

COLORADO SCHOOL OF MINES FACULTY SENATE MINUTES

November 18, 2003 - 2:00 PM

Hill Hall Room 300

ATTENDEES: Christiansen, Dean, Eberhart, Harrison, Honeyman, Kee, Ross, Santi, Thiry, Voorhees and Wolden

APOLOGIES: Mehta and Mitcham (on sabbatical until 5/04)

VISITOR: Nigel Middleton – Vice President for Academic Affairs, Ronny Hofmann – Representative from CSM Graduate Student Association, Paul Leef - Division Manager CSM Planning and Construction, Dan Lewis – Athletic Department Observer, and Phil Romig Jr. – Associate Vice President for Research and Dean of Graduate Studies

Harrison called the meeting to order.

COMMENTS FROM GUESTS:

A. VPAA Nigel Middleton

1. Promotion and Tenure Committee – Middleton announced that Thomas Furtak, Physics, Willy Hereman, Mathematical and Computer Sciences, and Terence Parker, Engineering have agreed to serve on the Promotion and Tenure Committee. The other members of this committee are Wendy Harrison, David Matlock and Annette Bunge.
2. Handbook Committee – The Handbook Committee is concentrating their efforts on clarifying Sections 4 and 5 regarding (1) the definition of temporary part-time and full-time employees and who is or is not eligible for benefits and (2) the appointment structure of adjunct faculty and non-tenured track lecturers and instructors. The Handbook Committee is working with the Human Resource Department and the Legal Services Departments on these revisions.
3. Strategic Planning Committee - Strategic Planning Committee has been resurrected and recharged by President Trefny.
4. CSM Master Planning – It is a requirement of Colorado Commission on Higher Education (CCHE) that a current master plan is on file with them. CSM's plan expired several years ago.

B. Associated VP for Research and Dean of Graduate Studies – Phil Romig Jr.

1. January Faculty Forum – Romig explained that there will be six parts to the Graduate Studies presentation that will be given on January 28, 2004 Faculty Forum. The six areas are: 1) summary of BOT presentation by Nigel Middleton; 2) summary of draft of strategic plan developed by Strategic Planning Committee, 3) summarize values and principles that are being adopted by BOT, 4) present a set of assumptions, 5) goals that were developed from the assumptions, and 6) present a five-years strategy to achieve these goals.

The Research Council and Graduate Council will review this presentation before it is presented at the Faculty Forum in January.

- C. Paul Leef - Division Manager CSM Planning and Construction gave a presentation on CSM's master plan. The current master plan for CSM was done in the 1980s and is out of date. However, the old master plan provided a road map for the new master plan that will be filed with CCHE. When the revised master plan is completed, it will be available on the web.

APPROVAL OF MINUTES – The November 4, 2003 Faculty Senate Minutes were approved.

SENATE PRESIDENT'S REPORT – Harrison

- A. Harrison reported that the Undergraduate Council opposed changing the common exam time to start at 7:30 pm because of the lateness of finishing the exam especially in chemistry, physics and mathematics. They also felt that this would not increase the quality of student life for which the NSSE Assessment report gives CSM a below average score.

The final decision on changing the beginning time rests with the VPAA. Middleton will get input from the students before implementing any changes in the exam time.

CSM STUDENT-SENATE MEETING REPORT – Eberhart

- A. Eberhart distributed the following written report summarizing student concerns:

INITIAL CONCERNS FROM THE STUDENT BODY

The points and concerns compiled in this document have been compiled from notes recorded during meetings with the following student groups:

November 5, 2003 Graduate Environmental Science and Engineering meeting

November 6, 2003 Associated Students of the Colorado School of Mines

November 12, 2003 Strategic Plan Focus Group Meeting (Held by SSPC)

INTRODUCTION

Generally, students are confused about the financial state the school is in. Except for the statements made in the Oredigger a year ago about the budget crisis and the layoffs of school employees, students have not been kept up to speed about the crisis and what the school has been doing about it. This has brought about the confusion around the Strategic Plan. Most students don't understand why a strategic plan is being formed or what is wrong with the way the school operates now. A lot of rumors have been circulating to what the Strategic Plan is and how it is already creating chaos on campus. Students believe that growth is going to skyrocket and admission standards are going to decrease (in order to let more students in). Students were very insistent on how the plan was to be implemented. They want to know why there is no 'how' and why more market research has not been done.

STRATEGIC PLAN CONCERNS

Goal #1: Become a World-Class Research Institution by Developing the Focus Areas

Both undergraduate and graduate students did not have issues with this goal. It was 'warm' and 'fuzzy' feeling enough. The concern on how we will implement the objectives in a budget crisis, since some of the objectives required investment.

Goal #2: Add Value to the Curriculum

There were pros and cons revealed by students about goal 2. If CSM was to add more/new programs,

students did not want resources diverted from existing ones. It was evident that students wanted to keep the quality of the current programs regardless of the addition of new ones.

HUGE support was shown for BIG Engineering. Students already in the BELS program readily expressed their satisfaction. Students who were not participating in BELS also illustrated their interest in expanding this field. As a side note, one fourth of the McBride inductees this year were planning to enter into some kind of bio-medical field.

Students were generally uncertain about the humanitarian and social sciences. They did agree that liberal arts needed to expand, but were undecided about adding a 'major' in this area of study.

Goal #3: Increase and Restructure the Revenue Base and Use Resources More Efficiently

WEEKEND CLASSES = NO ! ! ! ! Students expressed great distress about weekend classes. Students use Friday night and Saturday as their free time to recover from weekly stress. Sunday is homework day. Students did not want to give up their only free time to be working on a Lab Report, or homework for their weekend class. Also, out of state students need the full weekend to travel home. Overall, if forced to choose, students would rather have night classes than weekend ones.

When it comes to faculty diversity (i.e. Lecturers vs. Tenured Professors) undergraduate students had a bottom line: It doesn't matter who they are, they just need to be GOOD/AWESOME TEACHERS. The prestige of the professor was not the concern-it was their ability to teach it to the class. However, they would expect lecturers at lower level classes and tenure/research professors at higher ones. Undergraduates also claimed that adjunct professors from industry gave a unique prospective to what they were learning. They provided the key "what we use this in industry for..."to connect what the students were learning to the "real world."

Several students asked what would happen to CSM's ranking if we switch to more lecturers? Another student stated that if we cut all tenured professors that don't produce research and brought in ones that did, the school would do better financially.

Goal #4: Modify Student Demographics

How Students Hear About Mines:

- From neighbors and friends
There are a lot of "Dead Zones" around the U.S. concerning exposure to CSM. Many students did not know Mines existed until a family friend (who was an engineer or scientist) told them they should look into our school. However, Mines was not active in their recruitment.

Why Students Come to Mines:

- Small Community / Small Class Size
- Tutoring Services
- Academic Workshops
- Reputation

Concerns About Growth:

- Can Campus Facilities Accommodate?
- Want small student/faculty ratio
- Want small student/advisor ratio

Students are concerned with growth because of the impact it will have on campus. Students see a "Phase Lag" between growth of the student body and provided resources. A lot of questions came up about accommodating more students with campus facilities. They did not see how all of these students

were supposed to fit on campus. Connections needed to be made between the Master Plan and the Strategic Plan. Although they were not opposed to growth, small class sizes MUST be maintained. Moreover, admission standards cannot be decreased.

Goal #5: Expand Partnerships

Overall Consensus: GREAT!

OTHER CONCERNS

Leadership:

Q: "Where is the Board of Trustees? Why are they not down here talking to us?" The students feel that those who are making the decisions should be on campus, working with the community to educate and unify. A lot of students don't understand what is going on around campus -they are missing the global picture.

Communication:

Students would like to see more communication from all the constituencies on campus. They are curious on what others are doing about the strategic plan and how they feel. Questions such as:

- Why do we need a strategic plan?
- Why is it important to you?
- What are you doing about it?
- What is the impact on the rest of the community?
- Why should we follow?

Eberhart felt that the following were not addressed in the report: 1) general sense from the students is that they want to be involved but have not been; and, 2) the Strategic Plan does not address the quality of life. The Senators asked Eberhart to express to the students their gratitude for all their efforts.

OLD BUSINESS

- A. Strategic Plan Draft - After a lengthy discussion on the Strategic Plan Draft, the Senators concluded that it was a series of vague points that were not interrelated and therefore, it was not a plan. They felt that it provided a framework for developing a strategic plan and commended the Strategic Planning Committee for their work.
- B. Senate meeting time will remain at 2:00pm on the first and third Tuesdays of each month during the academic year when CSM is in session.

The meeting adjourned at 3:55 PM.

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