



**BOARD OF REGENTS
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE**

MEETING AGENDA

**October 6, 2016
1:00 PM
Roberts Room
Scholes Hall**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING

October 6, 2016 – 1:00 p.m.

Roberts Room, Scholes Hall

AGENDA

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meeting:** **TAB A**
- III. Reports/Comments:**
Provost's Administrative Report
 i. Chaouki Abdallah, Provost & EVP for Academic Affairs
Member Comments
Advisor Comments
- IV. Action Items:**
- A. UNM Proclamation on Indigenous Peoples Day** **TAB B**
Josephine De Leon, Vice President for Equity & Inclusion
- VI. Information Items:**
- A. Higher Learning Commission Accreditation Update** **TAB C**
Sunil Ahuja, Higher Learning Commission VP for Accreditation Relations
- B. Foundational Math Update** **TAB D**
Sonia Rankin, Associate Dean, University College
- C. Branding Update** **TAB E**
Cinnamon Blair, Director, University Communications & Marketing
- VII. Faculty Presenter:** **TAB F**
Mark Childs, Associate Dean, School of Architecture & Planning
“The Zeon Files”
- VII. Public Comment**
- VIII. Adjournment**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
September 1, 2016 – 1:00 p.m.
Roberts Room, Scholes Hall

Meeting Summary
(All “TABS” correlate to the September ASAR E-Book)

Committee members present: Regent Bradley Hosmer, Regent Susan Quillen, Regent Ryan Berryman, Provost & Executive Vice President for Academic Affairs Chaouki Abdallah, Faculty Senate President Pamela Pyle

Regents’ Advisors present: ASUNM President Kyle Beiderwolf, GPSA President Glenda Lewis

I. Call to Order 1:05 p.m.

Approval of Summarized Minutes from Previous Meeting:

TAB A

Motion: Regent Quillen

Second: Provost Abdallah

Motion Passed

II. Reports/Comments:

Provost’s Administrative Report

i. Chaouki Abdallah, Provost & EVP for Academic Affairs

- Presentation attached
- Ongoing search for School Engineering Dean
- Ongoing search for Taos CEO
- Discussion around the Legislative Finance Committee and the state budget
- Academic Affairs presented materials pertaining to academic units to Regent Clifford

Member Comments - None

Advisor Comments

ASUNM

- Held first joint council meeting and ASUNM has decided to use these meetings to discuss student issues
 - First topic discussion was freshman live in requirement

GPSA - None

III. Action Items:

A. Summer Degree Candidates

TAB B

Pamela Pyle, Faculty Senate President

Motion: Regent Quillen

Second: Provost Berryman

Motion Passed

B. Removal of Programs

TAB C

Greg Heileman, Associate Provost for Curriculum

Motion: Regent Berryman

Second: Provost Quillen

Motion Passed

VI. Information Items:

C. Enrollment Update

TAB E

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
September 1, 2016 – 1:00 p.m.
Roberts Room, Scholes Hall

Terry Babbitt, Vice President for Enrollment Management

- Presentation attached
- Discussion of current enrollments
- Overview of impact of online enrollments
- Analytical data was presented to show enrollment trends

D. Branch Campus Update

TAB F

Jerónimo Domínguez, Branch Campus Liaison

- Presentation available upon request
- Each branch campus gave an update/overview including:
 - Reporting structure
 - Budgets
 - Enrollment
 - Strengths and weaknesses of each campus
 - Strategic priorities

○

E. LoboRespect and Advocacy Center Update

TAB G

Nasha Torrez, Dean of Students

- Historical explanation for the creation of the Advocacy Center
- Services provided by the center including training and outreach
- Overview of goals and markers for success
- Discussion of federal compliance standards

VII. Public Comment

Jeff Sharp from New Covenant Christian Church spoke regarding having the campus ban against Jim Cooper and Curt Walker lifted. The appeals process was explained and the ban remains in place.

VIII. Adjournment 3:23 p.m.
Motion: Regent Berryman
Second: Provost Abdallah
Motion Passed

Provost Report

ASAR Meeting, September 1, 2016

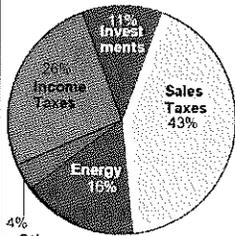
Chaouki Abdallah

Provost & Professor of Electrical & Computer Engineering

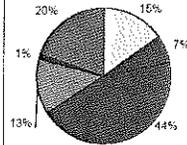
Updates

- Personnel Issues ongoing searches-SOE dean and Taos CEO.
- Presentations to LFC President Frank, Chancellor Roth, EVP Harris, and Provost Abdallah.
- Presentations to regent Clifford Academic Affairs.
- Regents Doughty & Berryman meeting with deans.
- Budget numbers-LFC Rec.

Estimated FY17 General Fund Revenue Sources



FY17 Recurring General Fund Appropriation Recommendation: \$6.47 billion



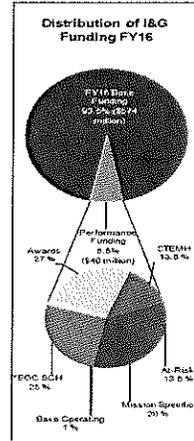
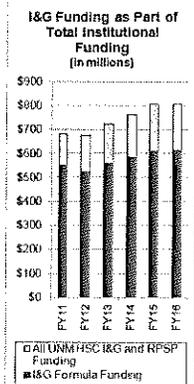
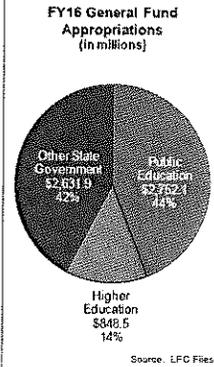
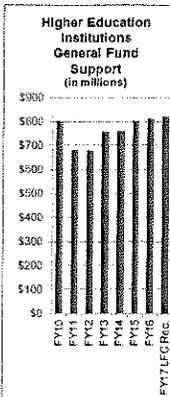
- Medicaid: \$970.5 million
- Public Safety: \$432.6 million
- Public Schools: \$2,854 million
- Higher Education: \$956.8 million
- Compensation: \$77.8 million
- Other: \$1,274.5 million

Source: Dec. 2015 Consensus Revenue Estimate

NM Higher Ed Institutions Budget

	FY15 Actual	FY16 Operating	FY17 Rec	Dollar Change	Percent Change
University of New Mexico	315,323.50	318,029.90	320,246.70	2,216.80	0.7
New Mexico State University	205,508.80	208,267.50	209,124.60	857.1	0.4
New Mexico Highlands University	31,564.70	31,751.60	31,851.60	100	0.3
Western New Mexico University	20,438.00	20,681.00	20,811.60	130.6	0.6
Eastern New Mexico University	46,520.40	46,956.40	46,972.80	16.4	0
New Mexico Institute of Mining and Technology	38,319.00	38,761.80	38,903.50	141.7	0.4
Northern New Mexico College	11,650.50	11,542.00	11,403.60	-138.4	-1.2
Santa Fe Community College	14,509.40	14,908.30	14,993.70	85.4	0.6
Central New Mexico Community College	55,644.50	57,143.30	58,868.80	1,725.50	3
Luna Community College	8,730.80	8,780.80	8,501.90	-278.9	-3.2
Mesalands Community College	4,509.20	4,567.10	4,429.70	-137.4	-3
New Mexico Junior College	6,530.70	6,613.00	6,645.50	32.5	0.5
San Juan College	25,170.30	25,220.30	25,261.60	41.3	0.2
Clovis Community College	10,192.40	10,242.60	10,281.80	39.2	0.4
New Mexico Military Institute	3,028.80	3,028.80	3,021.80	-7	-0.2
NM School for the Blind and Visually Impaired	1,391.50	1,391.50	1,391.50	0	0
New Mexico School for the Deaf	4,209.9	4,209.9	4,209.9	0	0

Office of the Provost



Undergraduate Awards Per 100 FTE

	NM	US
Research	19.3	22.8
Comprehensive	17.6	21.9
Two-Year	33.7	23.9

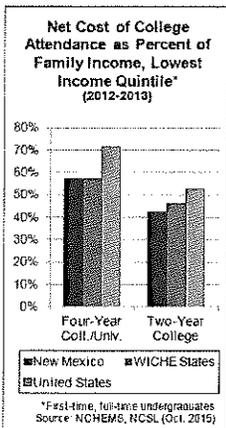
Source: NCES, IPEDS Completions, Financial & Enrollment Surveys (2012-2013)

Undergraduates and Total Funding per FTE All I&G Revenues, 2012-2013 (in thousands)

	NM	US
Research	\$15.3	\$18.2
Comprehensive	\$11.5	\$10.9
Two-Year	\$7.2	\$6.8

Source: NCES, IPEDS Completions, Financial & Enrollment Surveys

Office of the Provost



Public Higher Education Net Tuition Revenue per FTE

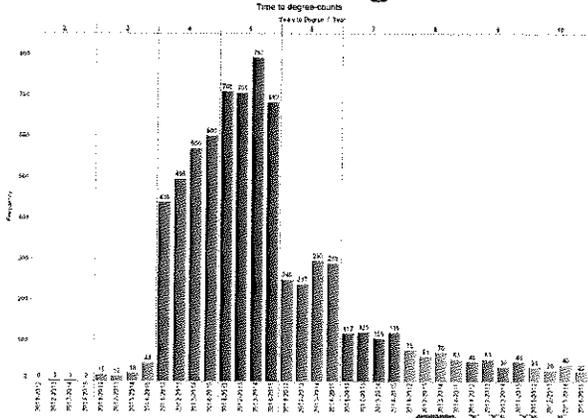
	FY09	FY14	5 Year % Change
U.S.	\$4,560	\$5,777	26.7%
NM	\$2,074	\$3,760	81.3%

Source: SHEEO, SHEEF FY14

Office of the Provost UNM Degrees

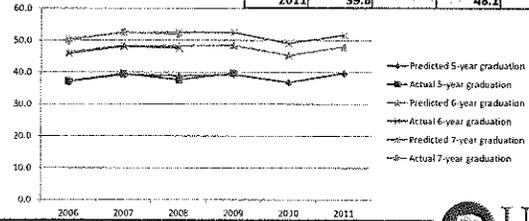
Degrees	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Baccalaureate	3350	3379	3493	3736	3666	3707
Master's	1190	1255	1231	1308	1266	1362
Doctoral	165	200	202	231	222	292
Professional	303	297	286	289	335	313
Total	5,008	5,131	5,212	5,564	5,489	5,674

Office of the Provost Time to Degree



Office of the Provost Retention/Graduation Rates

Cohort Year	5-year graduation		6-year graduation		7-year graduation	
	Predicted	Actual	Predicted	Actual	Predicted	Actual
2006	37.1	37.2	46.4	45.8	50.4	49.9
2007	39.3	39.6	48.4	48.2	52.4	52.6
2008	38.9	37.6	48.3	47.6	52.5	51.8
2009	39.3	39.7	48.5	49.0	52.5	
2010	36.8	36.7	45.3		49.1	
2011	39.8		48.1		51.7	



Office of the Provost

Academic Affairs Investments vs Reductions for FY10-FY17

Investments	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	Total
New Funding	\$750,000	\$665,191	\$1,982,625	\$3,356,500	\$3,879,520	\$1,889,878	\$1,819,000	\$687,400	\$15,030,114
Reductions									
Permanent Budget Reductions	\$2,305,651	\$3,530,887	\$4,320,443	\$-	\$-	\$1,668,044	\$1,749,051	\$3,949,625	\$17,543,701
One-Time Budget Reductions		\$3,297,593	\$-	\$3,000,000		\$2,624,625		\$-	-\$8,922,218
Hiring Review Process (HRP)									
Approved	183								
Denied/Eliminated	20								
Under Review	36								
Total Requests	239								
Total Savings*	\$802,460								

*Total savings since October 2015 to August 2016

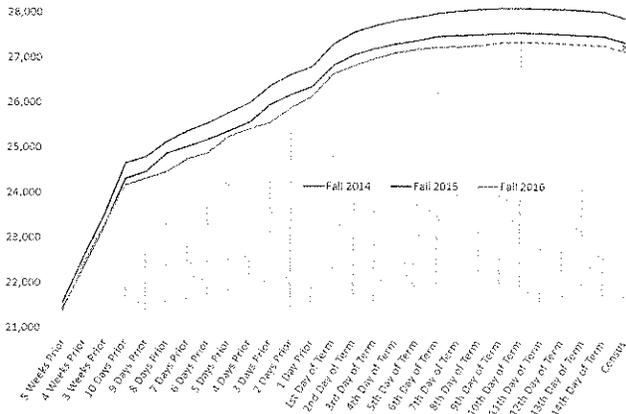


Office of the Provost State of NM Budget

- For FY16 (July 1, 2015 through June 30, 2016), the state budget was short by \$220 million. This money has already been spent and cannot be funded with cuts. It will be covered by, and will drain, the state's reserves to \$130 million, assuming a special session is called and the legislature approves the use of reserve funds.
- For the current budget year, FY17 (July 1, 2016 through June 30, 2017), the state is short about \$325 million, assuming that the legislature uses all available reserves. Since the legislature would like to keep a 2.5 percent reserve, to preserve the state bond rating and borrowing ability, they will need to cut an additional \$150 million to create a reserve fund. This would bring the total amount reduced from FY17 appropriations to \$475 million. Since the state's overall budget is about \$6.4 billion, the current deficit is more than 7 percent.



Fall Semester Headcount

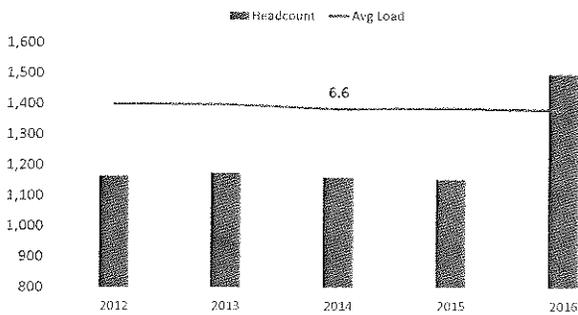


Projection Dashboard

Albuquerque Campus/Student Classification	Fall 2015	Fall 2016	Increase Decrease	Percent Change
All Freshmen	3,592	3,551	-41	-1.14%
Sophomore	4,197	4,048	-149	-3.55%
Junior	4,925	4,696	-229	-4.65%
Senior	7,318	7,554	236	3.22%
Undergraduate Sub-Totals	20,032	19,849	-183	-0.91%
Non-Degree	1,489	1,423	-66	-4.43%
Graduate Programs	4,213	4,201	-12	-0.28%
A.G.S.M.	561	638	77	13.73%
Pharm. D.	325	324	-1	-0.31%
LAW	348	336	-12	-3.45%
MED	420	419	-1	-0.24%
Total AD Classifications	27,388	27,190	-198	-0.72%

Importance of Online

Exclusively Online





The Council of the City of Albuquerque

October 7, 2015

WHEREAS, Albuquerque recognizes the occupation of New Mexico's homelands for the building of our City and knows indigenous nations have lived upon this land since time immemorial and values the progress of our society accomplished through and by American Indian thought, culture, and technology; and

WHEREAS, the idea of Indigenous Peoples Day was first proposed in 1977 by a delegation of Native nations to the United Nations-sponsored International Conference on Discrimination Against Indigenous Populations in the Americas; and

WHEREAS, in an effort to reveal a more accurate historical record of the "discovery" of the United States of America, representatives from 120 Indigenous nations at the First Continental Conference on 500 years of Indian Resistance, unanimously passed a resolution to transform Second Monday of October into an occasion to recognize the contributions of Indigenous people despite enormous efforts against native nations; and

WHEREAS, Albuquerque has a strong history throughout the years of supporting the American Indian Community and its citizens advancement in our current society and Albuquerque shall continue its efforts to promote the well-being and growth of Albuquerque's American Indian Community and Indigenous Community; and

WHEREAS, Albuquerque encourages businesses, organizations and public entities to recognize Indigenous Peoples Day which shall be used to reflect upon the ongoing struggles of Indigenous people on this land, and to celebrate the thriving culture and value that our Indigenous nations add to our City.

BE IT PROCLAIMED THAT THE COUNCIL, THE GOVERNING BODY OF THE CITY OF ALBUQUERQUE, HEREBY RECOGNIZES THE SECOND MONDAY OF OCTOBER AS

INDIGENOUS PEOPLES DAY

Ken Sanchez
District 1

Isaac Benton
District 2

Klarissa J. Peña
District 3

Brad Winter, Vice President
District 4

Dan Lewis
District 5

Rey Garduño, President
District 6

Diane G. Gibson
District 7

Trudy E. Jones
District 8

Don Harris
District 9



United Nations

United Nations
DECLARATION
on the **RIGHTS**
of **INDIGENOUS**
PEOPLES



United Nations

United Nations Declaration
on the Rights of Indigenous Peoples





Resolution adopted by the General Assembly

[*without reference to a Main Committee (A/61/L.67 and Add.1)*]

61/295. United Nations Declaration on the Rights of Indigenous Peoples

The General Assembly,

Taking note of the recommendation of the Human Rights Council contained in its resolution 1/2 of 29 June 2006,¹ by which the Council adopted the text of the United Nations Declaration on the Rights of Indigenous Peoples,

Recalling its resolution 61/178 of 20 December 2006, by which it decided to defer consideration of and action on the Declaration to allow time for further consultations thereon, and also decided to conclude its consideration before the end of the sixty-first session of the General Assembly,

Adopts the United Nations Declaration on the Rights of Indigenous Peoples as contained in the annex to the present resolution.

*107th plenary meeting
13 September 2007*

Annex

United Nations Declaration on the Rights of Indigenous Peoples

The General Assembly,

Guided by the purposes and principles of the Charter of the United Nations, and good faith in the fulfilment of the obligations assumed by States in accordance with the Charter,

Affirming that indigenous peoples are equal to all other peoples, while recognizing the right of all peoples to be different, to consider themselves different, and to be respected as such,

¹See *Official Records of the General Assembly, Sixty-first Session, Supplement No. 53 (A/61/53)*, part one, chap. II, sect. A.

Affirming also that all peoples contribute to the diversity and richness of civilizations and cultures, which constitute the common heritage of humankind,

Affirming further that all doctrines, policies and practices based on or advocating superiority of peoples or individuals on the basis of national origin or racial, religious, ethnic or cultural differences are racist, scientifically false, legally invalid, morally condemnable and socially unjust,

Reaffirming that indigenous peoples, in the exercise of their rights, should be free from discrimination of any kind,

Concerned that indigenous peoples have suffered from historic injustices as a result of, inter alia, their colonization and dispossession of their lands, territories and resources, thus preventing them from exercising, in particular, their right to development in accordance with their own needs and interests,

Recognizing the urgent need to respect and promote the inherent rights of indigenous peoples which derive from their political, economic and social structures and from their cultures, spiritual traditions, histories and philosophies, especially their rights to their lands, territories and resources,

Recognizing also the urgent need to respect and promote the rights of indigenous peoples affirmed in treaties, agreements and other constructive arrangements with States,

Welcoming the fact that indigenous peoples are organizing themselves for political, economic, social and cultural enhancement and in order to bring to an end all forms of discrimination and oppression wherever they occur,

Convinced that control by indigenous peoples over developments affecting them and their lands, territories and resources will enable them to maintain and strengthen their institutions, cultures and traditions, and to promote their development in accordance with their aspirations and needs,

Recognizing that respect for indigenous knowledge, cultures and traditional practices contributes to sustainable and equitable development and proper management of the environment,

Emphasizing the contribution of the demilitarization of the lands and territories of indigenous peoples to peace, economic and social

progress and development, understanding and friendly relations among nations and peoples of the world,

Recognizing in particular the right of indigenous families and communities to retain shared responsibility for the upbringing, training, education and well-being of their children, consistent with the rights of the child,

Considering that the rights affirmed in treaties, agreements and other constructive arrangements between States and indigenous peoples are, in some situations, matters of international concern, interest, responsibility and character,

Considering also that treaties, agreements and other constructive arrangements, and the relationship they represent, are the basis for a strengthened partnership between indigenous peoples and States,

Acknowledging that the Charter of the United Nations, the International Covenant on Economic, Social and Cultural Rights² and the International Covenant on Civil and Political Rights,² as well as the Vienna Declaration and Programme of Action,³ affirm the fundamental importance of the right to self-determination of all peoples, by virtue of which they freely determine their political status and freely pursue their economic, social and cultural development,

Bearing in mind that nothing in this Declaration may be used to deny any peoples their right to self-determination, exercised in conformity with international law,

Convinced that the recognition of the rights of indigenous peoples in this Declaration will enhance harmonious and cooperative relations between the State and indigenous peoples, based on principles of justice, democracy, respect for human rights, non-discrimination and good faith,

Encouraging States to comply with and effectively implement all their obligations as they apply to indigenous peoples under international instruments, in particular those related to human rights, in consultation and cooperation with the peoples concerned,

Emphasizing that the United Nations has an important and continuing role to play in promoting and protecting the rights of indigenous peoples,

²See resolution 2200 A (XXI), annex.

³A/CONF.157/24 (Part I), chap. III.

Believing that this Declaration is a further important step forward for the recognition, promotion and protection of the rights and freedoms of indigenous peoples and in the development of relevant activities of the United Nations system in this field,

Recognizing and reaffirming that indigenous individuals are entitled without discrimination to all human rights recognized in international law, and that indigenous peoples possess collective rights which are indispensable for their existence, well-being and integral development as peoples,

Recognizing that the situation of indigenous peoples varies from region to region and from country to country and that the significance of national and regional particularities and various historical and cultural backgrounds should be taken into consideration,

Solemnly proclaims the following United Nations Declaration on the Rights of Indigenous Peoples as a standard of achievement to be pursued in a spirit of partnership and mutual respect:

Article 1

Indigenous peoples have the right to the full enjoyment, as a collective or as individuals, of all human rights and fundamental freedoms as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights⁴ and international human rights law.

Article 2

Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their indigenous origin or identity.

Article 3

Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

Article 4

Indigenous peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to

⁴Resolution 217 A (III).

their internal and local affairs, as well as ways and means for financing their autonomous functions.

Article 5

Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political, economic, social and cultural life of the State.

Article 6

Every indigenous individual has the right to a nationality.

Article 7

1. Indigenous individuals have the rights to life, physical and mental integrity, liberty and security of person.
2. Indigenous peoples have the collective right to live in freedom, peace and security as distinct peoples and shall not be subjected to any act of genocide or any other act of violence, including forcibly removing children of the group to another group.

Article 8

1. Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.
2. States shall provide effective mechanisms for prevention of, and redress for:
 - (a) Any action which has the aim or effect of depriving them of their integrity as distinct peoples, or of their cultural values or ethnic identities;
 - (b) Any action which has the aim or effect of dispossessing them of their lands, territories or resources;
 - (c) Any form of forced population transfer which has the aim or effect of violating or undermining any of their rights;
 - (d) Any form of forced assimilation or integration;
 - (e) Any form of propaganda designed to promote or incite racial or ethnic discrimination directed against them.

Article 9

Indigenous peoples and individuals have the right to belong to an indigenous community or nation, in accordance with the traditions and customs of the community or nation concerned. No discrimination of any kind may arise from the exercise of such a right.

Article 10

Indigenous peoples shall not be forcibly removed from their lands or territories. No relocation shall take place without the free, prior and informed consent of the indigenous peoples concerned and after agreement on just and fair compensation and, where possible, with the option of return.

Article 11

1. Indigenous peoples have the right to practise and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature.

2. States shall provide redress through effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect to their cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of their laws, traditions and customs.

Article 12

1. Indigenous peoples have the right to manifest, practise, develop and teach their spiritual and religious traditions, customs and ceremonies; the right to maintain, protect, and have access in privacy to their religious and cultural sites; the right to the use and control of their ceremonial objects; and the right to the repatriation of their human remains.

2. States shall seek to enable the access and/or repatriation of ceremonial objects and human remains in their possession through fair, transparent and effective mechanisms developed in conjunction with indigenous peoples concerned.

Article 13

1. Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.
2. States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means.

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

Article 16

1. Indigenous peoples have the right to establish their own media in their own languages and to have access to all forms of non-indigenous media without discrimination.

2. States shall take effective measures to ensure that State-owned media duly reflect indigenous cultural diversity. States, without prejudice to ensuring full freedom of expression, should encourage privately owned media to adequately reflect indigenous cultural diversity.

Article 17

1. Indigenous individuals and peoples have the right to enjoy fully all rights established under applicable international and domestic labour law.

2. States shall in consultation and cooperation with indigenous peoples take specific measures to protect indigenous children from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development, taking into account their special vulnerability and the importance of education for their empowerment.

3. Indigenous individuals have the right not to be subjected to any discriminatory conditions of labour and, inter alia, employment or salary.

Article 18

Indigenous peoples have the right to participate in decision-making in matters which would affect their rights, through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own indigenous decision-making institutions.

Article 19

States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free, prior and informed consent before adopting and implementing legislative or administrative measures that may affect them.

Article 20

1. Indigenous peoples have the right to maintain and develop their political, economic and social systems or institutions, to be secure in the enjoyment of their own means of subsistence and development, and to engage freely in all their traditional and other economic activities.

2. Indigenous peoples deprived of their means of subsistence and development are entitled to just and fair redress.

Article 21

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

2. States shall take effective measures and, where appropriate, special measures to ensure continuing improvement of their economic and social conditions. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities.

Article 22

1. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities in the implementation of this Declaration.

2. States shall take measures, in conjunction with indigenous peoples, to ensure that indigenous women and children enjoy the full protection and guarantees against all forms of violence and discrimination.

Article 23

Indigenous peoples have the right to determine and develop priorities and strategies for exercising their right to development. In particular, indigenous peoples have the right to be actively involved in developing and determining health, housing and other economic and social programmes affecting them and, as far as possible, to administer such programmes through their own institutions.

Article 24

1. Indigenous peoples have the right to their traditional medicines and to maintain their health practices, including the conservation of their vital medicinal plants, animals and minerals. Indigenous individuals also have the right to access, without any discrimination, to all social and health services.

2. Indigenous individuals have an equal right to the enjoyment of the highest attainable standard of physical and mental health. States shall take the necessary steps with a view to achieving progressively the full realization of this right.

Article 25

Indigenous peoples have the right to maintain and strengthen their distinctive spiritual relationship with their traditionally owned or otherwise occupied and used lands, territories, waters and coastal seas and other resources and to uphold their responsibilities to future generations in this regard.

Article 26

1. Indigenous peoples have the right to the lands, territories and resources which they have traditionally owned, occupied or otherwise used or acquired.
2. Indigenous peoples have the right to own, use, develop and control the lands, territories and resources that they possess by reason of traditional ownership or other traditional occupation or use, as well as those which they have otherwise acquired.
3. States shall give legal recognition and protection to these lands, territories and resources. Such recognition shall be conducted with due respect to the customs, traditions and land tenure systems of the indigenous peoples concerned.

Article 27

States shall establish and implement, in conjunction with indigenous peoples concerned, a fair, independent, impartial, open and transparent process, giving due recognition to indigenous peoples' laws, traditions, customs and land tenure systems, to recognize and adjudicate the rights of indigenous peoples pertaining to their lands, territories and resources, including those which were traditionally owned or otherwise occupied or used. Indigenous peoples shall have the right to participate in this process.

Article 28

1. Indigenous peoples have the right to redress, by means that can include restitution or, when this is not possible, just, fair and equitable compensation, for the lands, territories and resources which they have traditionally owned or otherwise occupied or used, and which have been confiscated, taken, occupied, used or damaged without their free, prior and informed consent.
2. Unless otherwise freely agreed upon by the peoples concerned, compensation shall take the form of lands, territories and resources

equal in quality, size and legal status or of monetary compensation or other appropriate redress.

Article 29

1. Indigenous peoples have the right to the conservation and protection of the environment and the productive capacity of their lands or territories and resources. States shall establish and implement assistance programmes for indigenous peoples for such conservation and protection, without discrimination.
2. States shall take effective measures to ensure that no storage or disposal of hazardous materials shall take place in the lands or territories of indigenous peoples without their free, prior and informed consent.
3. States shall also take effective measures to ensure, as needed, that programmes for monitoring, maintaining and restoring the health of indigenous peoples, as developed and implemented by the peoples affected by such materials, are duly implemented.

Article 30

1. Military activities shall not take place in the lands or territories of indigenous peoples, unless justified by a relevant public interest or otherwise freely agreed with or requested by the indigenous peoples concerned.
2. States shall undertake effective consultations with the indigenous peoples concerned, through appropriate procedures and in particular through their representative institutions, prior to using their lands or territories for military activities.

Article 31

1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.

2. In conjunction with indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.

Article 32

1. Indigenous peoples have the right to determine and develop priorities and strategies for the development or use of their lands or territories and other resources.

2. States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free and informed consent prior to the approval of any project affecting their lands or territories and other resources, particularly in connection with the development, utilization or exploitation of mineral, water or other resources.

3. States shall provide effective mechanisms for just and fair redress for any such activities, and appropriate measures shall be taken to mitigate adverse environmental, economic, social, cultural or spiritual impact.

Article 33

1. Indigenous peoples have the right to determine their own identity or membership in accordance with their customs and traditions. This does not impair the right of indigenous individuals to obtain citizenship of the States in which they live.

2. Indigenous peoples have the right to determine the structures and to select the membership of their institutions in accordance with their own procedures.

Article 34

Indigenous peoples have the right to promote, develop and maintain their institutional structures and their distinctive customs, spirituality, traditions, procedures, practices and, in the cases where they exist, juridical systems or customs, in accordance with international human rights standards.

Article 35

Indigenous peoples have the right to determine the responsibilities of individuals to their communities.

Article 36

1. Indigenous peoples, in particular those divided by international borders, have the right to maintain and develop contacts, relations and cooperation, including activities for spiritual, cultural, political, economic and social purposes, with their own members as well as other peoples across borders.

2. States, in consultation and cooperation with indigenous peoples, shall take effective measures to facilitate the exercise and ensure the implementation of this right.

Article 37

1. Indigenous peoples have the right to the recognition, observance and enforcement of treaties, agreements and other constructive arrangements concluded with States or their successors and to have States honour and respect such treaties, agreements and other constructive arrangements.

2. Nothing in this Declaration may be interpreted as diminishing or eliminating the rights of indigenous peoples contained in treaties, agreements and other constructive arrangements.

Article 38

States, in consultation and cooperation with indigenous peoples, shall take the appropriate measures, including legislative measures, to achieve the ends of this Declaration.

Article 39

Indigenous peoples have the right to have access to financial and technical assistance from States and through international cooperation, for the enjoyment of the rights contained in this Declaration.

Article 40

Indigenous peoples have the right to access to and prompt decision through just and fair procedures for the resolution of conflicts and disputes with States or other parties, as well as to effective remedies for all infringements of their individual and collective rights. Such a decision shall give due consideration to the customs, traditions, rules and legal systems of the indigenous peoples concerned and international human rights.

Article 41

The organs and specialized agencies of the United Nations system and other intergovernmental organizations shall contribute to the full realization of the provisions of this Declaration through the mobilization, inter alia, of financial cooperation and technical assistance. Ways and means of ensuring participation of indigenous peoples on issues affecting them shall be established.

Article 42

The United Nations, its bodies, including the Permanent Forum on Indigenous Issues, and specialized agencies, including at the country level, and States shall promote respect for and full application of the provisions of this Declaration and follow up the effectiveness of this Declaration.

Article 43

The rights recognized herein constitute the minimum standards for the survival, dignity and well-being of the indigenous peoples of the world.

Article 44

All the rights and freedoms recognized herein are equally guaranteed to male and female indigenous individuals.

Article 45

Nothing in this Declaration may be construed as diminishing or extinguishing the rights indigenous peoples have now or may acquire in the future.

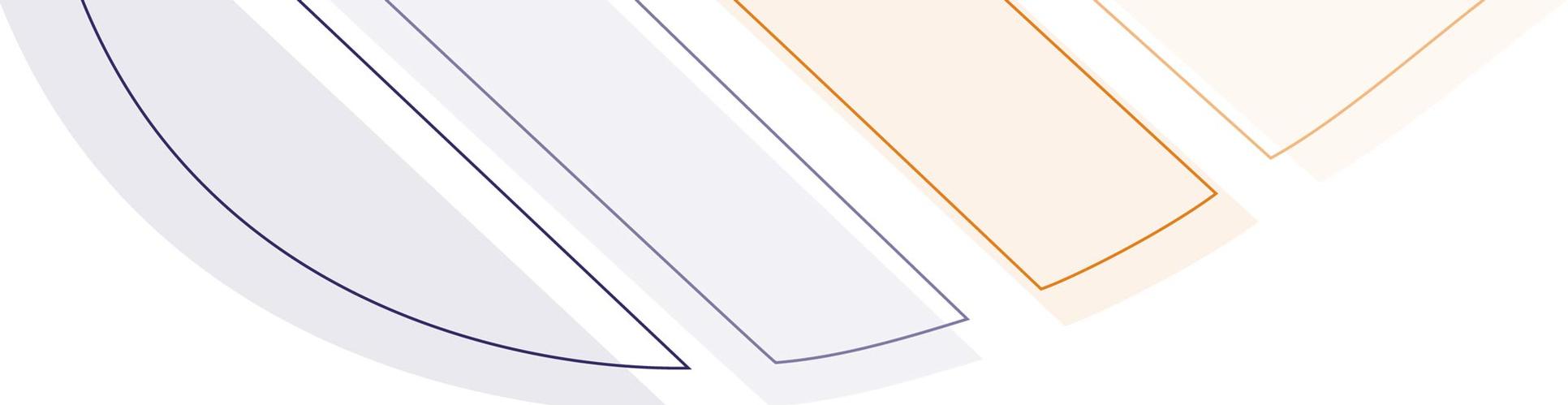
Article 46

1. Nothing in this Declaration may be interpreted as implying for any State, people, group or person any right to engage in any activity or to perform any act contrary to the Charter of the United Nations or construed as authorizing or encouraging any action which would dismember or impair, totally or in part, the territorial integrity or political unity of sovereign and independent States.

2. In the exercise of the rights enunciated in the present Declaration, human rights and fundamental freedoms of all shall be respected. The exercise of the rights set forth in this Declaration shall be subject only to such limitations as are determined by law

and in accordance with international human rights obligations. Any such limitations shall be non-discriminatory and strictly necessary solely for the purpose of securing due recognition and respect for the rights and freedoms of others and for meeting the just and most compelling requirements of a democratic society.

3. The provisions set forth in this Declaration shall be interpreted in accordance with the principles of justice, democracy, respect for human rights, equality, non-discrimination, good governance and good faith.



Institutional Accreditation and Quality Assurance

Sunil Ahuja, Ph.D., Vice President for Accreditation Relations,
Institutional Change and Research



HIGHER LEARNING COMMISSION

Elements of Accreditation

- **Guiding Values** (understandings and intentions underlying Criteria)
- **Obligations of Affiliation** (the meaning of membership)
- **Criteria for Accreditation** (central to demonstrating quality)



Criteria for Accreditation

Criterion One

Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.



Criteria for Accreditation

Criterion Two

Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.



Criteria for Accreditation

Criterion Three

Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.



Criteria for Accreditation

Criterion Four

Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.



Criteria for Accreditation

Criterion Five

Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.



Relationship and Evaluation

- **Criteria** (broad statements)
 - Must be explicitly addressed
- **Core Components** (specific areas of focus; they define criterion)
 - Must be explicitly addressed
- **Sub-components** (not comprehensive)
 - Must be explicitly addressed, as applicable



Elements of Accreditation

- **Assumed Practices** (unlikely to vary by mission, matters of fact rather than judgment)
- **Eligibility Requirements**
(demonstrate eligibility for seeking accredited status)
- **Federal Compliance**



Additional Information

www.hlcommission.org

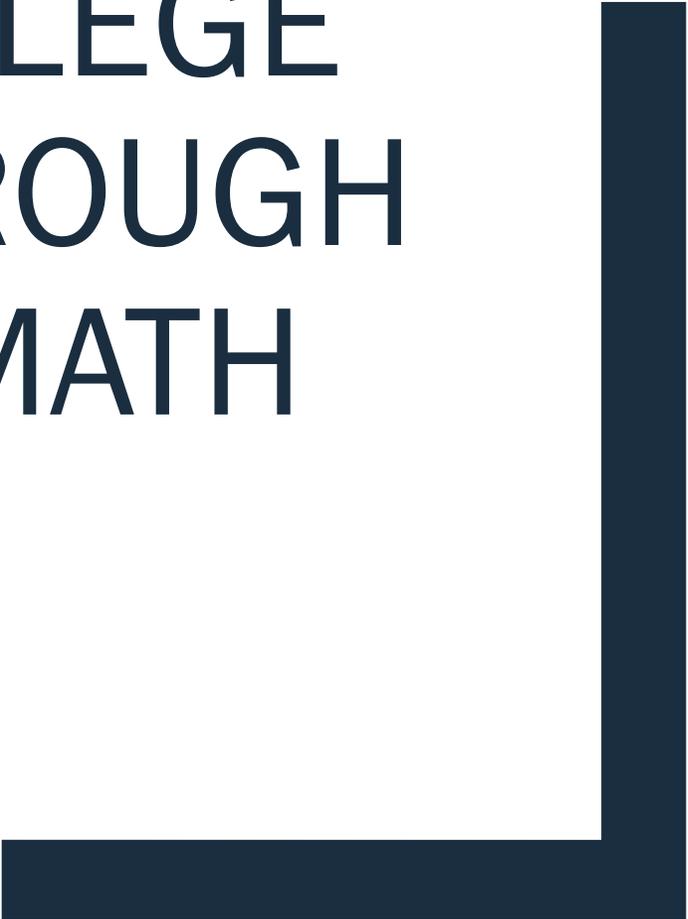
Details can be found under
“Accreditation” and “Policies” tabs.





DEVELOPING COLLEGE FOUNDATIONS THROUGH FOUNDATIONAL MATH

Sonia Gipson Rankin
Associate Dean, University College
ASAR, October 2016



Foundational Math implementation

1. Students served in Foundational Math Program
2. Goals outlined for Foundational Math Program
3. Outcomes of first year of Foundational Math Program

In Fall 2015, 264 students did not need 16 weeks to pass DEVELOPMENTAL MATH

- *Under old model, 705 students would have spent 16 weeks in Introductory Studies Math*
- *Because of new system: **33%** of old ISM population is now in the MαLL (Math 101 and beyond)*

190 students who scored 18 on ACT Math were automatically enrolled in MATH 101

40 students tested out of Foundational Math in the 2nd week of class

+ 34 students completed FM by the 2nd 8 weeks of semester

264

Enrollment in Foundational Math Fall 2015

First-Time Freshmen 2015		
Need an Academic Foundation course	837/3,321	25.20%
Need Foundational Math	473/3,321	14.24%
Need Critical Text Analysis	165/3,321	4.96%
Need both	199/3,321	5.99%

Jose Villar, College Enrichment Program , Fall 2015
Incoming Freshman Overview, Sept 2015

Academic Foundation Courses	Enrollment
Foundational Math	515
Critical Text Analysis	230
Enrolled in both	106

Julie Sanchez & Lisa Hahn, University College,
Enrollment Management Data, Sept 2015

Goals related to implementing UNIV 103 Foundational Math curriculum

- Goal #1: Refine placement
- Goal #2: Reduce time to core math course
- Goal #3: Prepare students for the Math Learning Lab (MαLL)
- Goal #4: Introduce students to academic foundational success skills

515 Students enrolled in Foundational Math. Represents every college.

Name of College	# F 2015 cohort enrolled in FM
A&S	118
Architecture	3
ASM	37
BAMD	2
Education	46
ENGR	15
Fine Arts	24
Nursing	64
Pharmacy	10
University College (EMS, Dental, Rad Sci, Med Lab)	25
University College (Undecided, LAIS, NATV)	75

70 STUDENTS ARE FROM OTHER COHORTS

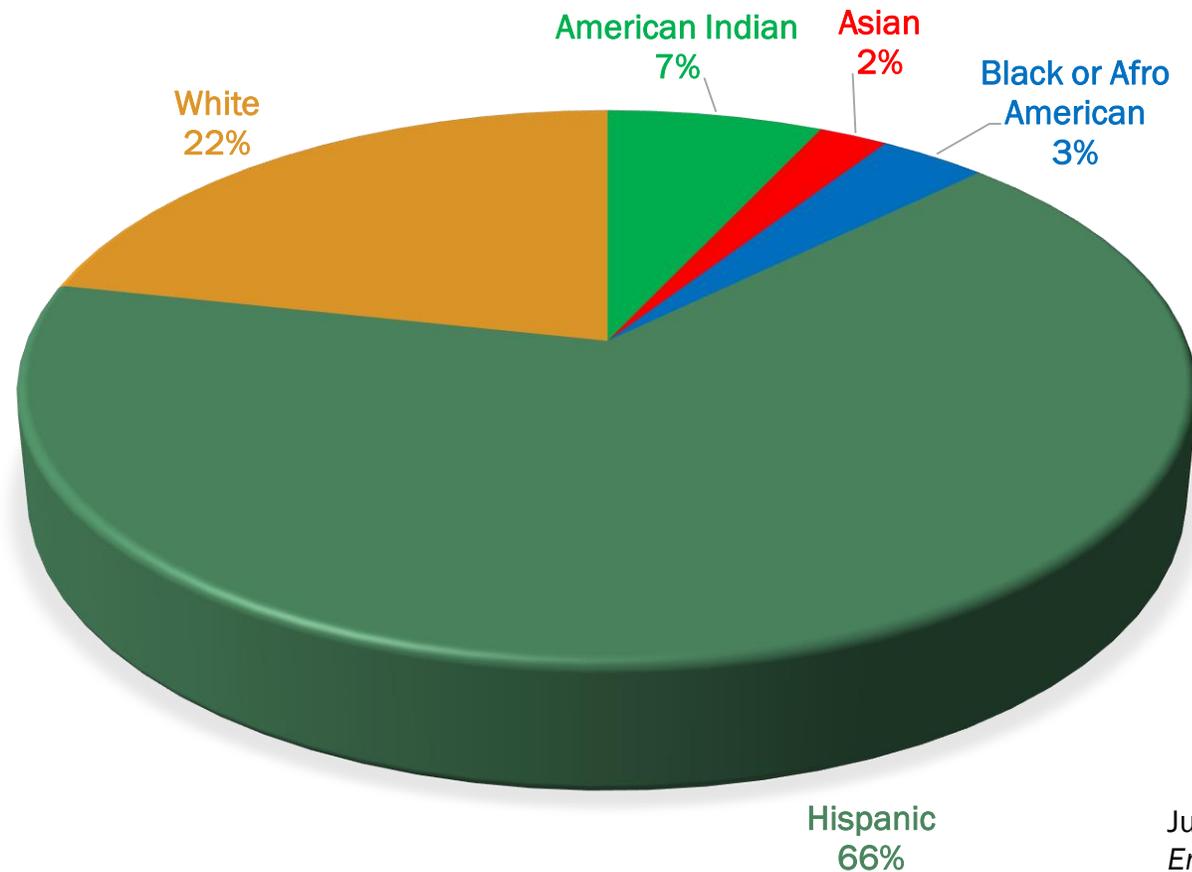
- 1 Fall 2010
- 1 Fall 2011
- 1 Fall 2012
- 1 Summer 2013
- 6 Fall 2013
- 3 Spring 2014
- 3 Summer 2014
- 12 Fall 2014
- 6 Spring 2015
- 36 Summer 2015 (English “Stretch”)

Julie Sanchez & Lisa Hahn, University College,
Enrollment Management Data, Sept 2015

Corine Gonzales, Enrollment Management,
Enrollment Management Data, October 2015

Fall 2015 demographics

FOUNDATIONAL MATH RACE/ETHNICITY DEMOGRPAHICS



Goal #1: Refine placement

- Increase testing opportunities
- Refine cut score for MATH 101 course
- Allow students placed in UNIV 103 Foundational Math to test out before add/drop period ends
- Outcome of goal – **230** students in the MaLL by 2nd week of semester
 - *190 MATH ACT 18*
 - *40 through test out process*

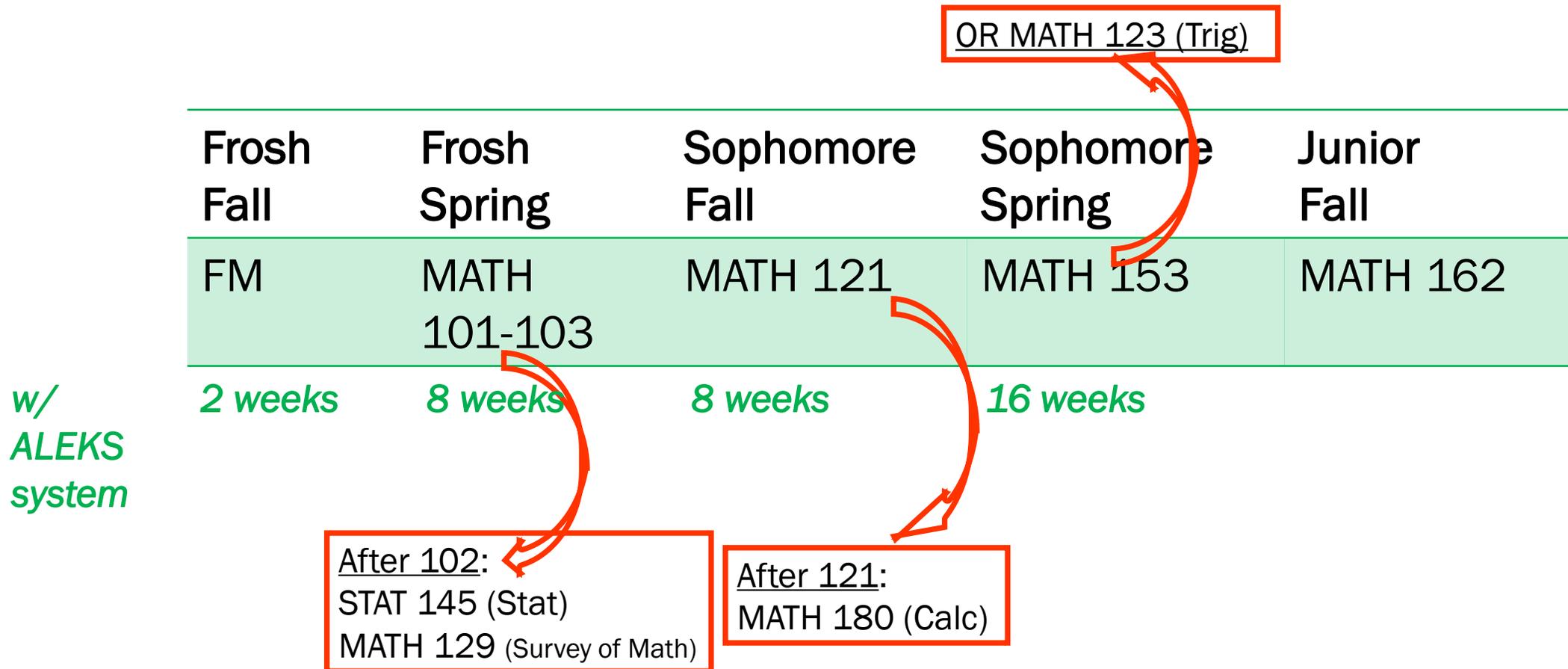
Math Emporium - Core Principles

- Pedagogy is the critical feature/innovation:
 - *The standard lecture is eliminated.*
 - *Interactive computer software (adaptive learning) is combined with personalized, on-demand assistance.*

Why the Emporium Model is successful:

- Students spend the bulk of their course time doing math problems rather than listening to someone talk about doing them.
- Students spend more time on things they don't understand and less time on things they have already mastered.
- Students get assistance when they encounter problems.
- Students are **required** to do math (mastery learning).

Goal #2: Decrease length of time to Core Math



Goal #3: Increase student success in Foundational Math and preparation for the MαLL

	Introductory Studies Math fall 2014	Foundational Math fall 2015
Passed course	76% (70% or higher)	86% (75% or higher)

- ✓ More advanced curriculum
- ✓ Higher required pass score
- ✓ Removal of 18 ACT students

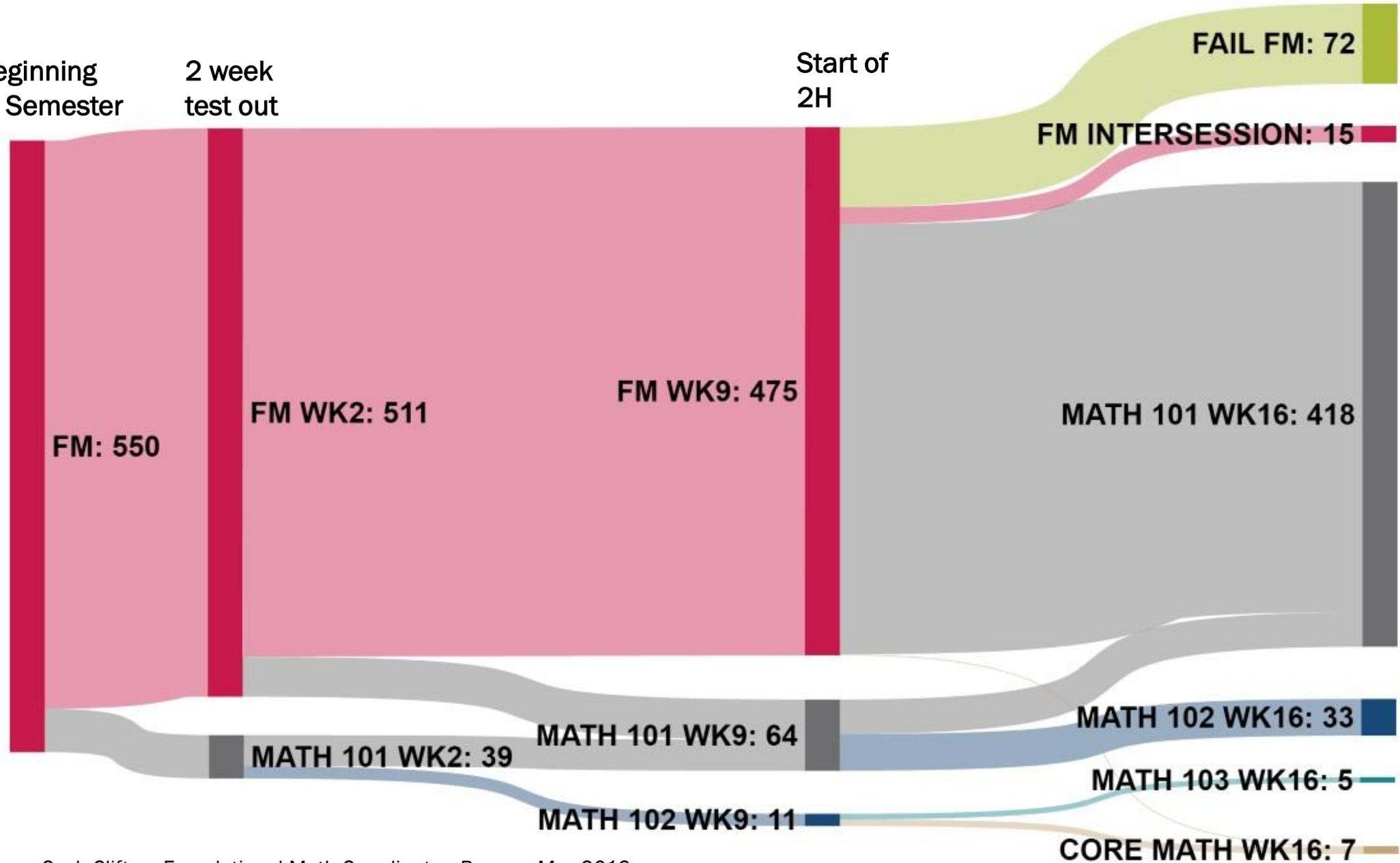
1st semester Math Paths for Foundational Math Students

End of Semester

Beginning of Semester

2 week test out

Start of 2H



Goal #4: Develop Lifelong Learning Foundation

- 25% of final grade is based on self-directed learning
- Academic Support in Foundational Math classrooms
 - *College Enrichment Program Peer Mentor Tutors in every classroom*
 - *CEP Advisor linked to every section*
 - *CAPS/SHAC workshops requirement*
 - *Success Navigator assessment done for students to assess motivation for college*



Academic Foundations in University College at the University of New Mexico

Share this on:



Program Name:

Academic Foundations in University College at the University of New Mexico

Organization: [University of New Mexico](#)

Having an impact on: Postsecondary Retention

“Literally hundreds of students who would have spent 16 weeks in remediation under the prior regime are now eligible to take college math during their first semester at UNM,” reflects Kate Krause, dean of University College on campus.

Next Steps

- *Smile!* Our program was selected as a *Mission: Graduate* Bright Spot!
- Continue to refine placement
- Continue fruitful relationships with Math & Stats Department, CEP, and Enrollment Management



UNM BRANDING INITIATIVE

Who we are. What we do. Why it matters.

Presented to the UNM Board of Regents
Academic/Student Affairs Committee & Research Committee
October 6, 2016

Viewbook

THE UNIVERSITY OF NEW MEXICO

THE UNIVERSITY OF NEW MEXICO
UNDERGRADUATE VIEWBOOK
113



PEOPLE & PLACES

THE UNIVERSITY OF NEW MEXICO
UNDERGRADUATE VIEWBOOK
213



ACADEMICS & INNOVATION

THE UNIVERSITY OF NEW MEXICO
UNDERGRADUATE VIEWBOOK
313

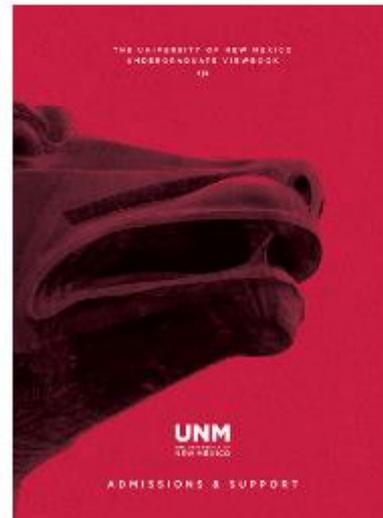
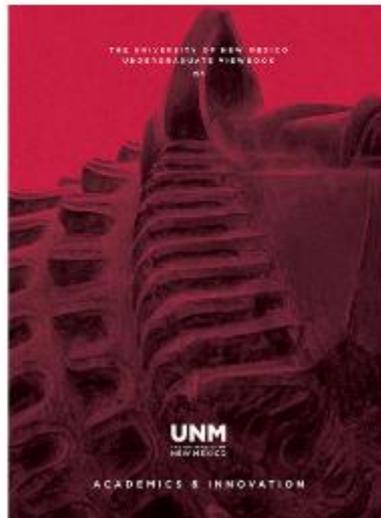
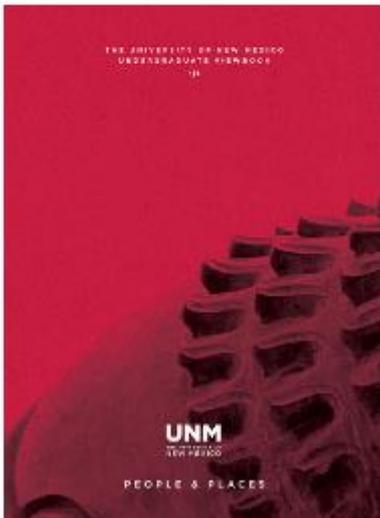


ADMISSIONS & SUPPORT

UNM Viewbook

viewbook.unm.edu

[Home](#) [People & Places](#) [Academics & Innovation](#) [Admissions & Support](#)



Brand Collateral



THE UNIVERSITY OF NEW MEXICO

CONGRATULATIONS
CLASS OF 2016

WWW.UNM.EDU

CONGRATULATIONS CLASS OF 2016

FUTURE LOBO

LIFETIME LOBO

THE UNIVERSITY OF NEW MEXICO
WWW.UNM.EDU

A photograph of a man and a young child. The man, on the right, is wearing a purple graduation gown and glasses. The child, on the left, is wearing a black graduation cap and a plaid jacket. The background is dark and out of focus.

THE UNIVERSITY OF NEW MEXICO

**Each of us
defines all of us**

JOIN THE PACK

A photograph of a large group of students, mostly young women, cheering and raising their hands. They are wearing red clothing, including hats and shirts. The atmosphere is festive and energetic.

UNM Home Page

THE UNIVERSITY OF NEW MEXICO

NSF-funded project seeks to uncover clues to Alzheimer's, Parkinson's and related diseases

Sensor development to enable early detection and tracking

[Future Students](#)

[Current Students](#)

[Alumni & Donors](#)

[Parents & Families](#)

[Faculty & Staff](#)

Individuals Together

That's the way we see us. We're a community of unique perspectives embracing divergence - unafraid to let our colors run and blend - letting the very things that divide us become the things that connect us to each other. What makes us different makes us strong - and a force to be reckoned with.

Apply to UNM

Everything you need to know to get you on your way.

Tuition & Fees

Our tuition rate is one of the most affordable in the country.

Financial Aid

Find out how you can finance your education.

Visit UNM

There's no better way to learn about UNM than to visit us.



Celebrating 75 years of the Navy in the desert

NROTC Unit has an unexpected history with The University of New Mexico

[Future Students](#)

[Current Students](#)

[Alumni & Donors](#)

[Parents & Families](#)

[Faculty & Staff](#)

Individuals Together

That's the way we see us. We're a community of unique perspectives embracing divergence - unafraid to let our colors run and blend - letting the very things that divide us become the things that connect us to each other. What makes us different makes us strong - and a force to be reckoned with.

Apply to UNM

Everything you need to know to get you on your way.

Tuition & Fees

Our tuition rate is one of the most affordable in the country.

Financial Aid

Find out how you can finance your education.

Visit UNM

There's no better way to learn about UNM than to visit us.

UNM By The Numbers

200+ Degree Programs

UNM is a second home for 1,500 international students and scholars.

#11 School of Law Clinical Training In The U.S.

13 Political Organizations

Top 15 Nationwide Nuclear Engineering

302 Engineering Patents Issued Since 1999



Gender

Female 55.7%

Male 44.3%



News

[More News](#)



Lobos Hit the Road to Play Fresno State, San José State

Sep 27, 2015



New facility will help UNM researchers and students change the world

Sep 28, 2016



2016 Hall of Honor Class Features Champions

Sep 28, 2016



UNM releases annual campus safety report for 2015

Sep 28, 2016



Campus Safety



Maps



Athletics



Health Sciences



Library



UNMJobs

Each Of Us Defines All Of Us

The University of New ... 70



KUDUFO AWAYA
2019 National Hispanic Male Leadership Award Winner

Toronto, Ontario, Richard Tibbitts will award the 2019 National Hispanic Male Leadership Award to Kudufo Awaya, a student leader at the University of New Brunswick. The award will be presented during a special ceremony on Thursday, February 21, 2019, at the University of New Brunswick.

👍 250



UNB

10 - 100 Years of the Great Hall
The Great Hall, the heart of the University of New Brunswick, has been used by students since 1904.
<https://www.unb.ca/100/>

👍 1



UNB 70



Congratulations to UNB's first recipient of the 2019 National Hispanic Male Leadership Award, Kudufo Awaya.
<https://www.unb.ca/100/>

👍 20

The University of New ... 40



According to the National Geographic, the Great Hall, the heart of the University of New Brunswick, has been used by students since 1904.

The University of New ... 40



The University of New Brunswick was recently named one of the top 25 public universities in Canada for the year 2019.

<https://www.unb.ca/news/2019-top-25-university/>

👍 1



UNB



The UNB University of New Brunswick is proud to be a part of the 2019 National Hispanic Male Leadership Award ceremony.

👍 1

The University of New ... 20



UNB's first 100 Club member, Kudufo Awaya, was recently named one of the top 25 public universities in Canada for the year 2019.

👍 1

The University of New ... 20



How about a 100 Club member? Kudufo Awaya, a student leader at the University of New Brunswick, has been named one of the top 25 public universities in Canada for the year 2019.

UNB's first 100 Club member, Kudufo Awaya, was recently named one of the top 25 public universities in Canada for the year 2019.



Ad Campaign

Rationale

Let's re-introduce The University of New Mexico to the state and the world. And generate interest and excitement around becoming a Lobo.

Brand Manifesto

EACH OF US DEFINES ALL OF US –

We are a community of unique perspectives embracing our differences. But we're more than just a contrast of cultures – **this is a culture of contrast.** Thousands of views in thousands of hues. Unafraid to let our colors run and blend and let the things that divide us become the things that unite us.

Brand Manifesto

EACH OF US DEFINES ALL OF US –

So we can work together to **create, collect** and **spread knowledge** about everything – everywhere. Throughout the state. The country. The world. **We are the University of New Mexico** – New Mexico's flagship university. **We are individuals, together, sharing our strengths.** Living, learning and becoming stronger. **As a pack. As Lobos.**

Ad Campaign

Out-of-Home

Each of us
defines all of us.

unm.edu

UNM



01042

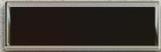


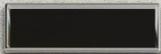
**A mile high
yet deeply rooted.**

unm.edu

UNM

01042





EACH OF US

Defines

ALL OF US

unm.edu

UNM



Ad Campaign

Print Advertising

Each of us defines all of us.



WE ARE A COMMUNITY OF UNIQUE PERSPECTIVES EMBRACING OUR DIFFERENCES. BUT WE'RE MORE THAN JUST A CONTRAST OF CULTURES—THIS IS A CULTURE OF CONTRAST. THOUSANDS OF VIEWS IN THOUSANDS OF HUES. UNAFRAID TO LET OUR COLORS RUN AND BLEND AND LET THE THINGS THAT DIVIDE US BECOME THE THINGS THAT UNITE US. SO WE CAN WORK TOGETHER TO CREATE, COLLECT AND SPREAD KNOWLEDGE ABOUT EVERYTHING—EVERYWHERE. THROUGHOUT THE STATE. THE COUNTRY. THE WORLD. WE ARE THE UNIVERSITY OF NEW MEXICO—NEW MEXICO'S FLAGSHIP UNIVERSITY. WE ARE INDIVIDUALS. TOGETHER, SHARING OUR STRENGTHS. LIVING, LEARNING AND BECOMING STRONGER. AS A PACK. AS LONGS.



es Kickstarted

in 2012 alone—ranging from small
of its growth and growing pains.

SUCCESS RATE

Despite its growing popularity, roughly
the same percentage of Kickstarter
projects are fully funded.



BACKERS BY PROJECT TYPE

Last year, 22,246,471 people backed
one Kickstarter project. Only
45% backed 100 or more projects.
The heavy spectrum:



WILL BOWMETER

Will Bowmeter
CEO
PROJECTS BACKED: 204

"KICKSTARTER IS LIKE THE HOME
SHOPPING NETWORK, BUT
FOR ARTISTS. TO BE SUCCESSFUL
YOU HAVE TO BE CLEAR ON WHAT
YOU WANT TO SPEND ON KICKSTARTER.
IT'S DEFINITELY OVER-TO-GO
AT LEAST, BUT I ONLY BACK
THINGS I REALLY ENJOY."

INFOGRAPHIC BY CALSTRUCK

Digging up the past while defining our future.



THIS IS WHERE YOU'LL FIND IT. OPPORTUNITY. TO FIND A WAY TO MAKE CANCER
RUN FOR COVER. TO TEACH TECHNOLOGY HOW TO FIX ITSELF. OR TO SIFT
THROUGH FRAGMENTS OF THE PAST AND DISCOVER SOMETHING NEW. THE WAY
PROFESSOR PATRICIA CROWN AND HER STUDENTS DID. THEY ACTUALLY RE-
WROTE HISTORY, BY DISCOVERING THAT EARLY INHABITANTS OF THE SOUTHWEST
TRAVELED FURTHER AND HAD STRONGER TRADE RELATIONSHIPS THAN
PREVIOUSLY THOUGHT. THAT'S THE KIND OF THING THAT HAPPENS HERE. THIS IS
THE UNIVERSITY OF NEW MEXICO—NEW MEXICO'S FLAGSHIP UNIVERSITY, WHERE
THE COMPLETELY UNEXPECTED HAPPENS, ENTIRELY ON PURPOSE.



unm.edu

UNM

Ad Campaign

Digital Advertising & Social Media

**Creating outcomes that
build incomes.**

▷ [LEARN MORE](#)

UNM





THE UNIVERSITY
OF NEW MEXICO

**Undivided
we
stand**

WE LET
THE DIFFERENCES
BETWEEN US
CONNECT US
TO EACH OTHER
AND MAKE US STRONG
— LOBO STRONG

JOIN THE PACK

Social Media

- Sponsored content
- Long-lasting, sharable content

Social Media

- Sponsored content
- Long-lasting, sharable content



Institutional Video

Video

- “Unexpected on Purpose”
 - Energetic, playful yet insightful look at UNM
- Filming: October 6-10
- Airing: November

Silent Lights Homecoming Event

THE UNIVERSITY OF NEW MEXICO

Silent Lights

- Homecoming Student Event
- Partnership
 - UCAM
 - ASUNM Student Special Events
 - ASUNM Lobo Spirit
- Silent DJ / Building Light Projection

9.29.16

SILENT
LIGHTS

PARTY ON THE PLAZA

A **HOWLABALOO** EVENT

THREE DJs
ONE SILENT DISCO
IMMERSIVE PROJECTION EXPERIENCE

ZIMMERMAN PLAZA
8.30 PM TO 11.00 PM
BRING YOUR LOBO I.D.







Marketing Trends

Marketing Trends

- Attention
- User-Generated Content (UGC)
- Interaction
- Mobile
- Web
- Video
- Social Media

Media Buy

Media Buy

- \$750,000 over 12 months (split between digital and traditional media)
- 50% in state/50% out of state

Measurement

- Traffic to landing pages
- Click Through Rates (CTR)
- Engagement
- Benchmarks

Next Steps

Next Steps

- Brand Style Guide Update
- Institutional Video
- Digital & Traditional Media Plan
- Ad Campaign
- Visual Identity Committee

Questions

Discovery & significance
of the Zeon Files



The
ZEON FILES
Art and Design of Historic Route 66 Signs

MARK C. CHILDS & ELLEN D. BABCOCK

DISCOVERY

SERENPIDITY:

Business files from the 1960's and 70's of the Electric Products Company (aka Zeon) found outside in the rain by Ellen Babcock.

TREASURE HUNTING:

Examined ~1500 files

SECURING:

Facilitated the donation of the files to UNM's Center for Southwest Research

CONTEXTUALIZING:

Researched the history of neon sign making and the individual signs.



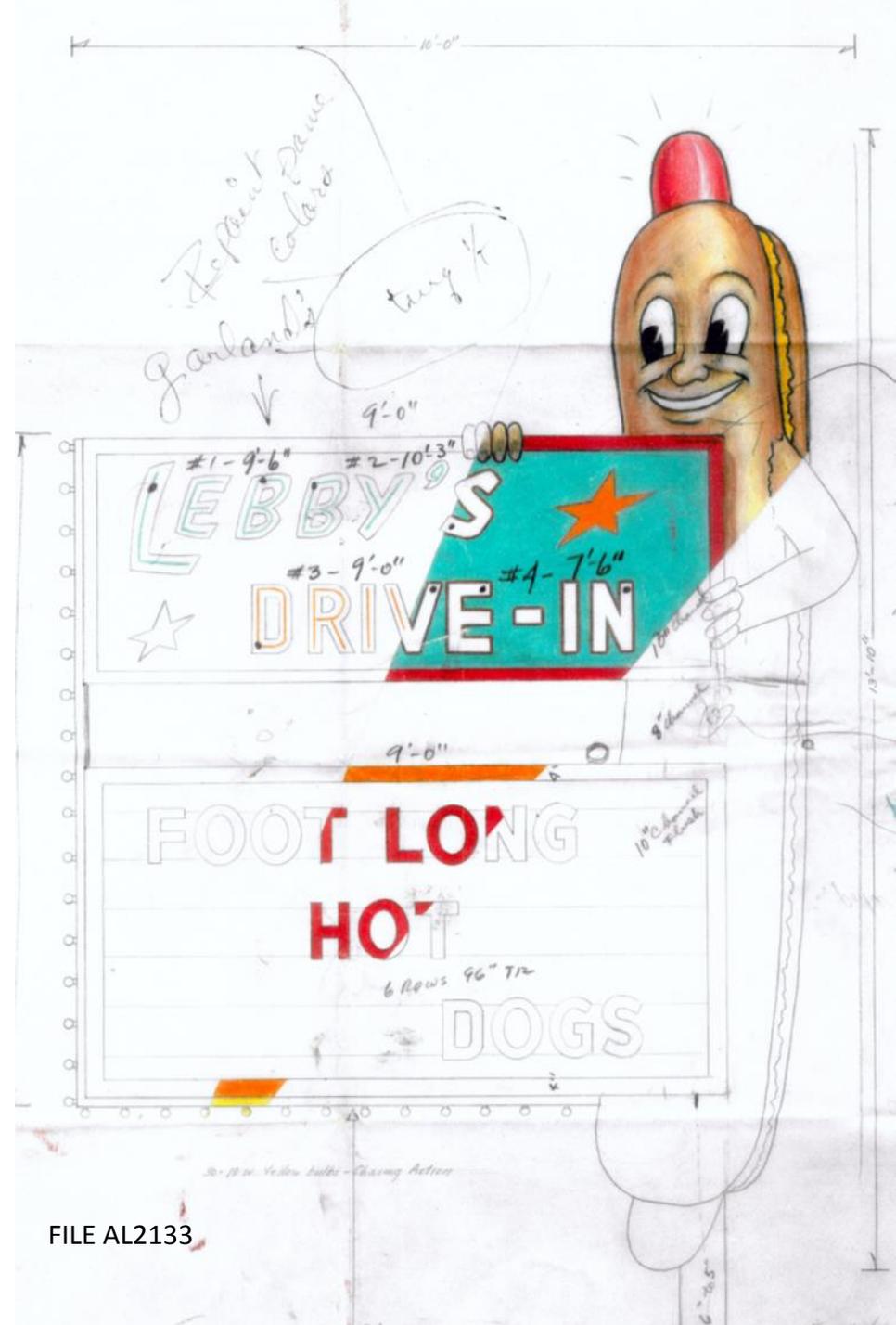
Mark C. Childs sorting files in his backyard, summer 2014.
Photo Elaine Thomas

DELIGHT

PLAYFUL:
"Google" style moving
toward mid-century
modern using popular
themes often reflecting
local contexts.



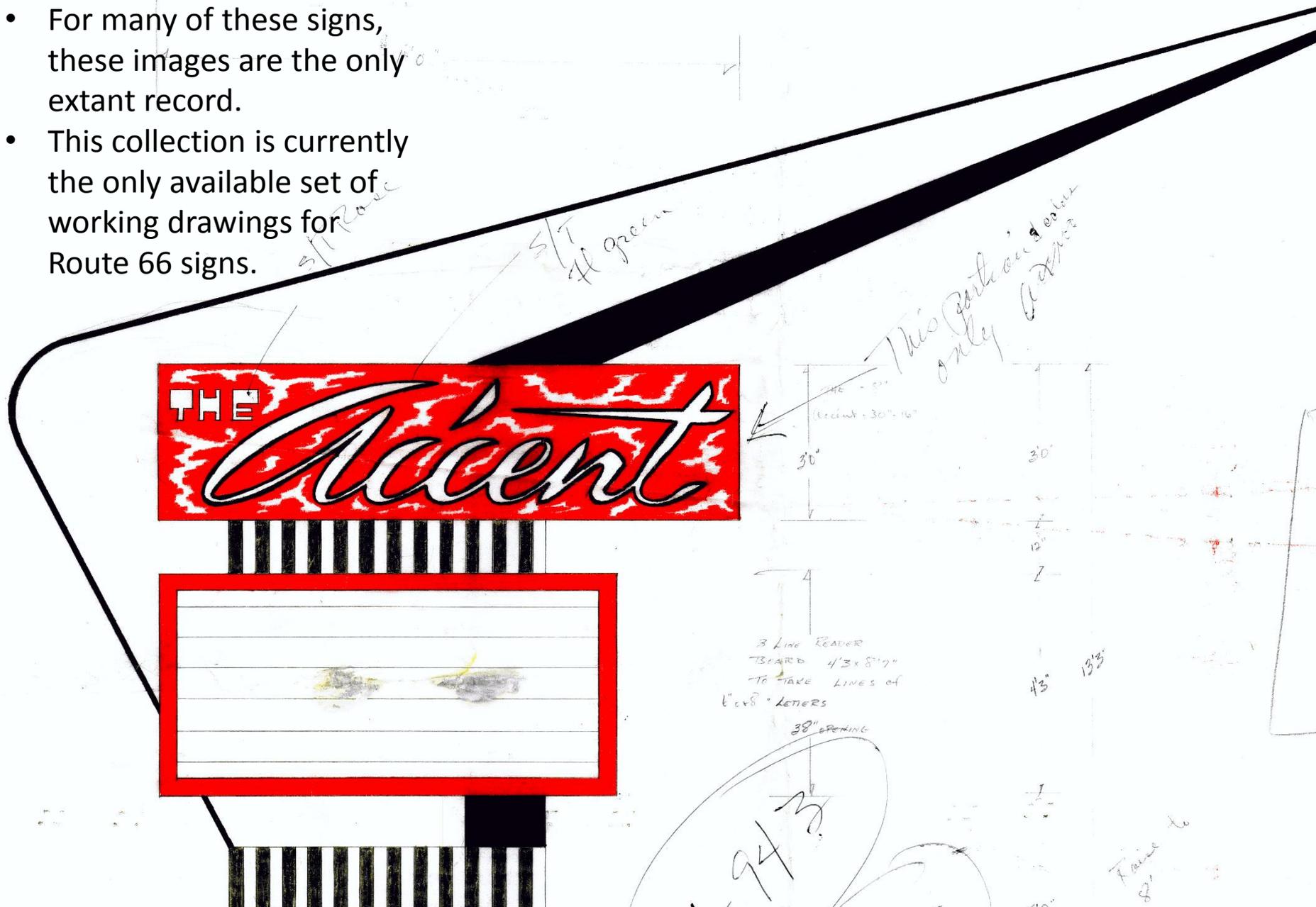
FILE AL4832



FILE AL2133

HISTORIC RECORD:

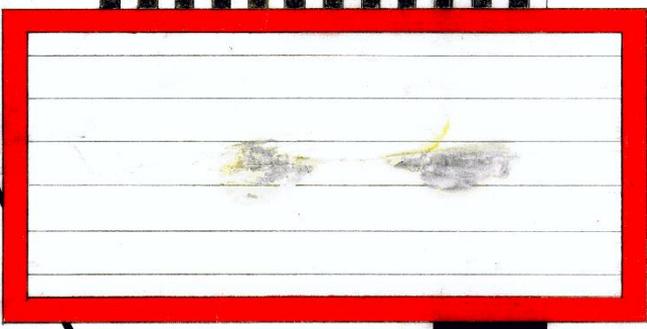
- For many of these signs, these images are the only extant record.
- This collection is currently the only available set of working drawings for Route 66 signs.



st. Road

*ST
4 green*

This part is only a...



3 LINE LEADER BOARD 4'3\"/>

38\"/>

94 3/4

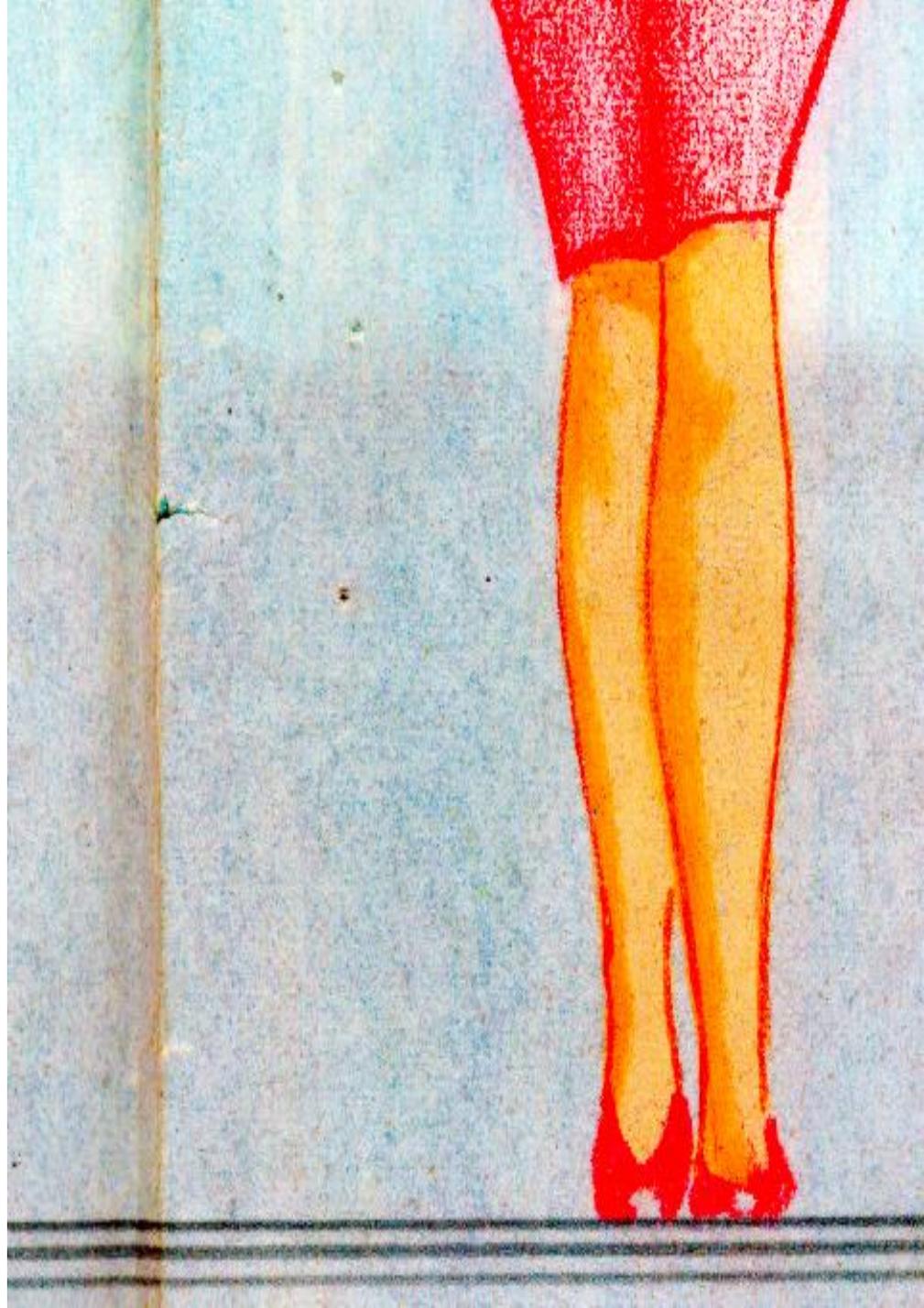
Frame to 8'



CRAFT

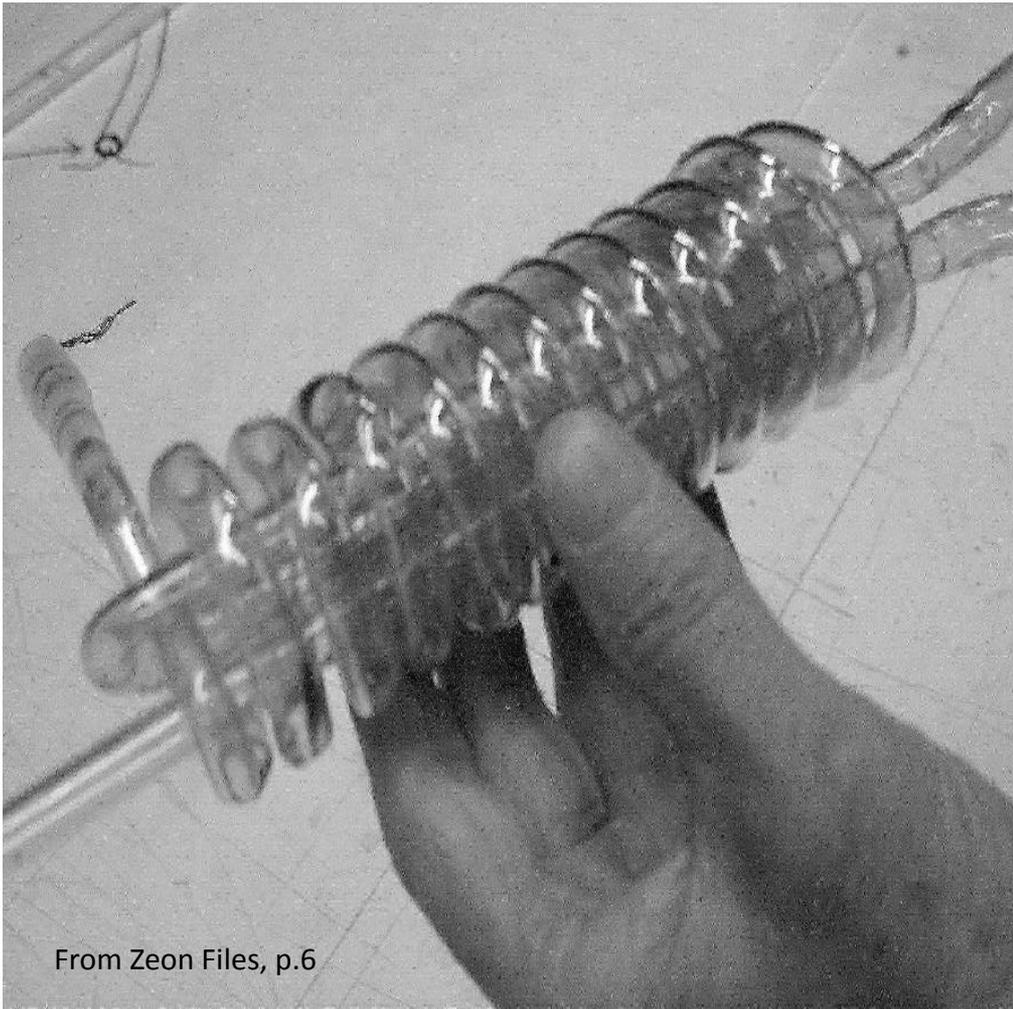
HISTORY OF DRAFTING:
These drawings are
excellent examples of
historic drafting methods.

FILE AL4854 detail

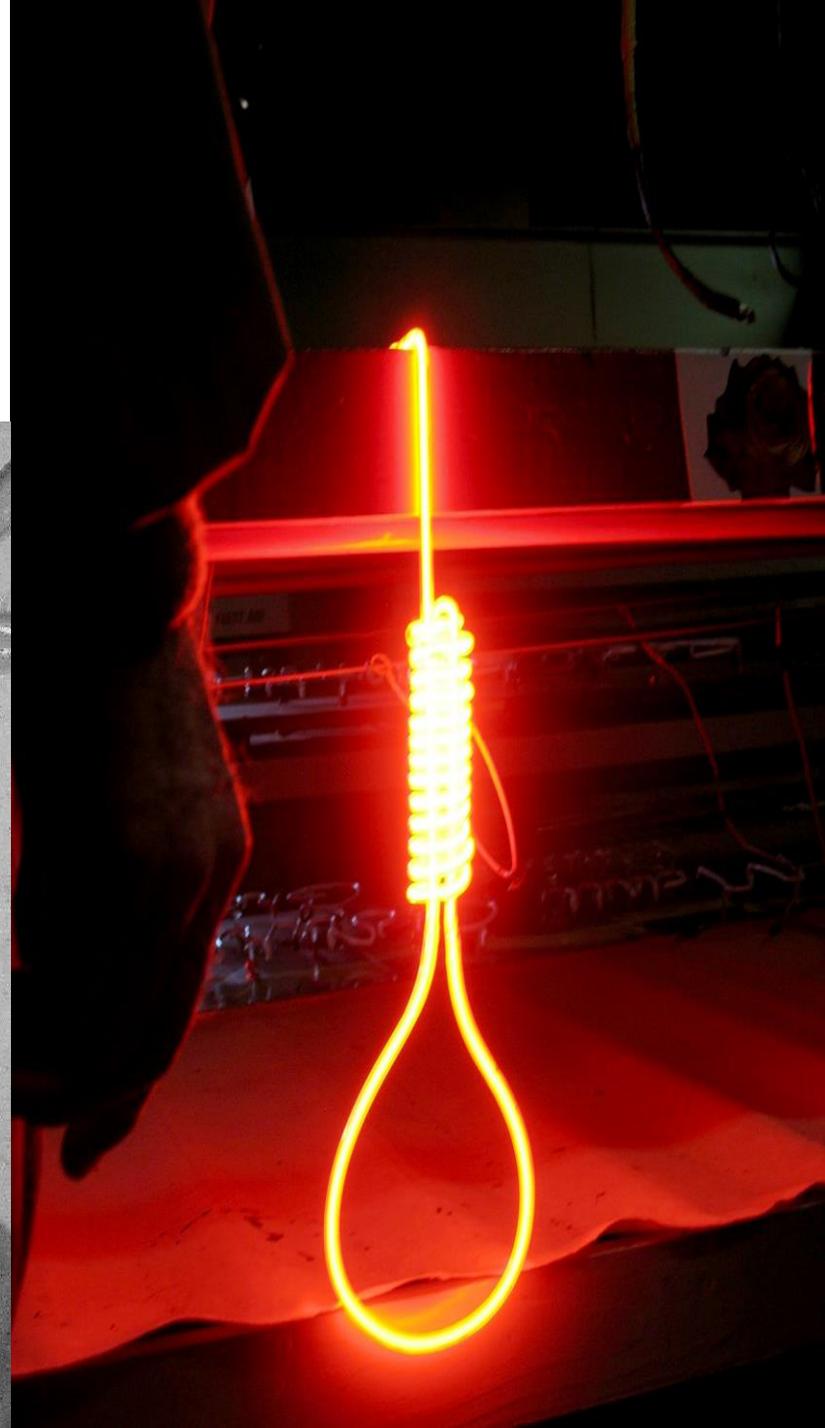


CRAFTWORK OF GLASS BENDING:

The noose shown here is a single tube of glass the glass-blowers created just to see if they had the skill.

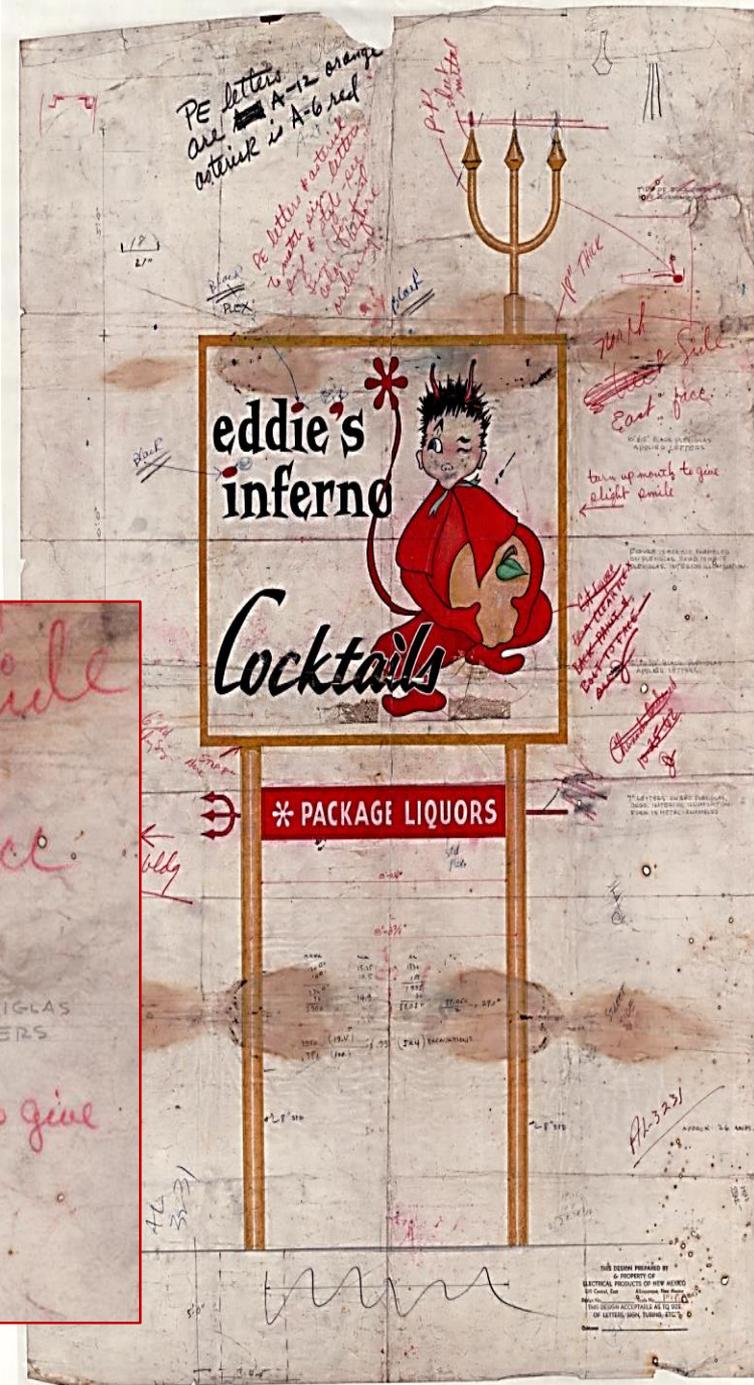
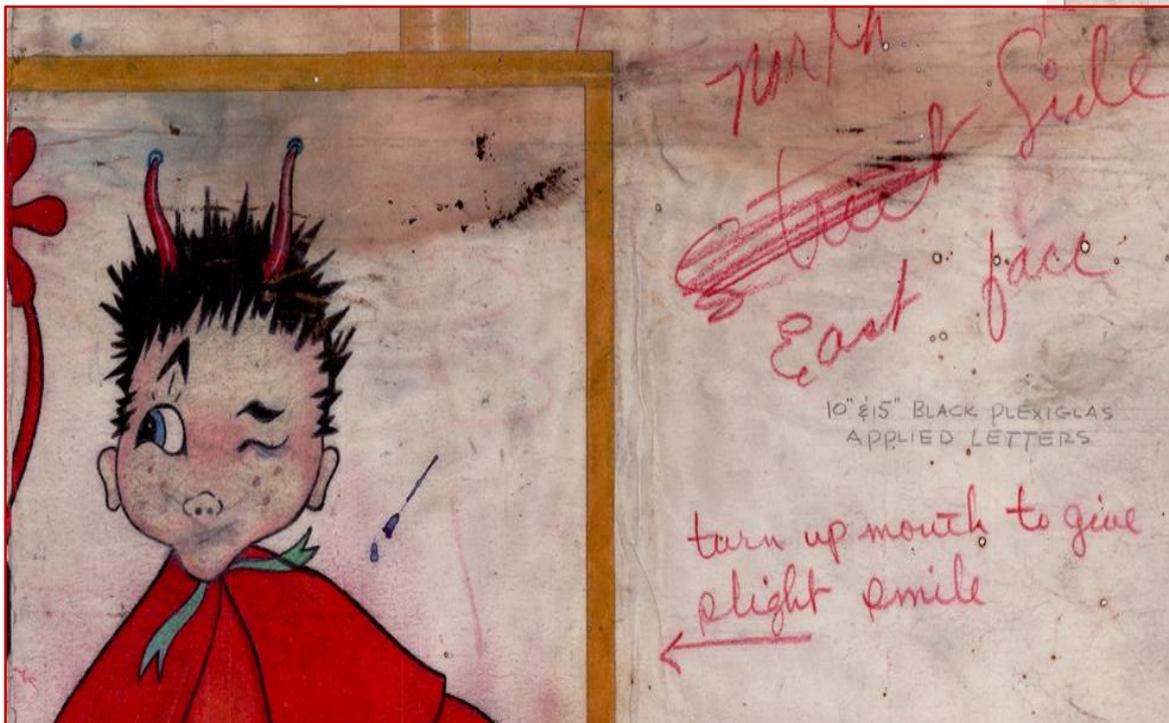


From Zeon Files, p.6



COOPERATIVE CONSTRUCTION:

The construction notes on these drawings show evidence of trust between the designers and builders.



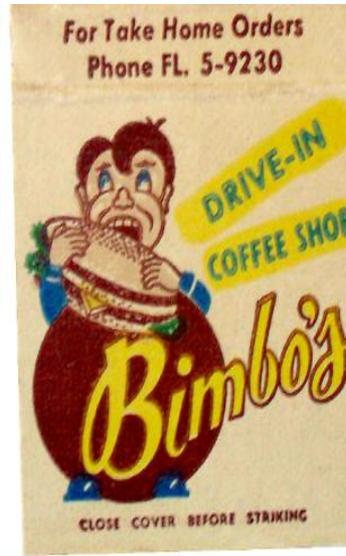
METHOD OF HANDLING
MISTAKES:



MARKETING

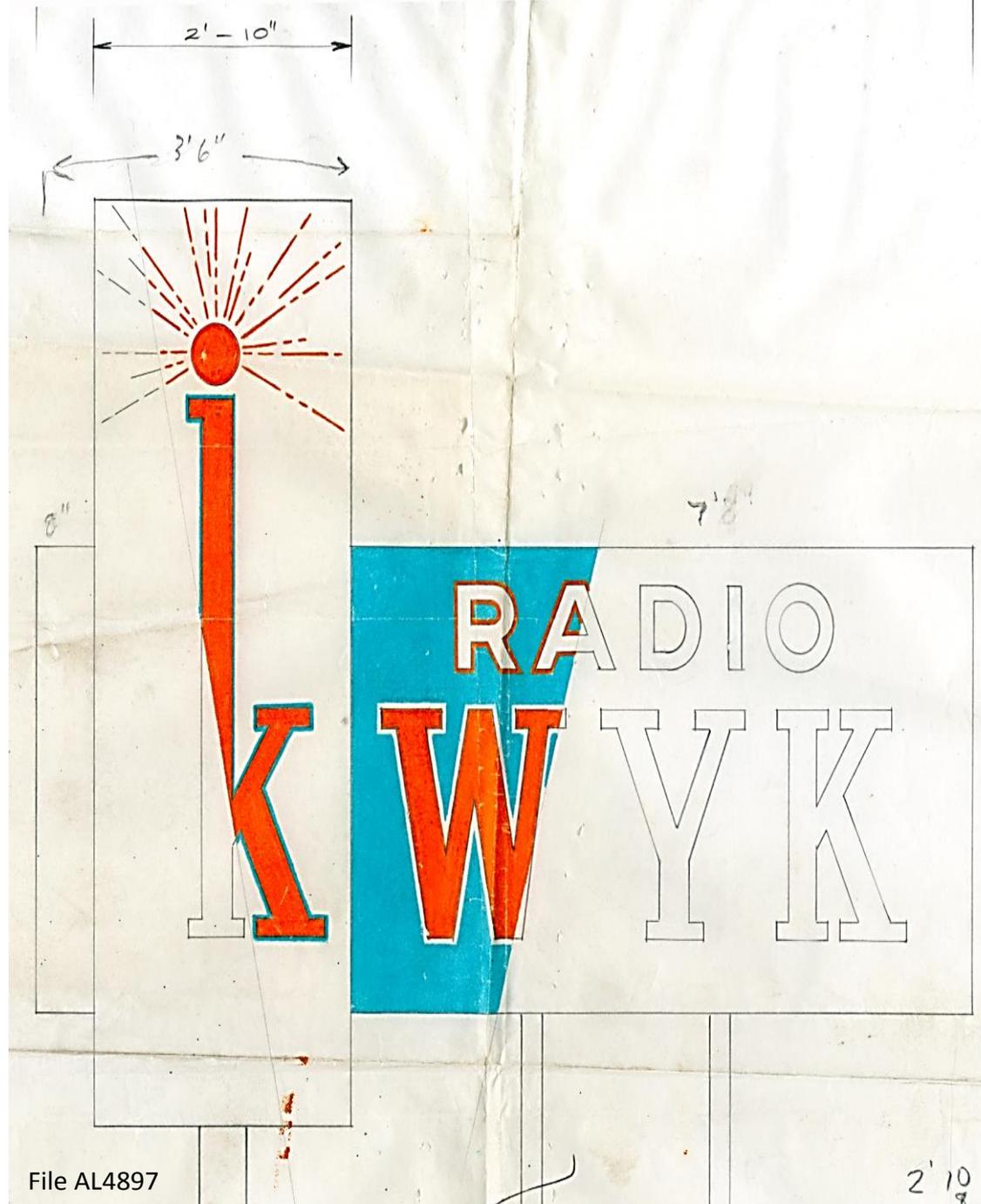
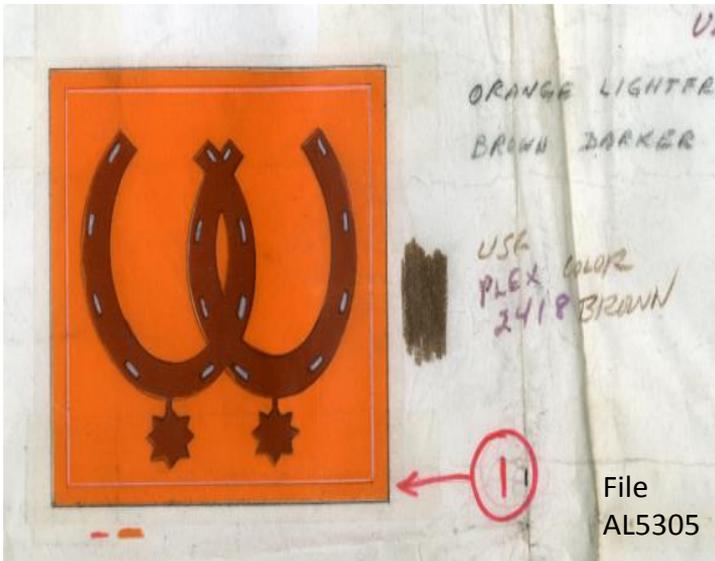
EARLY CROSS-PLATFORM MARKETING:

In multiple cases we found the sign graphics used on matchbooks and postcards.



LOGOTYPES:

Much of the graphic work was the creation of logotypes.



PRESERVATION & REUSE

“GRANDFATHERS”

Many of the signs persist because they preserve the right to large, graphically compelling signage.

Staples Sign adaptive reuse of Fiesta Bowling Sign



INSPIRATION

BODY OF TRADITION:

The extant signs continue to inspire new work.

Shown here is a print by Noreen Richards.

We hope the collection of drawings will also inspire new projects.



FRIENDS OF THE ORPHAN SIGNS:
The Friends, headed by co-author Ellen Babcock, reuse signs as public art.



“Revivir” on the unused El Sarape sign.



QUESTIONS?

ACKNOWLEDGMENTS:

- Zeon (Electric Products Company)
- Friends of Zeon
- Urban Enhancement Trust Fund, City of Albuquerque
- UNM Libraries
- UNM Press
- UNM College of Fine Arts and School of Architecture
- Everyone who shared their stories.

Installation ticket from Zeon Signs

INSTALLATION / SERVICE RECEIPT

ZEON SIGNS

2020 5th N.W. ALBUQUERQUE, N.M.

Name Discount Furniture

Address 5411 Louisa N.E.

City _____

Date 4-27-67

ELECTRICAL PRODUCTS CO. OF N.M.

Repaired A revamp Sign

Installed A all signs on Sign

Checked A AL-4408 Sign

FOR US. THIS SIGN IS IN THE EXACT LOCATION
WE REQUESTED AND IS TO OUR SATISFACTION.

Signed [Signature]

Workman CE Dye