



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

MEETING AGENDA

**July 31, 2014
1:00 PM
Roberts Room
Scholes Hall**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday July 31, 2014 – 1:00 p.m.
Roberts Room, Scholes Hall

AGENDA

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meeting:** *(June 5, 2014)* TAB A
- III. Reports/Comments:**
- A. Provost's Administrative Report
Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs
 - B. Member Comments
 - C. Advisor Comments
- IV. Action Items:**
- A. Approval of Research and Public Service Projects Funding Submissions to the Higher Education Department TAB B
(UNM2020 Goal #5, Advance Discovery and Innovation)
Marc Saavedra, Director Government Affairs
- V. Information Items:**
- A. UNM Student Segments TAB C
(UNM2020 Goal #2, Prepare Lobos for Lifelong Success, ASA&R Goal #5)
Terry Babbitt, Associate Vice President Enrollment Management
 - B. Main Campus Academic Affairs Major Capital Priorities TAB D
(UNM2020 Goal #1, Become a Destination University)
Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs
Marc Saavedra, Director, Government Affairs
Melissa Vargas, Provost Chief of Staff, Strategic Planner
- VI. Faculty Presenter:**
- A. Missing Links' and the War of the Worlds in Tiguex (1540-1542) TAB E
Clay Mathers, PhD, RPA, GISP, Executive Director, The Coronado Institute
- VII. Public Comment**
- VIII. Adjournment**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday, June 5, 2014 1:00 p.m., Roberts Room, Scholes Hall

SUMMARY OF MEETING

A recorded version of this meeting is available upon [request](#)

Committee members present: *Regent Bradley Hosmer, Regent Suzanne Quillen, Provost & Executive Vice President for Academic Affairs Chaouki Abdallah and Faculty Senate President Richard Holder*

Regents' Advisors present: *ASUNM President Rachel Williams, GPSA President Texanna Martin, Parent Association President, Catherine Cullen and Professor Melissa Bokovy*

I. Call to Order

Regent Hosmer called the meeting to order at 1:06 p.m.

II. Approval of Agenda and Summarized Minutes from Previous Meeting:
(May 1, 2014)

Motion for approval of the minutes was made by Provost Chaouki Abdallah, seconded by Regent Suzanne Quillen. Motion passed unanimously.

III. Reports/Comments:

- a. Provost's Administrative Report
Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs

Hector Ochoa has accepted the position of Dean of the College of Education.

Vice President for Research will begin once again with Michael Dougher chairing the search committee. A search firm will be utilized.

Faculty Achievement:

Patricia Crown has been elected to the National Academy of Sciences. She is a professor of Anthropology specializing in Chaco Canyon. This is the highest honor bestowed on a scientist.

New student orientation has begun. Feedback has been positive with the changes implemented to orientation. There are approximately 4,000 new students.

Major Capital Priorities

Ferris Engineering \$23 million to complete the building

Interdisciplinary Science Building (Physics and Astronomy) \$77 million for the plan and the design of a new building.

Anderson School of Management \$45 million (\$5 million has already been raised from private funds)

American Association of Universities (AAU)

Recent report from the New America Foundation suggests a revision in process to better rank Universities based on different criteria. Under the New America Foundation process, UNM ranks much higher, about number 40.

IV. Information Items:

A. College of Education Status

Goals of the Project

- Advance the profile of the UNM College of Education
- Focus on teacher and leadership preparation that meets the unique need of New Mexicans
- Renew commitment to graduate-level education that contributes to the field

There are 4 simultaneous processes working in tandem to develop a plan for the future. The data, advice and recommendations flow into UNM PMT

UNM PMT (Provost's Management Team) – Internal UNM committee of faculty and administrators

CPAC (Community Partners Advisory Committee) – Statewide group of teachers, school administrators, reps from four-year colleges, non-profit educational organizations, government agencies and the business community.

EPAC (External Professional Advisory Committee) – Noted educational professionals from across the United States.

TELL-NM – A coalition of teacher organizations, school leaders and school boards associations, the Public Education Department, the Bureau of Indian Education, NMSU and UNM.

B. Tuition and Fee Policy Committee Recommendations (information only)

Update was given on the progress of the policy revision recommendations regarding tuition and fees in both the Regent Policy Manual (Policy 4.7) and the University Administrative Policy (8210).

C. Equity and Inclusion Action Plan

Goals of the Equity and Inclusion Plan are

1. Demonstrate Commitment to Diversity
2. Create a welcoming and inclusive campus
3. Provide inclusive academic programming and pedagogy

The campus climate at UNM will need constant and distributed attention in order to achieve noticeable change. Inclusive Excellence Report will monitor progress and a Campus Climate Survey will be administered again in 5 years to assess change.

V. **Public Comment**
None

VI. **Adjournment**

Motion to adjourn meeting was made by Provost Chaouki Abdallah, seconded by Regent Suzanne Quillen. Motion passed unanimously.

Meeting adjourned at 2:49 p.m.

FY 2016 Legislative Priority Request

Main Campus Non-Recurring Requests

Rank #1	Degree Plans	FY16 Non-recurring Request: \$300,777
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This project directly addresses the national and state completion agendas for higher education, by providing easily accessible and understandable tools online that will guide students in their choices of degrees, and inform institutions on the progress of their students. The graduation rates for New Mexico’s two- and four-year colleges currently ranks well below the national average. We have also found that for many of those who do succeed in graduating, they typically do so with far more credit hours than are actually needed for the degree received. Much of these “wasted” credits occur when students transfer from institution to another – although the receiving institution may accept these credits, they often do not count towards the degree that a student ends up pursuing. A common student complaint is that they were not aware of their precise degree requirements and therefore were not able to plan accordingly early enough in their student careers. This is easily confirmed by viewing our college catalogs, where information is generally not provided in a way that is uniformly easy for students to understand and apply.

The net results are delays in graduation, or more drastically students that drop out, leading to real economic loss and social costs that the state must bear. By providing services that allow students to easily view and follow degree plans, in a manner that crosses institutional boundaries, we will greatly enhance our student’s opportunity for success, and directly impact the completion problem in New Mexico. If we do not build such tools, many students will continue to struggle with completing their degrees as they attempt to navigate a system that lacks the appropriate “sign posts.”

Performance Measures	Target for FY 2016	Expected Results
Detailed design documents	Complete detailed design w/in 3 months of funding	Design documents.
Software development	Completion of software components and web services needed to deploy degree plans application	Deployment of system components, and validations using testing scripts.
Data Ingestion (degree plan creation)	Degree plans available online for all degree programs at UNM). The ability for every institution in the state to create and upload their degree plans, with 20% available online by the end of the first year and the remainder online by the following year.	Web analytics demonstrated a high level of usage, e.g., on the order of 500 hits/day.

Rank #2	Brain Safe Program	FY 16 Non-recurring Request: \$1,500,000
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The “*Brain Safe Project*” is an innovative, state-of-the-art sports-related concussion assessment program designed to study and minimize the impact of brain injury on athletes in contact sports. This project is a collaborative project between The University of New Mexico (“UNM”) and the Mind Research Network (“MRN”). The study participants will receive a noninvasive Magnetic Resonance Imaging (“MRI”) scan of brain structure, chemistry, connectivity, and function. Every year, or after any acute injury, the athlete will be scanned again and compared to their initial baseline MRI. Using this ‘within-subject’ design, the athlete’s baseline MRI scans can be precisely compared to post-injury scans. Highly sophisticated MRI analyses will be performed using algorithms developed by UNM and MRN scientists to identify any brain related injuries. The MRI scans are completely non-invasive and provide the most advanced technology to understand, and ultimately prevent, sports-related brain injuries.

Performance Measures	Target for FY 2016	Expected Results
Comprehensive neuropsychological testing and baseline or annual MRI (covering structure, function, perfusion and connectivity)	200 athletes	We expect to have baseline/annual scans on 200 athletes every fiscal year.
Coordination of scheduling and transportation for all athletes	200 athletes	We will coordinate scheduling and transportation for all athletes.

Comprehensive analysis of neuropsychological and MRI data conducted by UNM investigators Dr. Kent Kiehl and Dr. Vince Calhoun and their teams.	200 athletes	We expect to have some manuscripts submitted for publication on the group analysis conducted.
Reading of MRI scans by our team neuroradiologist and neurological consulting with athletes and team doctor.	200 athletes	All athletes will receive a copy of their incidental finding report and will be given the opportunity to meet with our medical director to discuss their results.
Collect pilot data on high school and middle school athletes	50 athletes	

New and Expansion Requests

Rank #1	VentureSpace	FY 16 New Request: \$250,000
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The VentureSpace Small Business Incubator connects three space-related constituencies within the state of New Mexico: the University space engineering and science research community, the small space business community, and government labs and other organizations engaged in space research and operations. VentureSpace is a direct partnership between the UNM School of Engineering and the Philips Technology Institute, which arises from and builds on the broader Educational Partnership Agreement that was enacted by UNM and Air Force Research Laboratory in April 2011. New Mexico is well positioned to take a leadership role in the development, deployment and operations of future space systems technologies. Within the state of New Mexico, there are three federal research laboratories with strong space-related research and development missions: Air Force Research Laboratory, Los Alamos National Laboratory, and Sandia National Laboratories. Furthermore SpacePort America is one of the most highly visible elements of the burgeoning commercial spaceflight industry.

VentureSpace will connect that educational experience with the national laboratories, operational sites, and industry. Without this funding, New Mexico will continue to lose ground in the space development enterprise as other states continue to expand.

Performance Measures	Target for FY 2016	Expected Results
Entrepreneurial Space Technology Companies Supported	5	Stronger collaborative relationships developed between small companies and UNM researchers
Students participating in academic space technology design projects	25	Well prepared students entering the workforce
Students participating in academic space technology research and development	10	Well prepared students entering the workforce, as well as furthering development of new technologies
Students participating in corporate space technology research and development	5	Well prepared students entering the workforce, as well as furthering development of new technologies and strengthening relationships between UNM and industry
Students placed in space technology companies	10	Well prepared students entering the workforce
Students placed in space technology government labs	5	Well prepared students entering the workforce
Students recruited to UNM from outside of NM	5	Enhancing UNM engineering reputation in space technology fields

Rank #2	Design Planning Assistance Community Collaborative	FY 16 New Request: \$300,000
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The Design Planning Assistance Community Collaborative (DPACC) is a university-based community design center in the School of Architecture + Planning that provides environmental research, planning, policy development, and design assistance to qualified non-profits, small municipalities, Native American tribes, neighborhoods who are committed to grassroots efforts to improve their physical, social and economic fabric of their communities. The school is committed to an outreach enterprise that brings the considerable expertise and energy of the school to the service neighborhoods, villages/towns and tribal nations throughout the state.

DPACC has evolved as an outreach umbrella organization within the School that has grown to include, CityLab, Indigenous Design and Planning Institute, the Resource Center for Raza Planning, and the School's Neighborhood and MainStreet design and planning engagement.

Performance Measures	Target for FY 2015	Expected Results
New RPSP - has not been funded before	Increase the number of communities by 10% each year over the next 5 years	3% in the first year
Number of students engaged in outreach activity annually	Minimum of 50% of the students in each of the graduate programs engaged in outreach activity annually	25% in the first year
Number of graduate student assistantships generated by outreach activity annually	Minimum of 15 graduate student assistantships annually over the next 5 years	6 assistantships in the first year
Dollar value of contracts generated annually	Increase contract revenue by 20% per year over the next 5 years	10% in the first year
Long term benefits to the communities	50% of communities find funding for project implementation within 5 years of DPACC engagement.	as per target
Number of students recruited into degree programs as a result of DPAC record and activity	Target recruitment of 10 students per year into graduate professional degree programs in the School over the next 5 years	5 in the first year
Number of student credit hours generated as a result of outreach engagement	5 new or continuing courses per academic year (including Summer).	2 in the first year
Number of Native American students recruited into degree programs	Provide training for tribal leadership on the role of design and planning in tribal communities.	process has started
Number of Native American students successfully completing degree programs	Implement a tracking system for Native American students entering the school at both the undergraduate and graduate level. Provide intervention when necessary.	structure for the system in place in the first year

Rank #3	Utton Transboundary Resource Center/Ombudsman	FY 16 Request: \$306,200
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The Utton Center was established to carry on the work of the late Professor Albert E. Utton, who devoted his career to dialogue across borders and peaceful resolution of conflicts over shared natural resources. Professor Utton introduced and fostered a focus on multidisciplinary research and the resolution of water conflicts through "preventative diplomacy" at the UNM School of Law over 50 years ago.

The Utton Center is the only academic center in New Mexico dedicated to water and natural resource law and policy. The Center strives to identify and develop meaningful law and policy solutions for the real and immediate natural resource challenges facing New Mexico, based on an expert understanding of New Mexico's current and historic natural resource management practices. The Utton Center serves the State's decision-makers, educators, students, and citizenry by providing high quality research, analysis, educational opportunities, and collaborative approaches to support sustainable management of shared natural resources.

The Utton Center is the home of the Joe M Stell Water Ombudsman Program, which was instituted in 2005 by the New Mexico Legislature to honor Representative Joe M Stell, who spent many of his years in the legislature addressing critical

water issues. The Ombudsman Program is a statewide program that educates and informs unrepresented parties in water rights adjudications in order to streamline the adjudication process. The program also responds to members of the public involved.

Performance Measures	Target for FY 2014	Results
Number of publications and other educational materials produced.	not available	Number of publications & other educational materials: 2 articles (Drought & American Indian Reserved Rights Conference Session Notes); 7 publications (Water Matters! with 14 article updates; 3 newsletters; 1 Environmental Flows Bulletin; MDWCA's Handbook; and Aamodt Water Settlement Handbook) 5 webpage updates Total 14
Number of people receiving publications and other educational materials produced.	not available	Web hits (16,231); Hardcopies (1,680); Newsletters (1,060) Total 18,971
Number of events where the Utton Center presented material, organized or collaborated in organizing the event, including conferences, workshops and exchanges.	not available	Ombudsman: 34 public meetings, public office hours, speaking events; classes. Director: 2 speaking events; Staff Attorney: 4 classes; 4 speaking events. Sponsored Events: 4 lunch & learn events, & 3 CLE events Total 51
Number of participants at events where the Utton Center played a significant role in hosting, organizing or making a presentation at the event.	not available	Total 3,396
Additional information		5 Law and 1 Water Resource Program students employed; Staff sits on 2 Professional Paper Committees; Staff guest lectured in 6 classes.

If funded, this would bring the Utton total General Fund Appropriation to \$612,459

Rank #4	Family Development	FY 16 Request: \$165,300
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Legislative and business leaders in NM are convinced that early childhood education is of vital importance for school success, prioritizing increased investment in evidence based approaches as essential for educational quality and kindergarten readiness. Despite scarce resources to support this important goal, the UNM Family Development Program (FDP) has consistently leveraged public and private dollars to provide statewide community-based professional development services for 30 years. As a Center for Excellence in Early Learning, FDP provides comprehensive statewide outreach as part of UNM's College of Education. The program's reputation for innovative facilitated learning that is tailored to meet unique needs of community programs and/or schools is in high demand and highly respected throughout New Mexico. FDP strategically fills gaps in access for early childhood professional development, working closely with state agencies and a wide range of other programs to align goals for high quality early learning. FDP is particularly responsive to communities and/or services that have limited access to professional development resources, providing required early childhood training that adds value to goals set by the state's Office of Child Development.

FDP seized a national opportunity for NM to be the first state to launch Mind in the Making, a major initiative on brain development that synthesizes research from more than 100 prominent neuroscientists, developmental psychologists, pediatricians and educators on the science of early learning. FDP has strategically aligned Mind in the Making with both NM's Early Learning Standards and the Common Core State Standards, providing evidence-based professional development for parents, early childhood professionals, elementary educators and others to strengthen a continuum of learning from birth into the elementary years. This innovative systems work that crosses boundaries is recognized nationally by other states investing in Mind in the Making where FDP co-leads train the trainer institutes led by Mind in the Making's author, Ellen Galinsky, President of Families and Work Institute (New York, New York) in 16 other states, returning consultant contract dollars to FDP's work here in NM.

Performance Measure	Target for FY 2014	Results
Statewide Community Partnerships (Output Measure)	8 Community Partnerships	EXCEEDED: FDP engaged 23 statewide community partnerships in FY14; 14 were supported by RPSF funding and 9 were supported by external funding. FDP consistently receives more requests for statewide training than planned, meeting community demands wherever possible. Unfortunately, targets have been reduced due to 50% budget cuts since economic downturn. External funding offers additional capacity for targeted outreach, yet is compromised by program constraints to to program staff base of support uncertainty.
Community Partner Training Goals & Expected Outcomes (Outcome Measure)	Co-design PD plan with partner to meet their training goals	ON FILE: FY14 Qualitative Summary: Planning reports with community partners document training goals and self-reporting assessments of impact from teachers and families (report on file)
Participant Rating: Overall Training Quality (Outcome Measure)	90% Rating Very Good to Excellent	EXCEEDED: FDP achieved a rating of Very Good to Excellent from 96% of all training participants. FDP sets performance measure at 90% Rating of Very Good to Excellent (5 point scale) as a high standard of excellence which we consistently meet and/or exceed.
Participant Rating: Contribution to Positive Change in Practice (Outcome Measure)	90% Rating Very Good to Excellent	EXCEEDED: FDP achieved a rating of Very Good to Excellent from 96% of these training participants. FDP sets performance measure at 90% Rating of Positive to Very Positive (5 point scale) as a high standard of excellence which we consistently meet and/or exceed.
Number of Participants Served (Output Measure)	1,200 participants	EXCEEDED: Although FY14 targets were reduced due to budget cuts totaling more than 50% in recent years, FDP secured external support and stretched staff resources to serve 2,309 participants in FY14. FDP has improved its participant sign-in process for ongoing participants so as to not duplicate participant counts.
Participant Assessment of Number of Children Impacted (Output Measure)	30,000 children impacted	EXCEEDED: Although statewide targets have been reduced due to budget cuts totaling more than 50% over past 5 years, in FY13 58,811 children were impacted by FDP training activities. The addition of external funding has extended early childhood outreach in Albuquerque.

If funded, this would bring FDP total General Fund Appropriation to \$683,438

Rank #5	Student Mentoring Programs (College Prep Mentoring/Mentoring Institute)	FY 16 New Request: \$340,538
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The College Prep Mentoring Program is a program within the Division of Student Affairs and its mission is to increase the retention of students in the K-12 system through mentoring and tutoring, specifically targeting and serving first generation and low income New Mexicans. In addition, the program is designed to prepare students for the successful matriculation from high school into higher education using a college readiness curriculum. The CPM program and outreach services have been negatively impacted by the overall decrease of 33% in state funding to its current appropriation of \$75,054. This funding also supports management in leveraging state funds for grants from the US Department of Education. The purpose for the FY 14 request is to expand the outreach of the program.

Performance Measures	Target for FY 2014	Results
Increase college readiness and matriculation to college by targeting NM High School seniors by connecting them with higher education support communities through the College Readiness Program. Mini-measure 1: Introduce participants to Higher Education culture	30 Students Participating 1: Provide 3 dual credit hours per participant 2: Each participant to apply to at least 3 universities	22 students participated in the college readiness program. 1: Developed participants' expectations of college life through 6 dual credit hours earned. 2: 22 participants were accepted and enrolled in higher education

Mini-measure 2: Develop College Application Skills Mini-measure 3: Develop Scholarship Application Skills	3: Each participant to apply to at least 5 scholarships	3: 22 participants received various scholarship opportunities to begin in the fall semester.
Increase college access through hosting summer residential experiences for at-risk, low-income, and first generation youth to promote college and career readiness. Mini-measure 1: 9-12 Grade Programs Mini-measure 2: 6-8 Grade Programs Mini-measure 3: STEM-H Programs	3 Summer Residential Programs 1: At least one residential program for high school aged students 2: At least one residential program for middle school aged students 3: Incorporate STEM-H into all program activities	6 summer residential programs were hosted at UNM. 1: 3 9-12 grade programs. 2: 2 6-8 grade programs. 3: 1 STEM-H program

Created in 2007 with Legislative funding, the mission of the Mentoring Institute is to facilitate the development of quality mentoring programs by establishing a network of *mentoring partnership*; promoting and pursuing strategically planned and focused interdisciplinary research in mentoring best practices; and applying instructional design standards to training and certification programs. The Mentoring Institute provides the following services to students, faculty and staff at UNM, Albuquerque, and statewide: a) research and application of instructional standards in curriculum design and development; b) training and certification programs in mentoring best practices; c) conferences and support services in mentoring best practices.

Performance Measures	Target for FY 2014	Results
Number of new partnerships with UNM and Community Mentoring Programs	2	Cultivation of three new partnerships, 2 with UNM mentoring programs (ASM Alumni, ASERT) and 1 with an international association EMCC.
Number of partnerships sustained with UNM and Community Mentoring Programs	5	Continuation of partnerships with CEP, HSC, IMA, STEM-UP, FC Mentoring Program
Number of mentors successfully completing short training programs	100	51 mentors trained in short training programs (4 to 8 hrs. of instruction) with evaluation results of at least 4.0 out of 5.0 possible points (Note 1).
Number of mentors successfully completing certificate modules	10	No mentors were trained in certificate training programs (20-40 hrs. of instruction) due to the lack of personnel to conduct long-term training programs
Number of participants in Mentoring Conference	300	600+ participants in the UNM Mentoring Conference with evaluation results of at least 4.0 out of 5.0 possible points (Note 1).
Number of presentations in National/International Conferences	3	Presentations at the Annual International Mentoring Conference, the UNM Mentoring Conference, and the EMCC E-Conference
Publication of peer-reviewed papers	150	Publication of 250+ papers in the UNM Mentoring Conference Proceedings to support research in the field, promotion and dissemination of scholarly production, and achievement of tenure and promotion of junior faculty.

If funded, this would bring the SMP program total General Fund appropriation to \$512,038.

FY 2016 Non-Priority Request

Main Campus

Manufacturing Engineering Program

FY 16 Expansion Request: \$300,000

The UNM Manufacturing Engineering Program (MEP) is a degree-granting academic program that provides high-tech, hands-on micro-nano-bio and robotics systems prototyping facilities to high-school, community-college, undergraduate, M.S. and Ph.D. students so they can learn manufacturing methods, and/or do research, and likewise provide prototyping capabilities to small (but fee-paying) companies so that they can demonstrate working micro-nano-bio devices to venture capitalists. UNM, the State, federal and industry stakeholders have made substantial, long-term investments in the UNM Manufacturing Training and Technology Center (MTTC), which is home to the Manufacturing Engineering Program, and private tenants, some of whom take advantage of the MTTC cleanroom. The State Research and Public Service Project (RPSP) provides foundational support to the MEP, and the staffing and operations of the MTTC Cleanroom. The UNM MTTC Cleanroom is the only silicon-based cleanroom in New Mexico that supports the three needs of multi-level training (high-school to PhD), research and small companies. From FY10 to FY14 (past 5 years), the MEP has had \$6.6M in Federal funding (awards), \$0.9M in cleanroom user revenue, and \$2.3M from the State RPSP and COR (awards), which is a leverage of 3.3-to-1 from the RPSP investment. Since 1994, the MEP has had \$34M in federal funds, \$3.4M in industry equipment, \$0.5M in industry cash, \$4.3M in UNM funds, and \$1.4M in cleanroom user fees, against \$8.9M in State RPSP funds and \$3.5M in State construction funds (Capital Outlay), which is a leverage of 3.5-to-1 for each State (RPSP plus CO) dollar invested. UNM/MEP rely on State RPSP support for the baseline operation of MEP programs and facilities, to further the mission of State-centric technology, workforce and economic development.

Performance Measures	Target for FY 2014	Results
No. of students enrolled in MEP	12	Result was 7. Budget cuts (of 50%, from FY10-FY13), have impacted the core courses for the MEP, and thus have made the program less desirable and less competitive. Nationwide, the interest in manufacturing is picking up as it becomes a global imperative to be able to produce things.
No. courses supported by MEP	4	Result was 4. A new course (ME-562, Lean Mfgr) was offered. DFM (ME-586) was offered. Cleanroom support was provided for ECE-574 (Microprocessor), and NSMS-519 (MEMS/NEMS).
No. university students and faculty using MEP hands-on facilities (cleanroom, robotics)	60	Result was 98. Interest in cleanroom, for courses and research, is increasing.
No. of CC and HS students and faculty impacted by hands-on design and fab facilities, kits, webinars, workshops and conferences	75	Result was 358. We do not report tour #'s on this line. We, also, do not report the impact that the MEP has on other university centers, across the US that we work with as grant collaborators. For FY14: Webinars (0), off-site workshops (48), APS teachers (25) participated in the SCME MEMS workshops. Kit promos (90) and sales (34). Micro-Nano Tech Conference (97, SCME/MTTC was host, June 2014), classes (61).
No. of companies using fabrication facilities	15	Result was 8. The recession has curtailed the use of the cleanroom by some companies during FY14. The MTTC Cleanroom continues to be an important source of economic development, by providing a high-tech resource that small companies cannot get elsewhere in New Mexico.
Level of Federal funding (expends)	\$800,000	Result was \$0.941M.
Level of State funding (capital and recurring)	\$556,000	Result was \$0.556M for FY14 (\$561M for FY15). The MEP received \$80k of COR for FY14, which was expended on the purchase of a \$135k chiller #2 for the MTTC Cleanroom.

If funded, this would bring the Manufacturing Engineering Program total General Fund Appropriation to \$1,014,300.

The Southwest Indian Law Clinic (SILC) is a legal clinic that provides law students the educational opportunity to handle Indian law cases and represent native and non-native clients with Indian law issues in fulfillment of their clinical requirement for graduation. Students also work on legal projects with tribal governments and other non-governmental organizations working on Indian Law issues. At present, SILC is housed in the UNM Clinical Law Program at the UNM School of Law. Southwest Indian Law Clinical law students provide legal representation under the supervision of clinical professors to eligible clients, and work with participating community organizations and tribes. SILC faculty produces legal scholarship on lawyering for native peoples and Indigenous communities, tribal law, and federal Indian law and serve as a resource to federal, state, and tribal governments, and academic institutions at the regional, national and international level. The clinic is currently staffed with two full-time tenured clinical law professors. The expansion funds will allow SILC to hire a full-time administrator, increasing the SILC administrative position from half-time. The position was instituted as a half-time position in FY2014 to support SILC’s flexibility to operate on-campus or within rural tribal communities across the state. In addition, the requested increase of funds for FY2016 will allow SILC to hire a clinical fellow, potentially in collaboration with existing non-profit legal service providers, to assist with coverage of SILC throughout the state and support SILC’s unique focus on skills essential to the practice of Indian law. The mission of SILC is to provide quality clinical instruction of law students through service learning and community engagement while preparing law students for the effective future representation of native peoples and communities in the area of Indian law across New Mexico.

Performance Measures	Target for FY 2014	Results
Cumulative number of graduates trained in SILC methodology since program established	479	Target substantially met with 477.
Annual number of students who complete the Indian Law Certificate	8	Exceeded with 9 completing the Indian Law Certificate.
Number of communities served	8	Target exceeded with 11 community groups served.
Percentage of client base from NM Tribes	50%	Exceeded. 69% of the client base is from NM tribes.
Number of Tribes worked with	15	Exceeded. Based on Tribal affiliation data provided by clients the clinic served 17 different Tribes.
Percentage of client base in Tribal Courts	15%	Exceeded due to demand. 21.5% of caseload involved Tribal law or tribal jurisdiction.
Number of active cases handled	100	Expectations substantially met at 93 cases handled. Intake carefully monitored in Summer and Spring.
Number of community presentations	10	Target exceeded with 19 community presentations.

If funded, this would bring the Southwest Indian Law Clinic total General Fund Appropriation to \$416,116.

This project directly addresses the national and state completion agendas for higher education, by providing easily accessible and understandable tools online that will guide students in their choices of degrees, and inform institutions on the progress of their students. The graduation rates for New Mexico’s two- and four-year colleges currently ranks well below the national average. We have also found that for many of those who do succeed in graduating, they typically do so with far more credit hours than are actually needed for the degree received. Much of these “wasted” credits occur when students transfer from institution to another – although the receiving institution may accept these credits, they often do not count towards the degree that a student ends up pursuing. A common student complaint is that they were not aware of their precise degree requirements and therefore were not able to plan accordingly early enough in their student careers. This is easily confirmed by viewing our college catalogs, where information is generally not provided in a way that is uniformly easy for students to understand and apply.

Performance Measures	Target for FY 2014	Results
Activities organized together with NMPED	4	Met: We started as guests in some sense of the activities but we have started to host some activities to NMPED so we did more than expected
activity collaboration with school districts	5	Exceeded: We strive to collaborate with school districts. We try to work with every district that shows interest in our programs. We have begun collaboration with on-line programs.
Workshops: Provide instructional workshops on a yearly basis	15	Not met: We did not meet our goal due to lower budget, less resources.
Materials: Create and provide materials for teachers	created online course	Met: this is first online course created for bilingual teachers in the state.
Organize activities for students	poetry contest, book club, spelling bee	Met: we optimized resources by collaborating with other institutions.

If funded, this would bring the Spanish Resource Centers total General Fund Appropriation to \$81,100

Charlie Morrissey Research Hall

FY 16 Expansion Request: \$35,500

The Charlie Morrissey Research Hall (CMRH) is a component of the Africana Studies Program. The purpose is to research, document, interpret and archive the historical presence of people of African descent in New Mexico and the Southwestern United States. It maintains a collection of books and other materials available to faculty, students and the public for use in research and classes, sponsors exhibits and lectures, and supports research. The program significantly contributes to the ability of Africana Studies to provide an educational program and services that are integral to the state and region, and promotes the increase of minority participation and graduation rates in higher education programs.

Performance Measures	Target for FY 2014	Results
Number of exhibits, public lectures and faculty colloquia based on internal databases	10	12 events held. The program presented 3 public lectures and a student forum during Black History Month, four faculty colloquiums, and a panel on Civil Rights Cases in the Supreme Court, supported Africana Studies Annual Black History Brunch, collaborated with e the Black History Month Organizing Committee and the New Mexico Office of African American Affairs on other programs, and the City of Albuquerque, South Broadway Cultural Center and Outpost Performance Space to commemorate founder of Modern Jazz Quartet who grew up in Albuquerque.
Number of attendees at public lectures and faculty colloquia based on internal databases	250	More than 500 attendees
Number of podcasts added to website based on internal databases	5	0
Increase in acquisitions of books, DVDs and digital media	\$2,000	\$2,500

If funded, this would bring the Charlie Morrissey Research Hall total General Fund Appropriation to \$70,000.

Pre-College Science and Math Program

FY16 Expansion Request: \$57,000

The Pre-College Science and Math Program is a community-wide program which services all students in grades K-12 in the Albuquerque metro area as well as the surrounding areas. Students that are identified as underprivileged and/or identified with learning disabilities are given the opportunity to excel to become successful individuals. The rationale for the program is to prepare students to become capable, responsible and contributing citizens into the 21st century. The program is designed to help students develop their social, personal and emotional well-being and their educational futures. The program includes weekend workshops during the school year, regional and national competitions, ACT/SAT preparation, a summer enrichment program and afterschool tutoring programs. Students gather weekly to participate in academic course work, and collaboration of activities related to science and mathematics. Throughout the year activities are provided to the students where students compete in local, regional and national competitions. Students are involved in the National Society of Black Engineers, First LEGO Leagues, MathCounts, Future City, RoboRAVE, and Science Fairs, as well as local workshops and conferences for student involvement.

Performance Measures	Target for FY 2014	Results
% of seniors who enroll in a 4-year college in Fall 2014	90%	90%
% of seniors who enroll in a 2-year college in Fall 2014	5-10%	5-10%
% of seniors who score 18 or higher on the ACT	90%	90%
Number of staff in summer program	20	19
Number of seniors who participated from K-12	10	10
Number of students tutored in afterschool tutoring program	30	30
Total number of students participating in competitions	50	50
Number of students winning awards in STEM competitions	20	20
Number of females participating in STEM competitions	25	25
Number of students in program enrolling in dual credit courses	10	10
Number of additional students with learning disabilities	2	2
Number of community partnerships	4	5

If funded, this would bring the Pre-College Science and Math Program total General Fund Appropriation to \$256,400.

Materials will be presented onsite at the meeting.

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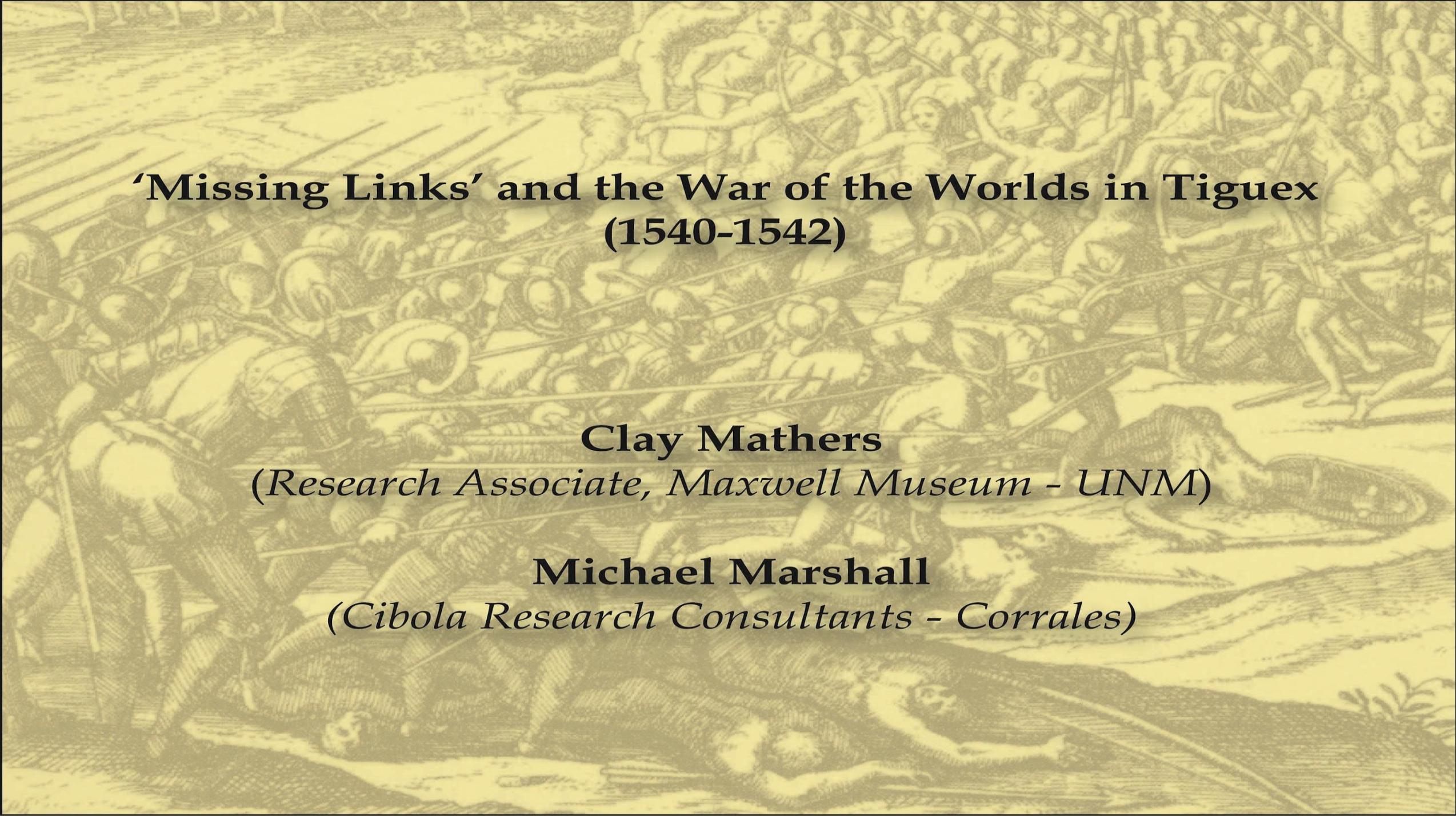


Title of Presentation

'Missing Links' and the War of the Worlds in Tiguex (1540-1542)

Biographical Sketch

Clay Mathers is a Research Associate at the Maxwell Museum of Anthropology. He is a professional archaeologist with a B.A. in Anthropology from the University of Pennsylvania, an M.Phil. in GIS and Remote Sensing from the University of Cambridge (UK), and a Ph.D. in Iberian Prehistory from the University of Sheffield (UK). Clay has taught archaeology and geography at two universities in the U.S., and two in Britain, and has held a number of major graduate and post-doctoral research grants – including a Fulbright, J. Paul Getty, and a National Academy of Sciences Post-doctoral fellowship. Together with his colleagues, he has helped to identify a number of new Vázquez de Coronado sites in New Mexico and has published a number of major articles and a recent book on sixteenth-century entradas in the Southern Borderlands frontier. This co-edited volume is based on an award from the Amerind Foundation and the Society for American Archaeology, and following its publication it received a national book prize for outstanding contributions to Anthropology and Archaeology. Clay and his colleagues continue to research and investigate Early Historic Period sites in New Mexico and the Southwest generally.



**'Missing Links' and the War of the Worlds in Tiguex
(1540-1542)**

Clay Mathers

(Research Associate, Maxwell Museum - UNM)

Michael Marshall

(Cibola Research Consultants - Corrales)



Aerial Image of Excavations at Santiago Pueblo (ca. 1934)



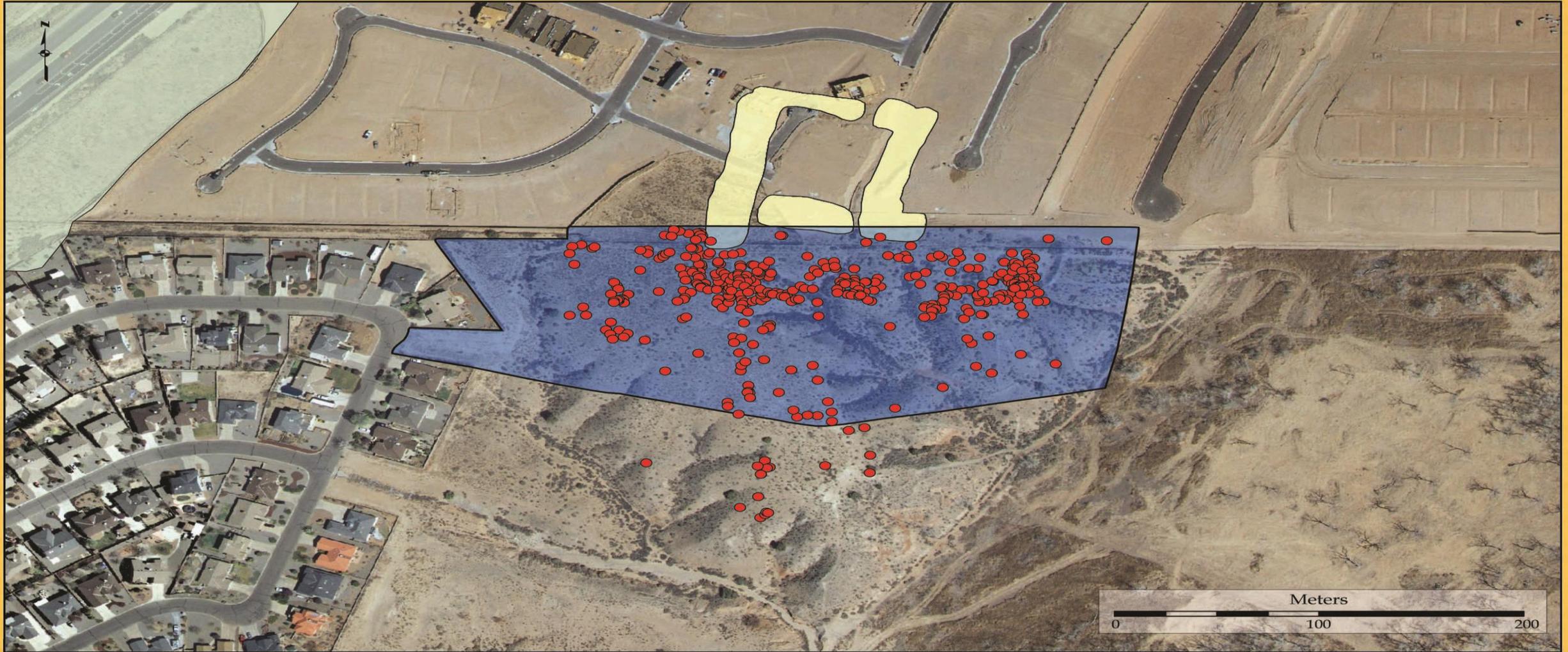
Copper Crossbow Quarrels or Boltheads were Originally Thought to be Pen Tips



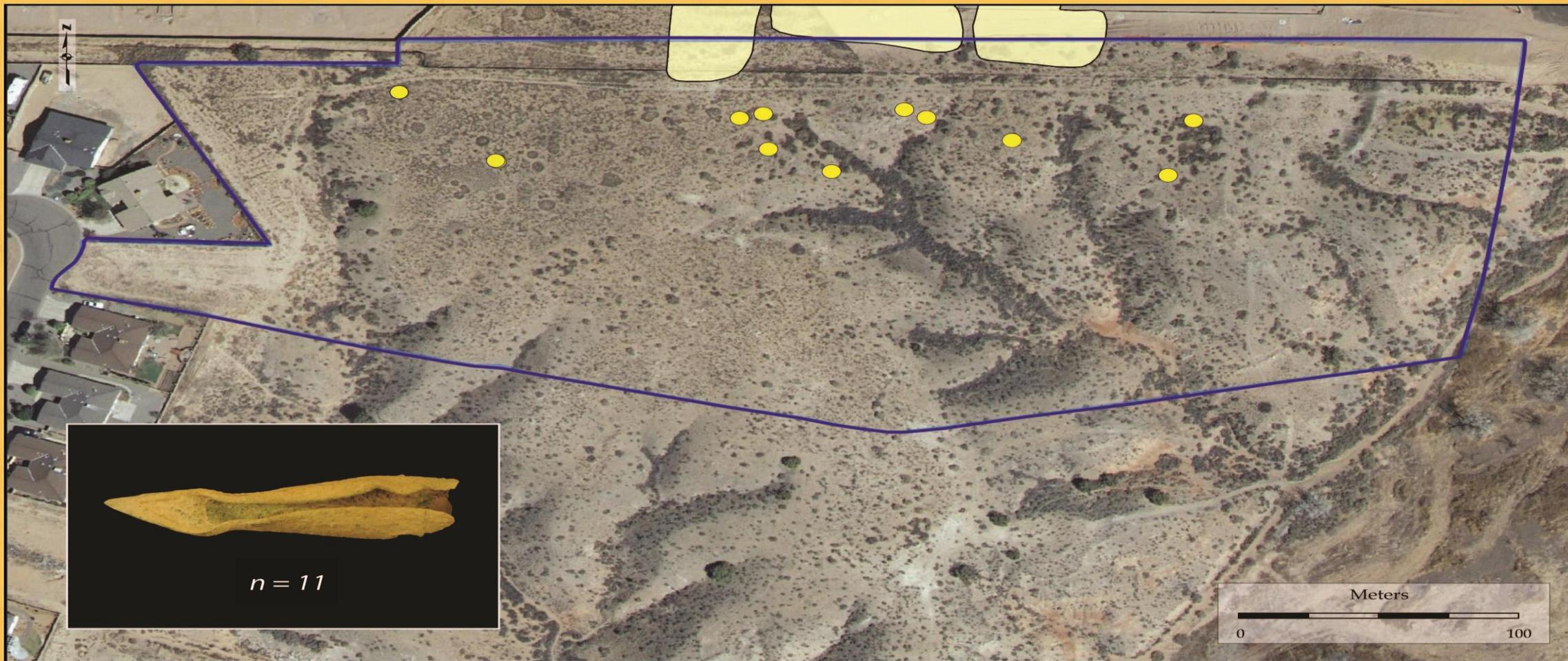
1986 Museum of New Mexico Excavations at LA 54147 (Brad Vierra Photograph)



Spatial Distribution of Sites and Investigation Areas Near Santiago Pueblo



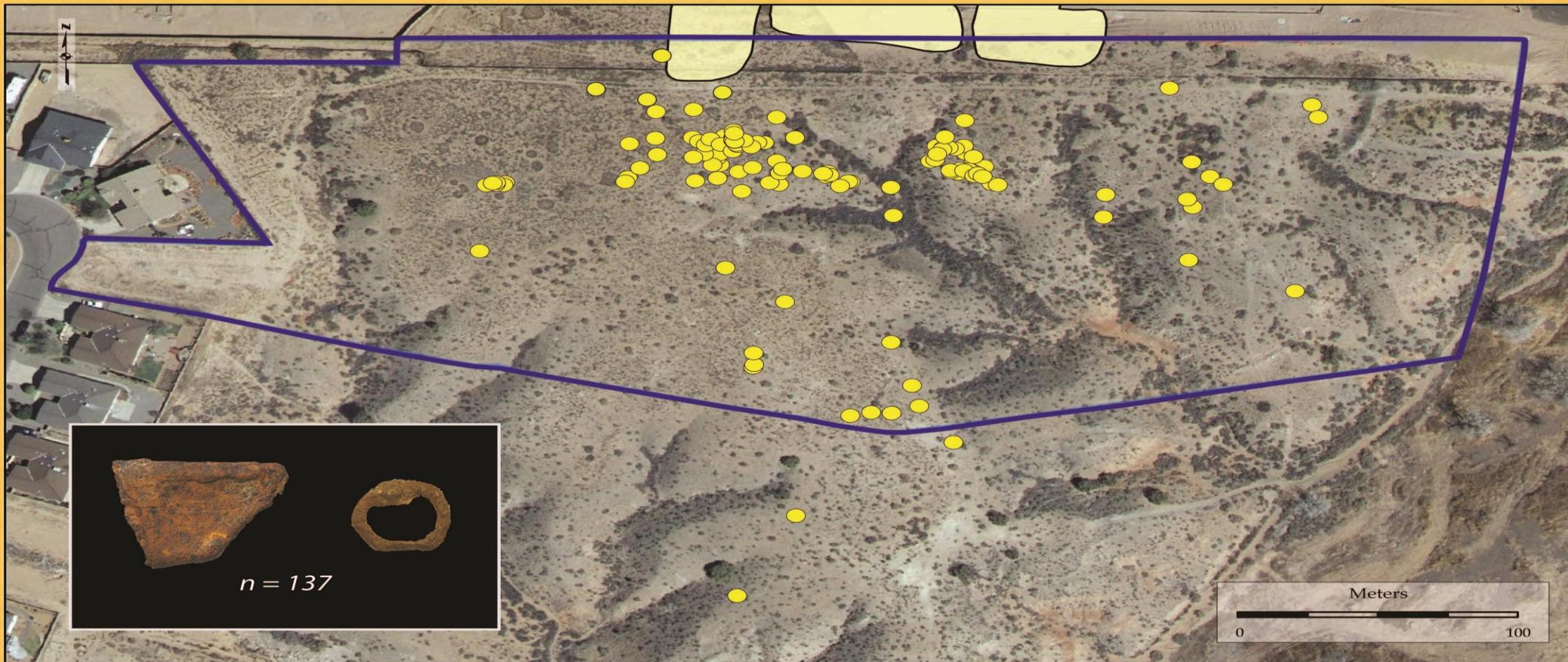
Spatial Distribution of Sixteenth-Century Metal Objects from 2013-2014 Survey (n=478)



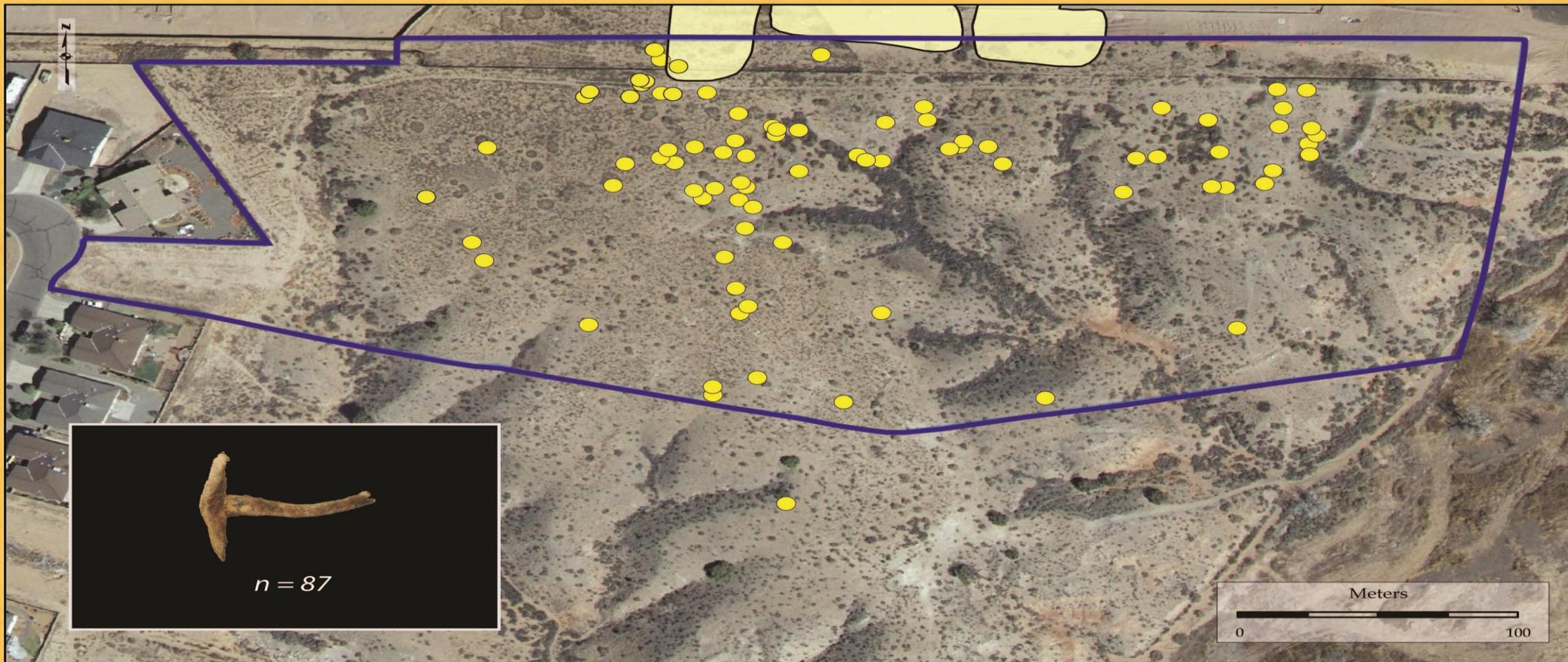
Santiago Environs Survey: Distribution of Copper Crossbow Quarrels



Santiago Environs Survey: Distribution of Arquebus Shot



Santiago Environs Survey: Distribution of Armor (Jack Plates and Mail)



Santiago Environs Survey: Distribution of Nails



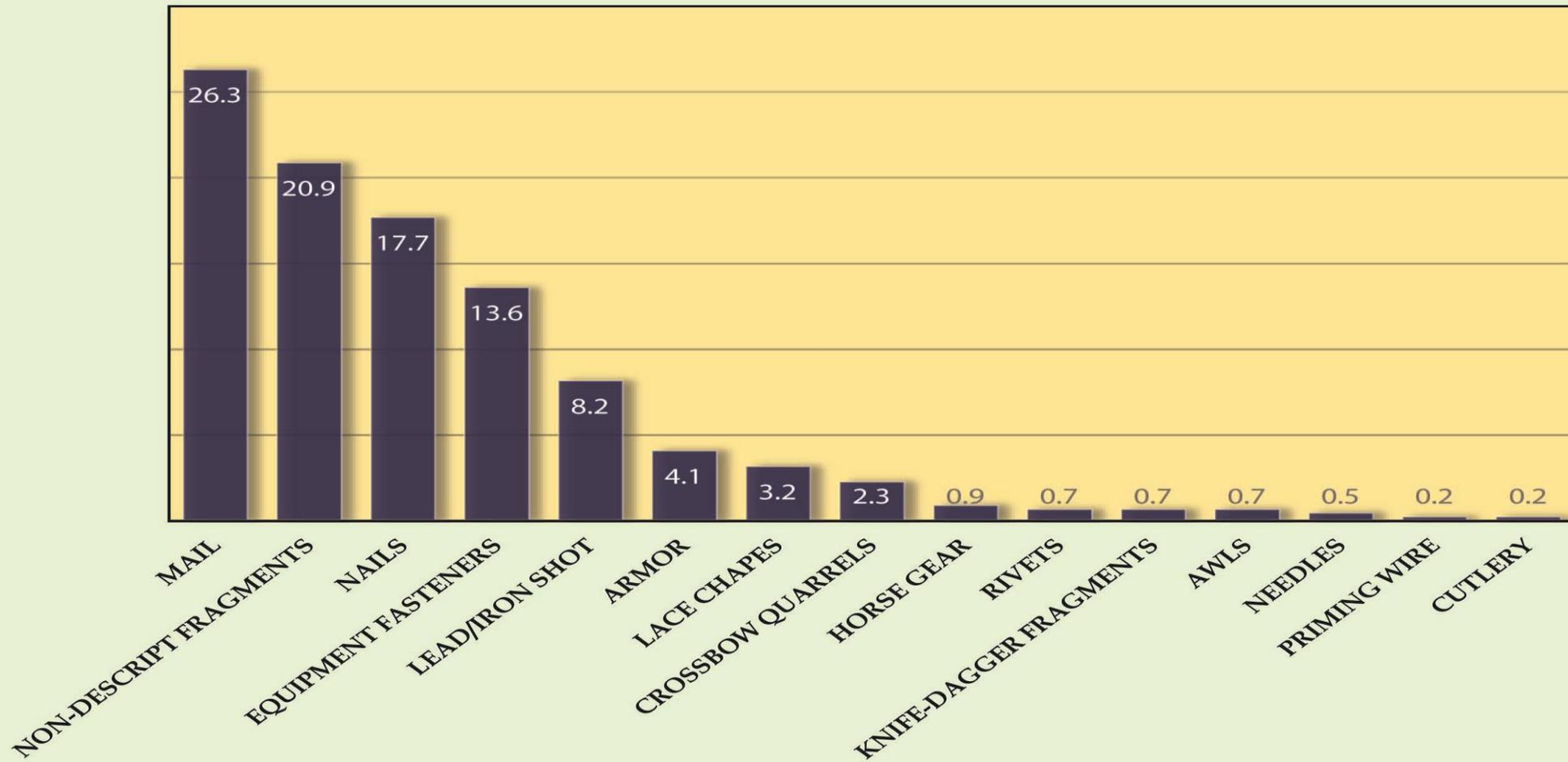
Santiago Environs Survey: Equipment Fasteners (Buckles, Strap Ends, and Hooks)



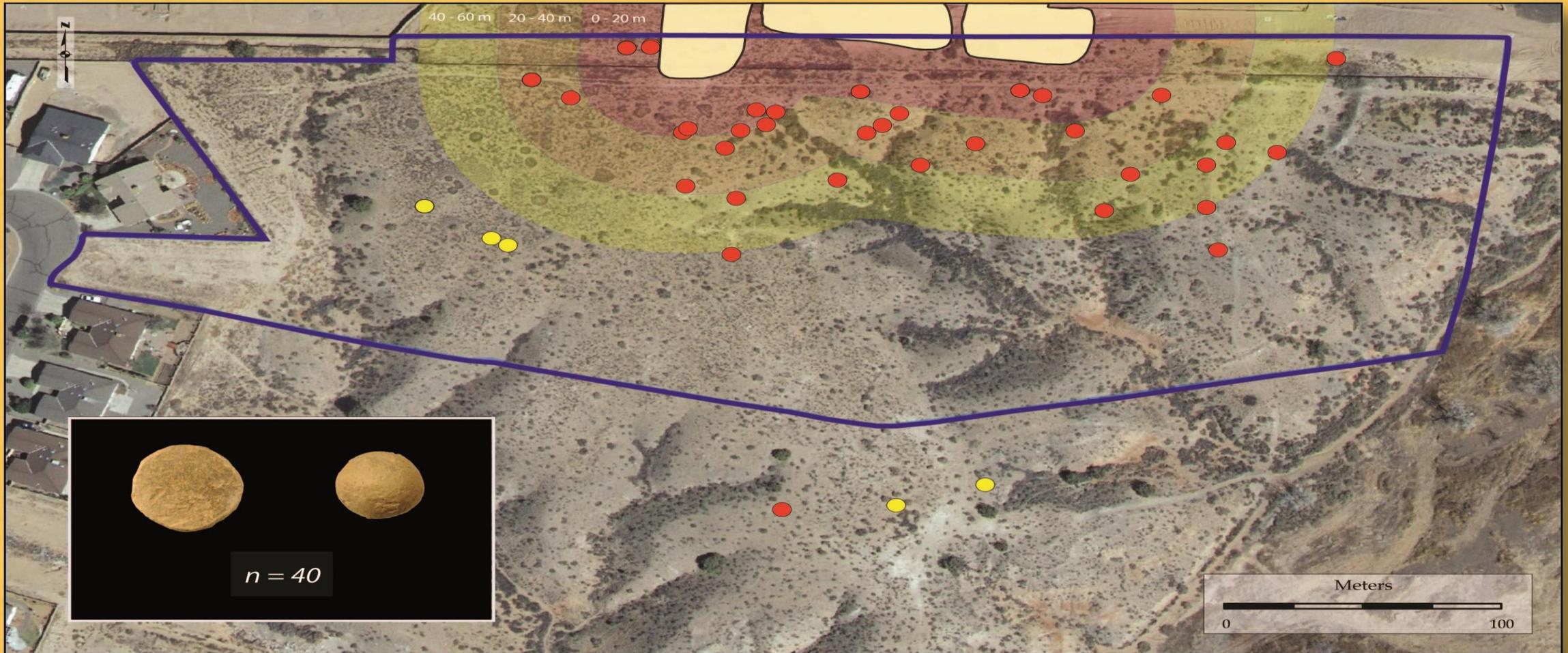
Santiago Environs Survey: Horse Gear (Harness Mounts and Bell)



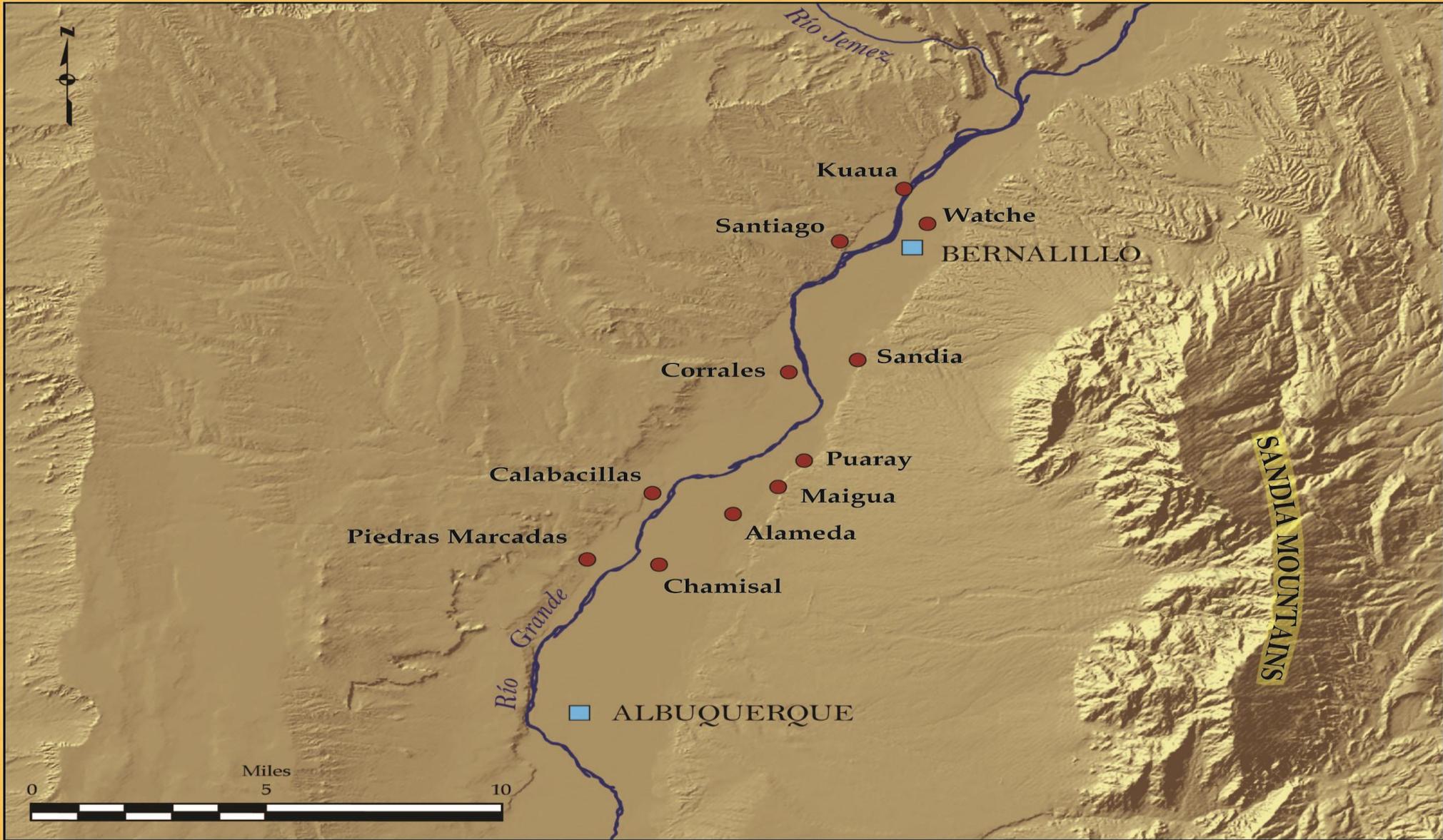
Santiago Environs Survey: Knives and Daggers



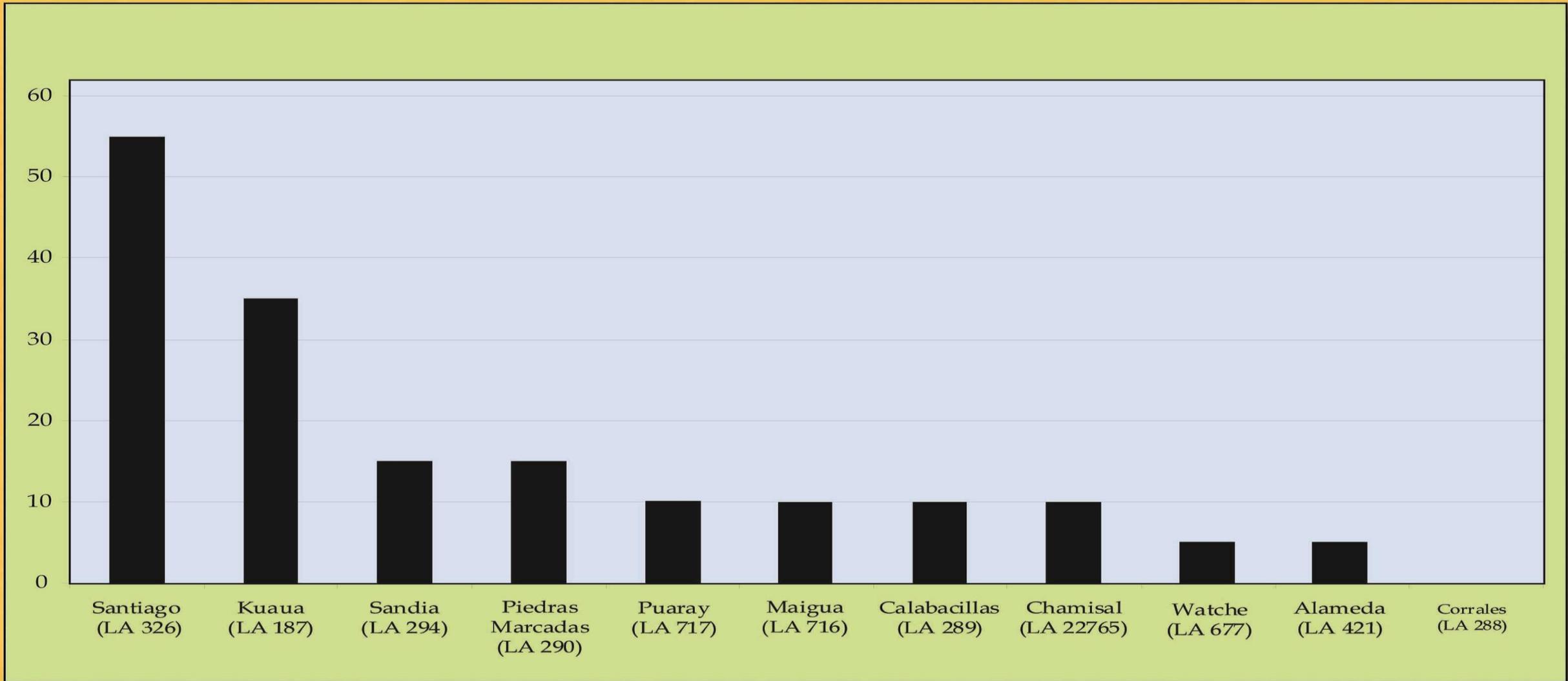
Santiago Environs Survey: Sixteenth-Century Metal Artifact Percentages (n = 478)



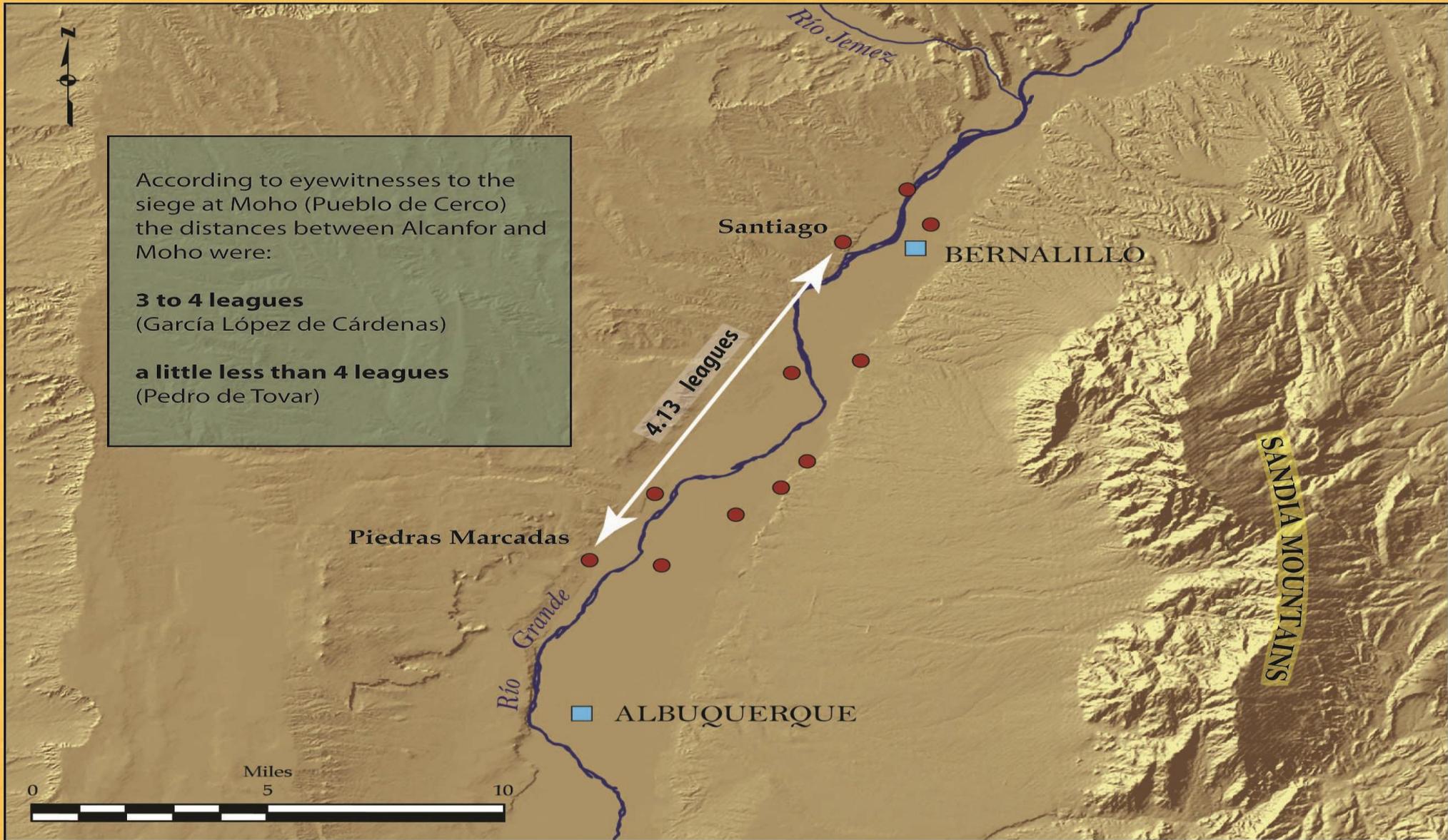
Santiago Environs Survey: Distribution of Spent (●) and Unfired Arquebus Shot (○)



Probable Southern Tiwa Villages Occupied in the Early Historic Period



Contact Period Southern Tiwa Pueblos: Height in Feet Above Rio Grande



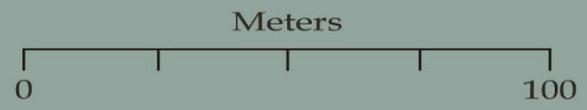
League Distances from Alcanfor to Moho and from Piedras Marcadas to Santiago



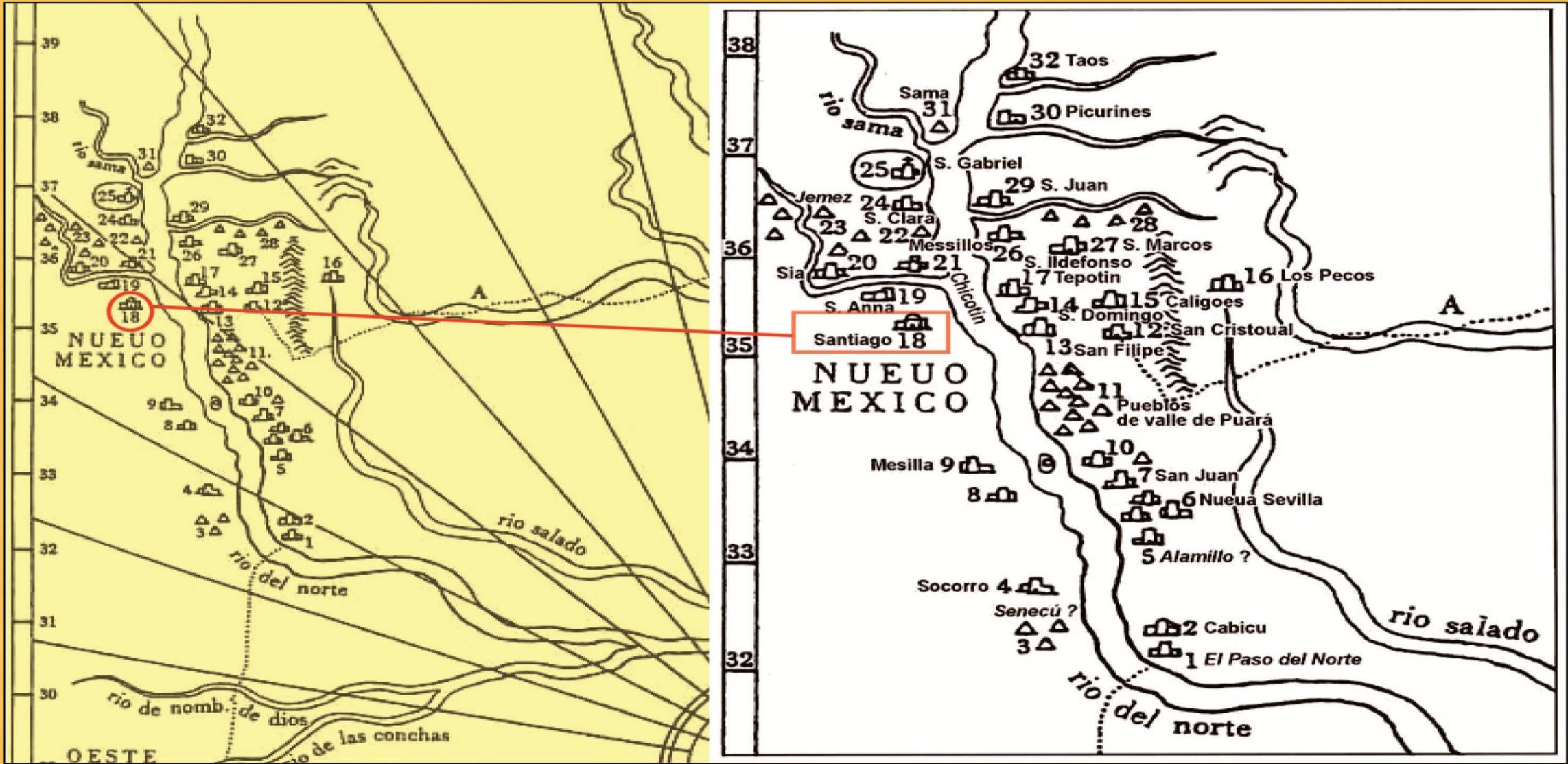
Santiago Environs Survey: Sling Stones Found 20-60 m from the South Roomblock



Defensive Terrain Near Santiago Pueblo Prior to Modern Development (1949 Aerial)



Wall Extensions Created Opportunities for Enfilade Fire Near Entrances/East Wall



Inset of Enrico Martínez Map of 1602 Showing Santiago Pueblo (after Eidenbach 2012)



Middle Rio Grande Valley with Spaniards-Allies from Lienzo de Tlaxcala (1560)