BOARD OF REGENTS
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE

MEETING AGENDA

June 4th, 2015
1:00 PM
Roberts Room
Scholes Hall
UNIVERSITY OF NEW MEXICO BOARD OF REGENTS’
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday, June 4, 2015 – 1:00 p.m.
Roberts Room, Scholes Hall

AGENDA

I. Call to Order

II. Approval of Summarized Minutes from Previous Meeting: (April 30, 2015) 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. N/A

V. Information Items:
   A. Enrollment Management Update
      ASAR Goal 9.1: Attracting High Achieving Students
      UNM 2020 Goal Objective 2.2 & 2.3 Retention & Graduation Rates
      Terry Babbitt, Associate Vice President for Enrollment Management
   B. Global Education and International Student Enrollment Initiatives
      UNM 2020 Objective 1.3: Increase International Programming by 20%
      Mary Anne Saunders, Special Assistant to the President
   C. Faculty Compensation Project – Main & Branch Campuses
      Carol Parker, Senior Vice Provost
   D. Student Conduct Procedures
      UNM 2020 Goal 1: Become a Destination University
      Tomas Aguirre, Dean of Students

VI. Public Comment

VII. Adjournment
UNIVERSITY OF NEW MEXICO BOARD OF REGENTS’
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday, April 30, 2015 – 1:00 p.m.
Roberts Room, Scholes Hall

Meeting Summary
(All “TABS” correlate to the April 30th ASAR E-Book)

Committee members present: Regent Bradley Hosmer, Regent Suzanne Quillen, Provost & Executive Vice
President for Academic Affairs Chaouki Abdallah, Faculty Senate President Pamela Pyle and Staff Council
President, Renee Delgado-Riley

Regents’ Advisors present: ASUNM President Rachel Williams, GPSA President Texanna Martin and
UNM Parent Association President Catherine Cullen

I. Call to Order 1:06 p.m.

II. Approval of Summarized Minutes from Previous Meeting: (April 9th, 2015) TAB A

   Motion to Approve: Faculty Senate President Pamela Pyle
   Second: Provost Abdallah
   Motion Carried

III. Reports/Comments:

   A. Provost’s Administrative Report
      • Dean of the Law School resigned and search from within the school is underway
      • Innovation Academy has launched and is up and running
      • Benefits for faculty and staff will continue to be looked at and refined
      • The top priorities for capital planning will be Physics and Astronomy replacement building, Anderson School phase I and an expansion of the children’s campus

   B. Member Comments - None

   C. Advisor Comments
      ASUNM President Rachel Williams:
      • Student Success week was a success
      • Jenna Hagengruber will be the new ASUNM President
      • A heartfelt “thank you” was given by Rachel to the ASAR Committee

      GPSA President Texanna Martin:
      • Texanna will continue on for another term as GPSA President
      • “Food for Thought” raised enough summer scholarship money for about 80 students
      • Over $200,000 was given out in grants and scholarships for the year

      UNM Parent Association Catherine Cullen:
      • Dates are set for Family Weekend and the Golf Tournament
      • Gearing up for New Student Orientation this summer
      • Will once again be giving out the Parent Association Scholarship

IV. Action Items:

   A. Approval of Spring 2015 Degree Candidates TAB B
      Pamela Pyle, Faculty Senate President
      Motion to Approve: Provost Abdallah
      Second: Faculty Senate President Pamela Pyle
      Motion Carried

   B. ASUNM Constitutional Amendment Change TAB C
      Rachel Williams, ASUNM President
      Motion to Approve: Provost Abdallah
      Second: Staff Council President Renee Delgado-Riley
Motion Carried

C. Approval of East Asian Studies Bachelor Degree
   
   **Lorie Brau, Associate Professor of Japanese**
   
   Motion to Approve: Provost Abdallah
   Second: Faculty Senate President Pamela Pyle
   Motion Carried
   
D. Approval of Health Information Technology Associates Degree
   
   **Laura Musselwhite, Dean of Instruction, Valencia**
   
   - Budget information requested
   
   Motion to Approve: Provost Abdallah
   Second: Faculty Senate President Pamela Pyle
   Motion Carried

E. Approval of Technology Healthcare Certificate
   
   **Christopher Dyer, Executive Director, Gallup**
   
   - Budget information requested
   
   Motion to Approve: Faculty Senate President Pamela Pyle
   Second: Provost Abdallah
   Motion Carried

V. Information Items:

A. Higher Learning Accreditation Preparation
   
   **UNM 2020 Leadership & Governance**
   **ASAR Goal 12 Improve the perceived value of a UNM Degree**
   **Greg Heileman, Associate Provost for Curriculum**
   
   - Presentation available upon request
   - Outline of the accreditation process including time frames, committees and their respective members
   
B. College of Education Update
   
   **UNM 2020 Goal 10.1 Define UNM’s role in fixing New Mexico’s K-12 crisis**
   **Hector Ochoa, Dean of the College of Education**
   
   - Presentation available upon request
   - Regent Hosmer requested a follow up presentation at a later date
   - Overview of the College of Education
   - Break down of the re-imagining
   - List of current best practices with future practices to be added
   - Explanation of the use of assessment

C. UNM CEC Presentation On Healthcare Enrollment In Centennial Care & NMHIX
   
   **UNM 2020 Goal 1: Become a Destination University**
   **ASAR Goal 14: Identify needs of UNM & US for 2025**
   **Kiran Katira, Program Operations Director, Community Engagement Center**
   
   - Presentation available upon request
   - Overview of the health care situation in New Mexico
   - Motion made and carried to pass to Provost Office for endorsement

D. National Trends in Economics of Higher Education - ECON 295 Class
   
   **UNM 2020 Goal 7 Increase Economic Development**
   **Robert Berrens, Professor of Economics**
   
   - Presentation available upon request
Presentation was developed as part of a class projects
Covered enrollments trends throughout the United States
Looked at factors such as tuition and bundling/de-bundling services, Pell grants, paying the full cost of tuition, out of state students and low vs high volume student practices

VI. Faculty Presenters

A. “Design + Innovation”
   Tim Castillo, Associate Professor School of Architecture and Planning

VII. Public Comment - None

VIII. Adjournment 4:02 p.m.
   Motion to Approve: Faculty Senate President Pamela Pyle
   Second: Provost Abdallah
   Motion Carried
The UNM Enrollment Ecosystem

• The one-year cycle of enrollment
• A detailed structure of one semester
• Transfer component of the ecosystem
• All Student Enrollment (ASE) retention rate
• Concerns with the enrollment ecosystem
This one year enrollment cycle includes three semesters of entering, continuing, graduating and departing students.
Maintaining headcount levels requires enrolling over 7,000 new students just in the fall semester.
New Students – Summer, Fall and Spring

- **Beginning Freshmen**: 3,249
- **Transfer**: 2,033
- **Re-admit**: 1,781
- **Grad & Prof**: 1,677
- **Non-degree**: 1,008

These are the annual totals of new students entering UNM.
New Transfers entering UNM on an annual basis have grown steadily.
ASE retention is the percentage of all students returning to the next regular term. Graduates and suspensions are excluded from the denominator.
Concerns in the Ecosystem

The revolving door of departure and re-entry disrupts student and institution.
THE UNIVERSITY OF NEW MEXICO: UPDATE ON GLOBAL EDUCATION AND INTERNATIONAL STUDENT ENROLLMENT INITIATIVES

June 2015

Dr. Mary Anne Saunders
Special Assistant to the President for Global Initiatives

Global Education Office
THE UNIVERSITY’S INTERNATIONAL PROFILE

INTERNATIONAL STUDENTS 1,339 students from 97 different countries during 2014-15

TOP ENROLLING COUNTRIES AT UNM 2014-15

China: 178
India: 156
Brazil: 115
Iran: 67
South Korea: 64
Mexico: 62
United Kingdom: 53
Saudi Arabia: 63
## Progress towards goals

### Increase number of international students
- **26.23% increase** in enrolled international students overall (Fall 2012-Fall 2014). Within that number we have a **68.4% increase** in Center for English Language & American Culture enrollment (AY12/13-AY13/14).
  - **50%** of intensive-English program graduates enroll in degree study at UNM.

### Increase number of students participating in Education Abroad Programs
- **34% increase** in UNM students studying abroad (AY12/13 – AY14/15-Projected)

### Improve Global Relationship Management
- Completed **43 new international collaboration agreements** with university partners around the globe (AY13-14).
Although overall UNM Enrollment decreased by 3% in the past year, the enrollment of international students increased by 21%.
International “Total Enrolled Students” population at UNM has grown:

- 26% from 2012 to 2014 (under GEO reorganization)
- 21% of the growth occurred in one year (from fall 2013 to fall 2014)

Fall 2015 New Int’l Students (Projection): 70 undergraduates, 205 graduates

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrolled Students</td>
<td>916</td>
<td>1016</td>
<td>1060</td>
<td>1104</td>
<td>1339</td>
</tr>
<tr>
<td>Total Practical Training</td>
<td>97</td>
<td>113</td>
<td>110</td>
<td>133</td>
<td>146</td>
</tr>
<tr>
<td>Total Students</td>
<td>1013</td>
<td>1129</td>
<td>1170</td>
<td>1237</td>
<td>1485</td>
</tr>
<tr>
<td>Population Growth Over Previous Year (Enrolled Students)</td>
<td>1.00%</td>
<td>11.45%</td>
<td>3.63%</td>
<td>5.73%</td>
<td>20.05%</td>
</tr>
</tbody>
</table>
### NEW INTERNATIONAL STUDENTS (AS OF 5/19/15)

#### Number of International Undergraduate Applications by Semester

<table>
<thead>
<tr>
<th>Applications</th>
<th>Fall 2013 (August-Final)</th>
<th>Fall 2014 (August-Final)</th>
<th>Fall 2015 (As of today)</th>
<th>Fall 2014 (1 year ago)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirmed</td>
<td>65</td>
<td>72</td>
<td>74</td>
<td>55</td>
</tr>
<tr>
<td>Not Confirmed, Other</td>
<td>210</td>
<td>288</td>
<td>342</td>
<td>258</td>
</tr>
<tr>
<td>Total Applications</td>
<td>275</td>
<td>360</td>
<td>416</td>
<td>313</td>
</tr>
</tbody>
</table>

#### Number of International Graduate Applications by Semester

<table>
<thead>
<tr>
<th>Applications</th>
<th>Fall 2013 (August-Final)</th>
<th>Fall 2014 (August-Final)</th>
<th>Fall 2015 (As of today)</th>
<th>Fall 2014 (1 year ago)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirmed</td>
<td>178</td>
<td>279</td>
<td>215</td>
<td>240</td>
</tr>
<tr>
<td>Not Confirmed, Other</td>
<td>706</td>
<td>1132</td>
<td>1237</td>
<td>1157</td>
</tr>
<tr>
<td>Total Applications</td>
<td>884</td>
<td>1411</td>
<td>1452</td>
<td>1397</td>
</tr>
</tbody>
</table>
DIVERSIFIED RECRUITMENT ACTIVITIES

• Government Sponsored Students
• Direct outreach recruitment travel to targeted countries
• Recruitment Agents
• Updates to Marketing Design & Digital Advertising Outreach
• Short-term, tuition-paying students
• Dual Degrees
• Academic, Research, & Career Development Programs
  • Non-credit, non-degree recruitment based programs hosted on campus
• Recruitment and collaboration offices abroad in Beijing, China and joint-initiative with the City of ABQ & State of NM in Mexico City
  • Expansion planned in India
  • Tuition Discount Packages
THANK YOU

Contact: Mary Anne Saunders
Special Assistant to the President, Global Initiatives
masaunders@unm.edu
Information Item
Faculty Compensation Project
Main & Branch Campus Faculty
AY2015-2016

Carol Parker
Senior Vice Provost
June 4, 2015
Office of Academic Affairs

Project Goals

• Ensure UNM Main and Branch campus faculty rates are equitable and fair

• Ensure that best practices and policies that achieve UNM 2020 Goal 7 – establish policies that encourage and reward faculty innovation – govern all compensation decisions on Main and Branch campuses
Best Practices for Preventing Inequities

- **Assess**
  - Conduct statistically valid analyses

- **Adjust**
  - Make filling any gaps a budget priority

- **Prevent**
  - Adopt effective policies to prevent inequities

- **Repeat**
  - Every 3-5 years
Main Campus Studies: Past and Future

• 2007 Study showed gender/race/ethnicity gaps
  – Fixes were stalled by transition in leadership, recession

• 2012 Study showed further gaps from salary “compression and inversion by rank”
  – Faculty loyal to UNM are penalized over time
  – $1,874,000 distributed to 385 Main campus faculty

• 2015 Fall Study will look for both problems
  – Did past adjustments cure the problem?
  – $600,000 available for distribution in AY2015/16
2-Part Process for Fall 2015 Project

• Part One–Data Analysis & Comp Adjustments
  – Develop capacity to routinely and regularly undertake compensation data analysis
  – Economists at UNM’s Bureau of Business & Economic Research (BBER) will work with UNM’s Faculty Data Stewards
  – Methodology for both analysis and any adjustments will be overseen by faculty steering committee

• Part Two – Policy Analysis
  – Policy analysis & recommendations for administrators and Faculty Senate Policy Committee
  – Faculty steering committee oversight
Office of Academic Affairs

Process Improvement Goals

• Prevent creation of new problems when setting salaries for new hires
  – Obtain better market data to guide hiring offers
  – Establish policies that ensure equity analysis occurs before salary offers are made
  – Establish policies that make hiring officers responsible for not creating further inequities through new hire offers (must first take care of existing faculty)
Process Improvement Goals

- Prevent creation of new problems through subsequent compensation adjustment process

  - Establish policies and provide resources to guide supervisors through subsequent compensation adjustments for merit, etc.

  - 2007 Study showed that the reward/merit structure and workload assignments were not uniform across Main Campus colleges and departments
More Robust Policies are Needed to Manage Faculty Compensation Setting

• Factors in Initial Hire Negotiations

  • Market demand (e.g., peer institution rates, salary surveys)
  • Credentials attained (e.g., terminal degree required, multiple degrees)
  • Years of relevant experience
  • Discipline-based differentials (e.g., professional schools, STEM currently command higher salaries than arts, humanities, social sciences, education)
  • Implications for pre-existing faculty (i.e., need to avoid creating new compression or inversion by rank problems)
  • Availability of recurring revenue (budget constraints)
More Robust Policies are Needed to Manage Faculty Compensation Setting

• Factors in Subsequent Comp Adjustments
  • Merit Increases for Performance
  • Across-the-Board Increases
  • Promotions in Rank or Title
  • Retention Counter-Offers (market demand)
  • Correcting for Compression and/or Inversion by Rank (“Loyalty Tax”)
  • Equity analyses (formal compensation adjustment programs to correct statistically-validated anomalies not explainable by workload or performance)
  • Availability of recurring revenue (budget constraints)
Actions Items and Timeline

• Summer 2015 stakeholder convening, data collection, methodology development
• Fall 2015 data and policy analyses
• December 2015 final reports anticipated
• Spring 2016
  – Invest $600,000 now available in FY16 budget
  – FY17 budget requests justified if gaps still exist
  – Policy development underway with Faculty Senate, senior administrators
Sanctions for Violations of the Student Code of Conduct and the Matter of Public Record

ASAR

Dr. Tomás A. Aguirre

June 18, 2015
**What penalties may be imposed for violations of the Student Code of Conduct?**

(this includes both administrative and Title IX and are the only sanctions available to UNM)

<table>
<thead>
<tr>
<th>Sanction</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1. &quot;Verbal warning&quot;</td>
<td>An oral reprimand.</td>
</tr>
<tr>
<td>4.2.2. &quot;Written warning&quot;</td>
<td>A written reprimand.</td>
</tr>
<tr>
<td>4.2.3. &quot;Disciplinary probation&quot;</td>
<td>The establishment of a time period during which further acts of misconduct may or will result in more severe disciplinary sanctions depending on the conditions of the probation. Conditions of probation can include community service, attendance at workshops and/or seminars including but not limited to alcohol, drug or safety workshops and/or seminars, mandatory mental health evaluation and/or counseling or other educational sanctions.</td>
</tr>
</tbody>
</table>
What penalties may be imposed for violations of the Student Code of Conduct?

<table>
<thead>
<tr>
<th>Sanction</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.4. &quot;Suspension&quot;</td>
<td>Losing student status for a period of time specified in the terms of the suspension. A suspension may commence immediately upon a finding of a violation or it may be deferred to a later time.</td>
</tr>
<tr>
<td>4.2.5. &quot;Expulsion&quot;</td>
<td>Losing student status for an indefinite period of time. Readmission may not be sought before the expiration of two years from the date of expulsion, and it is not guaranteed even after that time.</td>
</tr>
<tr>
<td>4.2.6. &quot;Dismissal&quot;</td>
<td>Termination of student employment, either for a stated time period or indefinitely.</td>
</tr>
<tr>
<td>4.2.7. &quot;Barred from campus&quot;</td>
<td>Being barred from all or designated portions of the University property or activities.</td>
</tr>
</tbody>
</table>

- Tuition and scholarships are forfeited when a student is suspended or expelled.
- For Title IX related cases, OEO has found one student responsible over the past academic year. That student was suspended and this case is currently under appeal.
- While not specifically mentioned in the Student Code of Conduct, the following types of sanctions are also available: educational, community service and restitution.
What factors determine the imposed sanction?

4.3 The sanction imposed shall be set based upon numerous factors, including:

- the severity of the offense
- the amount of harm created
- the student’s record
- and sanctions imposed in recent years for similar offenses.

In considering the harm created, there shall be taken into account
- whether any harm or injury was targeted against a person or group because of that person or group’s race, color, religion, national origin, physical or mental handicap, age, sex, sexual preference, ancestry, or medical condition.

- For Title IX related cases, the Student Conduct Officer or the Student Conduct Committee is responsible for assigning sanctions.
- For all other violations of the Student Code of Conduct the Student Conduct Officer, his professional intern, or the Student Conduct Committee may assign the sanction.
- A complainant may remain anonymous, but it limits the University’s ability to investigate and subsequently determine responsibility.
Which processes and subsequent sanctions can be shared with the public?

<table>
<thead>
<tr>
<th>Option</th>
<th>Confidential Reporter</th>
<th>If found responsible, public record?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil</td>
<td>No</td>
<td>Yes – outside the university</td>
</tr>
<tr>
<td>Criminal</td>
<td>No</td>
<td>Yes – outside the university</td>
</tr>
<tr>
<td>Administrative/Title IX</td>
<td>No</td>
<td>Yes – within the university (required under Cleary)</td>
</tr>
<tr>
<td>Resources Only</td>
<td>Depends</td>
<td>NA</td>
</tr>
</tbody>
</table>

- A confidential reporter is a predetermined UNM office or personnel who have been deemed to be confidential reporting entities.
- “Resources Only” is a complainant that does not wish to pursue any particular process and only desires to receive information about available resources or UNM accommodations.
Q&A