

**The University of New Mexico Faculty Senate
Draft Meeting Minutes
October 25, 2022
3:00-5:00 P.M.
ONLINE**

(Pending approval at the November 29, 2022, Faculty Senate Meeting)

1. Call to Order

The meeting was called to order at 3:09 p.m.

2. Approval of the Agenda

The agenda was approved.

3. Approval of the September 27, 2022, Meeting Minutes

The September 27 minutes were approved.

4. Consent Agenda

Committee Appointments

The consent agenda was approved.

5. President's Report

President Garnett Stokes was unable to attend.

6. Provost's Report

Provost James Holloway was unable to attend.

7. Faculty Senate President's Report

Faculty Senate President Finnie Coleman reported the following.

- President Coleman recognized Senator Nahir Otaño Gracia and she reported the following.
 - At the August 23, 2022, Faculty Senate meeting, President Coleman asked for volunteers to draft a resolution defending Academic Freedom, to teach about race and gender justice, and critical race theory at New Mexico Higher Education Institutions.
 - Faculty Senator Glenn Koeling, Senator Otaño Gracia, Veronica Gonzales-Zamora, and Mark-Tizoc Gonzalez joined to work on the request.
 - They developed a comprehensive draft resolution. It will be shared with the Senate in November and other Higher Education institutions later.

- They are organizing a mini-symposium for senators on Critical Race Studies that will be held Wednesday, November 16, 2022, 3:30-5:00 p.m., in the Scholes Hall Roberts Room.
- Associate Professor Veronica Gonzales-Zamora (Law) was recognized and presented the following.



GOALS

01

Provide foundation for understanding what critical race theory is

02

Advocate for protection of academic freedom to teach critical topics

03

Invite you to mini-symposium on November 16 for Senators



VOCABULARY

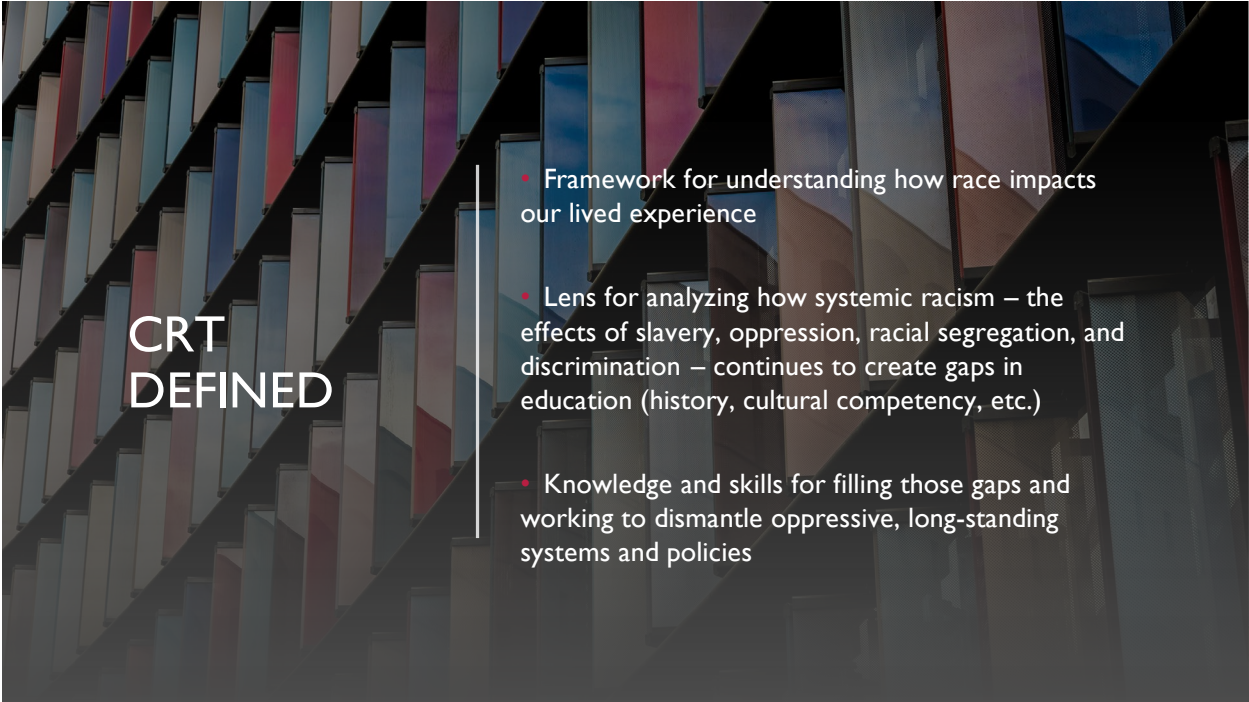
Cultural
competence

Racial
literacy

Social
justice

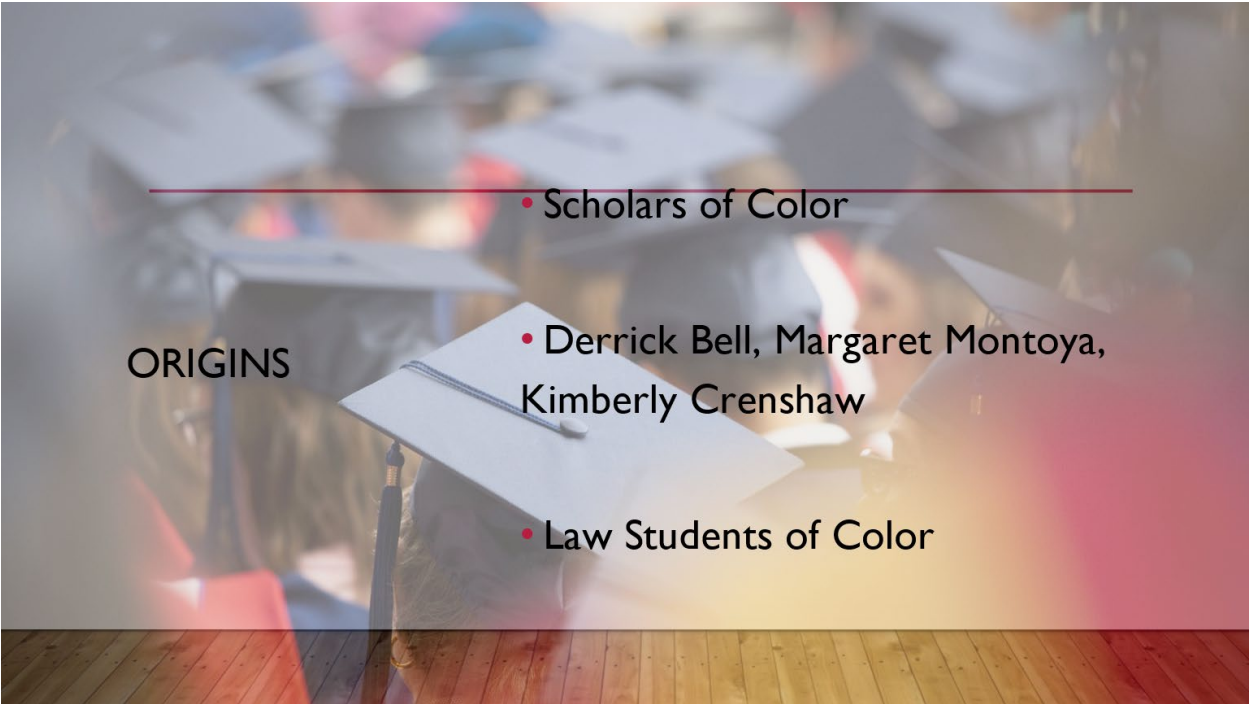
ORIGINS

- Scholars of Color
- Derrick Bell, Margaret Montoya, Kimberly Crenshaw
- Law Students of Color



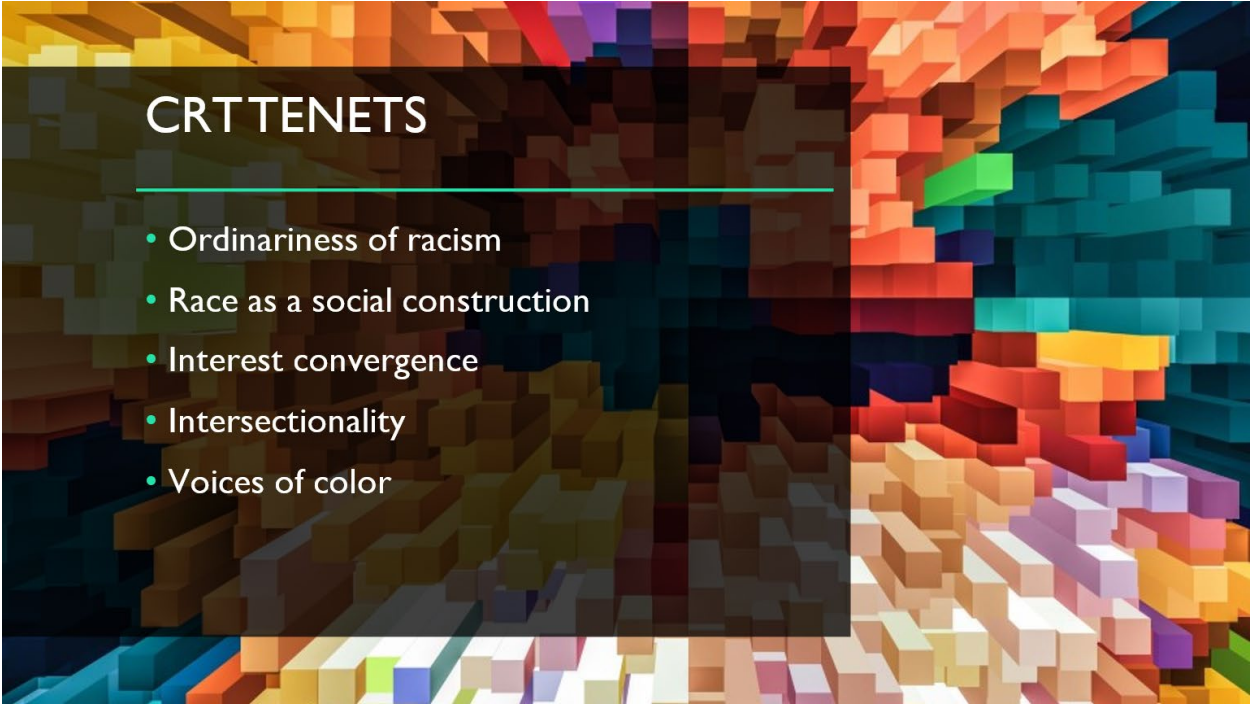
CRT DEFINED

- Framework for understanding how race impacts our lived experience
- Lens for analyzing how systemic racism – the effects of slavery, oppression, racial segregation, and discrimination – continues to create gaps in education (history, cultural competency, etc.)
- Knowledge and skills for filling those gaps and working to dismantle oppressive, long-standing systems and policies



ORIGINS

-
- Scholars of Color
 - Derrick Bell, Margaret Montoya, Kimberly Crenshaw
 - Law Students of Color



CRTTENETS

- Ordinariness of racism
- Race as a social construction
- Interest convergence
- Intersectionality
- Voices of color



CRTTOOLS

- Storytelling
- Intersectional analysis
- Including voices
- Data and racial labeling
- Complex system thinking

CRT TODAY

- ClassCrits, LatCrits, etc.
- Taught in most law schools
- Analytical vocabulary in many disciplines – medicine, social science, health, education, etc.
- Youth culture

WHY DOES RACE MATTER?

- CRT is history – race as a social construct with the force of law
- CRT is contemporary – theory to explain the effects of oppression today; and expose the biases, omissions, and contradictions of law and policy
- Race gives us necessary context for collective action, communication, advocacy, more equitable distribution of benefits, etc.

WHY IS CRT A HELPFUL FRAMEWO RK?

- Rejects individualistic racism and instead places racism within the systems, institutions, and structures
 - Colorblindness
- Offers a different interpretation of the nation's history as complex, intersectional, multi-dimensional
 - story of oppression, colonization, culpability
 - story of resistance, rest, and resilience

WHY IS CRT A HELPFUL FRAMEWO RK?

- Education is a set of systems, processes, and projects that also incorporate and reproduce systemic racism
- As members, of this system we can act to dismantle biases, prejudices, and barriers using CRT skills and knowledge



LEGISLATIVE BANS BASED ON MISINFORMATION

- Accountability for historical injustices
- Aversion to reparations
- Centering whiteness in history
- Colorblindness benefiting whiteness



RESPONSES TO MISINFORMATI ON

- Collective action
 - UNM, New Mexico, Mountain West
- Preemptive action
 - Faculty Senate, NM Legislature



PARTIAL BIBLIOGRAPHY OF CRITICAL RACE THEORY BOOKS, 1987- 1997

BY PROFESSOR MARC-
TIZOC GONZÁLEZ

- Derrick A. Bell, *And We Are Not Saved: The Elusive Quest for Racial Justice* (Basic Books 1987).
- Patricia J. Williams, *Alchemy of Race and Rights* (Harvard University Press 1987).
- Mari J. Matsuda, Charles R. Lawrence III, Richard Delgado & Kimberlé Crenshaw, *Words That Wound: Critical Race Theory, Assaultive Speech, and the First Amendment* (Westview Press 1993, Routledge 2018).
- Derrick A. Bell, *Faces at the Bottom of the Well: The Permanence of Racism* (Basic Books 1992).
- Richard Delgado, *The Rodrigo Chronicles: Conversations about America and Race* (NYU Press 1995).
- *Critical Race Theory: The Cutting Edge* (1995, 3d. ed. Temple University Press 2013).

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BY PROFESSOR MARC-
TIZOC GONZÁLEZ

- Richard Delgado & Jean Stefancic (eds.), *Critical Race Theory, An Introduction* (1995, 3d. ed. NYU Press 2017).
- Kimberlé Crenshaw, Neil Gotanda, Garry Peller & Kendall Thomas (eds.), *Critical Race Theory: The Key Writings That Formed the Movement* (New Press 1996).
- Ian F. Haney-López, *White by Law: The Legal Construction of Race* (NYU Press 1996).
- Richard Delgado & Jean Stefancic (eds.), *Critical White Studies: Looking Behind the Mirror* (Temple University Press, Temple University Press 1997).
- Mari J. Matsuda, *Where Is Your Body? And Other Essays on Race, Gender, and the Law* (Beacon Press 1997).
- Charles Lawrence III & Mari J. Matsuda, *We Won't Go Back: Making the Case For Affirmative Action* (Houghton Mifflin 1997).

ACKNOWLEDGMENTS

Nahir I. Otaño Gracia
Marc-Tizoc González
Margaret Montoya

- The resolution will be presented for consideration at the November 29, 2022, Faculty Senate meeting.
- The symposium will be available on Zoom but will not be recorded.

- President Coleman discussed the November Senate meeting scheduled for November 22, the week of Thanksgiving. He asked the Senate if moving it to the following week, November 29, would be an option. An email will be sent out and a survey will be conducted to determine if senators would like to move the meeting.
- There was a leadership retreat with Regent President Brown, University President Stokes, Provost Holloway, the Ops committee, CoG, and the AF&T chair and co-chair. EVP Ziedonis was unable to attend. It was a positive meeting. President Stokes gave information about addressing salary.

Regent Brown brought up the question of what are the proper roles of UA-UNM, CoG, AF&T, and the Faculty Senate. The Union filled some important voids. A clear sense of Faculty Governance versus shared governance needs addressing, i.e., what do those terms mean? Where can we do better? The groups must stay open and honest.

The Provost explained the new method to calculate salaries. They used to use CUPA data, but some UNM programs were not covered. A new model from Oklahoma State will be used.

- President Coleman asked the FS Curricula Committee to review its charge. The Athletics Council has revised their charge and the Campus Development Advisory Committee (CDAC) is being reconstituted this spring. Curriculum is far more complex than it was 30-40 years ago. The committee should evolve. Over the next few years, the charges will be systematically revised.
- Enrolment is up. Credit-hour production is up. A lot of key indicators of the University's health are up this semester.

9. Public Comment

There was no public comment.

10. Meeting adjourned at 4:07 p.m.