNM students, including study abroad programs, experiential and community-based learning, and internships. In addition to curricular benefits, the Honors College would offer social networking benefits, professional development programs, research opportunities with faculty, and leadership workshops.

The curriculum requirements for degrees from the Honors College are described below. The most demanding degree, a major in the Honors College, would require at most 39 credit hours of Honors courses. Thus, even that small group of committed Honors students would take most of their UNM classes with the general undergraduate population. The presence of intellectually curious, motivated students in these classes will contribute significantly to the discourse in class and the academic climate on campus.

## **Relation to NMSU and NM Tech**

As one of three doctoral-level research universities in the state, it is worth mentioning how the proposed UNM Honors College would relate to existing honors colleges at New Mexico State University and New Mexico Tech. Although New Mexico Tech recognizes its high achieving students by the title “Tech Scholars,” it does not have an identified honors college or honors program. New Mexico State, on the other hand, has an Honors College, but it is more similar to our existing Honors Program than it is to the proposed Honors College. The NMSU program has no core faculty, but several faculty from across campus teach designated honors courses that are open only to students identified as “Crimson Scholars”. The titles and content of these courses vary from semester to semester and are offered at both the lower- and upper-division. All of them, however, satisfy general education or core requirements. The NMSU Honors College Dean and Provost report that the Honors College tangibly assists their recruiting efforts and that the classes are well received by both students and faculty. Both the Dean and Provost were encouraging of our efforts to establish an Honors College at UNM.

## **2. Transition from the current Honors Program to an Honors College**

### **The Current University Honors Program**

The University Honors Program (UHP) originated in 1957 with a group of 30 students and a mission to provide challenging opportunities for an intensive interdisciplinary and cross-cultural liberal arts education to highly motivated, talented, and creative undergraduates in all majors. The UHP promotes interaction among faculty and students, creating a community of scholars and fostering an environment that challenges students to develop intellectually, academically, creatively, and socially. This is accomplished through small, rigorous classes, senior capstone experiences, opportunities for scholarly and creative initiatives, and experiential and international learning options.

Initially the UHP curriculum consisted of a few honors seminars. The instructors were scattered across campus and taught by invitation. In the late 1980s UHP’s growth accelerated. The Program recruited a small core of instructors housed and tenured in the UHP and added activities and services for students. In the 2009-10 academic year, 54 faculty members from across campus joined the eight UHP core faculty members to serve 1098 students enrolled in 78 seminars.

Currently students do not graduate with a major or minor from UHP. Completion of 24 credit hours in the program entitles the student to the distinction of University Honors on his or her transcript and diploma. Detailed data regarding current UHP graduates are shown in Appendix A. In the most recent academic year (2010-11), only 2.5% of students receiving bachelor’s degrees from UNM (84 of 3,353) graduated with Honors from the UHP, with the vast majority of those (87%) being majors in an Arts & Science discipline. Among the most commonly earned bachelor’s degrees at UNM, the BA and the BS, the rates of participation in the UHP are a little higher but still below 5%. Students earning the BS are slightly more likely to participate (25 of 582, or 4.3%) than are those earning the BA (51 of 1269, or 4.0%).

Rates of participation of UNM undergraduates in departmental honors programs are similarly low. In 2010-11, 178 graduates, or 5.3%, received departmental honors. More than half of these earned their degrees in a unit of the College of Arts & Sciences. Many academic units produce departmental honors graduates, but in the majority of these units only 1 or 2 students graduated with departmental honors. Thus, those students were working in relative isolation from other students.

There is some interaction between the UHP and departmental honors programs; an Honors College could enhance and formalize this link. Currently 6 of the 24 hours that Honors students complete are through the senior capstone option, which may be satisfied by completion of a senior thesis, either in UHP or in a departmental honors program. In 2010-11 half of UHP graduates opted to do a senior thesis (39 of 78 UHP graduates), 29 of them as part of a departmental honors program. Roughly a third of all UHP graduates are now completing departmental honors and roughly a sixth of students completing departmental honors programs are also graduating with the distinction of University Honors.

The current UHP program delivers a high level of academic engagement to a small number of disciplinarily dispersed students. Creation of an Honors College that offers honors courses across a wider range of disciplines would allow motivated students across campus to benefit from synergistic interaction with other high achieving students.

### **3. Honors Students; Curricula and Courses**

The proposed Honors College would retain the mission of the UHP: to support a community of scholars by providing a rigorous, interdisciplinary curriculum to motivated, high-achieving students. The Honors College will enroll exceptional students and provide them with personalized advising, a rigorous and interdisciplinary curriculum, and housing options. Membership will be offered to qualified students from all majors with an emphasis on ensuring participation by a diverse student body.

#### **Recruitment and Enrollment**

The creation of the UNM Honors College will be broadly publicized and prominently featured in all of our recruiting materials and sources of information. High-achieving New Mexico high school students will be identified while still in high school and actively encouraged to meet the admission requirements and apply to UNM's Honors College. Applicants to UNM who qualify for the Honors College will be contacted and encouraged to apply. During Lobo Orientation, students who have been admitted to the Honors College will be brought to the Honors College for a brief information session and registration in Honors courses.

#### **Admission Standards**

The Honors College will design an application form and set admission criteria. The admission criteria will be established with the aim of admitting approximately ten to fifteen percent of the undergraduate population and will

include such factors as ACT and SAT scores, high school GPA, high school coursework, extracurricular activities, submitted essays, and other relevant information. While most Honors College students will be admitted as incoming freshmen, alternative paths for admission to the Honors College will be established for transfer students and current UNM students who have attained a high GPA and have successfully completed English 102 and Math 121.

### **Predicted Enrollment**

Universities with Honors Colleges elsewhere enroll more high-achieving students than does UNM. Establishment of an Honors College at UNM is expected to attract more highly qualified students to UNM and to engage more highly qualified students currently at UNM. Currently, UHP serves slightly more than 1,000 students in an undergraduate population of approximately 20,000, just 5%. Fifteen percent of UNM's 2010 entering freshmen – over 480 students – scored 27 or higher on the ACT. An Honors College that enrolled these freshmen and similar numbers of sophomores, juniors and seniors would be nearly twice the size of UHP. An Honors College that attracted high-achieving students at rates similar to those at our peer institutions could raise the Honors admissions bar and continue to admit the top 15% of entering freshmen. In either case – by attracting more high-achieving students to UNM or by enrolling more existing UNM students in Honors – the Honors College could realistically expect enrollments of approximately 2,000 students.

### **Curricula and Courses; Student Services**

We propose three possible ways, with different levels of engagement, for students to participate in the Honors College. The Honors College would offer

- an interdisciplinary bachelor's degree, or major;
- an interdisciplinary minor; and
- a transcript and diploma certification.

The Honors College will offer a full complement of interdisciplinary Honors Courses and will work with units to offer upper division Honors courses in disciplines. The disciplinary honors courses will be open only to Honors College students and will be designed to be accessible to Honors students who are not majoring in the discipline, thus promoting cross-discipline enrollment. The creation of specific curricula and course offerings will be developed for review and approval by the Faculty Senate contingent upon Provost approval of this proposal.

**Interdisciplinary Major in University Honors.** The most intensive offering of the Honors College will be an interdisciplinary bachelors' degree in University Honors. This degree would be conferred by the Honors College on students who have completed a rigorous course of study that clearly differentiates the degree from degrees offered in other UNM units. The degree will require:

- Academic excellence in courses offered by the Honors College and honors courses offered in the disciplines;
- Integrated curriculum with stated Student Learning Objectives and Assessment

- procedures; and
- Completion of a substantial Capstone Project.

Students choosing this major are expected to be among the most academically motivated Honors students. The rigorous and interdisciplinary nature of the major will prepare students for graduate or professional school as well as for positions of leadership in the private and public sector.

**Interdisciplinary Minor in University Honors.** The Honors minor will be similar to what is currently offered by the UHP, and will be awarded to students who complete a sufficient number of upper division Honors courses outside of their discipline. This curriculum will allow high achieving students who are not Honors College majors to broaden their honors experience while obtaining a bachelor's degree in their chosen discipline.

**Honors certificate issued by the Honors College.** The Honors certificate will acknowledge Honors College students who have chosen to take their University Core courses in the Honors College or who have taken fewer upper division Honors courses than would entitle them to a minor. To support this path, the Honors College will create a suite of lower division courses open only to Honors College students that satisfy the University Core. The Honors College will establish minimum requirements for the Honors Certificate.

**Disciplinary Honors Courses.** Participating departments will be encouraged to create honors sections of existing upper-division courses as well as innovative topics courses, generally with fewer prerequisites than found in other upper division courses in order to attract honors students from multiple disciplines. The disciplinary Honors courses would serve both the Honors College and bolster departmental honors programs. High-achieving students would find more opportunities to engage in rigorous academic pursuits and more classmates with whom to work, encouraging them to pursue departmental honors. While individual departments will continue to have final authority over their own departmental honors program, the Honors College can serve to strengthen these programs by encouraging best practices across the disciplines. For example, the Honors College could establish minimum criteria for applying a departmental honors thesis toward a University Honors degree or designation.

### **Scholarship and Leadership Development**

A Student Support Center (the Center) dedicated to the Honors College will coordinate student services. The Center will enhance students' college life outside of the classroom, assist them in becoming successful college students, and prepare these students for their academic and professional careers after graduating from UNM.

This Center will promote the development of academic and leadership skills by

- introducing students to social and academic services provided at UNM;
- offering workshops to prepare students for future leadership roles at UNM and beyond;

- coordinating and supporting National Honor Societies, including Phi Beta Kappa, Phi Kappa Phi and Golden Key and institutional special awards and honors such as the Clauve Award and the SUB Wall of Excellence; and
- preparing students for competitive scholarships and other opportunities.

### **National & International Scholarships and Fellowships (NISF) and the Center for Academic Excellence and Leadership Development (CAELD)**

The NISF and CAELD will be housed in the Center. NISF informs student scholars about opportunities for nationally prestigious scholarships and supports students applying for prestigious scholarships. CAELD prepares students for the next step after graduating from UNM by offering comprehensive resources, opportunities and workshops that emphasize academic excellence, research, leadership, and community service. Housing NISF and CAELD in the Honors College will make services available and accessible for Honors students.

### **Honors College Advisement**

Students admitted to the Honors College will be advised by a cadre of advisors familiar with the requirements for all degrees and certifications offered by the Honors College as well as the requirements of departmental honors programs.

### **Integration with Campus Units**

Honors College students are expected to be active members of the larger campus community, fully integrated into the fabric of student life at UNM. The Center will facilitate cooperation with other units on campus for the development and enhancement of the Honors College students including Athletics, Office of Graduate Studies and Graduate Resource Center, Career Services Center, Office of International Programs, Alumni Association, Research and Creativity Conferences. The support of Athletics and a full description of a proposed scholar-athlete program are attached as Appendix B. That program will allow UNM to recruit academically motivated and talented student athletes.

## **4. Core and affiliated faculty and staffing**

In order to provide the curriculum and services described above to significantly more students than are currently enrolled in UHP, the Honors College must be a funded, autonomous College led by a Dean and executive team, with a full complement of core faculty, affiliated faculty, administrative staff, and advisors. Our estimates for these needs reflect the potential growth possible and advisable over the next 3-5 years. Minimum personnel requirements will be the following:

1. Dean,
2. Associate Dean,
3. Accountant,
4. Administrative Assistant,
5. Development Associate for College
6. 4 full-time advisors dedicated exclusively to the Honors College, and

A core of 12 full-time tenure stream faculty members representing the full spectrum of disciplines (natural and physical sciences, social sciences, humanities, and fine arts) plus affiliated faculty and instructors.

### **Honors College Faculty**

UHP currently houses nine faculty members including the director. Together with affiliated faculty and non-tenure stream instructors, these faculty members serve a fairly small population. UHP admits 300 freshmen each year; more than 1200 students participate in the UHP program in a given academic year. However, fewer than 100 students graduate with a University Honors certification. The expanded enrollment described above, and the course offerings necessary to support the degrees described above, will require significant increases in faculty, including three additional Honors faculty over the next 3-5 years. If the College grows as expected, it is likely that an additional 3-6 core Honors faculty will be added in subsequent years. These core faculty will be tenure track in the Honors College, teach Honors courses, supervise independent studies, oversee research and thesis options and provide oversight for extracurricular activities and programs, including *Scribendi* and *Conexiones*. Each of these faculty members will be granted an adjunct (or most appropriate) appointment in a unit on campus that is compatible with the faculty member's academic background.

### **Affiliated Faculty and Instructors**

**Honors Fellows** Six faculty members from other colleges will be identified as Honors Fellows. These individuals will serve for an extended period of time (3-5 years) to allow them to become integrated into the Honors community. Fellows will receive course releases from their home units, funded by the Honors College.

**Lecturers, PTIs and Adjuncts** Twelve Honors faculty plus six fellows, each teaching two courses per semester, could teach 36 classes per semester. Honors courses are currently capped at 17 students. Maintaining that class size, 36 classes would reach at most only 612 students, a fraction of the target enrollment of 2,000 Honors students. UHP hires 20-22 non-tenure stream instructors per semester. To assure sufficient seats and adequate offerings, the Honors College would continue to hire non-tenure stream instructors.

**Discipline-based Faculty; Disciplinary Honors Courses** Faculty members in other colleges will offer Honors courses in their disciplines. Funding for these courses will be through those units, with hiring incentives to encourage participation. Faculty members who teach honors courses will not be expected to do so as an overload. The Honors College would provide training in honors teaching. The number of courses to be offered by this group will vary, but a target of two courses per year in each participating department would yield a wide variety of courses adequate to meet the needs of Honors majors, minors and certificate students.

### **Capacity**

The faculty described above could provide the following classes each semester:



- 36 courses taught by Honors Faculty and Fellows,
- 7 disciplinary honors courses, and
- 23 courses taught by non tenure-stream faculty.

If classes are capped at the current 17, these 66 courses could provide just over 1,122 student-seats.. The UHP currently serves 750-800 students per semester. With these proposed changes, the new college could double its capacity in the next 3-5 years. While Honors minors and certificate students will not enroll in an Honors course every semester, majors will be expected to take multiple Honors courses every semester. Additional offerings by the disciplines or by non-tenure stream faculty would be necessary to provide 2000 student-seats per semester. (See Sample Enrollment projections in Appendix C.)

## **5. Residence halls and campus facilities**

The most successful Honors Colleges among our peer institutions offer a comprehensive college experience, with a separate facility that includes a residence hall for Honors students, seminar space, social space and other amenities. Honors students live, work, study and play together in an environment that is also integrated with the larger campus community. The spreadsheet attached to this proposal as Appendix D details the proposed components of an Honors College at UNM and estimates the cost of the facility at \$79.2 million. The estimate includes the cost of providing

- seminar and conference rooms,
- large and small group study areas,
- a computer lab,
- dorm rooms for lower and upper division students,
- lounges and social areas,
- eating facilities including a café, dining hall and kitchenettes,
- an administrative suite housing faculty, advisement and administrative offices, and
- classroom space, including a large auditorium.

Events scheduled in public areas in the Honors College would be available to the larger community, contributing to the academic culture at UNM. For example, the auditorium would be available for guest lectures, conferences and panel presentations and other special events. Obviously, the construction of the envisioned Honors Center is a long-term project. The Honors College can be established in the interim, but it would be highly desirable to create an Honors Residence Hall coincident with the opening of the Honors College.

## **6. Cost estimation and sources of funding**

In addition to facility costs, establishment of the Honors College would require recurring funding for staff, faculty, and operating expenses outlined above. Two key assumptions are included: 1) the current Honors Program budget will be incorporated into the Honors College; and 2) when new tenure/tenure track lines become available, the Provost will accordingly reward departments and

units that have or plan to hire faculty who will also affiliate with the Honors College. Given these assumptions, estimated new Instruction and General funding needed for the creation of an Honors College is approximately \$1,385,000 (see Appendix E for details).

Also reported in Appendix E is an estimate of additional tuition and funding formula revenues if, as expected, the Honors College attracts an additional 75 students ranked within the top 25% of their high school classes (a 3% increase over current enrollments). This estimate is \$1.9 million.

### **Fundraising**

Given the continued support of the UNM President for an Honors College as one of the University's top goals, fundraising for the College could expand exponentially. There is little correlation between number of gifts and total giving to the Honors Program: one significant major gift raised by the University President in 2008 accounted for 42% of all private giving to Honors in the 2000 – 2010 timeframe.

According to the UNM Foundation, major donors are most likely to direct gifts to:

- Student stipends, for need or merit-based awards that help students with research or study abroad
- Programmatic support to underwrite major initiatives such as study abroad, visiting lectures, service learning and experiential learning (including Scribendi Journal)
- Faculty support to recruit outstanding faculty on a permanent or visiting basis
- Capital support for the construction of Honors College facilities.

The Honors College will require a budget from the University that covers its basic operations, including staff support and funding for development and alumni relations. That is, the Honors College cannot depend on donor gifts to cover its basic operating costs. Instead, these gifts should be used strategically to enhance the College and move it toward excellence. In that regard, it is critical that the Dean be able to spend between 25 – 50% of his or her time on fundraising activities. These should include maintaining warm and close relationships with top Honors donors and prospects; attending local and national gatherings to promote the college; meeting with donors and prospects one-on-one both locally and nationally; communicating with donors and prospects continually via e-mail, phone and in person; collaborating with UNM administration and faculty and UNM Foundation staff on gift proposals; and providing guidance and oversight to a comprehensive marketing and communication effort which includes print and electronic communication pieces and an annual signature event for donors and students.

The support of the UNM President, the Provost, Deans, and the Athletic Director will be essential in order for the Honors College to reach its fundraising potential. Given such a positive environment, the pool of potential donors to the Honors College would soon include the University's top prospects, i.e., those individuals who want to be affiliated with excellence. The annual private gift total to the Honors College should rise to the \$1,000,000 level by fiscal year

2013-2014. This total would be made up of cash, pledges and intended estate gifts. There is always the potential that a College naming gift, in the \$15,000,000 range, could also be procured during the University's next Comprehensive Campaign, beginning after FY 2015.

## APPENDIX A

**Table 1. Students Graduating with Honors from University Honors Program, 2010-11, by College**

College	UHP Graduates	Total Graduates
Arts & Sciences (% within A&S)	73 (4.6%)	1588
Other Colleges		
Anderson Schools of Management	5	491
Education	0	396
Fine Arts	1	185
Nursing	0	171
Architecture and Planning	0	60
Engineering	2	199
Medicine	2	89
University Studies	1	174
Total for Other Colleges (% within Other)	11 (0.6%)	1765
Total (% Overall)	84 (2.5%)	3353

**Table 2. Students Graduating with Honors from University Honors Program, 2010-11, by Degree**

Degree	UHP Graduates	Total Graduates
BA (% within BA)	51 (4.0%)	1269
BS (% within BS)	25 (4.3%)	582
Other bachelor degree (% within Other)	8 (0.5%)	1502
Total (% Overall)	84 (2.5%)	3353

**Table 3. Students Graduating with Departmental Honors, 2010-11, by College**

College	Departmental Honors Graduates	Total Graduates
Arts & Sciences (% within A&S)	100 (6.3%)	1588
Other Colleges		
Anderson Schools of Management	0	491
Education	0	396
Fine Arts	17	185
Nursing	37	171
Architecture and Planning	0	60
Engineering	17	199
Medicine	6	89
University Studies	1	174
Total for Other Colleges (% within Other)	78 (4.4%)	1765
Total (% Overall)	178 (5.3%)	3353

Thirty-three different units on campus graduated at least one student with departmental honors last academic year, as shown in Table 4.

**Table 4. Programs Producing Graduates with Departmental Honors, 2010-2011, by Unit**

<b>College</b>	<b>Department, Program or Unit</b>	<b>Number</b>
Arts & Sciences	<b>Total Arts and Sciences</b>	<b>100</b>
	Anthropology	10
	Biochemistry	11
	Biology	16
	Earth & Planetary Sciences	4
	Economics	1
	English	3
	English-Philosophy	2
	Environmental Science	8
	Geography	2
	German	1
	History	2
	Languages	1
	Latin American Studies	1
	Mathematics	1
	Philosophy	2
	Physics	2
	Political Science	12
	Psychology	18
	Signed Language Interpretation	1
	Sociology	1
	Spanish	1
Engineering	<b>Total Engineering</b>	<b>17</b>
	Chemical Engineering	5
	Civil Engineering	6
	Computer Engineering	1
	Electrical Engineering	3
	Mechanical Engineering	1
	Nuclear Engineering	1
Fine Arts	<b>Total Fine Arts</b>	<b>17</b>
	Art Studio	12
	Music	1
	Theatre	4
Nursing	Nursing	37
Medicine	Medical Lab Science	6
University Studies	Native American Studies	1

Table 5 below describes the requirements for graduating with disciplinary honors. Most require at least six credit hours in independent study, senior thesis, or special courses open only to candidates for graduation with departmental honors. Further, the vast majority require completion of a senior thesis with some requiring an oral defense or oral presentation based on the thesis research.

**Table 5. Requirements for Graduating with Departmental or Disciplinary Honors**

Department	GPA	Credit Hours	Courses	Thesis, etc.
<b>Arts &amp; Sciences</b>				
Anthropology		6	497-498	Thesis
Biology	3.2 cumulative, 3.5 in major	6	400	Thesis, oral
Biochemistry		6	497-498	Thesis, oral
Chemistry	3.2 cumulative, 3.5 in major	$\geq 3$	497-498	Thesis, oral
E&PS		6	493,495	Thesis, defense
Economics	3.2	$\geq 7$	497,498, 499	Thesis
English	3.2 cumulative, 3.5 in major	$\geq 7$	412,497,490	Thesis
Geography		6	“advanced coursework”	Thesis
History		9	Honors courses	Thesis
Latin Amer St		6	497, 499	Thesis, oral
Mathematics	3.2 cumulative, 3.5 in major	6	499	Thesis, seminar
Philosophy		6	497, 499	Thesis
Physics	3.25	2	456	Thesis, oral
Political Science		9	495,496,497	Thesis
Psychology		12	391-2,491-2	Thesis, oral
Sociology	3.25 cumulative, 3.5 in major	6	399,499	Thesis
<b>Engineering</b>		$\geq 6$		
<b>Fine Arts</b>		6		Thesis or creative project
<b>Nursing</b>		4?	498,499	

## **Appendix B**

### **Honors College – Scholars and Champions Initiative**

The Honors College will be a conduit to improve the relationship within the academy as it relates to athletics.

During the month of October 2011, members of this task force, in conjunction with the Anderson School of Management, UNM Athletics, the Center for Academic Excellence and Leadership Development and the University Honors Program, invited Dr. Zeb Baker, a well-established scholar of athletics and athletic institutions to work with us to devise a strategy to improve the relationship between academics and athletics. UNM's student athlete advisory committee constructed the following statement regarding this proposal:

The Student-Athlete Advisory Committee (SAAC) would like to identify its support for the Scholars and Champions Initiative. SAAC is the student-athlete's voice to the athletic department, the university, and the community as a whole. SAAC consists of two representatives from each varsity sport as well as an executive leadership board. Together as a committee we strive to enhance the student-athlete experience by promoting opportunity in every aspect of life. Beginning with our SAAC representatives, we foster a positive student-athlete self-image, while emphasizing academics, athletics, and community involvement.

The Scholars and Champions Initiative would successfully encompass the objectives and needs high-achieving student-athletes. SAAC is familiar with these types of well-rounded young people and feel that this initiative would better support their needs and further catalyze their success. As student-athletes striving to improve the value of our academic and athletic experience, SAAC members look for opportunities to differentiate ourselves from others. The Scholars and Champions Initiative would allow UNM student-athletes to stand out from their competition, providing greater opportunities for success. We feel that the high achieving academic student-athletes may not always receive the attention and support that they require to reach their greatest potential. By fostering this program from college entrance through graduation, UNM would be able to prepare these high-achieving students for the future success including: grooming our student-athletes for outstanding opportunities to further their education such as the Rhoades scholarship, preparing our student-athletes for the expectations and rigor of graduate school, providing marketable skills in our student-athletes which would be valued by high profile internships etc. The Scholars and Champions Initiative would set UNM student-athletes apart not only due to their high motivation and well- rounded nature but their outstanding preparation for success ( November 2011).

**Proposal: Establish a “Scholars and Champions Initiative” to attract high-achieving student-athletes to academic programs**

High-achieving student-athletes represent a class of undergraduate learners who are, by nature, driven, directed, and ambitious, balancing by necessity their scholastic and competitive obligations in order to realize success in the classroom and on the field of play. As leaders among their teammates and classmates, they typically find meaningful and substantive ways to contribute to their campus and community. They are the right combination of scholar and champion, symbolizing the best of the academic and athletic cultures of the university.

As such, high-achieving student-athletes exemplify the integration of academics and athletics to which UNM aspires. They are a vital point of convergence between UNM's institutional mission and its competitive ambitions, a community of learners who thrive in both academic and athletic arenas. Their achievements on and off the field make them an ideal though largely untapped reservoir of participants in UNM's top level academic programs. By leveraging the athletic recruitment process, a select number of high-achieving high school prospects could be targeted early as potential candidates for nationally and internationally prestigious scholarship opportunities. Once enrolled in UNM, these students could be cultivated in the University Honors Program (and proposed Honors College), offering them a world-class level of instruction — and the program itself a beneficial community of learners, by which it might grow its profile, appeal, and relevance to a wider campus population.

By coordinating assets and practices already successfully in place in the Center for Academic Excellence and Leadership Development (CAELD), University Honors Program, and the Lobo Center for Student-Athlete Success, UNM could foster an enduring partnership between its academic and athletic cultures that centers on enhancing the scholastic, service, and sporting experience of these high-achieving student-athletes. This endeavor — “Scholars and Champions Initiative” — will demand collaboration among these three groups, while similarly proposing an innovative and unprecedented pathway toward increasing and enriching the participation, preparation, and presentation of UNM's best students in nationally and internationally competitive postgraduate scholarship programs.

The Honors College Task Force has explored possibilities for establishing a permanent relationship between academics and athletics that mutually meets the demands of operating as a Research I institution and a NCAA Division I athletic program. Out of their discussions arose the idea of utilizing high-achieving student-athletes as a pool of quality candidates for fellowship opportunities, such as the Rhodes, Marshall, Truman, or Gates Cambridge Scholarships. There are many precedents for cultivating the best student-athletes as candidates for these programs. The Rhodes Scholarship, for example, has historically proven open to candidacies from this group of students. Byron White (Colorado, football, 1938), Pete Dawkins (West Point, football, 1959), Bill Bradley (Princeton, basketball, 1965), and Pat Haden (Southern California, football, 1978) are among those who have been selected as Rhodes Scholars. More recently, Myron Rolle (Florida State, football, 2008) and Albuquerque native Justine Schluntz (Arizona, swimming and diving, 2010) have made their way to Oxford, with Greg McElroy (Alabama, football, 2010) being a finalist. Even internationally, the Rhodes Trust has bestowed this honor on Meghana



Narayan of India (2001), an international swimming champion; and Mari Rubie of South Africa (2010), a triathlete who competed in the 2008 Beijing Olympics.

What's more, members of UNM's own coaching staffs have experience with this brand of high-achieving student-athlete. While serving as head track and field coach at Butler University, Joe Franklin recruited and coached Fraser Thompson, a long-distance runner, who was named a Rhodes Scholar in 2002. The superlative Advance Progress Rates (APR) achieved by the majority of UNM's men's and women's Olympic sport programs indicates, as well, that top-level academic talent is already being attracted.

**Purposes for this initiative.** An institution like West Point has regularly leveraged its cadets' military service in developing their candidacies for fellowships. UNM could do the same with student-athletes. In this way, the Scholars and Champions Initiative would creatively and effectively utilize academic and athletic excellence as a basis for successful candidacies for the full range of fellowship programs. But this initiative would also seek to integrate the preparation for candidacy, as coordinated by CAELD, into a student-athlete's overall academic experience, placing them in the University Honors Program alongside similarly high-achieving students from the general undergraduate population. The initiative would serve to routinize CAELD's role in the candidacy of each of these student-athletes' degree programs, as well as establishing the University Honors Program as an incubator of top talent from every sector of the campus community. And it substantially regularizes the bonds between academics and athletics through the pursuit of excellent students who select UNM as their institution of choice.

**Collaboration between CAELD, University Honors Program, and Lobo Center.** High-achieving student-athletes will require the guidance and expertise of CAELD in developing their candidacy; the intellectual foundation of the University Honors Program and its faculty; and the home base assistance inside the athletics department of the Lobo Center. In turn, this initiative will only work as well as the quality of the collaboration between these three centers in the service of these candidates. There are various points upon which such a collaboration can be founded:

**Recruitment of high-achieving student-athletes.** Collaboration here is twofold. First, the Lobo Center should coordinate with coaches to identify a select number of high school prospects whose academic record indicates the potential for top level academic success commensurate with candidacy for nationally and internationally competitive fellowship programs (preferably a high school GPA of 3.8 or higher). Together with CAELD, the Lobo Center would work with coaches to make fellowship candidacy a significant and attractive portion of the recruitment process. Second, during that prospect's official visit, appointments would be made with CAELD personnel and University Honors Program faculty to discuss the possibilities of working toward such a candidacy. All three centers would play an integral role in selling that prospect on the potentialities of such a candidacy for their academic experience and future professional development.

**Degree completion.** These student-athletes' course schedules each semester should be constructed in such a way as to accommodate the rigors of candidacy, participation in the University Honors Program, and, of course, athletic competition. Here, CAELD, Lobo Center, and University Honors Program leaders should collaborate on the development of innovative means for making candidacy and competition centralized components of the student-athlete's progress toward graduation. The Lobo Center should also play a pivotal role in educating coaches on, and advocating inside the athletics department for, the benefits which will accrue to their program by creating and nurturing a place for these kinds of student-athletes.

**Managing the progress toward candidacy.** This collaboration will particularly require intensive, long-term work between CAELD and the University Honors Program faculty. If the expectation of this initiative is to build top level candidates throughout the academic experience of these high-achieving student-athletes, then CAELD and the University Honors Program will need to create and coordinate the conditions by which such candidacy cultivation takes place — in the classroom and beyond. These practices could easily be transferred to the Honors College when it comes into being.

**Managing the development of candidacy.** Here, all three centers will be required to do their part in cultivating that student at the point where candidate applications are made to these fellowship programs. Utilizing practices already in place in CAELD, which develop the complete program of candidacy, the Lobo Center and University Honors faculty should play an integral role in aiding the student to develop their candidacy.

**Developing scholarship opportunities for international students.** As various foundations — like the Soros and Gates Foundations, respectively — amend their qualifications for fellowship applications to include international student candidacies, CAELD and the Lobo Center should develop various strategies to leverage the considerable experience of the athletics department in recruiting and signing international student-athletes so as to build scholarship opportunities for this particular class of undergraduate students. High-achieving international student-athletes would make an especially attractive group of candidates for these fellowships — and establish UNM's place in the vanguard of those institutions working for the academic and financial welfare of international undergraduates.

Such a position would require several skills, integrating the work done as a faculty member with the work done as a strategic learning advisor at the Lobo Center. Given the unique position that this job would require, and the specific qualifications needed to accomplish the goals set forth by the initiative, I suggest the establishment of such a position in the following manner.

**The establishment of a tenure-track salary line within the honors program/honors college for this position.** Such a line would be offered at the minimum salary offering of \$45,000. This would establish a set of responsibilities in accord with the tenure conditions of the UHP/Honors College, and would be for a scholar that can offer interdisciplinary studies related to athletics as its core subject

matter with the intent of introducing more student-athletes to the culture of world-class interdisciplinary study at UNM.

**A supplemental buy-in from the athletics department**, which would give the position the additional duties set forth by the Scholars and Champions initiative. This position would offer outreach to high-achieving student-athletes, which is a service that the Lobo Center does not currently supply but is eager to do so. The buy-in would cost \$45,000, which would be consistent with the market rate for a learning strategist with a PhD. Coincidentally, this would send a message about equal purchase by both academics and athletics. This position (an endowed chair), the program itself, or both could be a named position, which could attract benefactors on the athletics side to contribute to it on a regular basis with recognizable buy-in. This could be achieved as part of the current efforts to establish funding for the honors college, but can also be seen as a reasonable first step towards realizing the college. This position could be filled by the end of the academic year, with the intent to begin in the fall of 2012.

## Appendix C

### Enrollment Examples

The following examples assume that courses are taught at capacity and that:

- 10% of the undergraduate student population will participate in the Honors College at some level;
- The Honors Major will require 39 credit hours of Honors-designated course work (thirteen 3-credit courses, including thesis or capstone hours);
- The Honors Minor will require 24 credit hours (eight 3-credit courses), similar to the current UHP Honors designation;
- The Honors Certificate will require 15 credit hours (five 3-credit courses);
- Some students admitted to the Honors College will take only a few honors courses; and
- Courses that satisfy degree and certificate requirements will include lower division honors courses, upper division honors courses and disciplinary honors courses.

#### **Example 1, requiring approximately 50-60 courses per semester:**

2,000 students participate in the Honors College, distributed as follows:

- 50 students seeking an Honors major;
- 150 students seeking an Honors minor;
- 500 students seeking an Honors certificate; and
- 1,300 students enrolled in three Honors courses over a four-year undergraduate career.

Total student-seat demand over 8 semesters:

- 50 Majors x 13 courses = 650
- 150 Minors x 8 courses = 1200
- 500 Certificate Students x 5 courses = 2500
- 1300 x 3 courses = 3900

Total for all students over 8 semesters = 8,250, or just over 1,031 student-seats per semester.

- Capped at 17 students per course, 61 courses per semester
- Capped at 20 students per course, 52 courses per semester

The core Honors College faculty of twelve could offer 24 of these courses. Six Honors Fellows temporarily housed in the Honors College could offer an additional 12. Disciplinary honors and courses taught by non-tenure stream faculty would need to offer up to 25 additional courses, for example, 10 in the disciplines and 15 by non-tenure stream faculty.

**Example 2, requiring approximately 56-66 courses per semester:**

2,000 students participate in the Honors College, distributed as follows:

- 60 students seeking an Honors major;
- 200 students seeking an Honors minor;
- 700 students seeking an Honors certificate; and
- 1,040 students enrolled in three Honors courses over a four-year undergraduate career.

Total student-seat demand over 8 semesters:

- 60 Majors x 13 courses = 780
- 200 Minors x 8 courses = 1600
- 700 Certificate Students x 5 courses = 3500
- 1040 x 3 courses = 3120

Total for all students over 8 semesters = 9,000 or 1,125 student-seats per semester.

- Capped at 17 students per course, 66 courses per semester
- Capped at 20 students per course, 56 courses per semester

The core Honors College faculty of twelve could offer 24 of these courses. Six Honors Fellows temporarily housed in the Honors College could offer an additional 12. Disciplinary honors and courses taught by non-tenure stream faculty would need to offer up to 30 additional courses, for example, 7 in the disciplines and 23 by non-tenure stream faculty. Over time as new tenure/tenure track faculty are awarded by the Provost to the Schools and Colleges more courses can be taught by tenure track faculty in the disciplines. The Honors Dean would have flexibility in how to structure the non-tenure stream faculty budget within Honors and perhaps convert part-time instructors to lecturers.

## Appendix E



### APPENDIX E

#### Cost Estimation and Sources of Funding

##### COST ESTIMATION

###### Faculty

Dean	\$ 160,000
Associate Dean - SAC and course buy-out	40,000
T/TT Faculty(1)	75,000
T/TT Faculty	75,000
T/TT Faculty	75,000
Honor Fellows (6) - 4 course buyouts/year @ \$7000/course (2)	168,000
Lecturer (1)	45,000
Part Time Instructors - 12 courses/year @ \$3,800/ course	45,600
	<u>\$ 683,600</u>

###### Staff

Accountant I	\$ 40,000
Admin I for Deans Office	27,000
Development Associate	54,000
Admin I for Scholarship Office	27,000
CAELD, NISF Program Specialist	45,000
Academic Advisors (4)	144,000
	<u>\$ 337,000</u>

###### Benefits

Fringe Benefits (29%)	\$ 289,134
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Total Salary and Benefits	<u>\$ 1,309,734</u>
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###### Other

Recruitment Budget	\$ 25,000
Supply and Equipment Budget	50,000
	<u>\$ 75,000</u>

Total	<u><u>\$ 1,384,734</u></u>
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##### Tuition & Funding Formula Assumptions

###### Assumptions:

- 90 new students to the University that graduated within the top 25% of their class.
- Each student averages 26 credit hours per year to graduate in 5
- 85% retention rate
- Half of a student's credit hours are lower division/half upper
- Instruction/Instructional Support Expenditure calculation used by the State Funding Formula.

###### Gross Tuition & Formula Revenue

- Freshman Year 90 students \* 26 ch \* \$151.48 = \$354,463
- Sophomore Year 77 students \* 26 ch \* \$151.48 = \$303,263
- Junior Year 65 students \* 26 ch \* \$242.96 = \$410,602
- Senior Year 55 students \* 26 ch \* \$334.44 = \$478,249
- 5th Year Senior 45 students \* 26 ch \* \$334.44 = \$391,295

Total Gross Tuition & Formula Revenue =	<u><u>\$ 1,937,872</u></u>
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Notes: (1) Market Salaries for tenure stream faculty vary widely depending on discipline; \$75000 is an estimated average that would include humanities, physical and social sciences  
(2) Course buy-out costs will depend on current college policies. For example, A&S is moving to a policy that charges 1/8 of annual salary for one course buy-out.

### Faculty Senate Committee Appointments Needing Senate Approval

First	Last	Title	Dept	Committee
Jennifer	Griggs	Student	GPSA	Curricula
Melissa	Vargas	Acting Director	Faculty Contracts	Benefits
Joyce	Phillips	Director	Anesthesiology	Athletics
Theresa	Rogers	Student	GPSA	Library
Suzanne	McConaghy	Research Specialist	Peds/Neonatology	Benefits

Annual Dean's Evaluation  
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Dean's Evaluation for Mark Peceny, College of Arts and Sciences

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q1 College/Branch/School: College of Arts Sciences A S

q2 Faculty Rank: Lecturer

**Please choose one of the two categories below to describe yourself (this will determine whether you will be asked to answer an in-depth or short-form survey evaluating the work of your Dean):**

I am a Department Chair, Program Director, faculty leader engaged in university/college governance, or otherwise believe myself to be sufficiently informed to answer in-depth survey regarding my College or branch campus.

I am a faculty member focused primarily on my department or program, less engaged at the College/branch level or in university governance.



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Dean's Evaluation for Mark Peceny, College of Arts and Sciences

1. With regard to leadership, the Dean

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know/NA
promotes excellence and actively works toward building national recognition for the college.						
treats faculty and staff with respect and fairness.						

Comments: With regard to leadership



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Dean's Evaluation for Mark Peceny, College of Arts and Sciences

2. With regard to communication and accessibility, the Dean

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know/NA
holds periodic and productive all-College or all-branch faculty meetings.						
effectively utilizes electronic media and/or the chair/director structure to communicate college priorities to faculty.						

Comments: With regard to communication and accessibility



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Annual Dean's Evaluation  
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Dean's Evaluation for Mark Peceny, College of Arts and Sciences

3. In the area of faculty development, the Dean

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know/NA
fosters an environment that facilitates promotion and tenure of junior faculty.						
values teaching effectiveness and curriculum innovation.						
fosters faculty excellence in research/scholarly/creative works.						

Comments: In the area of faculty development



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Annual Dean's Evaluation  
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Dean's Evaluation for Mark Peceny, College of Arts and Sciences

4. In the allocation and development of resources, the Dean

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know/NA
is effective at working with the faculty to set the priorities of the college.						
is effective at departments/programs acquire resources to meet their priorities.						
supports faculty in securing or managing external funding.						

Comments: In the allocation and development of resources



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Dean's Evaluation for Mark Peceny, College of Arts and Sciences

5. In the area of conflict resolution, the Dean

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know/NA
is willing to address conflict as it arises.						
has the skills to effectively manage conflict.						
assures that established policies and procedures are followed in conflict resolution.						

Comments: In the area of conflict resolution



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Annual Dean's Evaluation  
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Dean's Evaluation for Mark Peceny, College of Arts and Sciences

6. With respect to shared governance, the Dean

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know/NA
seeks and respects faculty participation in decision making (via all-College/branch meetings, task forces, encouraging chairs to consult with faculty, etc.).						
encourages and supports faculty involvement in the governance of the college (via consultation with elected faculty reps, encouraging strong shared governance of departments, etc.).						

Comments: With respect to shared governance



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# Annual Dean's Evaluation Calendar Year 2011

## Dean's Evaluation for Mark Peceny, College of Arts and Sciences

## Final Summary Questions

**7. How satisfied are you with your school or college?**

Very Satisfied      Somewhat Satisfied      Somewhat Dissatisfied      Very Dissatisfied      No Opinion

**8. What is your overall assessment of the Dean's performance?**

Excellent      Good      Average      Poor      Very Poor      No Opinion

**9. How satisfied are you with your department?**

Very Satisfied      Somewhat Satisfied      Somewhat Dissatisfied      Very Dissatisfied      No Opinion

How satisfied are you with \_\_test subject 1\_\_ at UNM?

Very Satisfied      Satisfied      Somewhat Satisfied      Very Dissatisfied      No Opinion

How satisfied are you with \_\_test subject 2\_\_ at UNM?

Very Satisfied      Somewhat Satisfied      Somewhat Dissatisfied      Very Dissatisfied      No Opinion

**10. Comments and/or suggestions on the Dean's performance and the leadership of your college/school.**

## 11. Suggestions for improving this survey instrument





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Dean's Evaluation for Mark Peceny, College of Arts and Sciences

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q1 College/Branch/School: College of Arts Sciences A S

q2 Faculty Rank: Lecturer

**Please choose one of the two categories below to describe yourself (this will determine whether you will be asked to answer an in-depth or short-form survey evaluating the work of your Dean):**

I am a Department Chair, Program Director, faculty leader engaged in university/college governance, or otherwise believe myself to be sufficiently informed to answer in-depth survey regarding my College or branch campus.

I am a faculty member focused primarily on my department or program, less engaged at the College/branch level or in university governance.



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Annual Dean's Evaluation  
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Dean's Evaluation for Mark Peceny, College of Arts and Sciences

1. With regard to leadership, the Dean

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know/NA
is an effective spokesperson for the college.						
sets an example of honesty and integrity.						
works effectively with associate deans and support staff.						
works effectively with department chairs and program directors.						
promotes student recruitment and improvement of graduation rates						
effectively represents the college at the state level.						
promotes excellence and actively works toward building national recognition for the college.						
treats faculty and staff with respect and fairness.						

Comments: With regard to leadership



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Dean's Evaluation for Mark Peceny, College of Arts and Sciences

2. With regard to communication and accessibility, the Dean

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know/NA
holds regular meetings with faculty.						
holds well organized and productive faculty meetings.						
provides a timely response to your inquiries and requests.						
is responsive to requests for individual or ad hoc group meetings.						
is effective in oral and written communication.						
effectively communicates college priorities and needs to the Chancellor/Provost.						
effectively communicates college priorities and needs to your department.						
is sensitive to the particular needs and priorities of your department.						
accepts and responds well to feedback.						
prioritizes her/his time effectively in service of academic mission						
holds periodic and productive all-College or all-branch faculty meetings.						
effectively utilizes electronic media and/or the chair/director structure to communicate college priorities to faculty.						

Comments: With regard to communication and accessibility



Annual Dean's Evaluation  
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Dean's Evaluation for Mark Peceny, College of Arts and Sciences

3. In the area of faculty development, the Dean

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know/NA
promotes excellence in hiring and retention.						
makes available reasonable resources for faculty to attend professional development conferences/meetings.						
supports in-house professional development (e.g. speakers, seminars).						
promotes effective faculty mentoring.						
fosters an environment that facilitates promotion and tenure of junior faculty.						
values teaching effectiveness and curriculum innovation.						
fosters faculty excellence in research/scholarly/creative works						

Comments: In the area of faculty development



Annual Dean's Evaluation  
Calendar Year 2011

Dean's Evaluation for Mark Peceny, College of Arts and Sciences

4. In the allocation and development of resources, the Dean

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know/NA
is effective at working with the faculty to set the priorities of the college.						
is effective at allocating resources to meet the priorities of the college.						
is effective at allocating resources to meet the priorities of your department.						
supports faculty in securing or managing external funding.						
is an effective fundraiser.						
effectively negotiates for college resources with the Chancellor/Provost.						

Comments: In the allocation and development of resources



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Annual Dean's Evaluation  
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Dean's Evaluation for Mark Peceny, College of Arts and Sciences

5. In the area of conflict resolution, the Dean

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know/NA
is willing to address conflict as it arises.						
has the skills to effectively manage conflict.						
assures that established policies and procedures are followed in conflict resolution.						

Comments: In the area of conflict resolution



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Annual Dean's Evaluation  
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Dean's Evaluation for Mark Peceny, College of Arts and Sciences

6. With respect to shared governance, the Dean

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know/NA
seeks and respects faculty participation in decision making (via all-College/branch meetings, task forces, encouraging chairs to consult with faculty, etc.).						
encourages and supports faculty involvement in the governance of the college (via consultation with elected faculty reps, encouraging strong shared governance of departments, etc.).						

Comments: With respect to shared governance



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# Annual Dean's Evaluation Calendar Year 2011

## Dean's Evaluation for Mark Peceny, College of Arts and Sciences

## Final Summary Questions

**7. How satisfied are you with your school or college?**

Very Satisfied      Somewhat Satisfied      Somewhat Dissatisfied      Very Dissatisfied      No Opinion

**8. What is your overall assessment of the Dean's performance?**

Excellent      Good      Average      Poor      Very Poor      No Opinion

**9. How satisfied are you with your department?**

Very Satisfied      Somewhat Satisfied      Somewhat Dissatisfied      Very Dissatisfied      No Opinion

How satisfied are you with \_\_test subject 1\_\_ at UNM?

Very Satisfied      Satisfied      Somewhat Satisfied      Very Dissatisfied      No Opinion

How satisfied are you with \_\_test subject 2\_\_ at UNM?

Very Satisfied      Somewhat Satisfied      Somewhat Dissatisfied      Very Dissatisfied      No Opinion

**10. Comments and/or suggestions on the Dean's performance and the leadership of your college/school.**

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