State of Academic Affairs Report

2014-15

UNM The University of New Mexico

Academic Affairs Website:
http://provost.unm.edu/

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The University of New Mexico, as a public, doctorate-granting, very high research activity university, is facing a number of challenges in trying to fulfill its multiple missions to students and their parents, faculty, the citizens of New Mexico, and the community at large. Most of these challenges are not unique to UNM, and while some have been with us for a while, recent economic pressures are leading us to re-examine our functions, if not our mission. While the demand for college education and degrees has never been greater, the iron triangle of access, quality, and cost continues to challenge and limit our ability to deliver on our mission. It was said well by Frank Bruni in The New York Times, when he wrote, "We must make college practical but not excessively so, lower its price without lowering its standards and increase the number of diplomas attained without diminishing not only their currency in the job market but also the fitness of the country's work force in a cutthroat world."

It is no longer sufficient to graduate more students; we must make sure that they possess key information-processing and other twenty-first century competencies. We then have a new challenge: to do better at measuring what we teach and at imparting key competencies.

This is the third State of Academic Affairs report at the University of New Mexico (UNM) and spans two years. These reports are meant to provide our various stakeholders, in one place, a snapshot of the achievements and challenges of the academic enterprise at UNM during the past year, as well as plans for the future. As the chief academic officer, I believe that the more transparent we are with our goals, data, and metrics, the more our stakeholders will be forthcoming with their ideas, feedback, and support in order to address the challenges ahead.

Background & Purpose

The annual report is a requirement established by University Policy A83: Annual Reports. It was approved by the Faculty Senate. It states the following:

"Annual reports ensure accountability and provide a measure of how well and at what cost UNM is fulfilling its mission of teaching, research, patient care, and public service. Annual reports serve as management tools for UNM's leadership, faculty, and staff, by documenting the success of each division in meeting its key goals. They also provide UNM's stakeholders with a snapshot of the achievements and challenges of each division during the past year, as well as plans for the future."

The annual report is required to include a brief description of reporting units, including "information on function, budget, and personnel; major activities for the year; and plans for the future."

The report must also describe how each division of the University contributes to the achievement of UNM's mission. The reports must also be made availble to the University community and the public.

Policy A83 was most recently amended in April 2014. Previously, the annual report required accounting, for each department and each faculty member and graduate student within it, of things such as faculty appointments, degrees, and specializations; faculty sabbaticals, awards, and workshops; titles of graduate student manuscripts; and other information. In the amended policy, it is now left to the discretion of the leaders of the three primary divisions to determine the organization of the report, and to choose the measures used to track achievement of the mission.

Scope

Annual reports are prepared by the Provost and Executive Vice President for Academic Affairs, Chancellor for Health Sciences, and the Executive Vice President for Administration, as described in Policy A83: Annual Reports.

The State of Academic Affairs annual report includes all schools and colleges, academic administration, Enrollment Management, Equity and Inclusion, Extended University, the Global Education Office, the Office of the Vice President for Research, and the Student Affairs Division.

Beginning with next year's annual report, which will cover AY 2014-15, it will also include UNM's four branch campuses, which now report to Academic Affairs: Gallup, Los Alamos, Taos, and Valencia.

Timeframe

The report covers the years 2013 through the beginning of 2015. Given the variety of data included in the report, the exact timeframe will be specified for each table.

Financial data is provided by fiscal year (e.g., FY 2014), which covers July 1, 2013 to June 30, 2014.

The data on student retention, graduation rates, faculty and staff counts, and so on, all take place at different times of the year. Those timeframes will be indicated on each table. If not otherwise specified, the information contained in this report refers to the 2013-14 academic year. All timeframes for the data in this report are available in the appendix on page 308.

Organization

Part I of the State of Academic Affairs report contains the reports of the twelve schools and colleges that report to Academic Affairs. Part II contains reports from Academic Affairs administrative units, including Enrollment Management, Equity and Inclusion, Extended University, the Global Education Office, the Office of the Vice President for Research, and the Student Affairs Division.

Selection of Data

The schools and colleges were provided a large set of data, and given fairly wide latitude in choosing the particular tables for their narrative. During this transitional year, this method provided valuable feedback about the data that is most relevant to each college. In future reports, the set of data will be condensed and more consistent across colleges.

Common Terms

Below is a list of the more common terms used in the following report:

Timeframe

Academic Year - AY 2013-14

Fiscal Year - FY 2014

Colleges and Unit Designations

Colleges and other units may be designated as an abbreviation, (e.g., SoE for School of Engineering), or as the "College" or "School," always referring to the subject of that particular chapter, unless otherwise noted.

Degrees

Written as bachelor's degree, master's degree, or doctorate in general applications, or more formally as bachelor of arts or master of science, or in some applications abbreviated as follows:

Bachelor of Arts - BA

Bachelor of Science - BS

Master of Arts - MA

Master of Fine Arts - MFA

Master of Science - MS

Doctor of Philosophy - PhD

Doctor of Nursing Practice - DNP

Doctor of Pharmacy - PharmD

Doctor of Physical Therapy - DPT

Budgetary Terms

Instruction and General - I&G

Facilities and Administrative - F&A

Student Data Abbreviations

Student Credit Hour(s) - SCH

Full-time Equivalent - FTE

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Part I - Schools & Colleges

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Chapter 1. Anderson School of Management

Message from the Dean

This report reflects outcomes across the research and teaching components of the School's mission. The period reviewed demonstrates positive trends in each of these areas. The Anderson School faculty continue to publish a large number of peer reviewed journal articles and provide significant other intellectual contributions to the academic and practice communities. The overall number of students has increased although there has been some shift in the mix between graduate and undergraduate students. Faculty and students have achieved significant national recognition.

The School regularly assesses and adjusts its activities in response to changes in University requirements, the external environment, and other factors. For instance, the School modified its MBA curriculum to meet accreditation requirements and in response to feedback from internal and external stakeholders. Likewise, as mentioned below, the Anderson School is in the process of updating its strategic plan. These plans will be mindful of the current financial state and potential changes in budget resources. We look forward to assessing areas for improvement and building on the successes documented in this report.
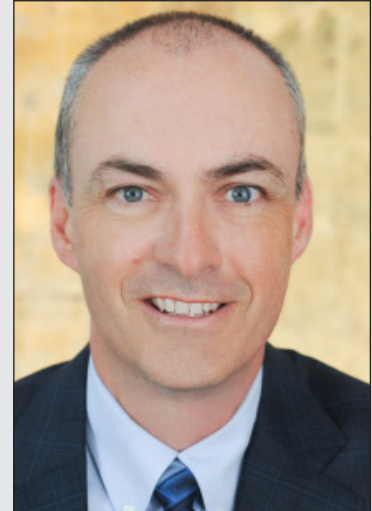
Dean Craig White

1.1 Mission & Vision

We seek to develop and inform business and management leaders through a balance of teaching and scholarship, and to contribute to economic development and the quality of life of our constituents.

Vision

We envision a nationally recognized management school that will build on the University of New Mexico's strategic advantages to provide high quality education, research, and service to enhance the quality of life of our constituents.

Goals

Quality Education: Provide high-quality, value-added management education programs at the undergraduate and graduate levels for students who come primarily from the diverse population of New Mexico.

Careers for Graduates: Enhance the career preparedness of students by expanding quality employment opportunities for Anderson graduates through strong ties with organizational recruiters.

Economic and Professional Development: Promote economic development in New Mexico and continue to provide professional development opportunities for our constituents.

Stakeholder Relationships: Strengthen relationships with and support to internal and external constituents to enhance Anderson's visibility and reputation.

External Accreditation

Association to Advance Collegiate Schools of Business (AACSB)

Last Accreditation: 2010

Next Accreditation: 2016

Academic Program Review

Spring 2014

Program Rankings

The School is proud to have been ranked as a top-ten MBA School for Hispanic students for the past five years and was ranked as the 4th best School in 2014.

1.2 Organization & Facilities

1.2.1 Anderson School of Management Organizational Chart
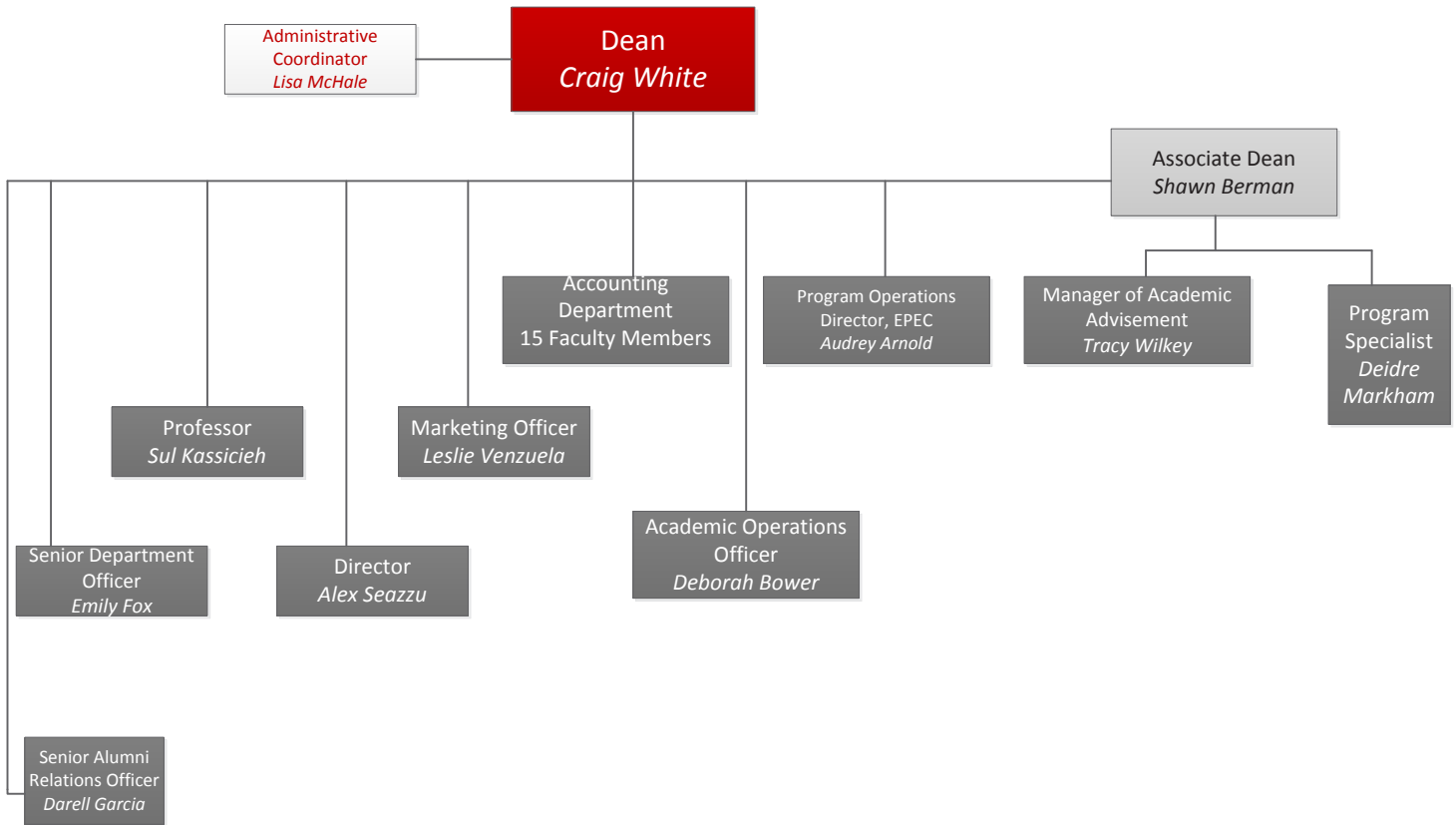
Facilities

The current facilities, which span four separate structures, do not have sufficient square footage for faculty offices or student collaborative study spaces. In fact, the current facilities impede collaboration since there are no student study rooms, no faculty and staff areas in which to collaborate and socialize, and no common area for all constituencies to meet and engage in collaboration and the exchange of information. Having offices in four separate structures is inefficient and does not provide opportunities for collaboration. Additionally, approximately 45 part-time faculty share two offices and approximately 45 graduate assistants share two offices. We have no office space for new hires of full-time faculty. Students, business leaders, faculty recruits, and staff view the current facilities as very dated.

Anderson undergraduate enrollments are currently about 8 percent of overall UNM enrollments, whereas the undergraduate enrollments at NMSU in business are at about 12 percent of overall NMSU undergraduate enrollments. The national average is 12%. We have the smallest undergraduate business enrollments amongst our peer and aspirant schools. Our current facilities do not allow us any room to catch up.

The UNM Academic Program Review conducted in April 2014 provided feedback including: "The Quality of the Facilities is not competitive with comparable schools." The APR exit report also states that the resource constraints limit opportunities to have access to modern classrooms and technology. And the report states that Anderson is far below the norm for available resources relative to its mission.

1.3 Enrollment

1.3.1 Anderson School of Management, Headcount, Student Credit Hours, and Full-Time Equivalent

Headcount by Level

Student Credit Hour by Level
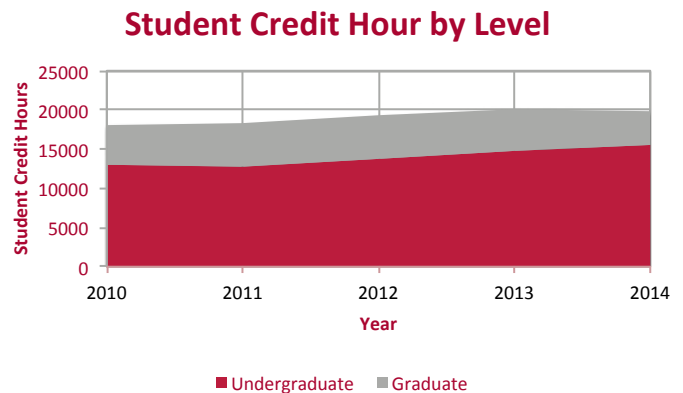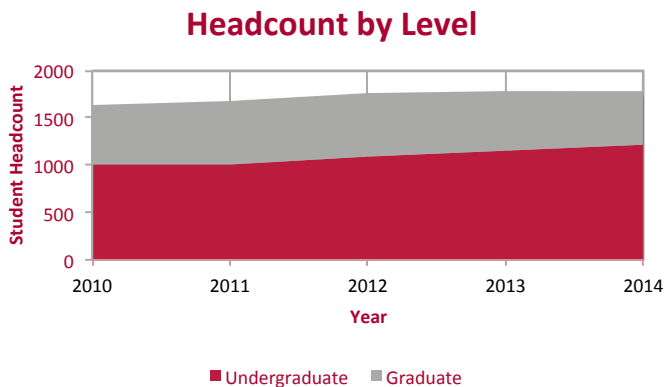
Over the past few years Anderson has experienced a significant increase in undergraduate enrollment (Student Credit Hour and Headcount) and a slight decrease in graduate enrollment. Anderson attributes this decline at the graduate level to several factors, including the implementation of our new MBA (Master of Business Administration) curriculum. The overhaul of our graduate program was necessary to maintain levels of academic rigor and graduate education standards. Indications are strong that enrollment (after this brief period of decline—consistent with other UNM programs) will increase very soon. Anderson has already realized a 22% increase in graduate applications for Fall 2015 and implemented changes to the application process (longer windows, and opportunities for "late admission") in order to further increase our enrollments.

These efforts, combined with our emphasis on the 3-2 program (where top UNM students earn a bachelor's degree outside of the business school and an MBA in a total of 5 years) and the creation of our Master of Science in Information Security and Assurance, as well as a 5-year Bachelors of Business Administration (BBA) and Master of Accountancy (MACCT) program (allowing students to earn a BBA and Master of Accountancy degree while meeting the 150-credit hour requirement for the Certified Public Accountant exam), bode well for coming semesters.

The Anderson School provides education primarily for New Mexico students seeking undergraduate and graduate business education. The graduate program has three different program options: a Master of

Business Administration (MBA) program, which can be completed as a generalist degree or with one or more of 12 concentrations; a Master of Accounting (MACCT) program which has 4 tracks; and a new Master of Science in Information Systems and Assurance (MS ISA) program. A final option are the 3-2 programs that allow students to complete an undergraduate degree and transition directly into a business master's program which they can complete in as little as 5 years (offered for both MBA and MACCT).

The School makes a significant contribution to the success of students from other colleges. At the undergraduate level, 7-15% of credit hours are completed by minor students from other colleges. At the graduate level, 8-12% are complete by dual degree, non-degree, or students from other colleges. These students incorporate business learning into their primary programs which increases lifelong success opportunities in their chosen field.

Anderson has a significant number of minor and undeclared students interested in taking Management courses. For instance, over 900 individual requests for Fall 2014 to enroll in MGT courses were received from declared minors or students in other UNM programs. These students are accommodated if capacity exists in the course they request. Unfortunately, with such a strong demand it is difficult to accommodate all interested students. In sum, there is significant unmet demand for Anderson undergraduate courses.

1.4 Beginning Freshmen

Starting in Fall 2014, Anderson participated in the main UNM campus restructure to academic advising for freshman and sophomore students. These changes have increased the student population for the Anderson School by more than 1,500 freshman and sophomore students. The advisement team has implemented strategic program initiatives to accommodate this distinct population that includes tailored individual and group appointments, comprehensive advisement opportunities, and continuity of information and advisement services for all Anderson students. This is a valued opportunity to engage students early in their education and professional development and get them best prepared for the education and experience they will receive through the Anderson School.

These changes bring opportunities for students to take advantage of group appointments according to their needs to remove holds, plan course schedules, and make progress toward admission to the Anderson School. In tailored information sessions, students will learn about opportunities and expectations for Anderson School curriculum, internships, and career development. In addition, students will benefit from targeted registration information according to specific pre-admission course requirements. These advanced tracking abilities will help identify students that may need additional assistance completing the math, English, and accounting sequence of courses.

Students have eagerly participated in monthly "First Friday" events where pre-business students gain practical advice about course selections, student organizations, peer and professor mentorship options, and opportunities to engage with their professional development. Academic advisors, career development facilitators, and Anderson Ambassadors (student leaders and mentors for the Anderson Career Services and Advisement Office) provide comprehensive advisement for students during these monthly events. Also each semester, pre-business students in the Living Learning Community in Hokona Hall are invited for tailored advisement from this team.

1.5 Faculty & Staff

1.5.1 Anderson School of Management, Faculty & Staff
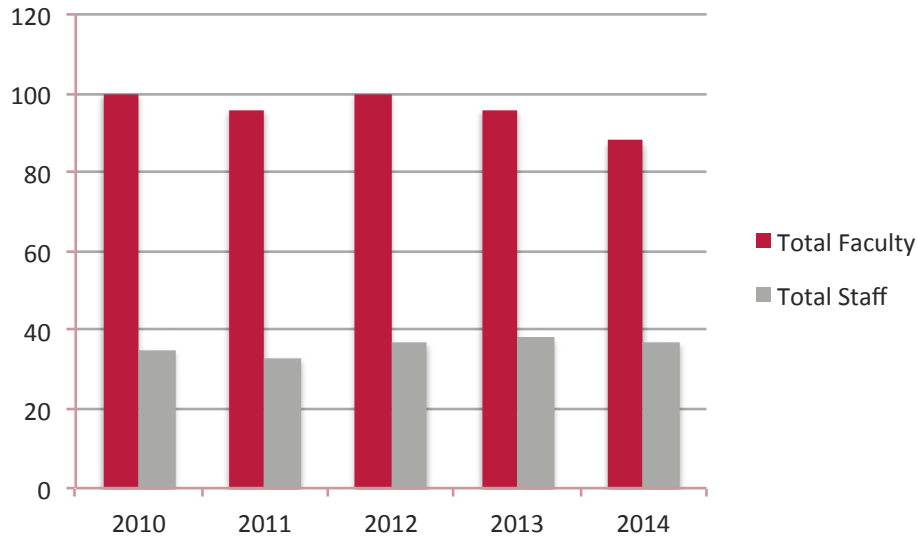
Since 2002, the size of Anderson's Full-Time faculty (Tenure, Tenure-Track, and Lecturers) and staff has remained fairly stable, yet our enrollments have grown (over that entire window) dramatically. Over the same period of time, Anderson has also experienced an almost 100% increase in average number of publications (average of 44 from 2002-2004; average of 83 from 2011-2014). Support staff and faculty are spread very thin over a large number of responsibilities and students. Over the past several years, a heavy reliance on adjunct instructors has provided capacity to accommodate students; however, these instructors require higher levels of administrative support and close supervision for quality control. Compared to other schools of comparable size, Anderson has very few faculty administrators (just one dean and one associate dean), support staff and full-time faculty. It will be imperative to address the lack of growth in these positions relative to SCH generation in order to maintain our high quality educational environment.

1.6 Budget

1.6.1 Anderson School of Management, Budget, Fiscal Year 2013 to 2014, Actuals Net Change by Fund

ASM FY13 to FY14 Actuals Net Change by Fund

	I&G	Research	Public Service	Student /Social Cultural	Student Aid	Other	Total
Revenue	(119,556)	37,473	(15,291)	-	100,530	-	3,156
Expenses	153,344	16,879	169,533	-	78,015	-	417,771
Net	(272,900)	20,594	(184,824)	-	22,514	-	(414,615)

The net changes in financial results from FY 2013 to FY 2014 were driven by two primary factors. First, a shift in the enrollment mix between undergraduate and graduate head count decreased overall revenues. The increase in undergraduate enrollments was not enough to compensate for the decrease in graduate enrollments. This outcome is exacerbated given the higher differential tuition amount charged to graduate students. The second primary factor in the change is the increase in overall faculty compensation due to a base compensation increase during the year. The net effect of these changes accounts for the majority of the $414,615 decrease in the difference between revenues and expenses.

1.6 Budget

1.6.2 Anderson School of Management, Fiscal Year 2014 Actuals

	I&G	Research	Public Service	Student /Social Cultural	Student Aid	Other	Total
Revenue	12,893,414	111,505	1,846,143	-	2,339,176	-	17,190,238
Expenses	12,809,511	23,703	1,323,440	-	683,232	-	14,839,886
Net	83,904	87,802	522,703	-	1,655,944	-	2,350,352

1.6.3 Anderson School of Management, Fiscal Year 2013 Actuals

	I&G	Research	Public Service	Student /Social Cultural	Student Aid	Other	Total
Revenue	13,012,970	74,032	1,861,434	-	2,238,646	-	17,187,082
Expenses	12,656,167	6,824	1,153,907	-	605,216	-	14,422,114
Net	356,803	67,208	707,527	-	1,633,430	-	2,764,967

The amounts in the above table include spending derived from endowed funds. The Anderson School's endowment funds (the principal amounts) are not available for current expenditures (i.e., they are not "reserves"). The amount available for expenditure derived from the endowments is a function of market results calculated through the UNM Foundation's formula.

1.7 Major Activities

Student success

- 2014 Fall Business & Accounting Job and Internship Fair promoted a total of 73 different organizations recruiting students with business degrees, and over 400 students participated;

- Anderson Ambassador Program expanded to 30 dedicated students that provide outreach opportunities for pre-business and current Anderson students to engage in professional development workshops, events, and advisement opportunities;

- Continued support of UNM branch campus Anderson students with face-to-face visits each semester for advisement, ambassador visits to the branch and reserved seats in online courses for distance learning students;

- Over 90% of students report that they are "satisfied" or "very satisfied" with services from staff at the Anderson Advisement and Career Services based on student surveys collected;

- Enrollment in Anderson 3-2 program increases by over 100% in Fall 2014;

- The Integrated BBA/MACCT program is launched in Fall 2014 allowing students to accelerate studies into the Master of Accountancy program and meet the minimum 150 credit hours to take the CPA exam.

Curriculum (new programs, interdisciplinary efforts)

- The School launched the MS ISA (Master of Science in Information Systems and Assurance) program in Fall 2014;

- Full revision of the MBA program to address AACSB feedback and align with peer and aspirant schools, implemented Fall 2014.

Faculty Achievements

- Kathryn Jacobson received the Greif Research Impact Award for most impactful article in entrepreneurship over the past six years;

- O.C. Ferrell received Marketing Educator Award from the Academy of Marketing Science. Linda Ferrell selected as President of the Academy of Marketing Science;

- Richard Brody was selected along with other recipients to receive the Award for Excellence in Research by the Franklin Publishing Company;

- Nick Flor selected to participate in Microsoft's expanded Kinect for Windows V.2. developers program.

Student Achievements

- Anderson students win UNM contest to develop a Windows Mobile Application;

- Anderson students win top honors for the second year in a row at the Small Business Institute's Case of the Year Competition;

- Anderson DECA students win 1st place in International Career Development Conference;

- Anderson students win Pitch Fiesta hosted by Startup New Mexico;

- Anderson students top schools from across the US to win the Business Strategy Game Global Competition.

1.8 Freshman Retention

1.8.1 Anderson School of Management, Freshman Retention Fall 2012 to Fall 2013
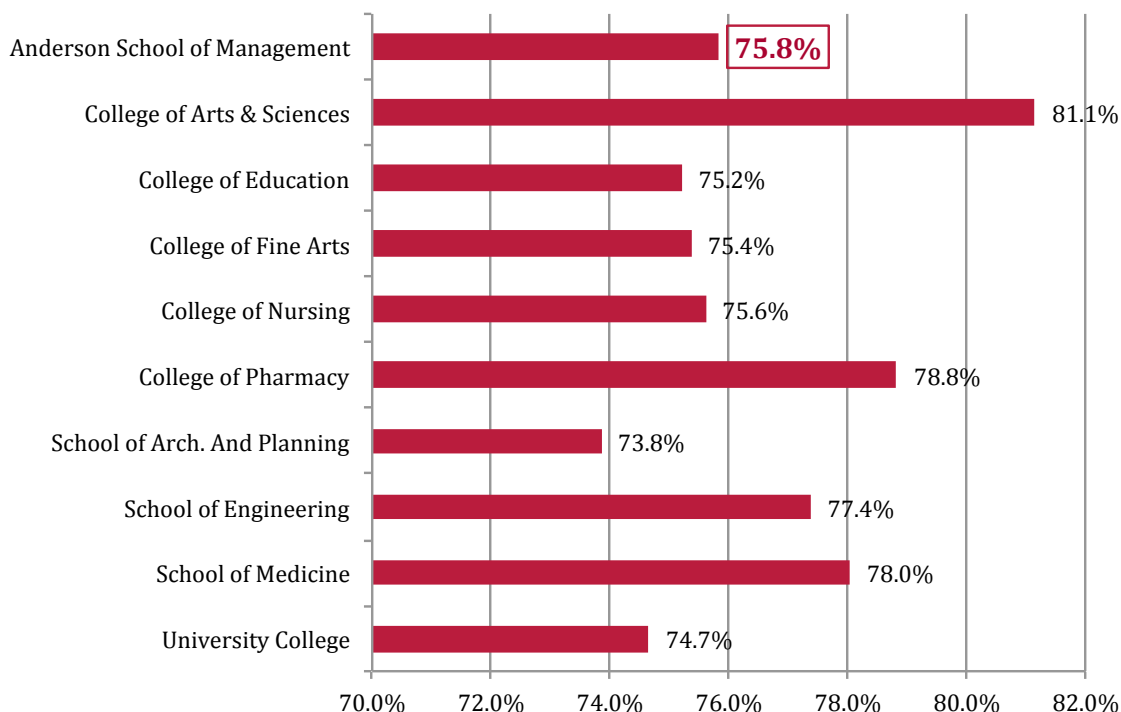
The Anderson School advisement office actively participates in campaigns designed to promote student progress, retention, and graduation. With the acquisition of more than 1,500 freshman and sophomore students in Fall 2014, this has expanded opportunities to make a greater impact on the student population most at-risk for withdrawing from the University. The advisement team has identified recurring questions and concerns among this population and have coordinated targeted advisement sessions that identify with common student needs.

Freshman and sophomore students seeking assistance with course planning and progression to admission receive semester advisement based upon courses completed and remaining courses for admission. Students interested in changing their major either to business or to a different major receive specific information about transitioning to a new college and course requirements with attention to individual skills,

interests, and long-term goals. Group appointments for transfer students provide specific information about course equivalencies, progress to admission, and details about resources available at UNM. Students that are on probation and suspension are required to meet with an academic advisor to discuss explicit options for improvements and continuation at UNM that further support individual progress and retention at the university.

The Anderson School advisement office also connects with at-risk students as identified by the early alert system in Loboachieve. As faculty members document concerns about student grades, participation in class, and attendance, the advisement office coordinates follow-up with students to learn more about their unique situation and offer strategic options for improving performance in class and their overall experience at UNM.

1.9 Degrees & Graduation - Undergraduate

1.9.1 Anderson School of Management, Degree Totals for First Majors

Legend:
- ■ Accounting
- ■ General
- ■ Human Resource Mgmt.
- ■ Organizational Leadership
- ■ Entrepreneurship
- ■ Finance
- ■ International Management
- ■ International Management in Latin America
- ■ Interdisciplinary Film and Digital Media
- ■ Marketing
- ■ Management of Inform Systems
- ■ Operations

Fall 2010

Accounting 21.35%, General 7.50%, Human Resource Mgmt. 5.10%, Organizational Leadership 14.20%, Entrepreneurship 0.40%, Finance 14.20%, International Management 2.40%, International Management in Latin America 0.80%, Marketing 19.45%, Management of Inform Systems 5.50%, Operations 9.10%

Fall 2011

Accounting 23.10%, General 5.40%, Human Resource Mgmt. 9%, Organizational Leadership 9.45%, Entrepreneurship 3.20%, Finance 11.75%, International Management 5.40%, 0.50%, 0.50%, Marketing 20.40%, Management of Inform Systems 5%, Operations 6.30%

Fall 2012

Accounting 25.60%, General 13.10%, Human Resource Mgmt. 10.10%, Organizational Leadership 3%, Entrepreneurship 5.50%, Finance 10.60%, International Management 5%, 0.50%, Marketing 11.60%, Management of Inform Systems 9%, Operations 6%

Fall 2013

Accounting 25.80%, General 13.30%, Human Resource Mgmt. 9.80%, Organizational Leadership 3.60%, Entrepreneurship 7.10%, Finance 9.80%, International Management 5.80%, 0.40%, Marketing 13.80%, Management of Inform Systems 6.20%, Operations 4.40%

At the undergraduate level, Anderson offers 12 concentration options to students. Students are encouraged to meet with Anderson's career advisement representatives early in their academic career to assist with selection of the appropriate concentration for their career goals. This also allows them to target internship opportunities that will enhance their academic endeavors with real-world work experience in their chosen field. Students have the option to pursue more than one concentration or to change concentrations as they proceed in their program which provides them a high degree of flexibility in meeting their career goals. The data provided outlines the number of degrees awarded for the academic year, and for each Fall semester indicates the concentrations in which students received their degrees.

At the undergraduate level, students are admitted to Anderson in their junior year. With the transition to advisement beginning at the college as soon as students declare their intended major is business, the School will be focused on ensuring they have a clear understanding of the requirements for admission to the School. A significant number of students are "admitted" as freshman to the business program, but they do not meet the requirements to be officially admitted to Anderson as juniors or they change their degree plan. While graduate rates for first-time freshman are comparable to other units at UNM, once students meet the requirements to enter Anderson, their graduation rates are exemplary (above 80%).

1.9 Degrees & Graduation - Graduate

1.9.2 Anderson School of Management, Graduate Degrees Awarded
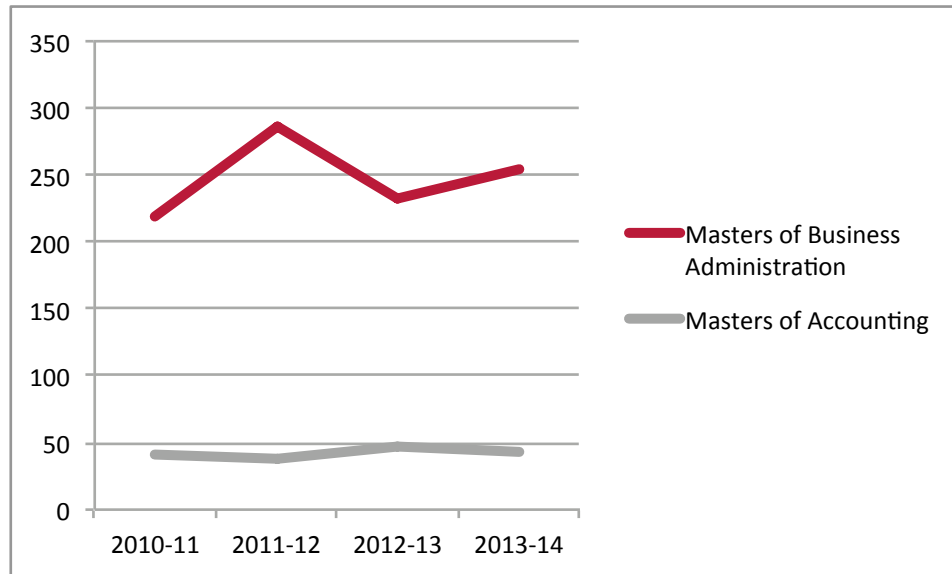
Degrees by First Major and College		Award Year			
		10-11	11-12	12-13	13-14
Business Administration	Masters Degree	219	287	232	254
MACCT	Masters Degree	42	38	47	43

At the graduate level, Anderson offers 13 concentrations to students completing an MBA degree. The Master of Accounting program has 4 tracks students can pursue. As with the BBA program, students have a high degree of flexibility and opportunity to configure a degree that meets their career goals and objectives. The recently initiated Master of Science in Information Systems and Assurance which began in Fall 2014 supports business students pursuing careers in highly technical fields.

Graduation information about the degree is not yet available but many of the students that have pursued degrees in the Information Assurance of Management of Information Systems concentrations will be transitioning to or entering this new program.

At the graduate level, the overall trends show an increase in the total graduation rates after two years, and generally more students are graduating within two years.

1.10 Research

1.10.1 Anderson School of Management, Research Generated

Research	2011/2012	2012/2013	2013/2014
Peer-reviewed Articles	85	82	83
Books	9	3	3
Book Chapters	8	10	7
Peer-reviewed Proceedings	38	28	20
Peer-reviewed Presentations	78	88	48
Faculty Workshops	63	68	58
Non-Peer-Reviewed Articles	10	3	2
Non-Peer-Reviewed Presentations	21	25	39

Goals:

- Knowledge Advancement: Advance the knowledge and practice of management through scholarly activities.

- Vibrant Intellectual Atmosphere: Foster a vibrant climate of academic excellence that actively engages all elements of the Anderson community.

From 2011-2014, Dr. Gerald Albaum has continued to host workshops where both Anderson faculty and faculty from other institutions present their work. During this period, 28 speakers have given presentations which are open to all interested faculty, staff, and community members.

Anderson faculty regularly present information related to their research at various community organizations and businesses which is not captured in the above table and is too numerous to mention. As a community partner, we aim to bring evidence based management research to the regional business practitioner community as well as inform the academic community.

1.11 Future Plans

The School will be focused on the reaccreditation process by the Association to Advance Collegiate Schools of Business (AACSB).

The School expects to break ground on a new building in 2016.

The School is developing and will begin a specialized MBA program for Educational Leaders in cooperation with the Woodrow Wilson Foundation in Fall 2015.

The School will continue to build partnerships with other programs on campus to realize the potential of the 3-2 program (and create employable graduates of the University).

The School will complete its in-depth mission, vision, values and strategic planning update; we have based our efforts around aligning more closely with UNM2020 goals and objectives, outlining Anderson-relevant goals in each of the seven key areas.

Chapter 2. School of Architecture + Planning

Message from the Dean

The School of Architecture and Planning (SA+P) offers the only accredited professional degrees in architecture, landscape architecture, and planning in the state of New Mexico. SA+P also offers graduate certificate programs in Urban and Regional Design, and Historic Preservation and Regionalism, as well as Bachelor of Arts in Architecture and Bachelor of Arts in Environmental Planning and Design degrees.

The Dean and Administrative Team developed a Strategic Framework. Faculty, staff and students were then asked to contribute ideas. Through this collaborative process the following overarching goals were identified: 1) sustain a vital academic climate for students, faculty and staff; 2) pursue research and generate knowledge to create areas of marked distinction; 3) provide leadership and assistance in our community directed toward the public good; 4) maintain diversity in our students, faculty and staff; 5) grow robust resources for teaching, learning and staff support. This academic roadmap then led administrators and faculty to identify four thematic areas of emphasis for the School's scholarship and research: 1) Indigenous Design and Planning; 2) Design and Planning in Arid Lands; 3) Health and Health Equity in Design and Planning; 4) Innovation through Visualization, Fabrication and Data Analysis. These four areas of emphasis are the armature of the School's most recent initiatives and successful endeavors related to community engagement, the hallmark of the School of Architecture and Planning. The School's outreach efforts include:

Dean Geraldine Forbes Isais

Founded in 1969 the Design and Planning Assistance Center (DPAC) is the second oldest center of its kind in the U.S. Recent projects include the transformation of Santa Rosa's courthouse square and support for the Taos arts and cultural district.

For over thirty years The Resource Center for Raza Planning (RCRP) has provided focused support for Hispanic communities from pre-colonial farming communities to informal border settlements. Recently RCRP held an indo-hispano planning and design field school in Northern New Mexico.

Created in 2011, the Indigenous Design and Planning Institute (iD+Pi) works with native communities such as the Zuni Pueblo where iD+Pi helped establish the first Native American Main Street program in the U.S.

ABQ UNM CityLab is a partnership between the City of Albuquerque and SA+P. As a creative venue in downtown Albuquerque, it provides a unique opportunity for students to work with City officials and residents on issues around Albuquerque's growth and revitalization.

SA+P also hosts the Jeff Harner Award that honors contemporary architecture in New Mexico, and provides public lectures and gallery exhibits. It is an essential part of SA+P ethos that students and faculty serve on community boards, and work with professionals, non-profits, civil society organizations, and communities in a myriad of ways.

2.1 Mission & Vision

School

To provide an excellent educational experience that is enabling and inspired by a solid base of scholarship, research and professional practice. The underlying academic philosophy of the School is keyed to three primary objectives: to elevate the aesthetic, ethical and theoretical foundations of our professions; to understand the significance of ecological and social conditions in planning and design decisions; and to be

responsive to the culture and history of New Mexico and the region. The faculty of the School is committed to increasing public awareness of the importance of the natural and built environment and the relationship of design to societal needs and aspirations.

Architecture

As approved by the Architecture faculty in 2007, the mission of the architecture program is "to critically investigate the architectural systems and social forces that define sustainable built environments both locally and globally, while honoring cultural identities through teaching, research and practice." The architecture program objectives align in various ways with the UNM 2020 Strategic Plan. This is best seen in the Teaching & Learning and the Discovery & Innovation categories. Our studio-based pedagogy emphasizes design innovation that is carefully balanced with professional competencies. An emphasis on innovation and excellence in teaching is found in our professional Master of Architecture program, as well as the Bachelor of Arts in Architecture, a pre-professional undergraduate degree. The post-professional Master of Science in Architecture degree has two new tracks: Computational Ecologies and Community Health & the Built Environment. Architecture is an inherently interdisciplinary academic unit. Our faculty members are pursuing innovative research and creative work in visualization, parametric modeling, fabrication, sustainability, offsite construction and other forms of scholarship more aligned with the humanities or engineering. We have architects and designers on the faculty along with people with a variety of other backgrounds including engineering, history, art, the humanities and social sciences. These strengths allow us to create strategic partnerships across campus and with various organizations in the broader community.

Community and Regional Planning

The mission of the Community and Regional Planning (CRP) program is to plan and advocate with communities in the Southwest for their sustainable futures by delivering professional education, providing service, and engaging in useful research. The Program's purpose is to provide future planners and professionals with the knowledge and skills necessary to support planning that is responsive to people and place. Students of the CRP Program work with communities, including their own, to create community-based plans, programs and policies that sustain and enhance their culture, resource base, built environment and economic vitality.

External Accreditation

Architecture:

The Master of Architecture (MArch) degree is fully accredited by the National Architectural Accrediting Board (NAAB). During the 2012 visit, the accreditation was extended for a full six-year term, ending in 2018. The pre-professional undergraduate degree, the Bachelor of Arts in Architecture, and the post-professional graduate degree, the Master of Science in Architecture are not accredited degrees.

Community and Regional Planning:

The Master of Community and Regional Planning received re-accreditation in November 2014 from the national Planning Accreditation Board.

Landscape Architecture:

The Landscape Architecture Program's first professional Master of Landscape Architecture degree was awarded a full accreditation by the Landscape Architectural Accrediting Board (LAAB) in 2009, and will have an accreditation review in the Spring of 2016.

Landscape Architecture

The Master of Landscape Architecture degree program at the University of New Mexico is committed to providing a strong and comprehensive graduate education designed to prepare graduates to enter the profession of landscape architecture as private, public or academic practitioners; and, to promote research and inquiry that contributes to knowledge in the discipline. The core educational mission of the Program is the investigation of principles and theories of landscape architecture, their application as tools for critical thinking and their synthesis in design thinking, both as they apply to issues of the Southwest and in a larger world context of social, cultural, environmental and evolutionary influences on the landscape.

2.2 Organization & Facilities

2.2.1 School of Architecture + Planning, Organizational Chart updated January, 2014

Dean
School of Architecture +
Planning
Geraldine Forbes Isais

- Associate Dean Research
- Associate Dean Outreach & Public Engagement

Academic Programs
- Architecture Program Director
- Community & Regional Planning Director
- Landscape Architecture Program Director
- Historic Preservation & Regionalism Graduate Certificate Director
- Urban & Regional Design Graduate Certificate Director

Academic Program Staff
- Administrative Assistant II ArchitectureI
- Administrative Assistant III Community & Regional Planning
- Administrative Assistant III Landscape Architecture
- Administrative Assistant I

Advisement
- Sr. Academic Advisor
- Sr. Academic Advisor

Administration
- Academic Operations Officer
- Administrative Coordinator

Development
- Development Director

Finance
- Accountant 2

Computing + Fabrication Labs
- Fabrications Lab Director
- Fabrications Lab Manager
- Sr. Lan Administrator
- User Support 3

Research Centers & Institutes
- iD+Pi
- iD+Pi Program Manager
- iD+Pi Research Assistant Staff
- RCRP
- DPAC
- City Lab

Facilities

The design program for Pearl Hall was developed 8 years prior to construction. The School occupied the building along with the Fine Arts and Design Library in January 2008. The School is now at capacity in the studio areas and there is no available space for expansion.

Highlight

The Fabrication Lab was expanded to accommodate the Lab's new welding area and to provide protection from weather elements for students and equipment.

Challenges

Space is needed for (1) spray booth/area, (2) student lounge, and (3) new visualization lab. Due to an increase in bicycle thefts near Pearl Hall, the School of Architecture and Planning formed a bike committee.

2.3 Enrollment

2.3.1 School of Architecture + Planning, Headcount and Student Credit Hours by Level

Headcount by Level

Student Credit Hour by Level
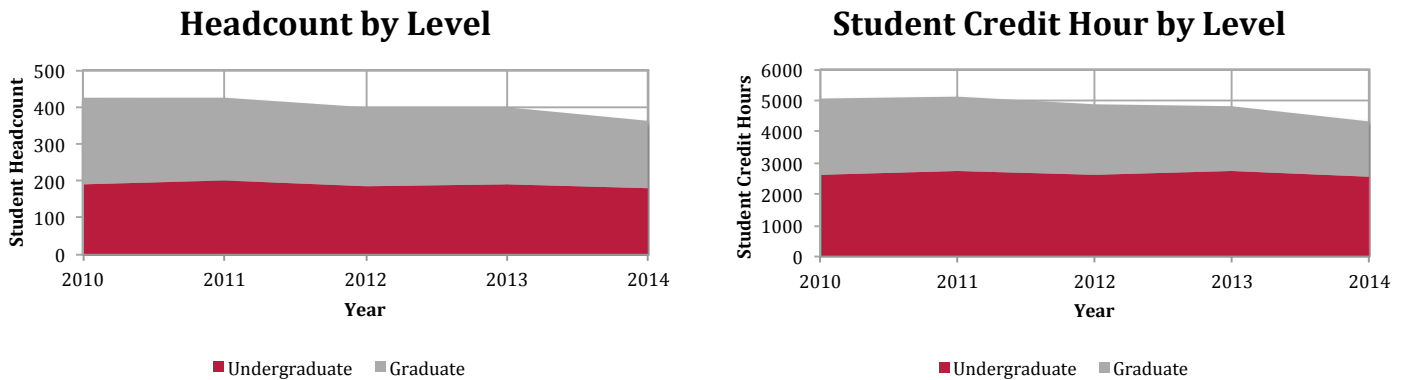
2.3.2 School of Architecture + Planning, Undergraduate and Graduate Enrollment

	Spring 2014	Fall 2014	% Change
Undergraduate			
B.A. Architecture	130	140	7.7%
B.A. Environmental Planning & Design	55	60	9.1%
Graduate			
M.A. Architecture	81	72	-11.1%
M.A. Community & Regional Planning*	93	88	-5.4%
M.A. Landscape Architecture	41	33	-19.5%

Includes students in thesis or professional projects for two or more semesters.

School

During the Great Recession starting in 2008 the entire development and housing industry, including the disciplines of Architecture and Landscape Architecture, experienced drastic layoffs and downsizing which impacted student enrollments in both positive and negative ways. Beginning in AY 2009-2010, Architecture and Landscape Architecture academic programs nationwide began experiencing both application and enrollment declines. The UNM SA•P followed national trends in this regard with enrollments declining to the lowest levels in AY 2013-2014 after experiencing peak enrollments just as the recession started. While enrollments have followed national trends, the programs have fared equally or slightly better than regional peer institutions in terms of overall application and enrollment declines.

The US Bureau of Labor Statistics forecasts for job growth across SA•P disciplines for 2012-2022 are: Architecture +17%, Landscape Architecture +14%, and Urban and Regional Planning +10%. These

forecasts are positive and indicate need for enrollment growth to meet demand. Per the SA•P Enrollment Plan submitted in AY 2013-2014, the SA•P disciplines are striving to return to pre-recession enrollment numbers, which meet accrediting standards for faculty-to-student ratios and approach facility capacity by the AY 2016-2017.

Data for Bachelor of Arts in Architecture (BAA)

There has been a minor decrease in BAA headcount over the last five years. The Fall 2010 headcount was 144, increased to 148 in 2011, 135 in 2012 and 142 in 2013. For the Fall of 2014, the total is 140.

Bachelor of Arts in Architecture (BAA)

As described above, graduate and undergraduate architecture programs around the country have seen a substantial decline in applications since the start of the economic downturn in 2008. UNM has seen the same

2.3 Enrollment

2.3.3 School of Architecture + Planning, Master of Architecture and Master of Science in Architecture

Cohort	Total # in cohort	Left the Program	Graduated in 2 Years	Graduated in 3 Years	Graduated in 4 Years	Making Progress
			2011	2012	2013	2014+
F09 2 year MARCH Curriculum	23	1	21		n/a	1
F09 3.5 year MARCH Curriculum	9	0		9	n/a	n/a
F09 1.5 year MS Curriculum	1	1	n/a	n/a	n/a	n/a

Cohort	Total # in cohort	Left the Program	Graduated in 2 Years	Graduated in 3 Years	Graduated in 4 Years	Making Progress
			2012	2013	2014	2015+
F10 2 year MARCH Curriculum	23	3	16	4	n/a	n/a
F10 3.5 year MARCH Curriculum	8	3		4	1	n/a
F10 1.5 year MS Curriculum	1	0	0	0	1	n/a

Cohort	Total # in cohort	Left the Program	Graduated in 2 Years	Graduated in 3 Years	Graduated in 4 Years	Making Progress
			2013	2014	2015	2016+
F11 2 year MARCH Curriculum	17	0	12	5	n/a	n/a
F11 3.5 year MARCH Curriculum	14	3		6	?	5
F11 1.5 year MS Curriculum	1	0	0	0	n/a	1

Cohort	Total # in cohort	Left the Program	Graduated in 2 Years	Graduated in 3 Years	Graduated in 4 Years	Making Progress
			2014	2015	2016	2017+
F12 2 year MARCH Curriculum	20	1	15	?	?	4
F12 3.5 year MARCH Curriculum	8	1	1 (advanced standing)	?	?	6
F12 1.5 year MS Curriculum	1	0	1	n/a	n/a	n/a

Cohort	Total # in cohort	Left the Program	Graduated in 2 Years	Graduated in 3 Years	Graduated in 4 Years	Making Progress
			2015	2016	2017	2018+
F13 2 year MARCH Curriculum	19	1				18
F13 3.5 year MARCH Curriculum	8	2				6
F13 1.5 year MS Curriculum	0	0				n/a

Cohort	Total # in cohort	Left the Program	Graduated in 2 Years	Graduated in 3 Years	Graduated in 4 Years	Making Progress
			2016	2017	2018	2019+
F14 2 year MARCH Curriculum	17	0				17
SU14 3.5 year MARCH Curriculum	6	0				6
F14 1.5 year MS Curriculum	2	0				2

2.3 Enrollment

2.3.4 School of Architecture + Planning, Bachelor of Arts in Environmental Planning & Design

Cohort	Total # in cohort	Left the Program or graduated with different major	Graduated in 4 Years	Graduated in 5 Years	Graduated in 6 Years	Total Graduates within 6 years
AY 2006-2007	13	na*	1	5	na*	10
AY 2007-2008	17	na	1	6	na	11
AY 2008-2009	17	na	0	5	na	11
AY 2009-2010**						

Data were not available from the Office of Institutional Analytics

**Data were not available from the Office of Institutional Analytics because they track and calculate only 6-year graduation rates.*

trend. Prior to the downturn, there were approximately 56-60 students in a graduating class. This remains our target because it maximizes the faculty assignments and utilizes the studio space most effectively. More recently enrollment has been between 42 and 46 students in each graduating class, not including international students participating in a one-semester study abroad experience with us. This means we run three design studios for each cohort each semester, and ideally, we would have four design studios. We are redoubling our recruiting efforts to return the BAA to a fully enrolled program. We intend to coordinate more closely with the university admissions office on these efforts as well.

Master of Architecture (MArch)

The decline in applications for the MArch program has been similar to the BAA. There were 32 entering the MArch program in 2009, and 23 in 2014. Similar to the BAA, we are focusing on our recruiting efforts to return the M.Arch. to a fully enrolled program. Our target is a minimum of 24 students in a graduating class, with a maximum of 28-30. If we find our applications significantly increase, we will add another 12-15

students to the cohort, for a total of 40 to 45. Our primary constraint is a preferred maximum of 14-15 students in a design studio–a standard that ensures our students get the personal attention they require. This aligns with MArch programs around the country. Students enter our curriculum through a two-year or a three-year track, depending on their undergraduate degree. Those tracks merge in the spring of the second year for the three-year students, which is why the most efficient enrollment in both tracks and overall should be in tiers of 12-15 students.

Master of Science in Architecture (MSArch)

The MSArch, a non-accredited degree, has been restructured to more closely align with the research agendas of the faculty. During the 2013-14 academic year, a small group of architecture faculty assessed the MSArch, and created two new concentrations within the degree: Computational Ecologies and Community Health & the Built Environment. Prior to this change, we enrolled one or two students a year in the program. We hope to see an increase in enrollment in the program to a minimum of six to eight students within five years.

2.3 Enrollment

2.3.5 School of Architecture + Planning, Master of Community & Regional Planning

Cohort	Total # in cohort	Left the Program	Graduated in 2 Years	Graduated in 3 Years	Graduated in 4 Years	Making Progress
			2011	2012	2013	2014+
F09 MCRP Curriculum for students	30	6	5	3	4	1 has graduated, 11 still progressing
F10 MCRP Curriculum for students	21	3	4	4	4	6
F11 MCRP Curriculum for students	21	2	6	7		6*
F12 MCRP Curriculum for students	21	0	10			11*
F13 MCRP Curriculum for students	25	4				
F14 MCRP Curriculum for students	21	0				

Master of Landscape Architecture (MLA):

Lack of employment opportunities and layoffs spurred increases in 2-Year MLA curriculum students seeking a post-professional MLA or first professional MLA for students with undergraduate architecture or related degrees. Entering 2-Year MLA Program enrollments in the Fall of 2011, 2012 and 2013 were double pre-recession totals with numbers returning to pre-recession enrollment averages in the entering Fall 2014 cohort. Proportionately pre-recession first professional MLA 3-Year curriculum enrollment declines in 2011, 2012 and 2013 have started to rebound with the entering Fall 2014 cohort. It is anticipated given national trends that the first professional MLA 3-Year Program and 2-Year Program enrollments will fully stabilize to long-term averages by the entering cohorts of Fall 2016.

2.4 Overview - Beginning Freshmen

2.4.1 School of Architecture + Planning, Headcount, New Beginning Freshmen Headcount
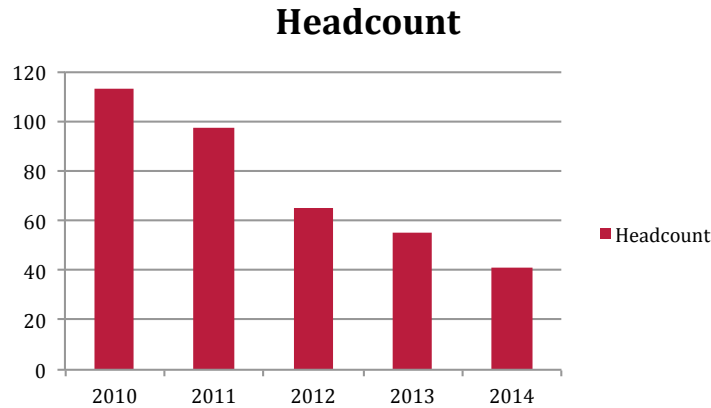
Headcount

Fall Semesters	2010	2011	2012	2013	2014	1 Year Chg	5 Year Chg
Headcount	113	97	65	55	41	-25.45%	-63.72%

2.4.2 School of Architecture + Planning, Enrollment in Lower Division Courses, Bachelor of Arts in Environmental Planning & Design

Year	2009	2010	2011	2012	2013	2014
CRP 165	49	66	81	79	80	80
CRP 181	57	81	88	91	86	89
CRP 265	22	26	33	30	31	32

Bachelor of Arts in Architecture (BAA):

Architecture students are not admitted to the Program until sophomore year, which may skew the data. We are considering the option of admitting them as freshman, which should improve enrollment.

Bachelor of Arts in Environmental Planning and Design (BAEPD):

The BAEPD admits students in their sophomore or junior year, and so does not have data on beginning freshmen. That said, the program seeks to admit between 8 and 12 students per semester, and has been

on track for the last 6 years. Average time to graduation is between 1 and 3 years. The enrollment in the BAEPD lower division classes are shown in table above.

Landscape Architecture:

While the LA program does not currently offer an undergraduate degree, the program will pursue redevelopment of an undergraduate option leading to a first professional MLA degree via the existing Bachelor of Arts in Environmental Planning and Design 4-year degree currently offered in the School.

2.5 Faculty & Staff

2.5.1 School of Architecture + Planning, Faculty and Staff
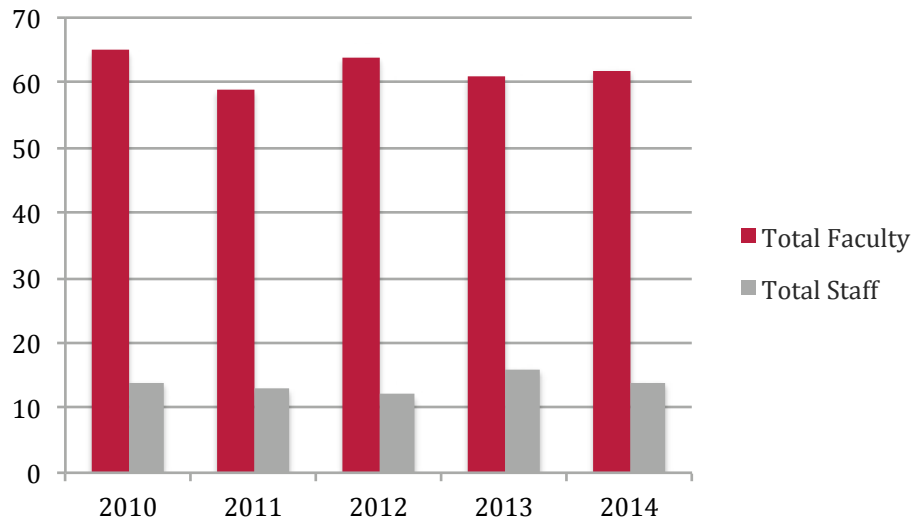
2.5.2 School of Architecture + Planning, Faculty by Program

Program	Professor	Associate Professor	Assistant Professor	Non-Tenure Track	Total
Architecture	6	5	4	2	17
Community & Regional Planning	4	1	3		8
Landscape Architecture	2	1	2	1	6
Total					31

Faculty in the School of Architecture + Planning

In 2014 the School had 33 continuing tenured or tenure-track faculty and approximately 28 Temporary Faculty (11 ARCH, 10 CRP, 5 LA, and 2 HPR). Approximately 33% of tenure and tenure-track faculty are female. Approximately 18.52% of tenure and tenure-track faculty are Hispanic, 7% African-American, 7% Asian, and 7% American Indian.

Staff in the School of Architecture + Planning

The School has 15 staff. Eight staff salaries are funded on I&G monies, 3 on Differential Tuition, 3 on endowment and research contract/grant indices, and 1 is funded by the UNM Foundation. Approximately 84% of staff are female. Approximately 30% of staff are Hispanic, 23% American Indian, and 7% Asian.

2.6 Budget

2.6.1 School of Architecture + Planning, Actuals Net Change by Fund

SAP FY13 to FY14 Actuals Net Change by Fund
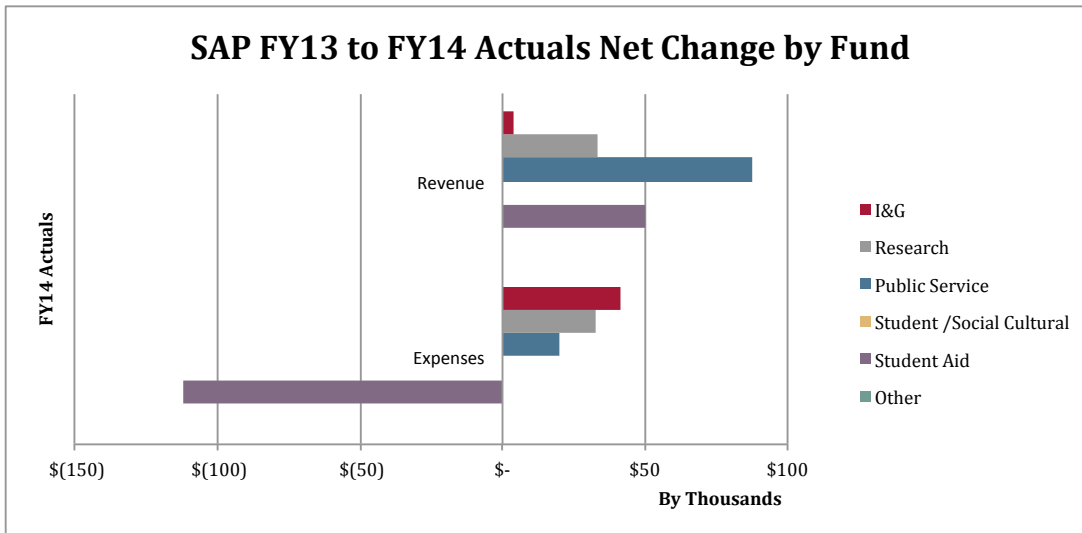
	I&G	Research	Public Service	Student /Social Cultural	Student Aid	Other	Total
Revenue	3,552	33,394	87,753	-	49,971	-	174,670
Expenses	41,690	32,840	19,862	-	(112,192)	-	(17,799)
Net	(38,138)	555	67,891	-	162,163	-	192,470
FY14 Actuals							
	I&G	Research	Public Service	Student /Social Cultural	Student Aid	Other	Total
Revenue	4,285,135	212,971	706,552	-	950,142	-	6,154,800
Expenses	4,130,285	74,132	192,668	-	171,873	-	4,568,958
Net	154,850	138,839	513,884	-	778,268	-	1,585,842
FY13 Actuals							
	I&G	Research	Public Service	Student /Social Cultural	Student Aid	Other	Total
Revenue	4,281,583	179,577	618,799	-	900,171	-	5,980,129
Expenses	4,088,594	41,293	172,805	-	284,065	-	4,586,757
Net	192,989	138,284	445,994	-	616,106	-	1,393,372

The School of Architecture and Planning has seen very little change over the last fiscal year, primarily because its funding sources consist principally of I&G funding, which fluctuates little from year to year.

Within the past fiscal year we have experienced a cutback in our Instruction and General (I&G) budget, forcing us to become more conservative in our spending. When considering our revenue sources, the only other source of revenue that is increasing is the school's research funding. While we generate Facilities and Administrative (F&A) funds from research contracts and grants, the market for research in architecture is minimal within the profession. Public Service and Student Aid are our other sources of revenue which have increased slightly due to donations and other various projects, however these monies are very specific in nature and are not for discretionary use within the school.

2.7 Major Activities

School

- Organized and hosted Mid-Continental Deans of Schools of Architecture conference;

- Co-hosted Deans of Americas Conference in Antigua, Guatemala;

- Conceptualized inter-discplinary PhD program with a concentration in Architecture in collaboration with the College of Fine Arts, School of Engineering, and the College of Arts and Sciences;

- Day-long symposium on "The Future of the City";

- Produced a video to chronicle the 45-year history and community interaction of the Design and Planning Assistance Center (DPAC).

Architecture

The 2013-14 academic year was a busy one for the architecture program. A few examples include:

- Two searches were completed in the Spring 2014. One search was for a new Assistant Professor of Architectural History, which was filled by Brian Goldstein, PhD, Harvard. The second search was for a new Director. John Quale, MArch, University of Virginia was selected for that position, having previously served at the Director of the Graduate Architecture program from the University of Virginia;

- Our Development Officer, Laurie Roche, has been successful in securing several new student fellowships and scholarships for undergraduate and graduate architecture students;

- The Master of Science in Architecture degree was repositioned to focus on two curricular areas: Computational Ecologies and Community Health & the Built Environment;

- We ran study abroad programs in Latin America, Germany and Switzerland, and are currently organizing a new summer program to be held in Mexico;

- The research portion of this report indicates our faculty have been productive with publishing articles, winning awards, and getting books under contract. Grants have been received from the National Endowment for the Humanities (NEH), Sandia Labs, the U.S. Department of Agriculture (USDA), the Department of Energy (DOE) and others;

- The Dean's summary at the beginning of this document spells out some of the important community engagement efforts in the School, and architecture faculty have contributed heavily to the Design and Planning Assistance Center (DPAC) and the ABQ UNM CityLab efforts by running studios that respond to important needs in the community. The dean also supported an opportunity for students from architecture and landscape architecture to attend a Public Interest Design workshop in New Orleans;

- Our students continue to do well in national design competitions, especially those organizations by the Association of Collegiate Schools of Architecture (ACSA).

Community and Regional Planning

The Community and Regional Planning (CRP) program initiated and engaged in several major initiative and activities. These include:

- Initiating and completing search for a new Program Director for the MCRP Program which will result in new leadership and mentorship in the Program's legacy and excellence in community-based planning;

- Completing a search for a faculty member who is a Latin Americanist and specializes in community development. This appointment will reinvigorate the MCRP's dual degree with Latin American Studies and Latin American Studies concentration in Community and Regional Planning;

- The Advanced Planning Studio, working with the Zuni Pueblo, initiated the Mainstreet Program in the US on an Indian Reservation. The outcomes of the studio were highlighted at both the national conference of the American Planning Association and The Annual Association of Collegiate Schools of Planning;

- The undergraduate planning studio collaborated with the Sustainability Studies Program in establishing a farm on North Campus through the UNM Food Systems Network;

- Professor Jojola won an award of Excellence from the New Mexico Chapter of the American Planning Association for his book: *Reclaiming Indigenous Planning;*

- Faculty and students from the Community and Regional Planning program participated in the UNM Community Engaged Scholarship Initiative.

2.7 Major Activities

Landscape Architecture

Highlight: 4 MLA Students were selected as winners in two major national and international design competitions including the ENYA Queens Way Project in New York.

Other Activities

- Creation of the Landscape Architecture and Urban Research and Education Lab (LAUREL) dedicated to advancing research and learning in New Mexico and connecting to SA•P strategic initiatives in arid or water scarce landscapes, healthy environments and indigenous and urban areas;

- Development of state of the art database for understanding, simulating, visualizing New Mexico's landscapes and landscape systems with intention of commercialization;

- Development of a SharePoint based system for SA•P and LA Program integrated file sharing and communication, accreditation and assessment document management based on a hybrid student and faculty learning and teaching portfolio and online learning and teaching model;

- Continued hybrid-online course offerings for MLA candidates that had to leave campus for personal reasons to help them complete their degree or defense;

- Students and Faculty engaged in the development of Valle de Oro National Wildlife Refuge plans and documentation necessary for the National Environmental Policy Act process which led to a $9 million US Department of Transportation grant to build a green street in the south Valley connecting community residents and schools with the refuge;

- Assistant Professor Katya Crawford finalist for International Design Studio Teaching Award.

2.8 Freshman Retention

Bachelor of Arts in Architecture (BAA):

At 82%, we are pleased with our retention rate. It is, however, the lowest of the degree programs in the School. It is not unusual for undergraduate architecture programs to lose students, especially when otherwise successful students realize that they struggle with architectural design. However, we are looking into creating an architecture minor to allow students to leave graciously. In addition, we are considering a second track in the BAA that has fewer technical and professionally oriented courses, so that students can get a design education, even when they know they don't want to become a professional architect.

Master of Architecture (MArch):

The retention rate in our MArch program in recent years is similar to other MArch programs around the country. We have found that most students that choose to leave the program do so either because they find they are no longer interested in the pursuing a career in architecture, or because they have financial challenges that don't allow them to complete the degree.

Master of Science in Architecture (MSArch):

The enrollment in recent years has been small enough that the data is not useful.

Bachelor of Arts in Environmental Planning and Design (BAEPD):

Enrollment, retention, and time to graduation in the BAEPD has been stable with some growth. Time to graduation is on par with other degrees, and 90% of students who declare the BAEPD major graduate from UNM with the BAEPD degree.

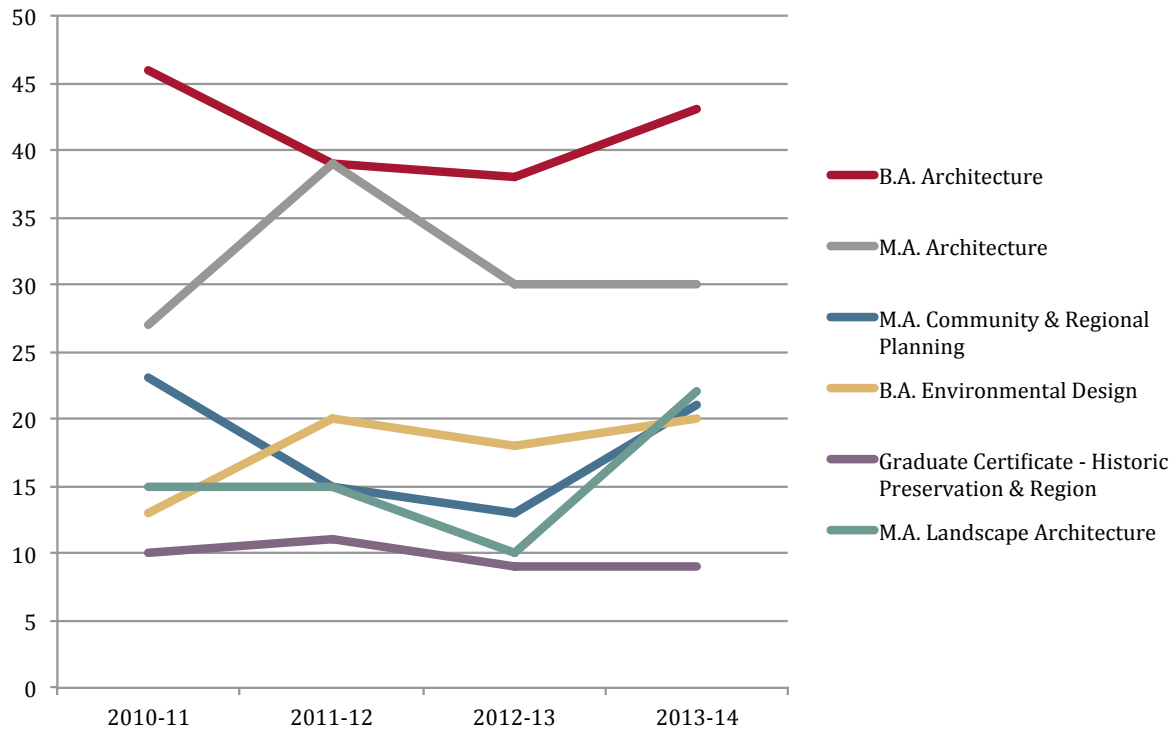**Master of Community and Regional Planning (MCRP):**

The PAB accreditation document indicates that we have a 98% retention rate, though time to graduation is unacceptably slow. The CRP faculty has been implementing strategies to reduce students' time to graduation by a) reducing the size of entering cohorts to match actual faculty teaching and advisement capacity; b) proposing the elimination of a time consuming and less than effective core studio requirement in order for students to move more quickly into their research phase; and 3) proposing a reduction of the total hours required to graduation from 50 to 48, a number more in line with other MA programs in planning nationally. All of these changes were recommended by the Site-Visit Team for the Planning Accreditation Board, and the curriculum changes are now in the UNM curriculum review workflow.

Master of Landscape Architecture (MLA):

Historically, the LA Program has experienced attrition rates of approximately 1-2 students per graduating cohort which on the average since 2009 equals a greater than 85% retention rate. During the recession period attrition rates remained fairly constant with the Fall 2013 entering cohort being the exception. Lower enrollment numbers in the program, following national enrollment declines, led to great pressure to increase enrollments and some borderline applicants being offered admittance. Without question borderline applicants were simply not capable of meeting the rigorous demands of the professional graduate program and some chose to leave the program increasing attrition rates over the average pattern. Additionally the decision to admit borderline candidates also led to additional faculty teaching load as they tried to help lower performing students make it through the program. Moving forward the LA Program will uphold historic entrance standards.

2.9 Degrees & Graduation - Undergraduate

2.9.1 School of Architecture + Planning, Degree Totals for First Majors

Legend:
- B.A. Architecture
- M.A. Architecture
- M.A. Community & Regional Planning
- B.A. Environmental Design
- Graduate Certificate - Historic Preservation & Region
- M.A. Landscape Architecture

Bachelor of Arts in Architecture (BAA)

Our Bachelor of Arts in Architecture (BAA) degree is the only four year undergraduate degree in the state. Students can transfer into the Program from a community college. We are currently in conversation with several community colleges (in the state and regionally) and UNM branch campuses about developing articulation agreements to allow their students to transfer into the 3rd year of our Program.

We want to offer more flexibility in BAA. The architecture faculty recently approved a curriculum change to reduce the number of degree credit hours from 128 to 122. We hope this change will be approved by the University, and if so, we expect it to be easier for students to graduate in a timely manner. We are also considering the development of a second track through the BAA–with fewer technical and professionally oriented classes, and more electives with design and humanities courses. The current degree would be designated the pre-professional track, and the new one would be a design thinking track, similar to other architecture schools in the country.

Bachelor of Arts in Environmental Planning and Design (BAEPD):

The BAEPD offers a pre-professional program of study primarily for students interested in advanced study in planning or a related field, and it is the only such program in the state. Current enrollment is 45, up from 21 in 2007. Once students are admitted to the program, the average time to degree is 3 years.

Though graduates of that program have expressed anecdotal satisfaction with their studies, we have heard some concerns from students tracking through to the MCRP program. This is, in large part, because we offer a large number of courses with both undergraduate and graduate numbers. The CRP faculty is, therefore, considering a 4-1 MCRP program, that would allow undergraduates from our program who are admitted into the MCRP program to complete the degree in 1 year. This is particularly important for this degree, as most professional jobs in planning require a master's degree.

2.9 Degrees & Graduation - Graduate

2.9.2 School of Architecture + Planning, Graduation by Cohort, MA of Community and Regional Planning

	Fall 2009	Fall 2013	Spring 2014	Summer 2014	Total AY 13-14
BAEPD					
Degrees Granted		11	8	0	19
Number Admitted		11	13	0	24
Number Enrolled*		50	53	45	
MCRP					
Degrees Granted		4	10	14	28
Number Admitted		25	2	0	27

Master of Architecture (MArch):

The UNM MArch is the only professional architecture program in the state. It is also the only accredited program. We see this as a special responsibility, and seek to provide the best possible education to the widest range of students from New Mexico, as well as other parts of the country and the world. The faculty will hold a retreat in February 2015 to discuss possible adjustments to the MArch program. One idea that will be discussed is a clearer integration of the two-year and three-year track students in the same coursework. These cohorts represent quite different academic backgrounds, and in many architecture schools, the full integration of these students during the second year of the three-year track students has enriched the educational experience for both groups. The faculty will also focus the sequence of architectural history and theory in the program, the technical curriculum, and further evolution of the visualization content in the curriculum. All these discussions will be grounded in the new accreditation criteria document that was approved in 2014.

Master of Science in Architecture (MSArch):

As discussed above, two new tracks have been established in the MSArch, and our intent is to role out that content as new students enroll in Fall 2015.

Master of Community and Regional Planning (MCRP):

The Planning Accreditation Board's Site Visit Team noted that the MCRP program is slightly over capacity, as our extensive advisement requirements and teaching loads are constraining our junior faculty's research capacity; and limiting all faculty's ability to sustain comprehensive community engaged agendas that include broad dissemination. Moreover, the team noted that our graduation rates are inversely related to the size of an entering cohort. For example, in AY 09-10, we had an entering class of 28 students, only four of whom were part time (our ideal entering cohort is 20-22 students). Of those, only 11 students have graduated by January 2014 with a mean time to degree of 2.64 years (our ideal time to degree for a full time student is 2 years). Six students have left the program (or have been gone for more than 3 semesters with no communications, and 11 are still working on their degree.

This delayed path to graduation is even more troubling given that nearly 90% of our graduates from 2010-2012 obtained planning or planning-related jobs, or pursued further education within 1 year of graduation, so delayed time to graduation may also be delaying our students' employment in, and contributions to, the planning profession. These students also strain our faculty advisement resources, particularly faculty who are chairing their thesis or project committees. Anecdotal evidence from students indicates that large class sizes made our hands-on, praxis-oriented, and team-based pedagogy unwieldy; that students who have little family support or experience in graduate education (one of our Program's core constituencies) felt at sea and with insufficient access to faculty mentorship and support, and that it was simply difficult to find faculty members with sufficient time to devote to helping them build their research or project protocol. As total student numbers have declined, faculty have been able to be more accessible to students in the crucial research design and implementation

phases, and anecdotal evidence is that smaller class sizes (especially in the core) have improved student outcomes.

Master of Landscape Architecture (MLA):

The Landscape Architecture Program offers the only accredited degree in the State of New Mexico leading to Landscape Architecture Licensure in NM and 46 US States. The Master of Landscape Architecture (MLA) degree offers 3 graduate curriculum choices: 1) First Professional MLA for students with no design or related field undergraduate degree—87 credits over 3 years, 2) First Professional MLA for students entering with a professional architecture related undergraduate degree—57 credits over 2 years, or 3) Post-Professional MLA for students who have an undergraduate degree in landscape architecture and/or extensive landscape architecture practice experience and licensure—48 credits over 2 years or less depending on experience and licensure. Given the degree options entering cohorts in a given year should graduate in 2 or 3 years, therefore entering cohorts are best tracked by both entry year and anticipated graduation year at time of entry. The following table provides a complete summary of admitted and enrolled students, attrition, retention and graduation rates since 2009.

2.9 Degrees & Graduation - Graduate

2.9.3 School of Architecture + Planning, Landscape Architecture Program

School

Both the graduate programs and the BAA undergraduate program often have students enrolled that are trying to work in a firm part-time or occasionally work full-time, while they are still taking classes. These students tend be very mature, and often have strong professional skills (if they are working in an architecture office, or a related field.) However, their need to make money for school impacts our on-time graduation rate. One idea that has been floated is the possibility of setting up a clearly defined part-time track for all of the architecture degree programs. This will simplify the advising process, clarify for students how they can be efficient in a part-time degree, and require us to list the part-time students separately from the full-time students. If we are able to get this approved by the faculty, it will also make clear that some students always intended to take longer to graduate, which will provide more useful data for the University.

Master of Architecture (MArch):

Some of our graduate students also find they need to work during their degree, and choose to essentially pursue a part time path. Additional graduate assistantships would likely help students graduate on time.

Bachelor of Arts in Environmental Planning and Design (BAEPD):

The BAEPD Degree has been revised to reduce the total hours required for graduation from 128 to 120.

Master of Community and Regional Planning (MCRP):

The CRP faculty has two searches underway: one for a director with experience in Physical Planning and Design (who will replace a recently vacated junior faculty position), and a new line in Latin American Development Planning made possible by the Provost in light of the Latin American and Iberian Institute's successful Title IV Area Studies proposal. These new faculty resources may well reshape the conditions described above, and so it will be worth revisiting this analysis during 2015-2016.

The accrediting team recommended that the CRP faculty adjust its curriculum to speed time to graduation. To that end we have initiated a Form C to a) reduce the credit hours to graduation from 50 to 48 credit hours; b) remove a 5 credit hour studio from the required curriculum in order to free students to develop their thesis or professional project in the first semester of their 2nd year (a critical time for ensuring student momentum toward graduation), and c) are considering revising the exit requirement to allow for a broader scope of paths to graduation. Reducing our time to graduation should increase faculty capacity, freeing up space for new students, though it will be important to maintain reasonable class sizes appropriate for our praxis-based pedagogy.

The accreditors also recommended that we reduce the number of elective graduate classes that we teach, while ensuring that our elective classes do not grow too large. They also recommended that we separate our dual numbers (470/570) classes to ensure that students tracking from our undergraduate Bachelors of Arts in Environmental Planning and Design (BAEPD) into the MCRP program do not duplicate their learning experience. The CRP faculty has only just begun discussion of a possible "four-one" program for our undergraduate students, allowing them to apply for a one-year graduate program that builds on their undergraduate learning in the Program. Though these changes could reduce strains on faculty resources, and help speed BAEPD students into and through the MCRP program, I should note that these conversations are in the very early discussion stages and there is not yet any unity among the faculty about how this would work or even whether we have the capacity to implement such a program with rigor. We will keep you informed as we continue those conversations.

Master of Landscape Architecture (MLA):

Since detailed tracking of graduate students began in the LA Program with the Fall of 2009 entering cohorts, on-time graduation rates on average across the 3 Year first professional MLA and 2 Year MLA degree options has averaged 76% for retained students is with graduation for retained students entering in 2009 at 89% and is anticipated to be over 94% by May 2015. The Program has helped 3 students who had to leave campus prior to graduation for personal reasons complete course and Masters Project defenses using hybrid-online offerings increasing graduation rates.

2.9 Degrees & Graduation - Graduate

In the past 4 years 71 MLA degrees (including 3 year admits in Fall 2008 cohort) have been awarded which is an average of nearly 18 graduates per year, and an average of 4 major professor advising roles per year per faculty member and over 9 total advisees per full-time faculty member.

2.10 Research

2.10.1 School of Architecture + Planning, Research Expenditures by Fiscal Year

Year	2010	2011	2012	2013	2014
Amount	$288,580.82	$392,449.33	$379,411.95	$359,541.43	$323,097.02

Research

The School of Architecture and Planning was awarded a total of approximately $750,000 for sponsored research projects with external agencies, including the National Park Service, City of Albuquerque, the Surdna Foundation, and Sandia National Labs, as well as the Cochiti, Laguna and Taos Pueblos.

Scholarship

More than 10% of the tenure-track faculty in SA+P hold awards that are on the A.A.U.'s list of Tier 1 Awards (Mark Childs – Fulbright Scholar 2005, Fulbright Specialist Roster 2014-2019; John Quale – Fulbright Scholar 2010; and Bill Fleming – Fulbright Scholar)

SA+P produced over 50 scholarly publications, won almost 20 design and planning awards, curated a dozen exhibits, and brought 10 projects or plans before a municipal approval body. The number of applications for and successfully funded research projects declined in 2013-2014 from the previous academic year (which was a high water mark for the School and the University).

SA+P was also actively engaged with various communities. The School conducted 20 projects with communities in New Mexico. Faculty sit on 42 professional and disciplinary boards, were invited to sit on juries or give lectures 81 times, made both verbal and written general audience presentations, and were part of 5 teams serving to accredit other professional programs.

Curriculum

SA+P worked with Latin American Studies and Art and Art History to develop and submit to the Faculty Senate proposals for concentrations in the built environment in those PhD programs and is currently in discussion with SOE to develop joint degree programs.

2.11 Future Plans

School

The School of Architecture and Planning will continue to work with the Hispanic Serving Committee to recruit and retain Hispanic students. The overarching goal for all academic programs in the School is to increase enrollment, enhance national profile and ranking, and grow scholarship and research opportunities. The School has established relations with the Universidad Anahuac in Mexico City, the Universidad Central de Ecuador in Quito, and the University of Manitoba-Canada. The School will continue to pursue collaborations with international partners and develop robust exchanges. Overall, the School's highest priorities are:

- Student Success (recruitment, mentoring, advising, other efforts)
- Curriculum (new programs, interdisciplinary efforts)
- Development and Marketing
- International Presence and Outreach
- Research: (hires, grants, awards, patents, startups)
- Community Engagement

Architecture

The Architecture Program will be meeting in February to reassess the Master of Architecture (MArch) curriculum. As we prepare for an accreditation visit in a couple of years, we will be adjusting the accredited degree to respond to contemporary theory and practice. We will also be focusing on aligning and integrating the students in our 3 year track with those in our 2 year track.

We are gearing up to a serious effort to recruit more students, and more well-qualified students for all three degrees programs in the program. This will include web and printed material, and personal recruiting visits to high schools, community colleges and universities. We will also be exploring articulation agreements to help facilitate transfers into the program.

We will continue to explore opportunities to bring important architects and scholars to the program, and send our students out into the world.

There is an interest in exploring more continuing education courses to make available to the professional community in the state. We will be exploring these possibilities in the next year.

We will be expanding our community engagement

efforts with the transfer of ecoMOD to UNM. ecoMOD is an award-winning design / build / evaluate program to create high-performance housing for affordable housing organizations. For ten years, it was run by the new architecture director while he was at his previous institution. ecoMOD is nationally recognized for its educational mission, peer-reviewed research, and quality of the design and energy performance of the homes that are built and occupied.

Community and Regional Planning

The CRP program will consolidate changes in our curriculum initiated as a result of our accreditation, review for example, eliminating the Advanced Planning Studio, lowering the overall credit required for the degree from 50 to 48, and establishing competencies in each of the three degree concentrations.

The CRP faculty will propose a way for BAEPD students to propose a one-year master's degree after completing the four year BAEPD degree; e.g. a 4-1 MCRP degree.

The Program will be revising our promotional and recruitment material to reflect changes in the faculty and curriculum. We will expand our outreach to network with the sister school's community colleges and two and for year degree programs in the region

Our faculty will continue to work on Community Engaged Scholarship and service learning courses to continue to be campus-wide and national leaders in community-based planning and community connections.

Landscape Architecture

Implement the SA•P and LA Program SharePoint developed tools to manage student and faculty learning/teaching portfolios, accreditation and assessment records management system.

Achieve LAAB Accreditation for another 6 years.

Continue to compete for and win national and international design competitions and design teaching recognition.

Work to integrate technical and computation skills to meet the growing demands of complex projects and built project rating systems.

Leverage LAUREL research projects into community projects including: Innovate ABQ, CityLAB, Rio Rancho and other partners in New Mexico and beyond.

Chapter 3. College of Arts & Sciences

Message from the Dean

Our central mission is to make UNM the national leader in delivering a flagship university education for the emerging American majority. Like any flagship university, we strive for excellence in research and graduate education across the twenty academic departments, eleven interdisciplinary programs, and numerous research centers and institutes across the College. UNM, however, has an undergraduate student population unlike any other flagship university. Our job is to provide an undergraduate education fully consistent with flagship excellence to a more diverse, more economically disadvantaged, and less well prepared student body than is found in any other flagship university. This means we take very seriously our responsibility to teach most of the core curriculum courses taken by undergraduates from every College at UNM. We play the central role in providing the foundations of a liberal arts education for UNM students.

The College of Arts and Sciences possesses extraordinary strength in the study of diverse communities at home and abroad, with special attention to Latin America and to Hispanic and Native American communities within the U.S. We have made major new investments to build faculty strength in health-related research in the social sciences and humanities. We are very excited by the creation of the Center for Stable Isotopes (CSI) that brings together faculty from Earth and Planetary Sciences and Biology to use isotopic analysis to answer fundamental questions about the evolution of the solar system, life on our planet, and human civilizations. We look forward to the construction of a new building for the Department of Physics and Astronomy that will also house interdisciplinary labs that will allow teams of scientists to work on the intersection of bioinformatics and genomics, environmental data, analysis and synthesis, and questions of sustainability and public policy
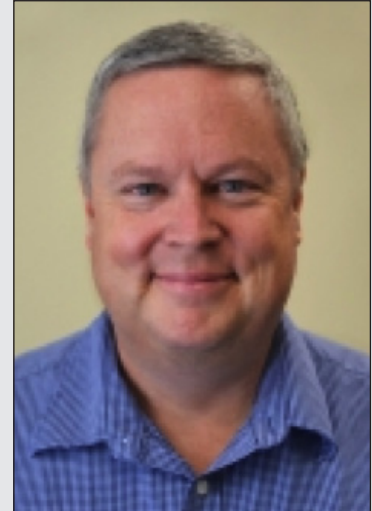
Dean Mark Peceny

3.1 Mission & Vision

The College of Arts and Sciences is the foundational College of the University of New Mexico. Every UNM student takes courses offered in the College. The College has more faculty and undertakes more sponsored research than any other unit. The College of Arts and Sciences is the primary provider of education—instruction and research—at the University. The mission of the College is to provide a structure and services to facilitate, encourage, enhance and maintain scholarship and student success.

3.2 Organization & Facilities

3.2.1 College of Arts & Sciences, Organizational Chart

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                                          ┌─────────────────┐
                                          │      Dean       │
                                          │  Mark Peceny    │
                                          └─────────────────┘
              ┌──────────────────────┐            │
              │ College Admin        │            │
              │ (Ganderton,          │────────────┤
              │ Marshall, Turner)    │            │
              └──────────────────────┘            │
```

| Departments | Programs | Research/ Museums | Advising (Hands) | Development (MacNutt) |

Departments:

American Studies (Lubin)	Earth & Planetary Science (Crossey)	History (Bokovoy)
Anthropology (Graves)	Economics (Chermak)	Linguistics (Morford)
Biology (Miller)	English (Houston)	Math/Statistics (Loring)
Chemistry (Cabannis)	Foreign Lang. Literature (Puttnam)	Philosophy (Domski)
Communications/ Journalism (Foss)	Geography (Lane)	Physics and Astronomy (Rudolph)

Programs:

Political Science (Stanley)	Africana Studies (Jefferson)
Psychology (Smith)	BA/MD (Martin)
Sociology (Wood)	Chicano, Chicana Studies (Vasquez)
Spanish Portuguese (Cardenas)	International Studies (Bastea)
Speech Hearing Science (Rodriguez)	Museum Studies (Traxier)

Research/Museums:

Peace Studies (Field)	EDAC (Baros)
Religious Studies (Busanich)	Institute for Meteoritics (Agee)
Sustainability Studies (Milne)	Institute for Social Research (Binder)
Women Studies (Reyes)	Maxwell Museum (Dixon)

Facilities

The College of Arts and Sciences administrative offices, departments and programs are spread throughout the main campus.

Highlight: Many of our buildings are amongst the oldest on campus, but the last building constructed on campus was our Science Math Learning Center, in 2010.

Challenge: Our biggest challenge is keeping our offices, and especially laboratories safe, efficient and effective.

Priority: At present our number 1 priority is funding the construction of the Interdisciplinary Science and Education Building, as the main offices of the Department of Physics and Astronomy. The photo above is an example of the current state of some of our facilities.

3.3 Enrollment

3.3.1 College of Arts & Sciences, Fall Semester Enrollment in Arts & Sciences and University College
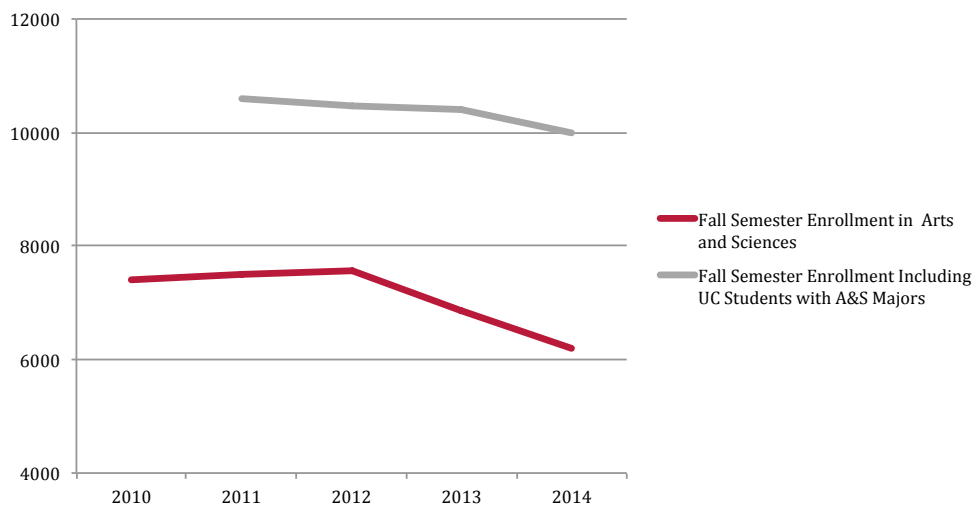
3.3.2 College of Arts & Sciences, Headcount by Level
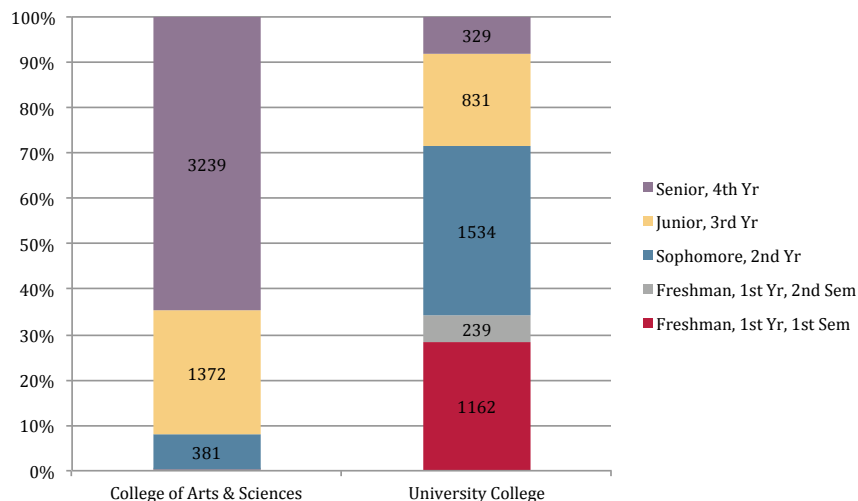
Enrollment in the College of Arts and Sciences has fallen a bit over the last five years, but not as much as the numbers of students actually enrolled in the College would indicate (3.3.1). Much of our workload for faculty and advisors comes from students who intend to be our majors, but who are not yet admitted to the College. These include first-year students (whose status we are working with the Registrar's Office to more accurately code the status of these students), sophomores, and some upper-division students (Figure 3.3.2) We added some figures for total enrollment that include intended majors (these were derived from MyReports and are a good estimate if not entirely accurate). There was a divergence between the number of students enrolled in the College, and also the total enrollment is greater in the last few years. There are two reasons for this.

First, we have been graduating more students each year, so students stay in the College for more years. Second, we have instituted clearer requirements for entering each major. These requirements make it clear that students must be on the path to a major before formally declaring that major. For STEM students who must complete a course or two in the major, required prerequisites may lengthen the time to formally enter the major. However, the need to complete these prerequisites early is emphasized.

Similarly, tables of student credit hours taught only to students who are officially our majors is not indicative of our workload. We teach courses to (and advise) both declared and intended majors and to most students completing the University Core Curriculum. Typically we teach ~400,000 student credit hours (SCH) per year.

3.3 Enrollment

3.3.3 College of Arts & Sciences, Undergraduate Majors in Arts & Sciences and University College

Departments	A&S Majors	UC Majors	A&S Second Majors	UC Second Majors	A&S Minors	UC Minors
Africana Studies	5	2	6	2	3	3
American Studies	19	5	4	4	18	9
Anthropology	178	81	29	14	166	43
Asian Studies	8	5	6		13	1
Biochemistry	206	228	3	2		
Biology	791	957	46	9	133	45
Chemistry	131	87	41	11	346	64
Chicana and Chicano Studies	5	2	5	1	13	5
Communication and Journalism	374	374	28	28	136	34
Communication	193	176	21	18	119	26
Journalism		3		1	6	4
Journalism & Mass Comm	181	195	7	9	11	4
Earth & Planetary Sciences	119	122	6	1	42	13
Earth & Planetary Sciences	63	44	4	1	36	8
Environmental Science	56	78	2		6	5
Economics	120	65	32	10	29	7
Economics-Philosophy		1				
English	193	214	41	19	131	43
Professional Writing					22	6
Medieval Studies					15	5
English-Philosophy	24	13				
European Studies	1	1			3	
Family Studies	25	62	5	9	92	37
FLL	91	58	54	20	101	40
Arabic					7	3
Chinese					1	
Classical Studies	6	6	2	1	9	4
Comp Lit & Cultural Studies	3	2		1	1	
French	7	6	15	4	19	8
German	7	4	12	3	16	4
Greek					1	1
Italian					2	3
Japanese					33	8
Latin					2	1
Russian	7	2	13	1	4	1
Languages	61	38	12	10	6	7
Geography	36	20	6	2	29	5
Health,Medicine & Human Values	18				70	12
History	148	86	44	13	129	36
International Studies	72	71	15	5	13	4

3.3 Enrollment

Departments	A&S Majors	UC Majors	A&S Second Majors	UC Second Majors	A&S Minors	UC Minors
Latin American Studies	8	6	1		2	
Linguistics	85	53	11	7	37	17
Linguistics	43	21	9	5	29	12
Navajo Language & Linguistics					8	5
Signed Language Interpreting	42	32	2	2		
Math & Stats	128	51	27	6	134	13
Mathematics	110	35	19	4	86	11
Statistics	18	16	8	2	48	2
Peace Studies					15	5
Period Studies					2	
Philosophy	59	31	27	8	83	23
Physics & Astronomy	74	94	5	0	16	2
Astrophysics	22	31			3	
Physics	46	50	5		13	2
Physics & Astrophysics	6	13				
Political Science	212	172	47	24	84	26
Psychology	1158	572	177	56	464	186
Religious Studies	18	10	13	8	39	19
Sociology	527	535	79	20	338	85
Criminology	387	419	44	9	102	29
Sociology	140	116	35	11	217	53
Social Welfare					19	3
Spanish & Portuguese	79	39	239	90	138	69
Spanish	77	37	228	90	125	62
Portuguese	2	2	11		13	7
Speech & Hearing Sciences	85	66	5	2	8	3
Sustainability Studies					42	6
Women Studies	6	7		1	18	7
Undecided			52			

Undergraduate majors in the College of Arts and Sciences can choose among a wide array of majors. Note that our largest majors are Psychology, Biology and Sociology. For some of our programs, the number of intended majors in UC is equal to or greater than the number of declared majors in A&S. This is particularly notable for Biology where students must complete Biol 201 before declaring a major. As of Fall 2013, Chem 121 is a prerequisite (rather than a co-requisite) for Biol 201. Some students must complete Math 12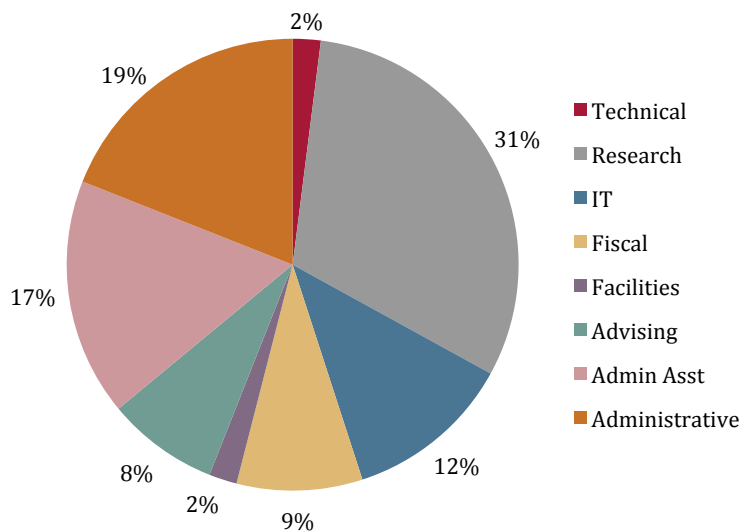1 before Chem 121. So, even though students are making progress, they may not be able to declare the major until their fourth semester. There are some concerns about resources for particular majors. Psychology needs additional advisors and we are working to provide them. Sociology is understaffed relative to the number of majors, particularly those in Criminology. We are also concerned about the Biochemistry major, because this major is offered by a department in the School of Medicine and may not be a good fit for their current priorities.

3.4 Faculty & Staff

3.4.1 College of Arts & Sciences, Faculty 2014

Legend:
- Term Faculty
- Non-TT Faculty
- Assistant Professor
- Associate Professor
- Professor
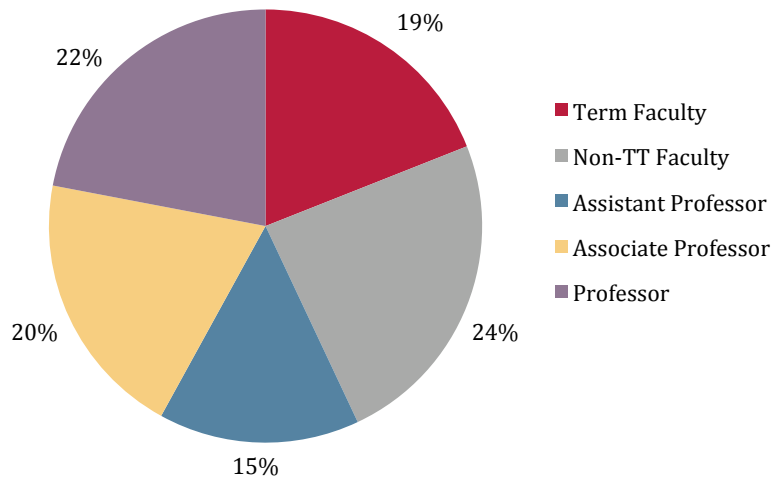
3.4.2 College of Arts & Sciences, Staff 2014

Legend:
- Technical
- Research
- IT
- Fiscal
- Facilities
- Advising
- Admin Asst
- Administrative

Faculty in the College of Arts and Sciences

The chart above shows the distribution of faculty in the College of Arts and Sciences. The College has a total of 699 faculty, with 399 tenured or tenure-track faculty, 168 non-tenure track faculty and 132 temporary faculty. 42% of the faculty are female and 30% are non-white. In the last year the College added 20 new faculty while 15 faculty resigned or retired, for a net change of 5.

Staff in the College of Arts and Sciences

The chart above shows the distribution of staff in the College of Arts and Sciences. The College has a total of 295 staff performing a vast range of duties including administration, IT, advising, and support to researchers.

3.5 Budget

3.5.1 College of Arts & Sciences, Budget, Fiscal Year 2013 to 2014, Actuals Net Change by Fund
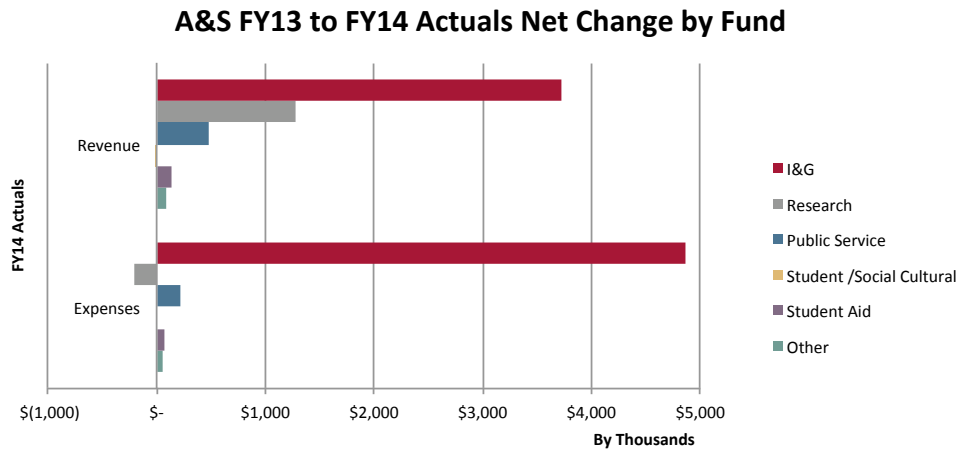
A&S FY13 to FY14 Actuals Net Change by Fund

3.5.2 College of Arts & Sciences, Budget, Actual Revenue and Expenses for Fiscal Year 2014

A&S FY14 Actual Revenue

A&S FY14 Actual Expenses
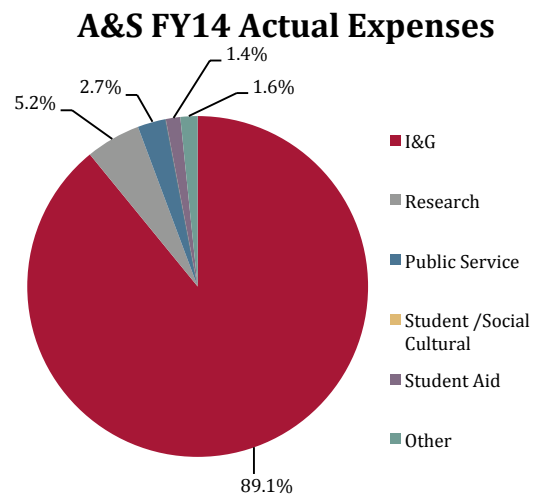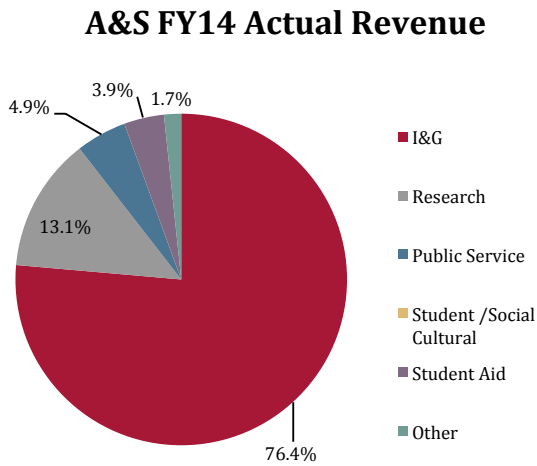
Actual Net Changes by Fund

The figure above shows the increase in I&G revenues associated with new faculty hires and compensation funding and the increase in expenses comprised of higher compensation to faculty and staff (mandated by the state and Board of Regents), faculty hires and creep of general expenses (equity, programmatic, etc.).

Research (F&A) revenues increased and expenditures decreased. This could reflect some risk aversion among researchers as they anticipate lower awards in the near future due to changes in Washington, D.C.

Non-endowed (public service) and endowed (student aid) revenues increased and the corresponding expenses increased at a lower rate. The expenditures associated with these revenues, tend to increase in blocks and not smoothly like revenues so lagging expenses is deemed normal.
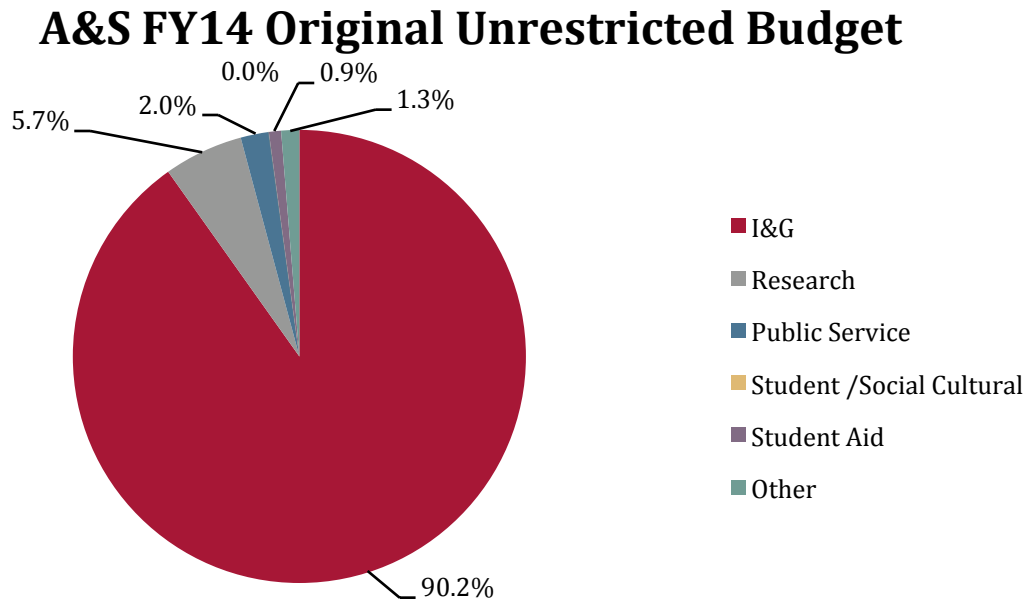
Actual Revenue and Expenses FY14

The above figures reveal I&G revenues to be a large part of overall revenues, but they represent a larger percentage of our overall expenses. This reflects the deployment of balances in the I&G side, and the additions to balances taking place in other areas.

The non-I&G expenses decreased and balances increased as reflected in the smaller expenses. Revenue to expense ratios reflects changes in balances. The College grew balances in almost all non I&G areas.

3.5.3 College of Arts & Sciences, Budget, Fiscal Year 2014 Original Unrestricted Budget

A&S FY14 Original Unrestricted Budget

Legend:
- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other

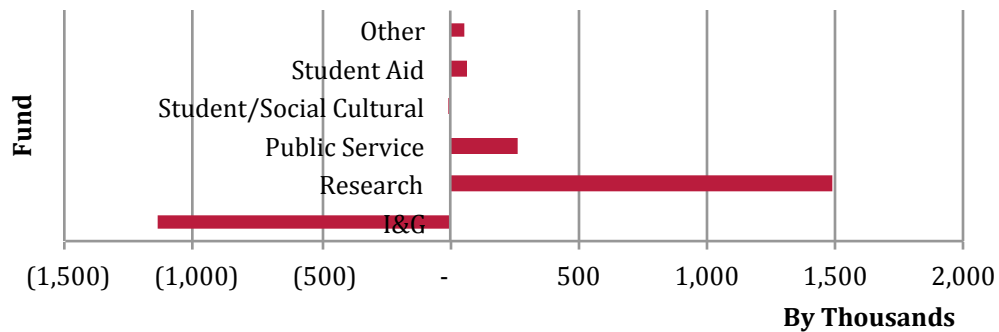Pie chart values: 0.0%, 0.9%, 1.3%, 2.0%, 5.7%, 90.2%

The figure above indicates how reliant upon I&G income the College is. As this indicates only unrestricted income, only F&A income is shown while direct research income is not included.
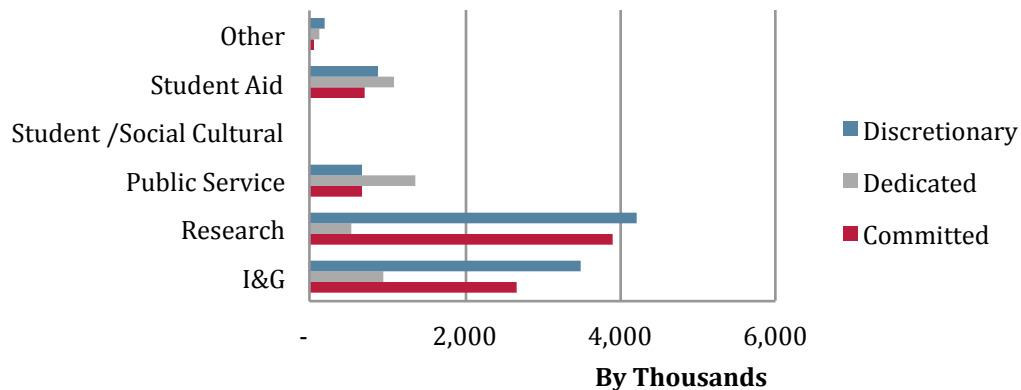
3.5.4 College of Arts & Sciences, Budget, Net Change in Fiscal Year 2014 and Fiscal Year 2015 Reserves

A&S Net Change in FY14 and FY15 Reserves

3.5.5 College of Arts & Sciences, Budget, Categorization of Fiscal Year 2015 Reserves
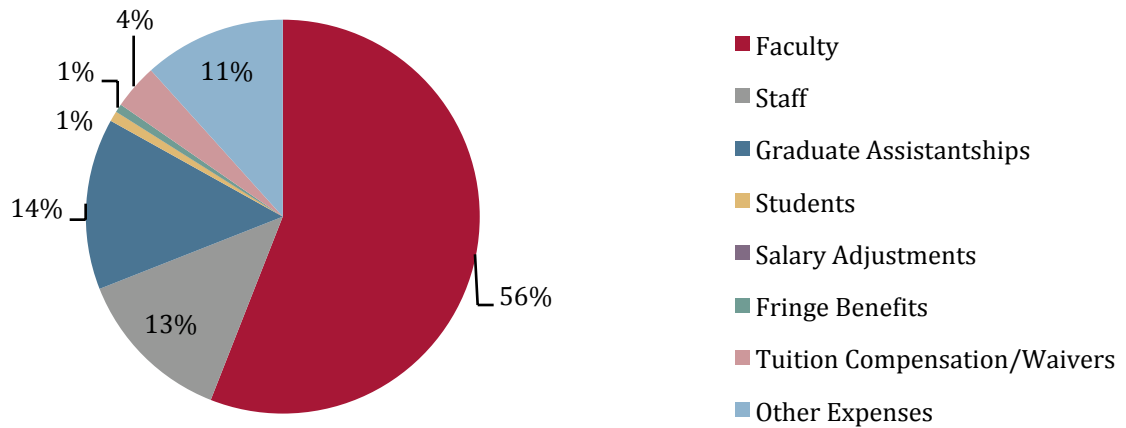
A&S Categorization of FY15 Reserves

The College is spending down I&G reserves built up over past years, and building up F&A reserves. The build up in F&A reserves is desirable for a number of reasons, including anticipated lowering of research awards in the near future due to changes in the Federal Congress, and the need to cover increasing awards of start-up expenses in the physical sciences. Changes in the Office of the Vice Preisdent for Research (OVPR) mean the College bears an increasing burden of start-up expenses each year.
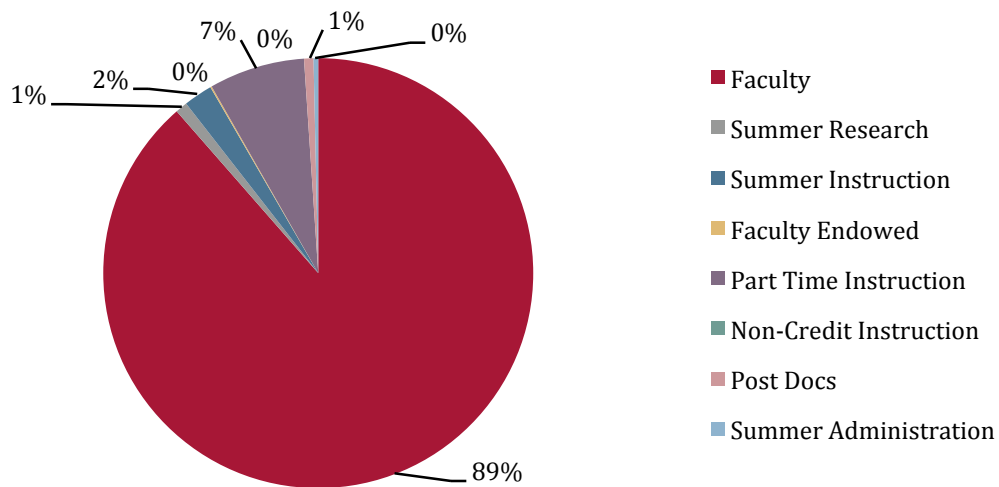
3.5.6 College of Arts & Sciences, Budget, Fiscal Year 2014 Actual Unrestricted Salary Expense

A&S FY14 Actual Unrestricted Salary Expense

Legend:
- Faculty
- Staff
- Graduate Assistantships
- Students
- Salary Adjustments
- Fringe Benefits
- Tuition Compensation/Waivers
- Other Expenses

3.5.7 College of Arts & Sciences, Budget, Fiscal Year 2014 Actual Unrestricted Faculty Salary Expense

A&S FY14 Actual Unrestricted Faculty Salary Expense

Legend:
- Faculty
- Summer Research
- Summer Instruction
- Faculty Endowed
- Part Time Instruction
- Non-Credit Instruction
- Post Docs
- Summer Administration

By far the largest share of expenses is for faculty salaries, which is expected given faculty are the life blood of the College. As the top figure shows, a relatively large share of salary expenditures go to students, especially graudate students. Only 7% of expenditures go to part-time instruction in the College.

3.6 Major Activities

Scholarly Highlights

1. Patricia Crown was elected to the National Academy of Sciences (see below);

2. Seven of the "Top 10 Research Stories for 2014," as written by University Communication and Marketing, originated from College faculty, staff and students;

3. The Bilinski Foundation Fellowship for doctoral study in the humanities was renewed;

4. The NIH-funded Center for Evolutionary and Theoretical Immunology (CETI) was renewed for Phase III that is focused on new research capacity in biomedical science;

5. The Center for Stable Isotopes (CSI) was founded as an interdisciplinary research center including faculty from Earth & Planetary Sciences, Biology and Anthropology;

6. The Psychology Clinical Neuroscience Center (PCNC) was founded to promote translational research in neurosciences;

7. The Data to Knowledge (D2K) initiative Bioinformatics, Genomics, and Big Data Analysis and Synthesis began in the College in 2014;

8. Planning and fundraising for the Physics and Astronomy and Interdisciplinary Sciences (PAIS) building began in earnest in 2014.

Instructional Highlights

The College of Arts and Sciences is completing a redesign of its advising activities to support all degree programs with professional advisors. These advisors work with programs to provide advice on degrees, and college- and university-level curricula. Students no longer have to see two or three different advisors. At the same time, the College has taken on the advisement of all intended majors that are still in University College, including all freshmen. The College expanded its role in New Student Orientation and successfully advised and registered large numbers of new freshmen. Finally, six new advisors were added in Fall 2014 using university and college funding.

The College is emphasizing recognition of excellent teaching in two ways. First, we have added an award for teaching excellence for a lecturer. This award, like the award for tenure-track faculty, carries an increase to the base salary. Second, all faculty hired since Fall 2012 must submit a reflective teaching portfolio as part of their tenure and promotion packets. All faculty considered for mid-probationary review this Fall are required to submit these teaching portfolios.

To emphasize the importance of assessment of student learning goals, the College made four small awards to departments with strong assessment programs in Spring 2014. These awards were for improvement of assessment tools or for implementation of practices based on assessment results.

Chaco and Chocolate

Distinguished Professor Patricia Crown was elected a member of the National Academy of Sciences in April 2014. This is one of the highest honors accorded to scientists and is given in recognition of distinguished and continuing achievement in original research. New members are elected by current members based on outstanding achievement and commitment to service.

"The university is honored to have Patricia Crown as a member of our faculty and we welcome this recognition of the extraordinary quality of her research through the years," said UNM President Robert G. Frank. "UNM's Department of Anthropology is one of the best in the nation and we are proud to offer students an opportunity to work with faculty members of the National Academy of Sciences."

Crown conducts research in the areas of southwestern archaeology, ceramic analysis, the archaeology of childhood and gender in archaeology. She has received international attention for her research into the prehistoric use of cacao at Chaco Canyon in New Mexico and into the ritual use of a black drink by Native Americans at Cahokia.
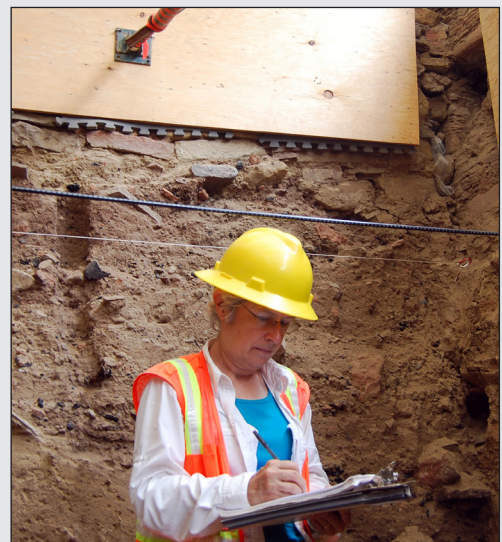
Distinguished Professor Patricia Crown

3.7 Freshman Retention

3.7.1 College of Arts & Sciences, Freshman Retention Fall 2012 to Fall 2013
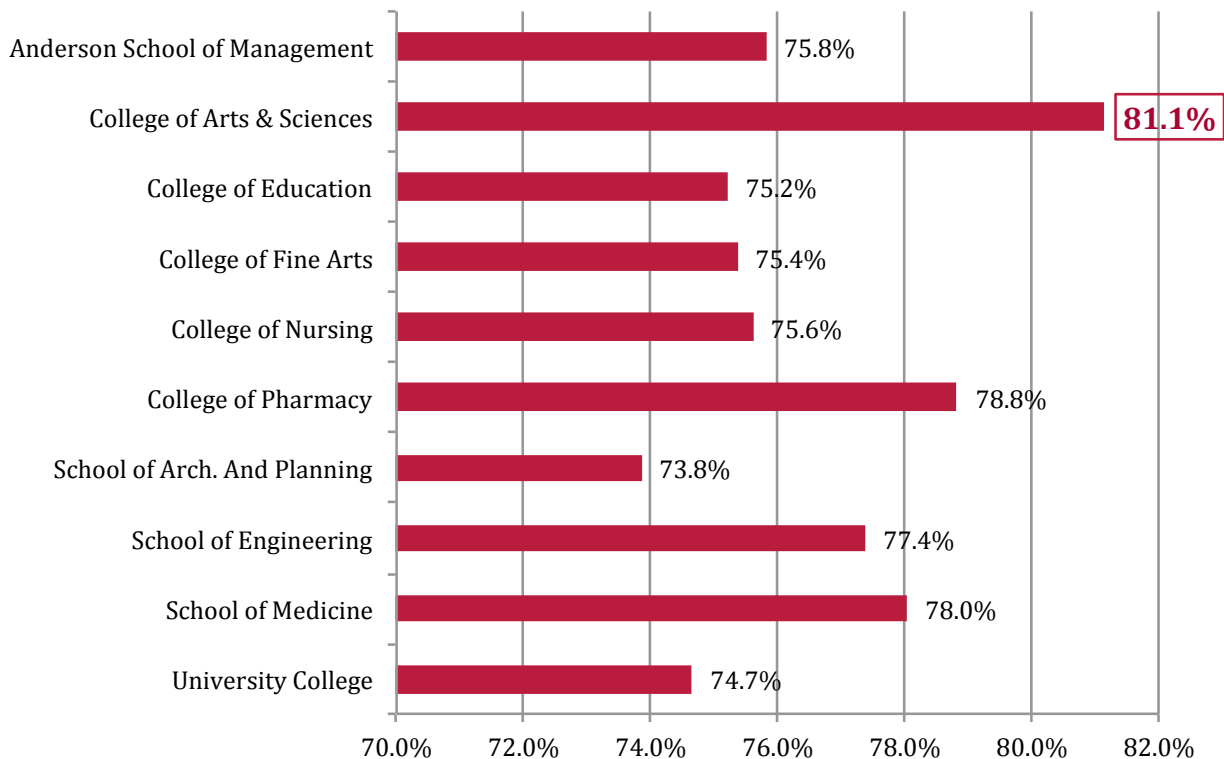
Despite admitting the largest cohort of students, fall-to-fall retention for first-time, full-time students was higher in the College of Arts and Sciences than in any other college. Even so, we are continuing our efforts to connect freshmen to their advisors and to their departments. Within departments there are often too few majors at this stage to make substantive conclusions. However, it is interesting to note that of our largest majors, fall to-fall retention was higher for Biology than for either Psychology or Criminology. One explanation may be that the department, through various externally funded programs, had already begun to increase dedicated advising staff before the College began its efforts to house more advisors in academic departments. Considering all first time students, CAS had higher fall to fall retention than all colleges except the College of Pharmacy, which is essentially a graduate program.

Many of the departments have too few students to have reliable retention data. However, dividing the majors among Humanities, Social Sciences and Natural Sciences reveals the surpizing result that Natural Sciences had the highest retention.
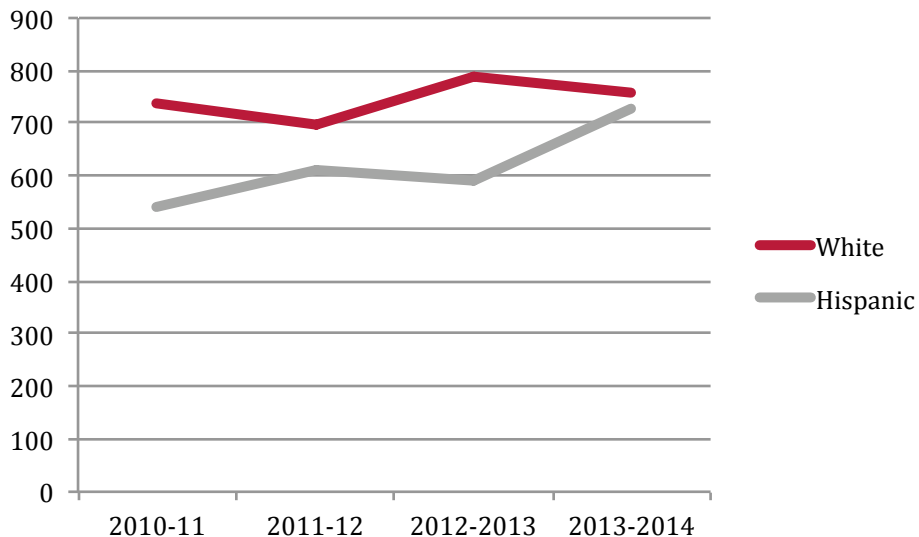
3.8 Degrees & Graduation - Degrees Awarded

3.8.1 College of Arts & Sciences, Degrees Awarded to First Majors per Academic Year

Degrees Award to First Majors per Academic Year
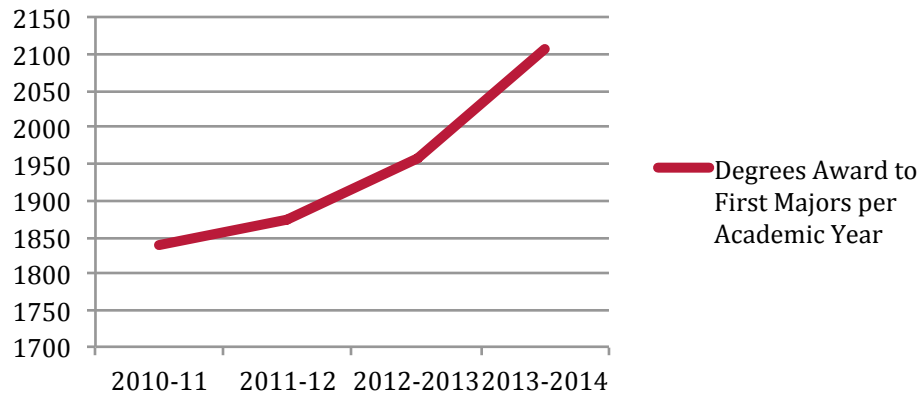
3.8.2 College of Arts & Sciences, Undergraduate Degrees Awarded to Hispanic and White Students Over Time


Degrees awarded

The number of degrees awarded per year has increased steadily over the last four years. We attribute this to improvements in Arts and Sciences advising, university-level efforts to aid in student success, and increased enrollments several years ago that put more students in the pipeline to degree completion. In addition to degrees awarded to studenets in their firs t major, the number of undergraduates completing a second major increased from about 290 per year to over 350 per year. Among the undergraduate degrees, most hav experienced small changes in the number of

degrees awarded per year. However, the Psychology Department awarded 42% more undergraduate degrees in 2013-14 than in 2010-11. This may be due to their extensive only offerings that help students complete degrees.

The two largest ethnic groups among our students are White and Hispanic. Note that, as the number of Hispanic students in our undergraduate population has increased, number of degrees awarded to these students have also increased. We would like to increase the numbers of minority students receiving masters degrees and doctorates.

3.8 Degrees & Graduation - Graduation Rates

3.8.3 College of Arts & Sciences, 4- 5- and 6-Year Graduation Rates, Intended and Admitted, for Students Entering in 2008
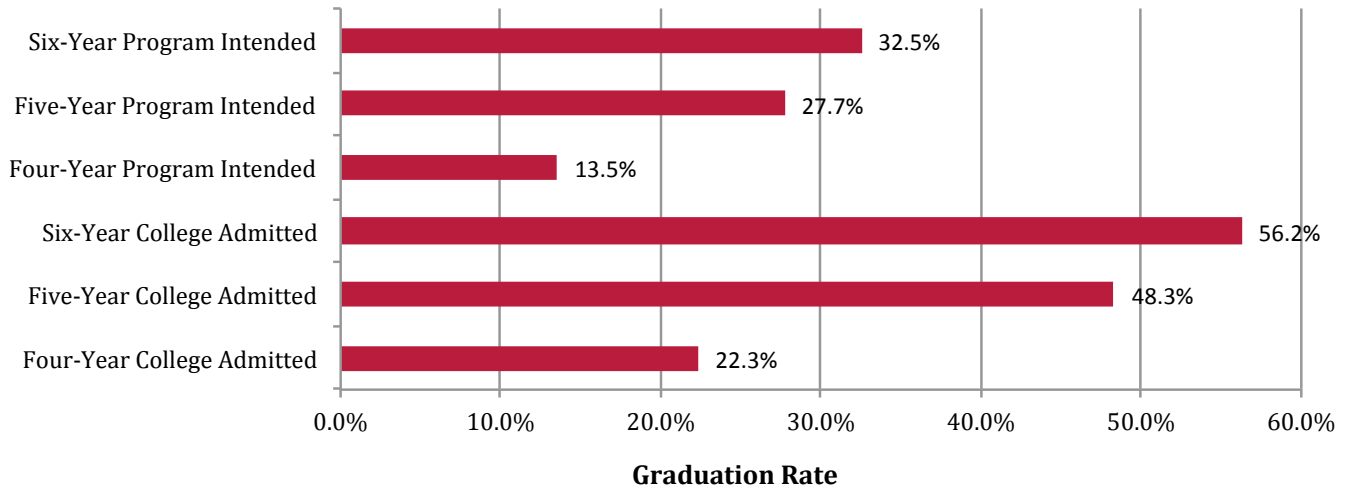

Graduation Rate

For students admitted to the College of Arts and Sciences, graduation rates are typically among the highest among our colleges. The 6-year graduate rate has been highest or second highest for the last three years. 6-year graduation rates are lower for cohorts of students that intended to major in Arts and Sciences, but could not initially be admitted to the College

(Figure 3.8.3). These rates still compare favorably to intended majors from other colleges. We hope that advising all of our intended majors from the NSO on will improve these figures. However, these arslo represent our less prepared entering students.

3.9 Research

3.9.1 College of Arts & Sciences, Research Expenditures

Pie chart legend:
- Natural Sciences — 43%
- Museums — 16%
- Social Sciences — 11%
- Humanities — 30%
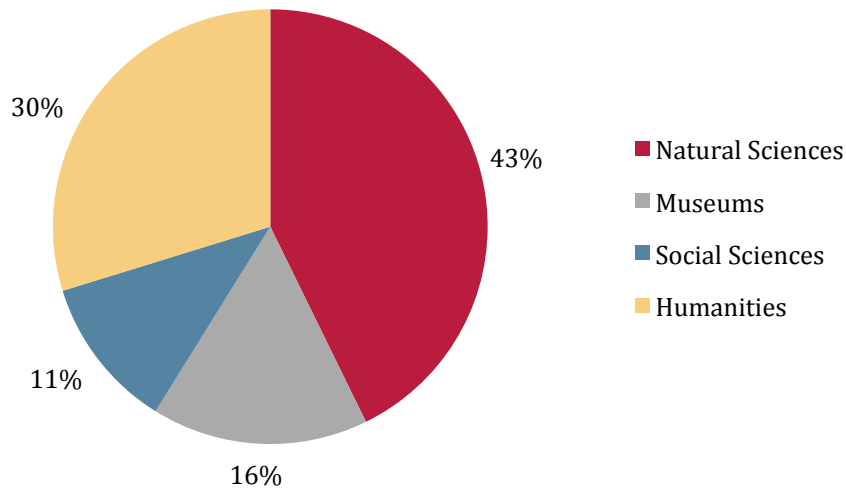
The College of Arts and Sciences supports the largest single research unit on UNM Main Campus with over one-half of total research expenditures (51%) for main campus in AY 2013 - 2014. Natural Sciences Departments (Biology, Physics & Astronomy, Chemistry & Chemical Biology, Earth & Planetary Sciences, Mathematics & Statistics) and associated programs account for 62% of total research expenditure activity. Museums (Museum of Southwestern Biology, Maxwell, Meteoritics) account for 26%, and Social Sciences Departments (Sociology, Anthropology, Psychology, Economics, Linguistics, Speech & Hearing) account for about 12% of overall research expenditures within the College. Humanities account for a little less than 1% of activity reported here, but private funding (not included in this report) makes up a large portion of Humanities research expenditures. Research funds directly support research staff, equipment, and student education and training. Awards are to single investigators, collaborative groups of faculty, and interdisciplinary programs within the College.

3.10 Future Plans

1. In 2013, the College of Arts and Sciences embraced the goal of achieving five in five, a five percentage point increase in four- and six-year graduation rates in five years. We have embraced dozens of initiatives to advance student success and achieve this goal. One major initiative for 2014-2015 is a complete redesign of our core writing program that has allowed us to eliminate Introductory Studies English 100, the remedial English composition course that more than 400 first-year students took each year. Starting this year, all entering UNM students will begin their academic career with credit-bearing UNM English composition courses. In another major student success initiative, we have added a half dozen new academic advisors as for the first time we serve intended majors as well as students already admitted to the College.

2. The College plans to add its first new academic department in more than twenty years in the year to come, as we seek to move the Chicana and Chicano Studies program to department status in 2015. As the most distinguished Hispanic-serving research university in the nation, in a state where Hispanics now constitute a plurality of the state's population, we have a special opportunity to strengthen our national reputation for excellence in the study of Hispanic communities in the United States and improve student success for students in this program by moving this program to department status.

3. We also plan to complete the planning process for a new interdisciplinary science building. This building will move the faculty of the Department of Physics and Astronomy into a new state of the art facility that will allow them to engage in cutting edge scientific research that cannot be accommodated in its existing outdated facilities. This new building will also feature laboratory spaces that can be used by interdisciplinary teams of working in the fields of optics, stable isotope analysis, bioinformatics, genomics, and big data analysis and synthesis.

Chapter 4. College of Education

Message from the Dean

The UNM College of Education strives to address critical education issues within a local, regional, national and international spectrum. The UNM College of Education has 9 doctoral programs, 12 masters programs, 4 graduate certificate programs and 13 undergraduate programs, organized within five departments, which are engaged in educator preparation and preparation of professionals for non-teaching careers (family studies, health, exercise science, nutrition, sports administration). The College of Education has 23 NCATE (National Council for Accreditation of Teacher Education) programs. The college trains the largest number of teacher educators and administrators in the state, with placement of our graduates throughout New Mexico and beyond. Faculty from the college are involved in research and outreach endeavors. Faculty members collectively produce over 100 academic publications per year. The college has received over $22 million in grant and contract funding over the last five years from federal, state, foundation, and national or local foundation sources.
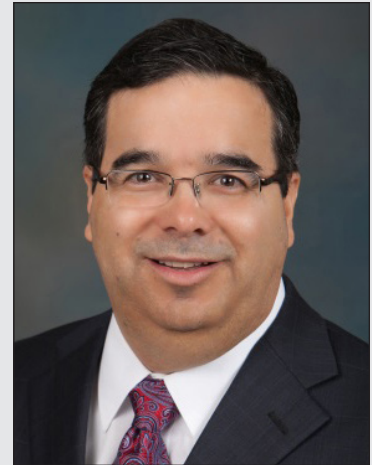
Dean Hector Ochoa

4.1 Mission & Vision

The mission and vision of the College of Education are reflected in the core values of the college, as follows:

Advocacy: In response to evidence of educational, social and political inequities, we promote activism to advance change;

Building Professional Identities: We support the development of individuals as lifelong learners and effective professionals who are grounded in their own identities;

Collaboration and Relationships: We engage in authentic, active participation with all community members to develop solutions for the individual, local and global challenges we face;

Dignity: We treat all people ethically, with respect and afford them the dignity that is their innate right.

Diversity and Social Justice: We are dedicated to the analysis of social structures and power relations that hinder equal access for all, especially historically underrepresented populations, and to the educational and political work that addresses these inequalities;

New Mexico: The peoples, cultures, histories and communities of New Mexico enrich our work. This sense of place influences all that we do;

Scholarship and Research: We challenge ourselves to engage in scholarship and research that enrich the human experience, inform educational policy and practice, and address the needs of a complex, diverse world;

Teaching and Learning: Teaching and learning are central to our work. We study, question, debate and revise these dynamic and robust areas of investigation in order to improve our practice.

External Accreditation

National Council for Accreditation of Teacher Education (NCATE)
   Last Accreditation – 2007
   Length of Accreditation – 8 yrs

Accreditation Council for Education in Nutrition and Dietetics (ACEND)
   Last Accreditation – 2010
   Length of Accreditation – 10 yrs

Council for the Accreditation of Counseling and Related Education Programs (CACREP)
   Last Accreditation – 2013
   Length of Accreditation – 6 yrs

Commission on Accreditation of Athletic Training Education (CAATE)
   Last Accreditation – 2007
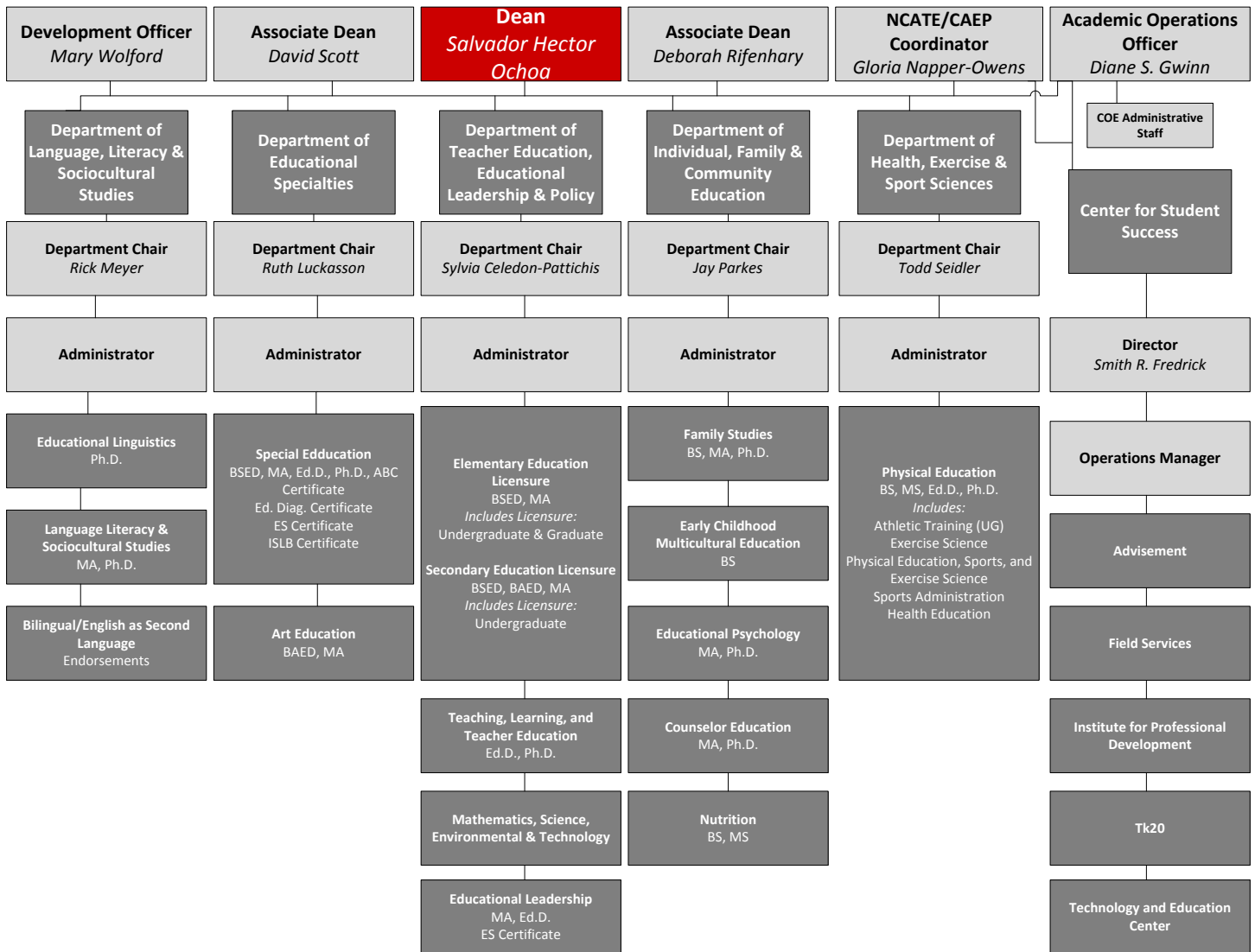   Length of Accreditation – 10 yrs

The Commission of Sports Management (COSMA)
   Last Accreditation –all programs migrating from NASPE/NASSM to COSMA, NASPE/NASSM was approved in 2007.
   Length of Accreditation – NASPE/NASSM – 10 yrs

4.2 Organization & Facilities

4.2.1 College of Education, Organizational Chart

| Development Officer
Mary Wolford | Associate Dean
David Scott | **Dean**
Salvador Hector Ochoa | Associate Dean
Deborah Rifenhary | NCATE/CAEP Coordinator
Gloria Napper-Owens | Academic Operations Officer
Diane S. Gwinn |
|---|---|---|---|---|---|
| Department of Language, Literacy & Sociocultural Studies | Department of Educational Specialties | Department of Teacher Education, Educational Leadership & Policy | Department of Individual, Family & Community Education | Department of Health, Exercise & Sport Sciences | COE Administrative Staff |
| | | | | | Center for Student Success |
| Department Chair
Rick Meyer | Department Chair
Ruth Luckasson | Department Chair
Sylvia Celedon-Pattichis | Department Chair
Jay Parkes | Department Chair
Todd Seidler | |
| Administrator | Administrator | Administrator | Administrator | Administrator | Director
Smith R. Fredrick |
| Educational Linguistics
Ph.D. | Special Edducation
BSED, MA, Ed.D., Ph.D., ABC Certificate
Ed. Diag. Certificate
ES Certificate
ISLB Certificate | Elementary Education Licensure
BSED, MA
Includes Licensure:
Undergraduate & Graduate | Family Studies
BS, MA, Ph.D. | Physical Education
BS, MS, Ed.D., Ph.D.
Includes:
Athletic Training (UG)
Exercise Science
Physical Education, Sports, and Exercise Science
Sports Administration
Health Education | Operations Manager |
| Language Literacy & Sociocultural Studies
MA, Ph.D. | | Secondary Education Licensure
BSED, BAED, MA
Includes Licensure:
Undergraduate | Early Childhood Multicultural Education
BS | | Advisement |
| Bilingual/English as Second Language
Endorsements | Art Education
BAED, MA | | Educational Psychology
MA, Ph.D. | | Field Services |
| | | Teaching, Learning, and Teacher Education
Ed.D., Ph.D. | Counselor Education
MA, Ph.D. | | Institute for Professional Development |
| | | Mathematics, Science, Environmental & Technology | Nutrition
BS, MS | | Tk20 |
| | | Educational Leadership
MA, Ed.D.
ES Certificate | | | Technology and Education Center |

Facilities

The College of Education has offices and classrooms in Hokona Hall, the Technology and Education Center (TEC), Travelstead Hall, Johnson Center, Manzanita, Simpson Hall, and in the University Advisement and Enrichment Center.

Highlights

- LEED Platinum status for TEC

- Travelstead Hall has been remodeled and serves as our Center for Student Success.

Challenges

- Johnson Center is obsolete. The entire building, including offices and classrooms, is in need of being rebuilt.

- Hokona Hall – the building public areas have not been repainted or repaired in at least 20 years. The carpet is threadbare throughout in faculty and departmental offices.
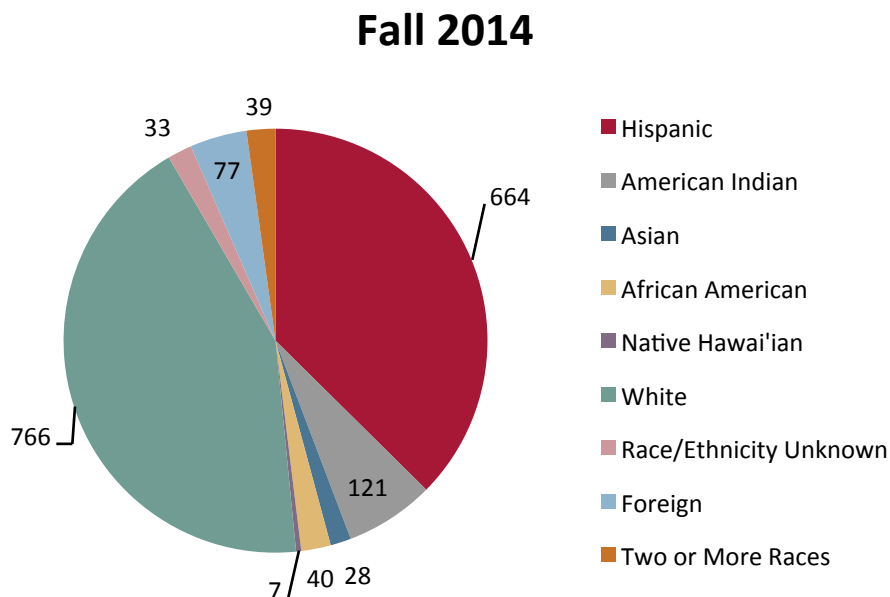
Priorities

- Hokona Hall – carpet and paint (this is currently in progress).

- Johnson Center - replacement

4.3 Enrollment

4.3.1 College of Education, Headcount, Fall Enrollment by Gender

Fall Enrollment by Gender
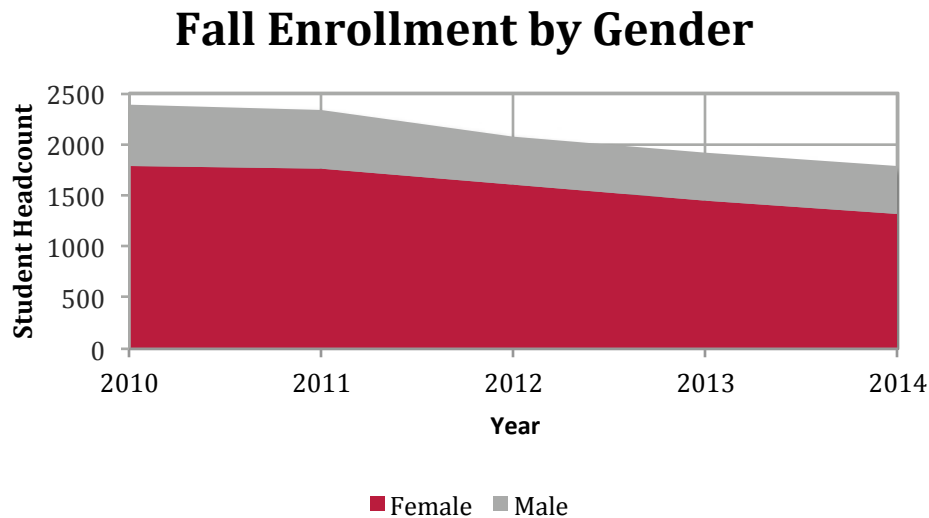
4.3.2 College of Education, Headcount, Enrollment by Ethnicity, Fall 2014
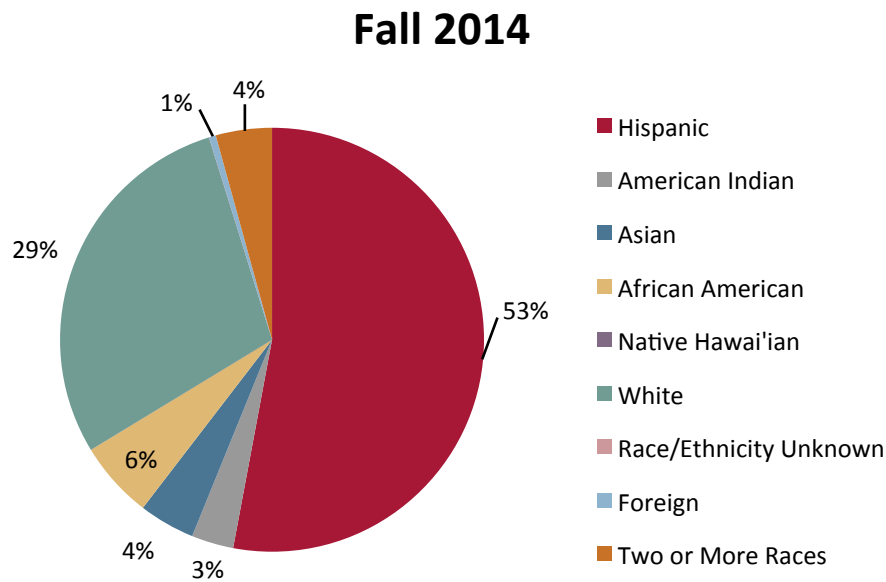
Fall 2014

Following the trend at UNM as a whole, the College of Education has experienced enrollment and Student Credit Hour (SCH) declines over the past 5 fall semesters. Contributing factors to the COE decline include an improving economy, the relocation of an academic program from the College of Education to another UNM academic unit, more competition (there are several for-profit alternative paths to teacher certification now in New Mexico and in Albuquerque) and changing perceptions of the teaching profession both at the national and the state levels. The college attracts proportionately more females (74%) than most other colleges at UNM, and in Fall 2014 the college attracted significant numbers of students from diverse backgrounds (55%).

4.4 Overview - Beginning Freshmen

4.4.1 College of Education, Headcount, Beginning Freshmen, Fall 2014

Fall 2014

Legend:
- Hispanic
- American Indian
- Asian
- African American
- Native Hawai'ian
- White
- Race/Ethnicity Unknown
- Foreign
- Two or More Races

Pie chart values: 53%, 3%, 4%, 6%, 29%, 1%, 4%

The College of Education began pre-admission of beginning freshmen students directly into the college in Fall 2014 and these students are now being fully advised by COE professional advisement staff and faculty. These students are coming in with an average high school GPA of 3.31 and an ACT composite score of 21.4. The largest group of intended majors includes Elementary Education, Athletic Training, Exercise Science, and Nutrition and Dietetics. There are also intended majors in Earth Science Education, Early Childhood Education, Math Education, Life Science Education, Physical Science Education, Special Education, and Teaching English as a Second Language. Over half (53%) of the incoming beginning freshmen class are Hispanic students. About 71% of the entering freshmen class are from diverse backgrounds.

4.5 Faculty & Staff

4.5.1 College of Education, Faculty by Rank
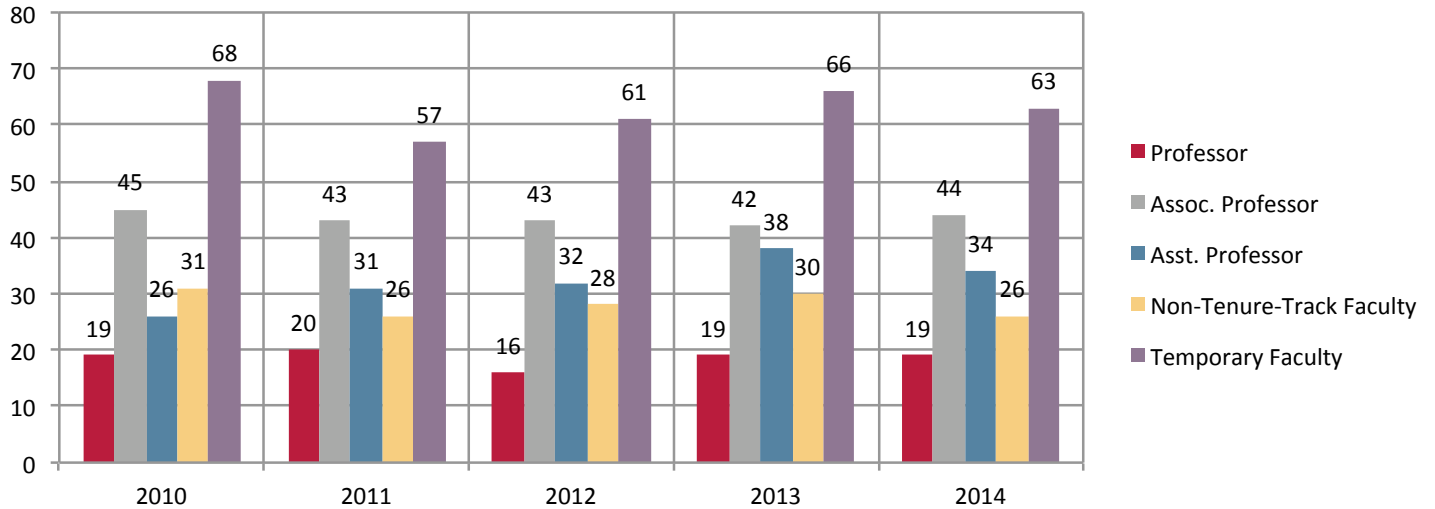
4.5.2 College of Education, Tenure and Tenure-Track Faculty by Gender
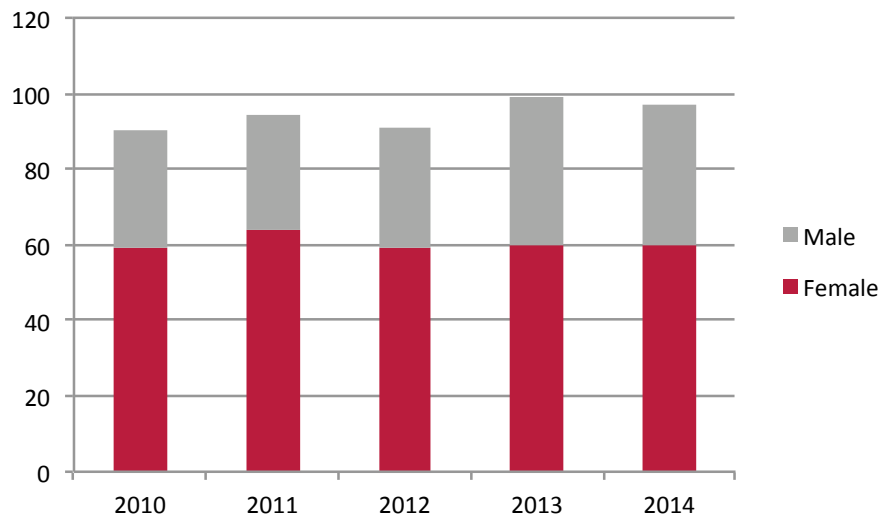
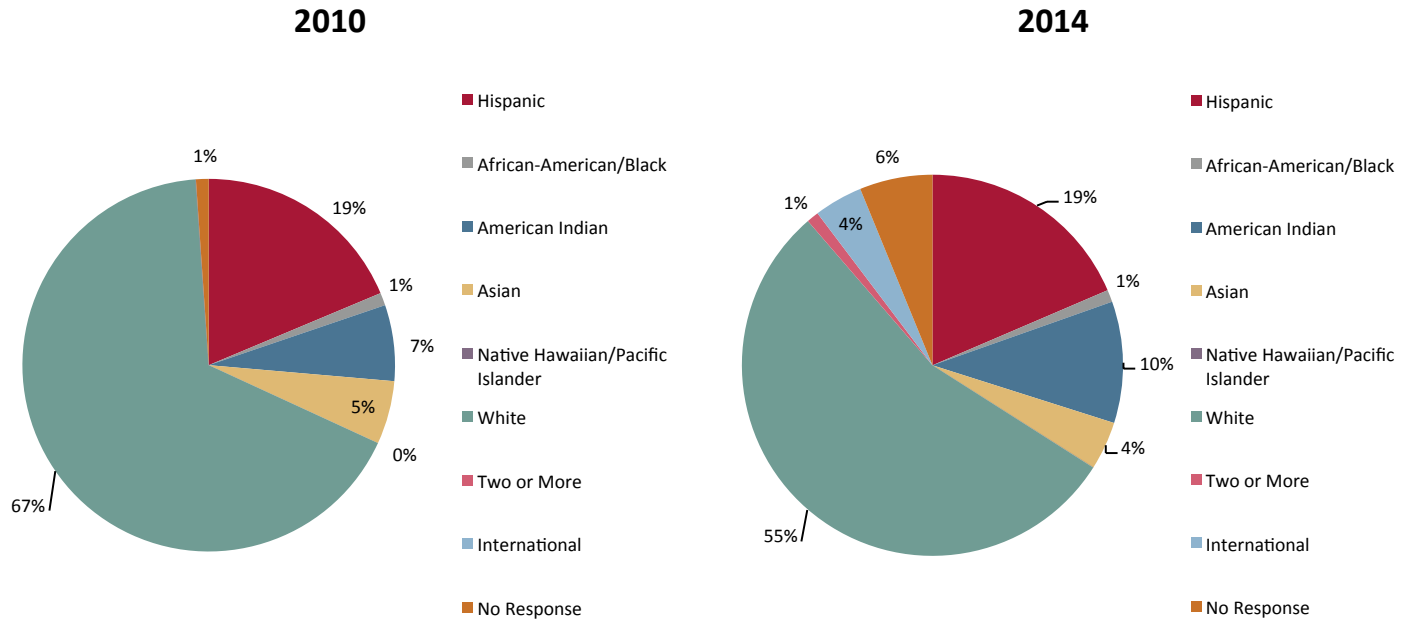
The College of Education has 123 full-time faculty members of which 79% are tenure-track.

The proportion of male to female tenure and tenure-track faculty has remained steady for the past five years. Approximately 62% of the tenure and tenure-track faculty are female.

4.5.3 College of Education, Tenure and Tenure-Track Faculty by Race and Ethnicity, 2010 and 2014

2010

- Hispanic
- African-American/Black
- American Indian
- Asian
- Native Hawaiian/Pacific Islander
- White
- Two or More
- International
- No Response

2014

- Hispanic
- African-American/Black
- American Indian
- Asian
- Native Hawaiian/Pacific Islander
- White
- Two or More
- International
- No Response

The percentage of White tenure and tenure-track faculty has declined from 67% to 55% from 2010 to 2014. Concomitantly, American Indian facul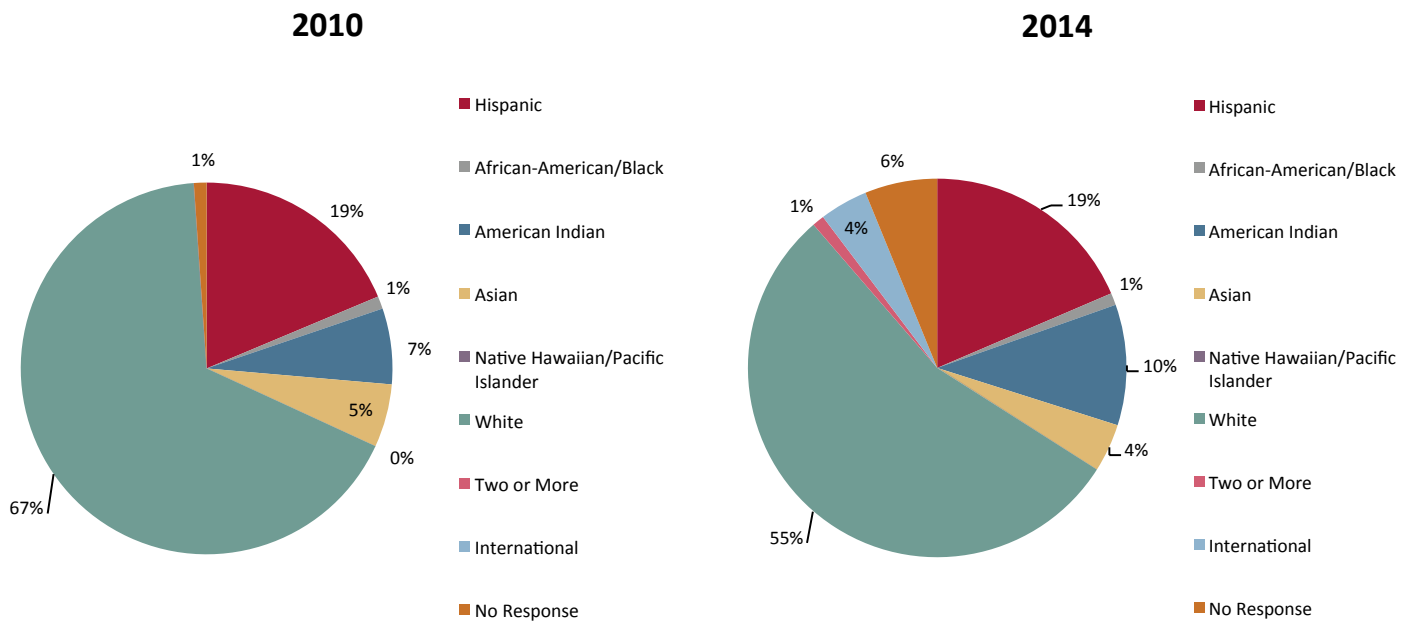ty numbers have increased from 6 to 10, and from 7% to 10% during the same time period. The COE tenure and tenure-track faculty members ethnic composition is 55% White, 41% ethnically diverse and 6% unknown.

4.5 Faculty & Staff

4.5.4 College of Education, Staff by Gender
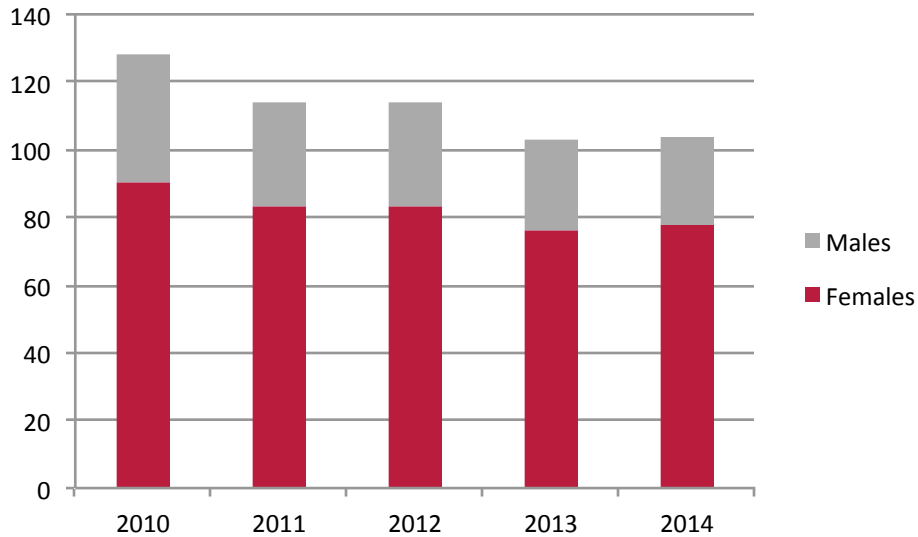
4.5.5 College of Education, Staff by Race and Ethnicity, 2010 and 2014

2010

2014

The College has experienced a decline in staff in the past five years, from 128 in 2010 to 104 in 2014.

Across the 5 year time period (2010-2014), White staff have declined from 52% to 44% of the staff; Hispanic staff increased from 41% to 43%. American Indian staff count grew from 2% to 8%. In 2014, the COE staff's ethnic composition was 44% White, 54% ethnically diverse, with 2% unknown.

4.6 Budget

4.6.1 College of Education, Budget, Fiscal Year 2013 to 2014, Actuals Net Change by Fund
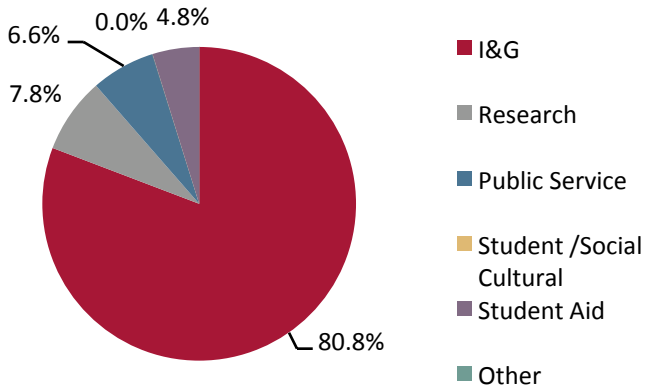
COE FY13 to FY14 Actuals Net Change by Fund
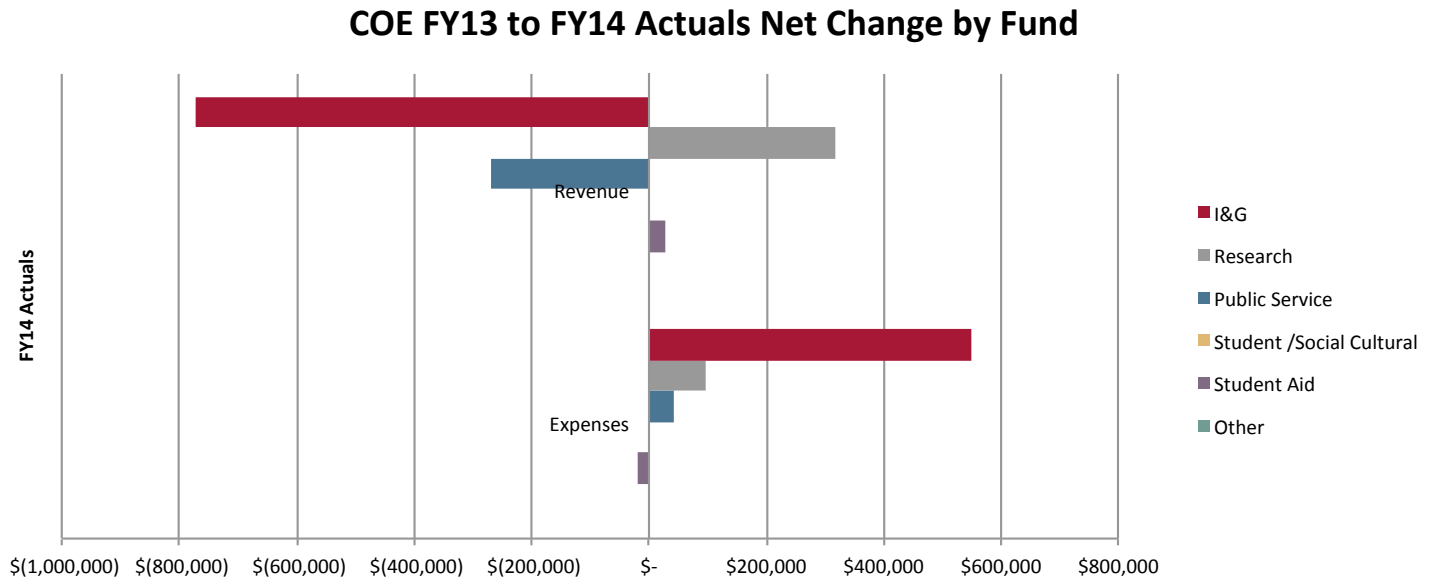
Instruction and general (I&G) net changes from FY 13 to FY 14 reflect a $270k reversion of funds to Academic Affairs, $200k transfer to unrestricted research to fund internal awards, $400k in national accreditation support, with the remainder being expended for various department support initiatives.

Research increased as a result of an infusion of funds from I&G. Unrestricted public service funds reflect state appropriations awarded to the Family Development Program, which vary from year to year. Student aid fluctuations are a result of investment income as well as efforts on behalf of COE from our development function to streamline the awarding of scholarships.
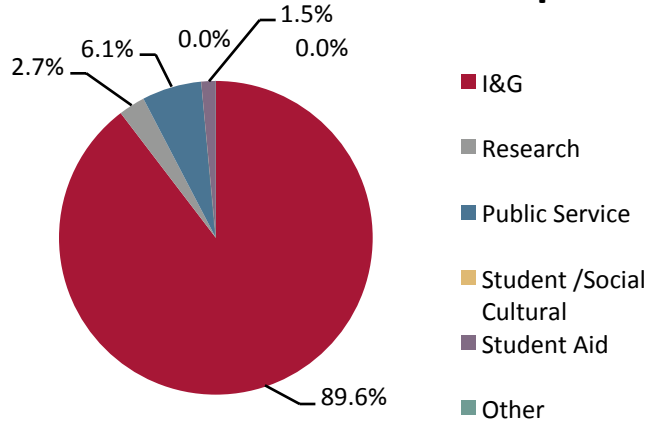
4.6 Budget

4.6.2 College of Education, Budget, Actual Revenue and Expenses for Fiscal Year 2014

COE FY14 Actual Revenue

- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other

6.6% 0.0% 4.8%
7.8%
80.8%

COE FY14 Actual Expenses

- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other

2.7% 6.1% 0.0% 1.5% 0.0%
89.6%

I&G expenses outpace revenue as a result of expending our reserves in addition to reversion of funds to Academic Affairs for FY 13 and FY 14 ($270,000 and $143,000, respectively). The College will continue to exhaust its I&G reserves to fund various initiatives that further the mission of the College (national accreditation support to maintain National Council for Accreditation of Teacher Education (NCATE) and Council for the Accreditation of Educator Preparation (CAEP) accreditation, seed funding for education research, etc). Research revenue exceeded expenses

as $375,000 of I&G funds were transferred to fund internal awards that will not expire until June 2015. Public service revenue and expenses are in line with what is awarded to the Family Development Program in the form of state appropriations, with any excess used as bridge funding until the next funding cycle begins.

Student aid expenditures historically lag behind revenues as scholarships awarded in the current fiscal year are not expended until Fall of the following fiscal year.

4.6.3 College of Education, Budget, Fiscal Year 2014 Original Unrestricted Budget

COE FY14 Original Unrestricted Budget

Legend:
- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other
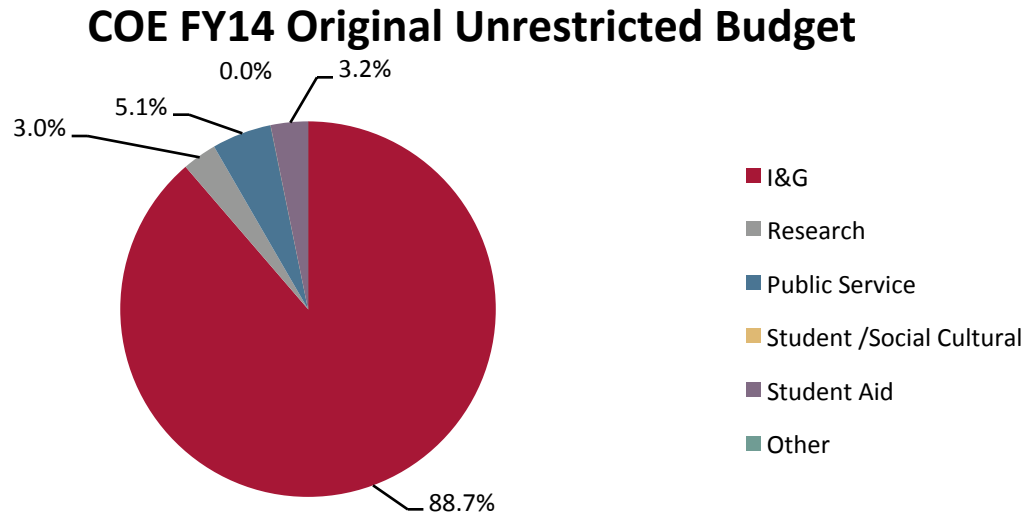
The unrestricted budget for COE has historically been extremely dependent upon I&G funds. This reflects the cultural emphasis on teaching and service within the College, but also is an indicator of sponsored research that does not provides for indirect costs. Funding for education research has been provided to COE from sponsors that either do not provide for indirect costs or do so at a severely reduced rate (W.K. Kellogg does not pay for indirect costs, and the Federal Department of Education typically pays a maximum of 8%). This prevents using a percentage of research unrestricted budget as a reliable indicator of level of effort towards research purposes.

The Family Development Program within COE receives unrestricted public service funds in the form of state appropriations on an annual basis. Unrestricted student aid funds are a function of investment income for endowed scholarships and non-endowed program support funds.
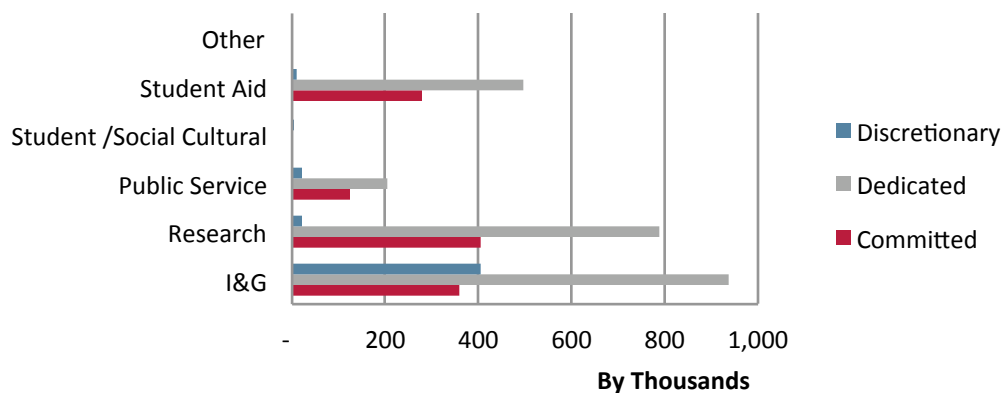
4.6.4 College of Education, Budget, Net Change in Fiscal Year 2014 and Fiscal Year 2015 Reserves

COE Net Change in FY14 and FY15 Reserves
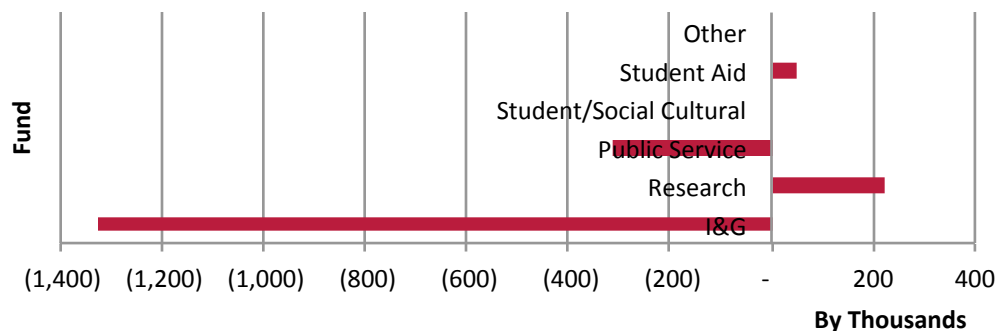
4.6.5 College of Education, Budget, Categorization of Fiscal Year 2015 Reserves

COE Categorization of FY15 Reserves

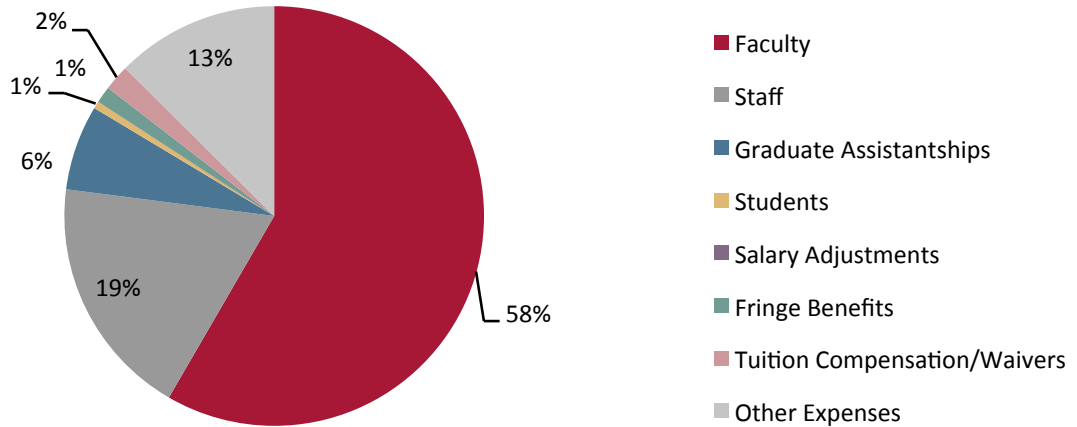During FY 14, I&G reserves were primarily expended by reverting $143,000 to Academic Affairs,

$375,000 transfer to unrestricted research to fund internal awards, $350,000 for national accreditation support, and the remainder for various department support initiatives. Research increased as a result of an infusion of funds from I&G. Unrestricted public service reserve fluctuations are a function of state

appropriations to the Family Development Program, which vary from year to year. Student aid reserves are scholarships, which are either committed or dedicated to reflect their award status. Research is dedicated for internal awards, and committed in faculty start-up funding. I&G reserves are set aside for national accreditation support, course and curriculum fees, faculty travel and professional development.
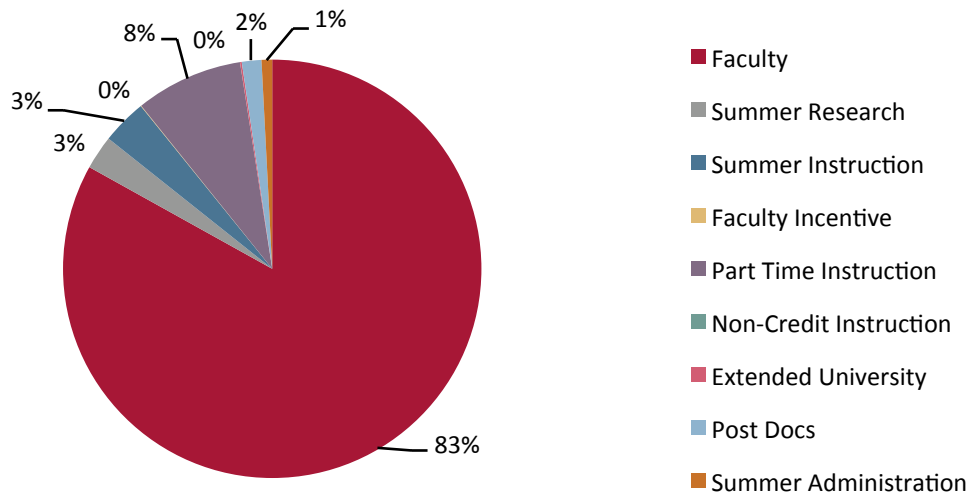
4.6 Budget

4.6.6 College of Education, Budget, Fiscal Year 2014 Actual Unrestricted Salary Expense

COE FY14 Actual Unrestricted Salary Expense

Legend:
- Faculty
- Staff
- Graduate Assistantships
- Students
- Salary Adjustments
- Fringe Benefits
- Tuition Compensation/Waivers
- Other Expenses

Values shown: 58%, 19%, 13%, 6%, 1%, 1%, 2%

4.6.7 College of Education, Budget, Fiscal Year 2014 Actual Unrestricted Faculty Salary Expense

COE FY14 Actual Unrestricted Faculty Salary Expense

Legend:
- Faculty
- Summer Research
- Summer Instruction
- Faculty Incentive
- Part Time Instruction
- Non-Credit Instruction
- Extended University
- Post Docs
- Summer Administration

Values shown: 83%, 3%, 3%, 0%, 8%, 0%, 2%, 1%

FY 14 COE unrestricted I&G salary expense net of summer expenses is $13.8 million comprising 97% of the College of Education's FY 14 recurring I&G allocation ($14.3 million). Supporting UNM's mission and goals, 68% of salary expenses are faculty salary (including fringe), with 10% expended on student support (assistantships, tuition waivers and student employment), and only 21% expended on staff support.

Faculty salary comprise 83% of total faculty salary expense and 49% of total unrestricted salary expense. Part-time instruction comprises 9% of faculty salary expense and 5% of total unrestricted salary expense. There are 122 Full-Time Equivalent (FTE) full-time faculty generating 31,970 SCH with part-time instruction generating 9,035 SCH for FY14. With additional faculty salary account codes being introduced in FY15, increased transparency in faculty salary reporting is anticipated.

4.7 Major Activities

1. A search for a new dean of the College of Education was successful. Dr. Salvador Hector Ochoa was selected and hired as the new dean.

2. Scholarly productivity of the COE faculty remains extremely high, with approximately 106 published articles in refereed journals, eight books, fifty book chapters, and over 200 professional presentations to international, national, and statewide organizations.

3. A $1.1 million grant was procured from the Kellogg Foundation to develop and implement the Transformative Action Groups (TAGS) that focus on how we prepare teacher education candidates to work with diverse populations in rural settings during early field experiences and student teaching.

4. The Counselor Education Program conducted a site visit and received re-accreditation from the Council for the Accreditation of Counseling and Related Educational Programs.

5. The Special Education Applied Behavior Analysis (ABA) field experience component of the ABA Transcripted Graduate Certificate was submitted and approved by the national Behavior Analyst Certification Board (BACB). The ABA course sequence had been nationally approved previously by the BACB.

6. The College of Education Teacher Education, School Leadership & Policy department was invited to participate in the Carnegie Partnership Education Development project that has a clear focus on the review and development of a doctoral program developed to prepare doctoral students for different educational and research settings.

7. The Native American Leadership Masters Cohort Program was implemented. This initiative is a collaborative partnership with UNM's Educational Leadership Program, Bureau of Indian Education, Native American Studies, the Math and Science Academy of Los Alamos National Laboratories, and the San Felipe and Jemez School Districts.

8. The TESOL Institute has been running for 17 summers as a partnership with APS, UNM students, and children in the La Mesa community. This past summer 40 students working toward their TESOL endorsements attended the UNM/APS ESL Endorsement Summer Institute. Over 100 English as a Second Language (ESL) K-5 students from the neighborhood and 20 adults attended 4 weeks of intensive English classes sponsored by the institute.

9. Six pre-service elementary and dual license teachers participated in the Student Teachers in Austria Reach for Success (STARS) Initiative and spent one month in participating elementary, middle and high schools in Vienna and the province of Burgenland, Austria.

10. The College of Education hosted the National Network for Educational Renewal on October 10-12 in Albuquerque, New Mexico. The Theme for the conference was Community Engagement to Enhance Student Learning. More than 300 participants attended the conference and the conference allowed the College of Education to hallmark our educational renewal partnership work with schools and community partners.

11. The Summer Youth Sports Program (SYSP) is in its 46th year. The SYSP brings in 300- 600 children from disadvantaged neighborhoods who may not otherwise have access to safe summertime activities. For many of these children, this this their only exposure to the UNM campus.

4.8 Freshman Retention

4.8.1 College of Education, Retention Rates for Schools and Colleges, Fall 2012 to Fall 2013
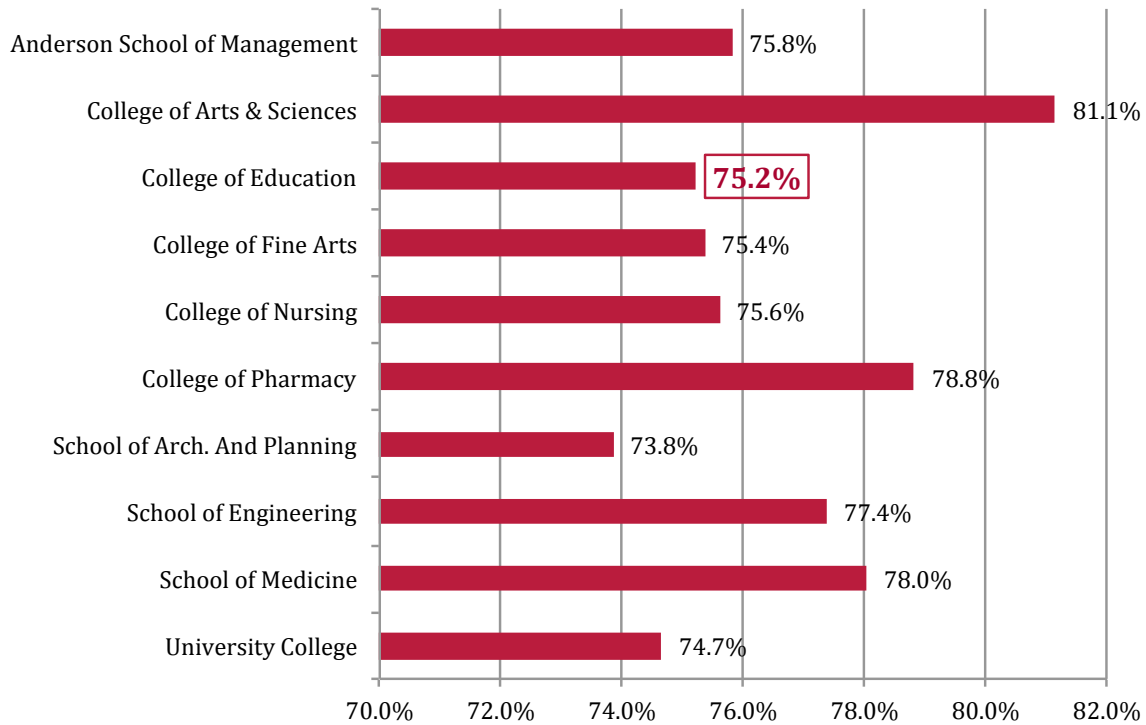

The COE retention rate of 77% compares favorably with other UNM colleges. It should be noted that the College of Education began formal advisement of its pre-admit majors in fall 2014.

Retention numbers presented here reflect Fall 2012 to Fall 2013 retention. These students were advised in the University College, and not the COE. Efforts to strengthen retention in the College are well under way, including strong advisement by the professional advisement center and staff.

4.9 Degrees & Graduation - Degrees Awarded

4.9.1 College of Education, Degrees Awarded for Academic Years 2010-2013
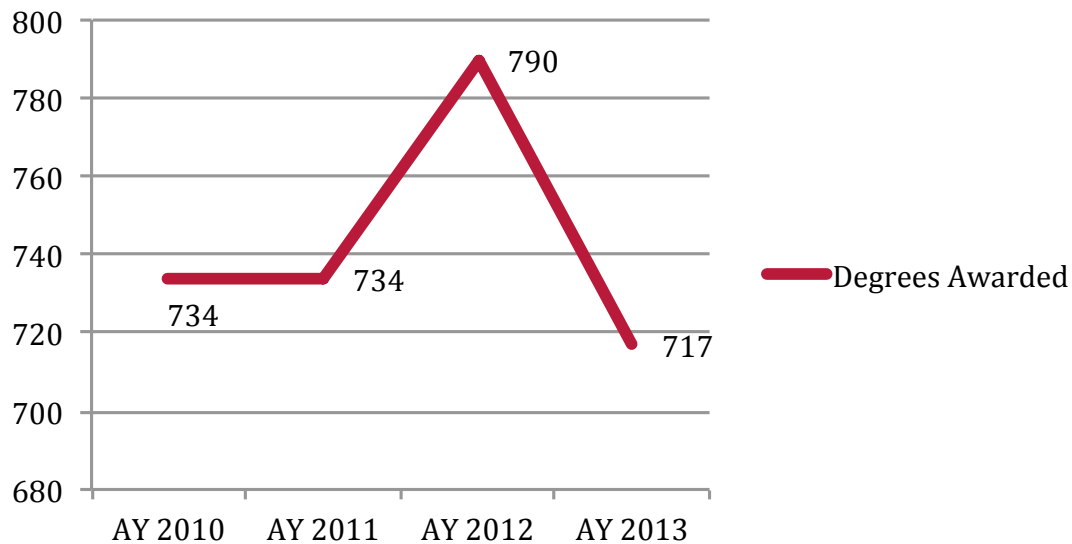
The College of Education produces the largest number of teacher candidate degrees in the State of New Mexico. Overall, the college graduated 717 students in AY 2013, including 133 bachelors degrees and 71 Masters in Elementary Education, 40 bachelors degrees and 42 Masters in Secondary Education, 26 bachelors and 35 Masters in Special Education, and 24 bachelors in Early Childhood Education. There were 5 doctorates, 17 Educational Specialist and 13 masters degrees awarded in Educational Leadership. Doctorate, masters and bachelor degrees were awarded in Nutrition, Health Education, Counselor Education, Language, Literacy and Sociocultural Studies, and in other Education programs. The college has experienced declines in graduation numbers, in concert with the decline in enrollment numbers over the past five years. The college anticipates growth in the areas of STEM degrees, in part as a result of a grant received from the Public Education Department (PED), and as a result of active recruiting in those areas.

4.9 Degrees & Graduation - Graduation Rates

4.9.2 College of Education, 4- 5- and 6-Year Graduation Rates, Intended and Admitted, for Students Entering in 2008
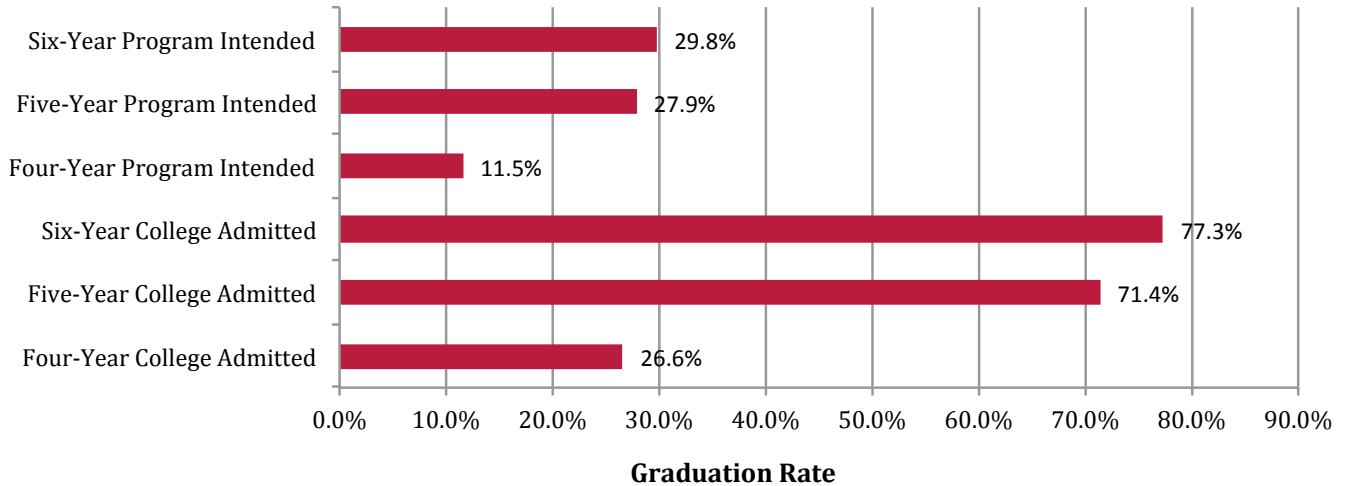
Graduation Rate

The six-year graduation rate for the first-time full-time Fall 2008 beginning freshmen cohort who were later admitted into COE programs is at 52.99%, well above many other colleges at UNM. Elementary Education program six-year rate is 52.81%, Exercise Science program is 58.87%, and the Special Education program is 88.89%. This graduation rate is expected to increase in future academic years as the COE continues its Center for Academic Success retention program.

4.10 Research

4.10.1 College of Education, Research Expenditures, 2005-2014
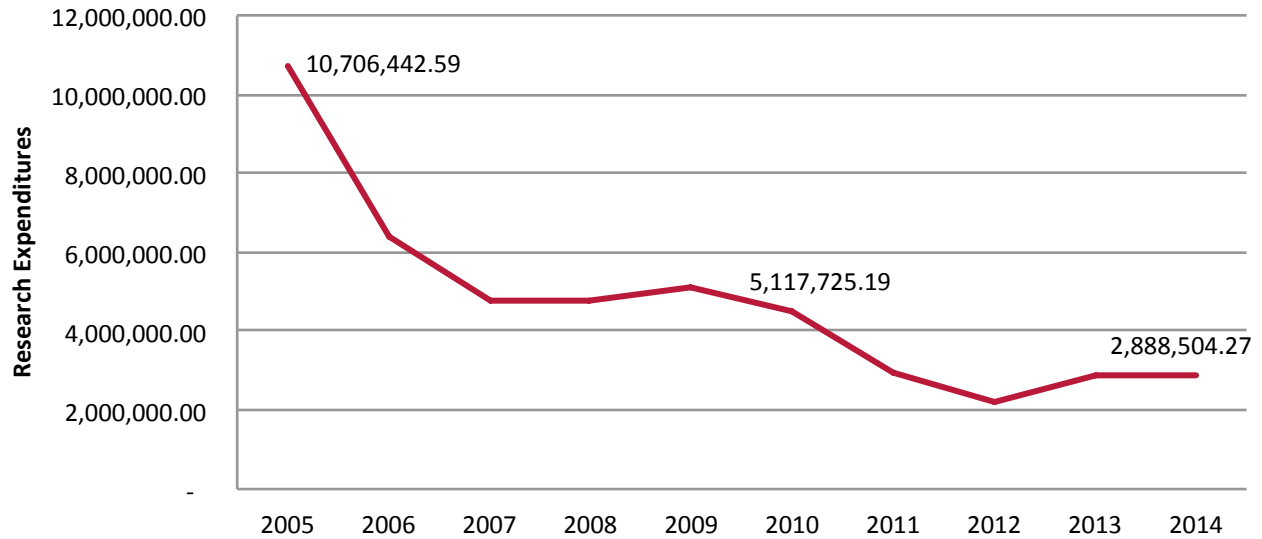
A significant percentage of COE's research expenditures from FY05-FY11 were attributable to partnership grants with Albuquerque Public Schools. This has averaged from 43% in FY05 to 15% in FY11, when the final grant expired. FY12 – FY14 have seen over $1M of I&G funding transferred to research in order to provide seed funding for COE faculty research initiatives with the goal of securing external funding. An infusion

of $1.1M from the W.K.Kellog foundation and an additional $800k from NMPED were awarded to COE in FY15. This represents an increase of approximately 92% compared to FY14, assuming that the awards are fully expended in FY15.

Our goal is to increase research awards and expenditures in future years.

4.11 Future Plans

Priorities

The College of Education experienced a transition in leadership in July 2014, from Interim Dean Viola Florez to Dean Salvador Hector Ochoa. The new dean and faculty have been charged with reimagining the college and thereby setting a new standard for education in New Mexico. In the first half of 2014, three committees established by the Provost–the External Profesional Advisory Committee (EPAC); the statewide Community Professional Advisory Committee (CPAC); and the internal committee, the Provost Management Team (PMT)–finalized their recommendations for transforming the College of Education teacher preparation programs into state-of-the-art teacher educator programs. The new Dean, together with his leadership team, and faculty, began implementation of these recommendations in 2014. These reorganization efforts are outlined below:

1. Implementing recommendations are being made by the eight working groups that are focused on reimagination efforts. These working groups include:

    *   Policy and Mission

    *   Curriculum and Knowledge

    *   Clinical Practice and Student Teaching

    *   Assessment and Accountability

    *   Interdisciplinary Research Center Enterprises

    *   Student Support Factors

    *   Faculty Issues

    *   Teacher Retention

2. Implementing the three Transformative Action Groups (TAGS) (Early Childhood, Elementary Education, Secondary Education) pertaining to clinical early field experiences and student teaching for teacher education candidates.

3. Establishing an External COE Curriculum Advisory Board for Educator Preparation.

4. Reorganizing the COE's Dean's organization structure to increase efficiency and effectiveness, research infrastructure, faculty retention, student support, as well as to respond to accountability demands.

5. Establishing a COE Friends Board to enhance development activities.

Chapter 5. School of Engineering

Message from the Dean

The University of New Mexico School of Engineering combines excellence in academic programs with research that addresses global challenges, a commitment to help students succeed, and a thriving culture of innovation that contributes to local and national economic development.

As part of a flagship public university, the School of Engineering delivers a world-class education at an affordable cost to a highly diverse student body.

As part of a research institution, UNM Engineering integrates exploration with academics and a culture of innovation.

Faculty and students are engaged in research collaborations and strategic partnerships with the national labs, government agencies, industry, and academic institutions worldwide.

Our faculty, staff and students are actively involved in the community with programs to encourage young people to pursue their education in science, technology, engineering, and math.

The New Mexico economy is strengthened with UNM Engineering cutting-edge education and research. The School provides highly qualified graduates in a wide range of engineering, computer science, and interdisciplinary fields, and it creates new advancements in technologies that create jobs and help businesses.
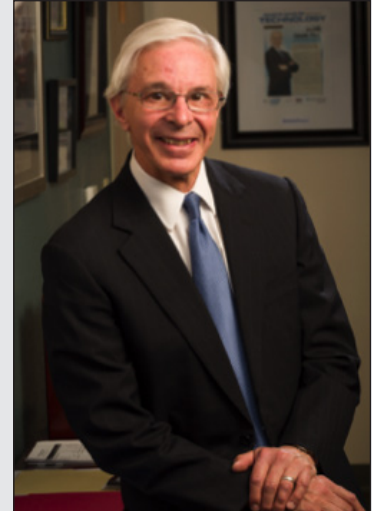
Dean Joseph Cecchi

5.1 Mission & Vision

The Vision

The School of Engineering at the University of New Mexico offers broad access to high-quality research-based education by:

- Creating and communicating knowledge through outstanding educational programs that promote learning by uniting teaching and research;

- Recognizing and utilizing cultural and intellectual diversity as creative forces that underlie and enable excellence in engineering and computer science;

- Stimulating and engaging the School's programs to advance economic development and address critical technological challenges for New Mexico, the nation, and the global economy.

The forward-looking integration of these elements will place the School among the nation's leading comprehensive public engineering colleges.

The Mission

The mission of the School of Engineering at the University of New Mexico is to educate students in engineering and computer science to contribute to the social, technological, and economic development of our state, nation, and global community. We offer a superior education in engineering and computer science in an environment that fosters teamwork, cultural and intellectual diversity, a strong sense of public responsibility, and lifelong learning.

External Accreditation

Engineering Programs are accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET) and were last accredited in 2010 for six years.

Computer Science is accredited by the Computing Accreditation commission (CAC) of ABET, and was last accredited in 2011 for six years.

Construction Management is accreditated by the American Council for Construction Education (ACCE). The last visit occurred in the fall of 2014 last fall with an expectation of a full six year accreditation decision, which will be announced in February 2015.

5.2 Organization & Facilities

5.2.1 School of Engineering, Organizational Chart

Dean of Engineering
Joseph L. Cecchi

Departments

- Chemical and Biological Engineering
  Abhaya Datye, Chair
- Civil Engineering
  Mahmoud Taha, Chair
- Computer Science
  Michalis Faloutsos, Chair
- Electrical and Computer Engineering
  Jane Lehr, Chair
- Mechanical Engineering
  Christopher Hall, Chair
- Nuclear Engineering
  Anil Prinja, Interim Chair

Associate Dean for Academic Affairs
Chuck Fleddermann

- Engineering Student Services
  Steve Peralta, Dir.

Academic Programs

- Biomedical Engineering
  Heather Canavan, Dir.
- Manufacturing Engineering
  John Wood, Dir.
- Nanoscience and Microsystems Engineering
- Optical Science and Engineering
  Majeed Hyatt, Assoc. Dir.

Associate Dean for Research
Christos Christodoulou

Research Centers

- Center for Biomedical Engineering (CBME)
  Andrew Shreve, Dir.
- Center for Engineering Energy Technologies (CEET)
  Andrea Mammoli, Dir.
- Center for Water and the Environment (CWE)
  Kerry Howe, Dir.
- Configurable Space Microsystems Innovation and Application Center (COSMIAC)
  Ed Schamiloglu, Dir.
- Institute for Space and Nuclear Power Studies (ISNPS)
  Mohames El Genk, Dir.
- Manufacturing Training and Technology Center (MTTC)
  John Wood, Dir.

Academic Operations Officer
April Davidson

- Director of Marketing
  Kimberly Delker
- Director of Alumni Affairs
  Pam Hurd-Knief

Chief Financial Officer
Pete Morgan

Senior Director of Development
Better Karlsson

- Development Coordinator
  Courtney Holmes

Special Programs

- Associate Dean for International Programs
  Ramiro Jordan
- Associate Dean for Graduate Recruiting
  Wei Wennie Shu
- Assistant Dean for Internship Programs
  Tariq Khraishi
- Special Assistant for Government Relations
  John Wood
- Special Assistant to the Dean for Health Science Center Relations
  Steve Graves

Facilities

The School of Engineering has five major buildings located near the southwest corner of the UNM Main Campus. These include the Centennial Engineering Center, the Mechanical Engineering Building, the Electrical and Computer Engineering Building, the Farris Engineering Center, and the Nuclear Engineering Reactor Building. The School also has the Manufacturing Technology and Training Center on UNM's South Campus. As well, a large number of School of Engineering faculty use the facilities of the Advanced Materials Laboaratory and the Center for High Technology Materials, also located on the South Campus.

5.3 Enrollment

5.3.1 School of Engineering, Enrollment, Major Summary

Fall Semesters Headcount		2010	2011	2012	2013	2014	1 Year Change	5 Year Change
Biomedical Engineering	Graduate Programs		8	18	23	24	4.35%	
Chemical Engineering	Undergraduate	75	77	78	102	122	19.61%	62.67%
	Graduate Programs	44	31	29	26	20	-23.08%	-54.55%
Civil Engineering	Undergraduate	69	67	79	86	85	-1.16%	23.19%
	Graduate Programs	73	77	73	83	93	12.05%	27.40%
Computer Engineering	Undergraduate	48	60	56	71	63	-11.27%	31.25%
	Graduate Programs	57	56	64	66	68	3.03%	19.30%
Computer Science	Undergraduate	107	94	102	111	123	10.81%	14.95%
	Graduate Programs	108	129	130	129	196	51.94%	81.48%
Construction Engineering	Undergraduate	10	8	11	8	4	-50.00%	-60.00%
Construction Management	Undergraduate	29	31	28	29	25	-13.79%	-13.79%
	Graduate Programs	8	7	5	3	2	-33.33%	-75.00%
Electrical Engineering	Undergraduate	108	120	107	127	120	-5.51%	11.11%
	Graduate Programs	152	171	170	179	170	-5.03%	11.84%
General Engineering	Undergraduate	478	452	531	915	1,329	45.25%	178.03%
Manufacturing Engineering	Graduate Programs	6	6	8	8	5	-37.50%	-16.67%
Mechanical Engineering	Undergraduate	214	214	210	215	236	9.77%	10.28%
	Graduate Programs	74	85	79	93	115	23.66%	55.41%
Nanoscience & Microsystems*	Graduate Programs	36	50	56	61	54	-11.48%	50.00%
Nuclear Engineering	Undergraduate	56	68	73	69	76	10.14%	35.71%
	Graduate Programs	19	17	18	23	21	-8.70%	10.53%
Optical Science & Engineering*	Graduate Programs	50	52	58	61	59	-3.28%	18.00%
	Totals :	1,821	1,880	1,983	2,488	3,010	20.98%	65.29%

* Includes students in thesis or professional projects for two or more semesters.

The School of Engineering offers 10 undergraduate programs (listed in the table above) leading to bachelors degees. All 10 are accreditated as detailed on page 68. To be admitted to one of these 10 degree prorams, a student must complete 18 of 24 required freshman courses. Prior to the fall 2013 semester, students who declared an interest in one of the 10 engineering or computer science programs and tested into Math 123 (Trigonometry) and Math 150 (Precalculus), but who had not completed 18 hours of required freshman courses, were admitted to the General Engineering category (see table above) and advised by advisors in the School. Starting in the fall of 2013, students who indicated an interest in one of the 10 undergraduate engineering/computer science programs, but had not completed 18 freshman hours, had the option to enroll in General Engineering,

regardless of where they were in the math sequence. Approximately half of such eligilble students took advantage of this option. By the fall 2014 semester, virtually all students interested in engineering or computer science, but were shy of the required 18 credit hours, were enrolled in General Engineering.

At the graduate level, the School offers 22 degree programs, including 12 masters degrees and 10 PhDs. Among the graduate programs are three interdisciplinary offerings, Bioemdical Engineering (MS and PhD), which spans the entire School of Engineering, Optical Sciences and Engineering (MS and PhD), which is joint between the School of Engineering and the College of Arts & Sciences, and Nanoscience and Microsystems Engineering (MS and PhD), which is also joint between the School of Engineering and the College of Arts & Sciences.

5.3 Enrollment

As shown in Table 5.3.1 (previous page), overall enrollments in the School of Engineering have risen monotonically over the past five years, with a one-year change of 21% and a five-year change of 65%. These increases, however, are driven in part by the above changes in the requirements for students to be admitted to the General Engineering program between fall 2012 and fall 2013-14. Eliminating the data for General Engineering, the one-year change to the total enrollment is 7% and the five-year change is 25%, still very respectable increases. Graduate enrollments have increased 9% over one year and 32% over five years, while undergraduate enrollments without

General Engineering have incrased 4% for one year and 19% for five years. For the fall 2014 semester, the graduate enrollment was just slightly less than the undergraduate enrollments for students in the degree programs, i.e., not including General Engineering students. As well, the graduate enrollment was nearly evenly divided between master's degree and PhD students. The relatively large sizes of the graduate enrollments compared to undergraduate enrollments, along with the large fraction of PhD students follows the research-driven profile of the School of Engineering programs.

5.4 Beginning Freshmen

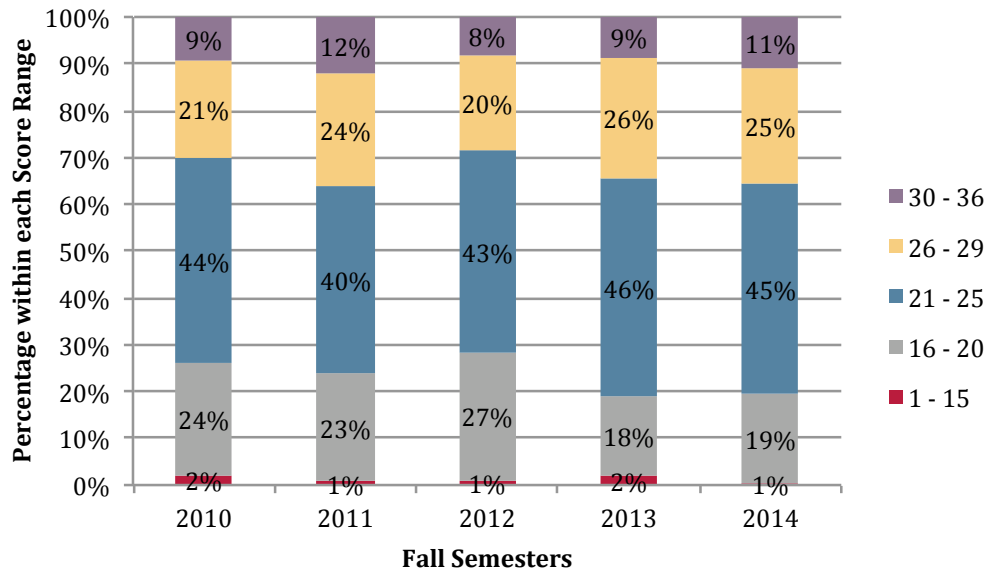5.4.1 School of Engineering, Beginning Freshmen, Headcount and Percentage by Gender
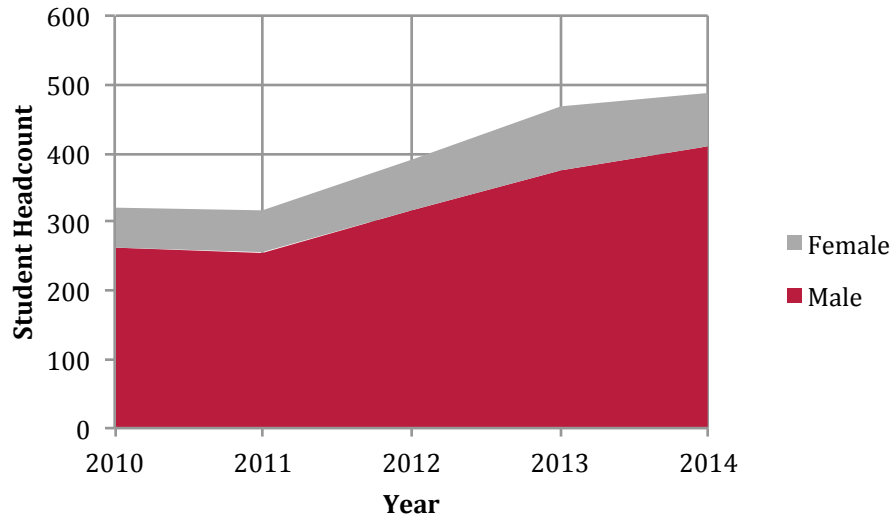
	Fall Semesters					1 Year Chg.	5 Year Chg.
	2010	2011	2012	2013	2014		
Headcount	319	317	389	470	487	3.62%	52.66%
Female	18%	19%	19%	20%	16%		
Male	82%	81%	81%	80%	84%		

There has been steady growth in the number of new first-year students over the past five years, with nearly 500 new students enrolling for the Fall 2014 semester, an increase of over 50% in the last five years. This exceeds the national trend where undergraduate enrollments in engineering and computer science have risen only about 25% over the same time period. Part of the growth at UNM is due to this national trend, but some can also be attributed to increased recruiting, especially out of state. The percentage of women seeking degrees in engineering and Computer Science has held steady at around 19%, exactly mirroring the enrollments by women in these fields nationally.

5.4 Overview - Beginning Freshmen

5.4.2 School of Engineering, Beginning Freshmen, ACT Composite Scores

5.4.3 School of Engineering, Beginning Freshmen, Average High School Grade Point Average

Fall Semesters				
2010	2011	2012	2013	2014
3.37		3.43	3.42	3.44

Not shown in the data is minority enrollment in engineering; approximately 30% of our incoming first-year students were Hispanic, far higher than the national enrollments, which are approximately 6% for Hispanics. Our enrollment of first-year Native American students (approximately 3% of incoming students) also far exceeds the national average of less than 1%. The level of preparation of our first-year students has remained steady over the past five years with the average high school GPA at 3.44/4.00, and the percentage of students performing well on the ACT (>30 composite score) holding steady as well.

5.5 Faculty & Staff

5.5.1 School of Engineering, Faculty and Staff Totals, 2010-2014

| Faculty Fall 2010-2014	2010	2011	2012	2013	2014
Total Faculty	151	149	148	159	163
Total Staff	72	72	67	69	70

5.5.2 School of Engineering, Faculty by Title
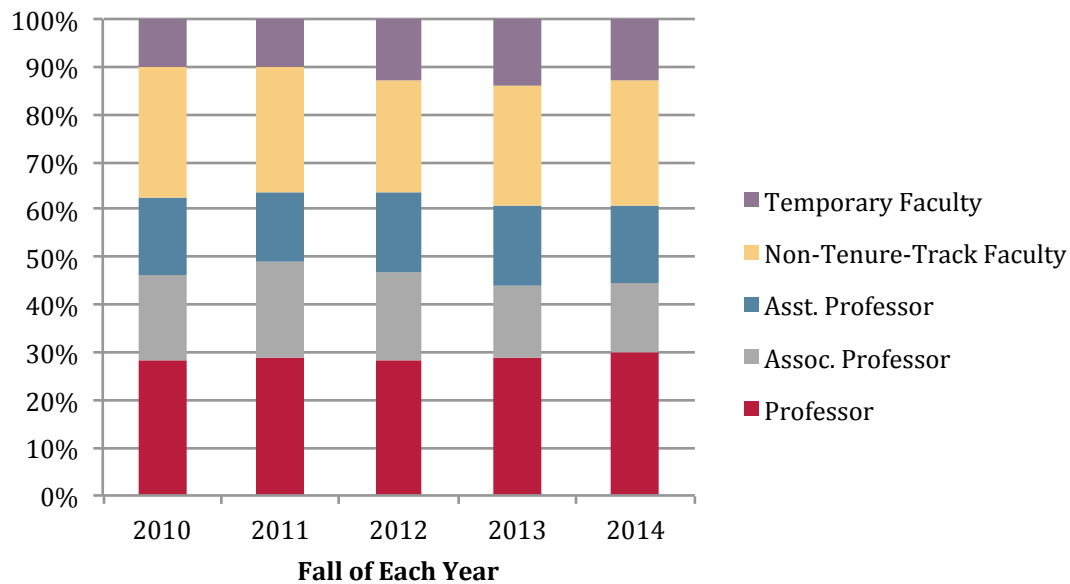
As shown in the table above, the total number of faculty in the School of Engineering has increased modestly from 151 in Fall 2010 to 163 in Fall 2014. Total tenured and tenure-track faculty increased from 94 to 99 over that same period of time, while remaining a near constant fraction (62%–61%) of the total faculty for that period. Currently, about one half of the tenured and tenure-track faculty are at the rank of Professor,

while the remainder are about equally divided between Assistant and Associate Professors. This distrubtion seems reasonable, given the fact that typically tenure for Assistant and Associate Professors is six years, while Professors generally spend a longer time in rank prior to retirement or resignation.

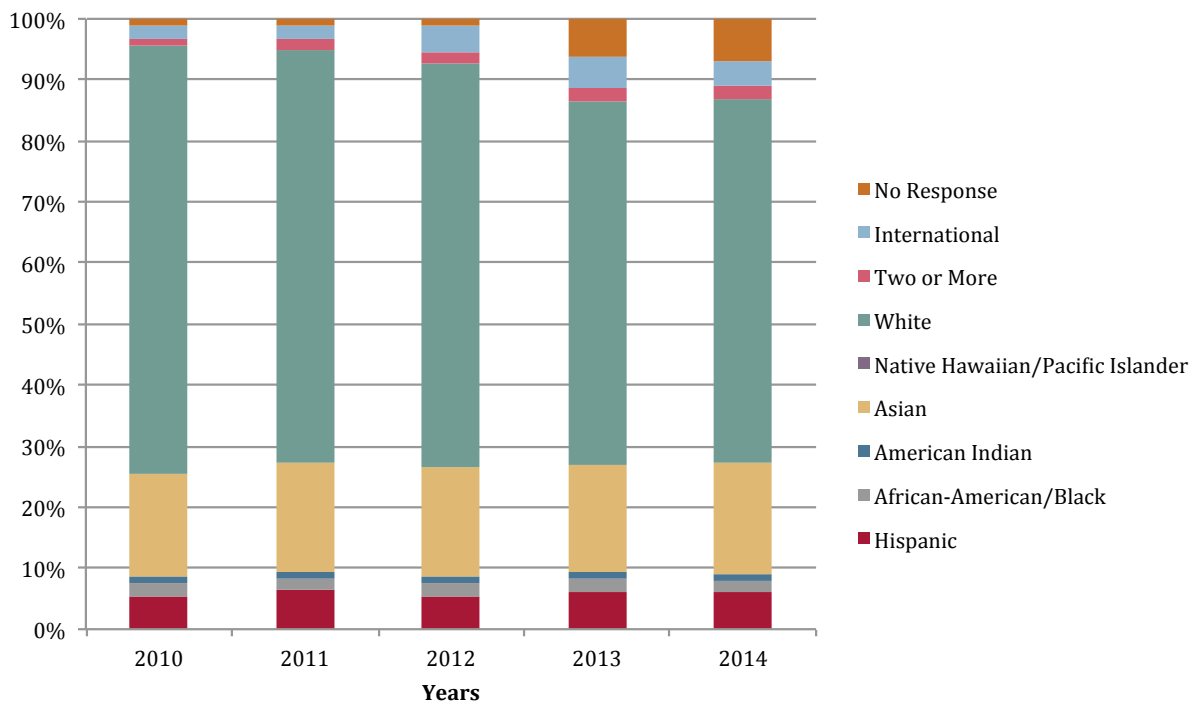The staff size has also been realtively constant over the five year period.

5.5 Faculty & Staff

5.5.3 School of Engineering, Tenure and Tenure-Track Faculty, Gender by Percentage, 2010-2014
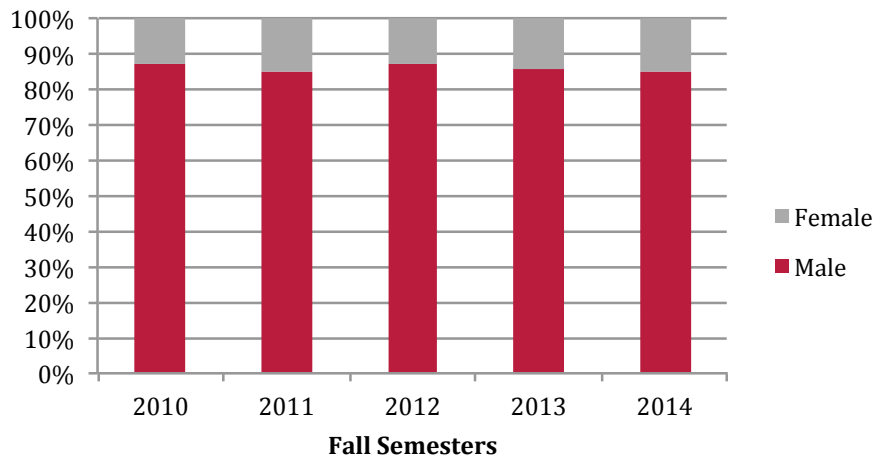
* These data are as of October 31 of each year.

5.5.4 School of Engineering, Tenure and Tenure-Track Faculty, Race/Ethnicity by Percentage, 2010-14
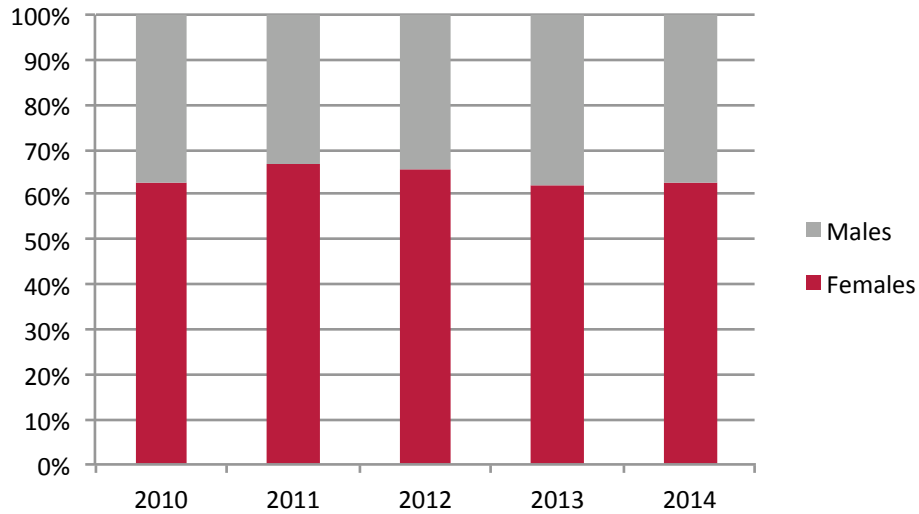

* These data are as of October 31 of each year.

The number of women faculty have increased modestly over the five year period from 12.8% to 15.2%. While our searches are carefully structured to include women candidates, the available pools are still heavily dominated by men. The population fractions for underrepresented goups among tenured and tenure-track faculty have been relatively constant over the five year period, with ~6% Hispanic, 2% African American/ Black, and 1% American Indian.
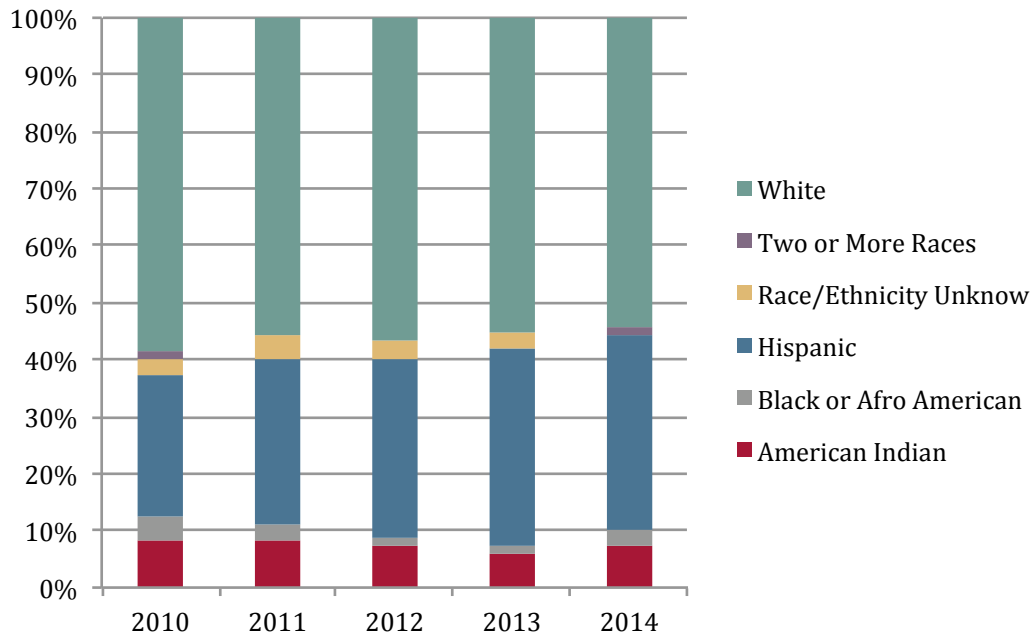
5.5 Faculty & Staff

5.5.6 School of Engineering, Staff, Gender by Percentage, 2010-2014

* These data are as of October 31 of each year.

5.5.7 School of Engineering, Staff, Race/Ethnicity by Percentage, 2010-14

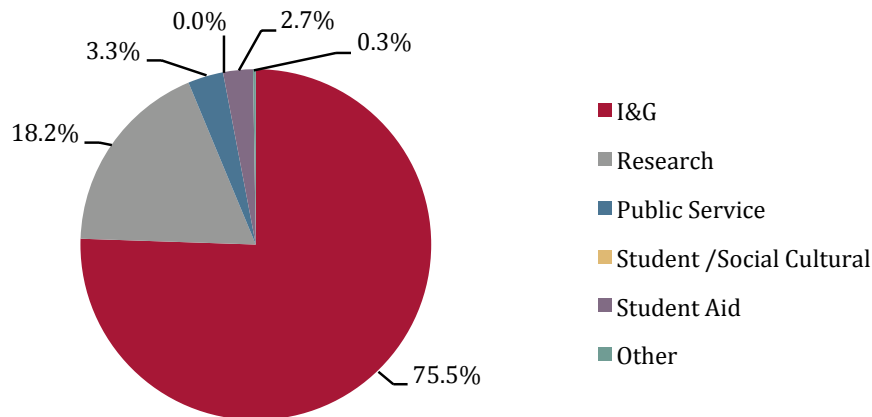** These data are as of October 31 of each year.*

The fraction of women (~65%) has remained as constant as the overall size of the staff. The staff is considerably more ethnically diverse than the faculty, with Hispanic staff members increasing from 25% in 2010 to 34% in 2014, 1.5%-4% African American/ Black, and 7-8% American Indian.

5.6 Budget

5.6.1 School of Engineering, Budget, Fiscal Year 2014 Original Unrestricted Budget

SOE FY14 Original Unrestricted Budget

Legend:
- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other

Pie chart values: 0.0%, 2.7%, 0.3%, 3.3%, 18.2%, 75.5%

The total School of Engineering FY 2014 Original Unrestricted Budget was $21,230,026. The largest component was the Instruction and General (I&G) budget of $16,034,934. The main components of this on the revenue side were the pooled allocation ($14,809,643), Curriculum Fees ($481,730), and Budgeted Use of Reserves ($852,130). On the expenditure side, faculty salaries was the largest item ($10,901,075), followed by staff salaries ($2,317,659). The non-labor operating expense was $1,367,880, which means that over 91% of the FY 2014 I&G budget was allocated to salaries.

The second largest component of the FY 14 Original Unrestricted Budget was Research ($3,863,617), which included mainly Facilities and Administrative (F&A) return on the revenue side, Research and Public Service Projects (RPSP) funding for Manufacturing Engineering. On the expense side, this category of funds supported the School of Engineering research centers and also returned 5% of the total F&A generated by individual principal investigators. Student aid ($583,590) was the next largest category.
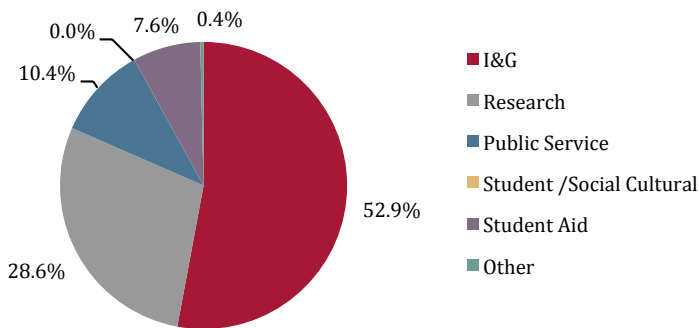
5.6 Budget

5.6.2 School of Engineering, Budget, Fiscal Year 2013 to 2014, Actuals Net Change by Fund
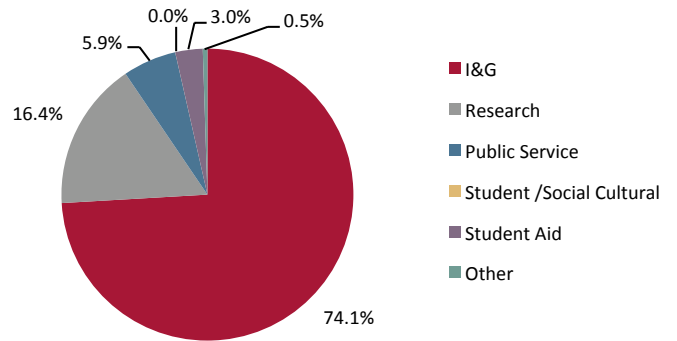
SOE FY13 to FY14 Actuals Net Change by Fund
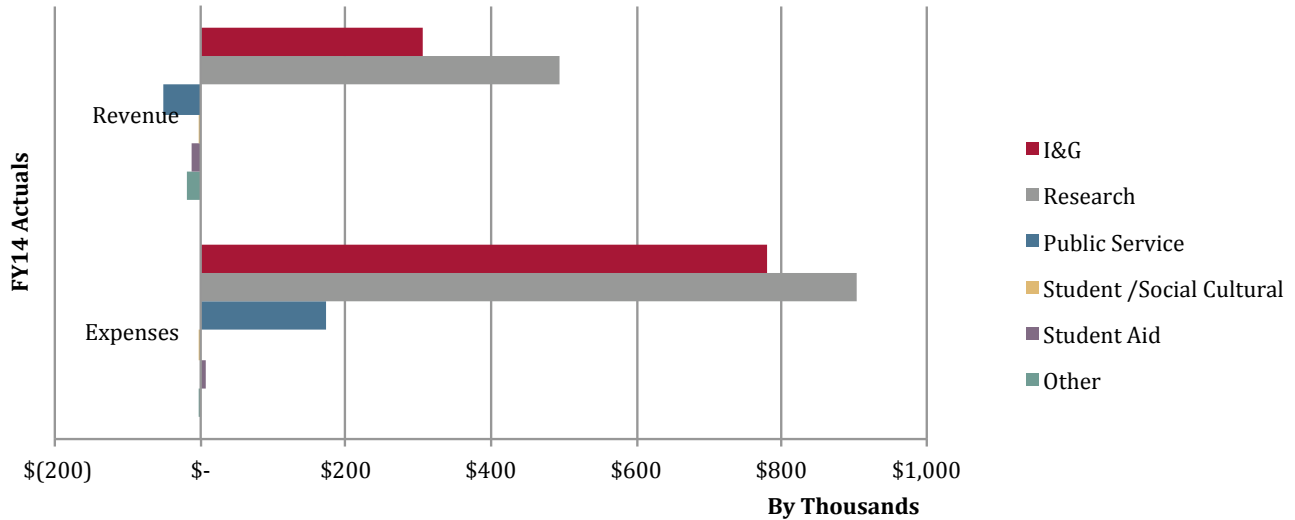
5.6.3 School of Engineering, Budget, Actual Revenue and Expenses for Fiscal Year 2014

SOE FY14 Actual Revenue

SOE FY14 Actual Expenses

Comparison of the FY 2014 Actual Revenues and Expenses shows an increase in I&G revenues of $1,327,217, primarily due to higher collection of curriculum fees and the July 1, 2013 reserves ($2,333,788) being brought forward net and additional use of reserves ($160,994). Similarly, the differences between revenues and expenses for the other budget categories represents the reserve carry forwards nets use of reserves. The status of reserves is discussed in section 5.6.4 and 5.6.5 below.

The FY 2014 Actual I&G Expenses of $15,515,574 includes $14,632,276 for salaries. This represents 94% of the entire I&G budget, leaving an inadequate amount for operations.

The FY 2014 Actual Expenses were $16,996,512. The largest salary expenses were faculty ($11,719,293), staff ($2,711,266), and Graduate Assistantships ($1,363,487).
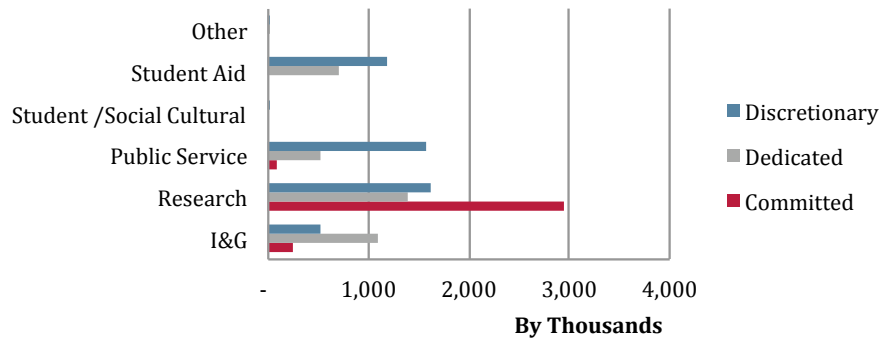
5.6.4 School of Engineering, Budget, Net Change in Fiscal Year 2014 and Fiscal Year 2015 Reserves

SOE Net Change in FY14 and FY15 Reserves
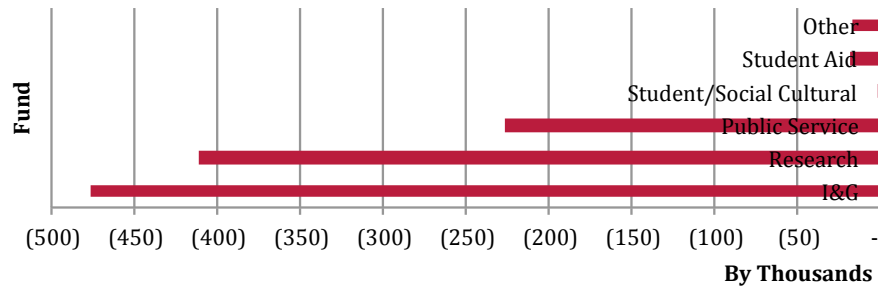
5.6.5 School of Engineering, Budget, Categorization of Fiscal Year 2015 Reserves

SOE Categorization of FY15 Reserves

SOE reserves were reduced in all budget categories during FY 2014, with a total decrease of $1,145,779. This includes using $475,490 of I&G reserves, $410,129 of Research reserves, and $225,365 of Public Service reserves.

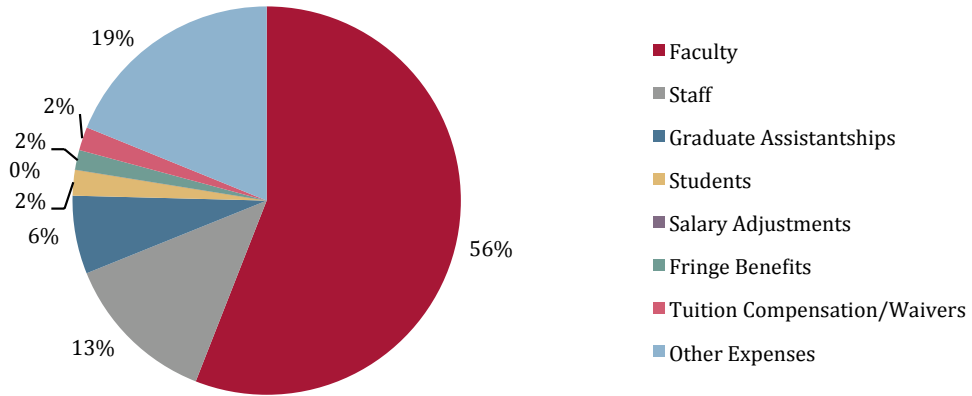Of the $11,881,001 of reserves remaining on June 30, 2014, $3,272,778 were committed by writeen

obligations principally for faculty start up and proposal cost share. An additional $3,708,686 of reserves were dedicated to multiyear expenditures, leaving $4,899,536 in discretionary reserves. This level of reserves (21% of Actual Revenues) far exceeds acceptable guidelines, and will be significantly reduced in the future.
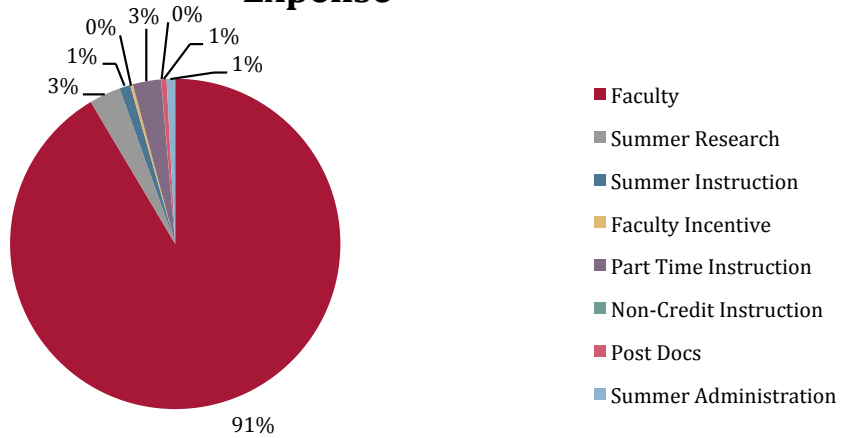
5.6 Budget

5.6.6 School of Engineering, Budget, Fiscal Year 2014 Actual Unrestricted Salary Expense

SOE FY14 Actual Unrestricted Salary Expense

- Faculty
- Staff
- Graduate Assistantships
- Students
- Salary Adjustments
- Fringe Benefits
- Tuition Compensation/Waivers
- Other Expenses

5.6.7 School of Engineering, Budget, Fiscal Year 2014 Actual Unrestricted Faculty Salary Expense

SOE FY14 Actual Unrestricted Faculty Salary Expense

- Faculty
- Summer Research
- Summer Instruction
- Faculty Incentive
- Part Time Instruction
- Non-Credit Instruction
- Post Docs
- Summer Administration

The FY 2014 Actual Expenses were $16,996,512. The largest salary expenses were faculty ($11,719,293), staff ($2,711,266), and Graduate Assistantships ($1,363,487).

A break down of the Faculty Salary Expenses shows

$10,722,602 for regular faculty appointments, with $322,077 expensed for Part Time Instruction, $361,009 for Summer Research, and $124,257 for Summer Instruction.

5.7 Major Activities

1. The Center for Biomedical Research Excellence at the Mind Research Network, in partnership with the University of New Mexico, received a $15 million grant that will position New Mexico as one of the premier brain imaging sites while expanding research on psychosis and mood disorders.

2. University of New Mexico School of Engineering collaborated with students from Arizona State University on a solar decathlon house, one of 20 entries for the 2013 Solar Decathlon competition, sponsored by the U.S. Department of Energy.

3. UNM's first cubesat, Trailblazer, was launched on NASA's Minotaur 1 rocket and began sending back information on gamma ray radiation in the ionosphere. Researchers at COSMIAC, a center within the School of Engineering, will analyze the information.

4. Electrical and Computer Engineering faculty members Sanjay Krishna and Majeed M. Hayat were elected fellows of IEEE.

5. Joseph L. Cecchi was named dean of the School of Engineering.

6. The Center for Water and the Environment, a research center based in the School of Engineering, received a 5-year, $5 million Centers of Research Excellence in Science and Technology (CREST) award from the National Science Foundation.

7. Abhaya Datye, Distinguished Professor of Chemical and Biological Engineering, was elected as a fellow of the Microscopy Society.

8. The UNM Faculty Senate voted to approve the proposal to transition the Department of Chemical and Nuclear Engineering into two new departments: the Department of Nuclear Engineering and the Department of Chemical and Biological Engineering, effective July 1, 2014.

9. Elizabeth L. Dirk, an assistant professor in the Department of Chemical and Biological Engineering, was awarded a $400,000 National Science Foundation Faculty Early Career Development (CAREER) award. This funding will support research on heart valve tissue engineering, as well as the development of programs to encourage students to pursue biomedical engineering.

5.8 Degrees & Graduation

5.8.1 School of Engineering, Degree Totals for First Majors

First Major	Award	Award Year			
		2010-11	2011-12	2012-13	2013-14
Biomedical Engineering	Masters Degree			2	3
	Doctoral Degree				2
Chemical Engineering	Baccalaureate Degree	19	24	19	33
	Doctoral Degree	7	5	5	7
	Masters Degree	5	3	6	6
Civil Engineering	Baccalaureate Degree	29	26	19	36
	Doctoral Degree	3	6	4	4
	Masters Degree	22	25	12	20
Computational Science & Engin	Graduate Certificate		1	1	1
Computer Engineering	Baccalaureate Degree	11	13	18	22
	Doctoral Degree	2	2	8	7
	Masters Degree	13	8	12	14
Computer Science	Baccalaureate Degree	29	17	27	20
	Doctoral Degree	2	5	6	11
	Masters Degree	20	21	22	33
Construction Engineering	Baccalaureate Degree	2	2	1	4
Construction Management	Baccalaureate Degree	15	14	12	14
	Masters Degree	1	3	2	2
Electrical Engineering	Baccalaureate Degree	28	36	29	34
	Doctoral Degree	13	11	11	11
	Masters Degree	22	32	28	31
Manufacturing Engineering	Masters Degree	2	3		5
Mechanical Engineering	Baccalaureate Degree	59	68	62	65
	Doctoral Degree	2	5	4	2
	Masters Degree	15	15	19	16
Nanoscience & Microsystems Eng*	Doctoral Degree				2
	Masters Degree				1
Nanoscience & Microsystems*	Doctoral Degree		2	3	3
	Masters Degree	3	18	13	5
Nuclear Engineering	Baccalaureate Degree	7	15	11	7
	Doctoral Degree	2	3	4	4
	Masters Degree	4	9	7	6
Optical Science & Engineering*	Doctoral Degree	5	3	2	8
	Masters Degree	13	8	11	4
Total		355	403	380	443

The total number of degrees awarded by the School of Engineering in AY 2013-14 increased by 17% over AY 12-13 and by 25% over the past four years. Almost half the degrees awarded in AY 13-14 were graduate degees (47% with 33% Masters and 14% PhDs). This reflects the strong research-driven profile of the School of Engineering. AY 2013-14 PhD production shows a 30% increase over the prior year and a 69% increase over the past four years, indicating a significant strengthening of our PhD program.

5.8 Degrees & Graduation

5.8.2 School of Engineering, Degrees Awarded in Academic Year 2013-14, by Race/Ethnicity
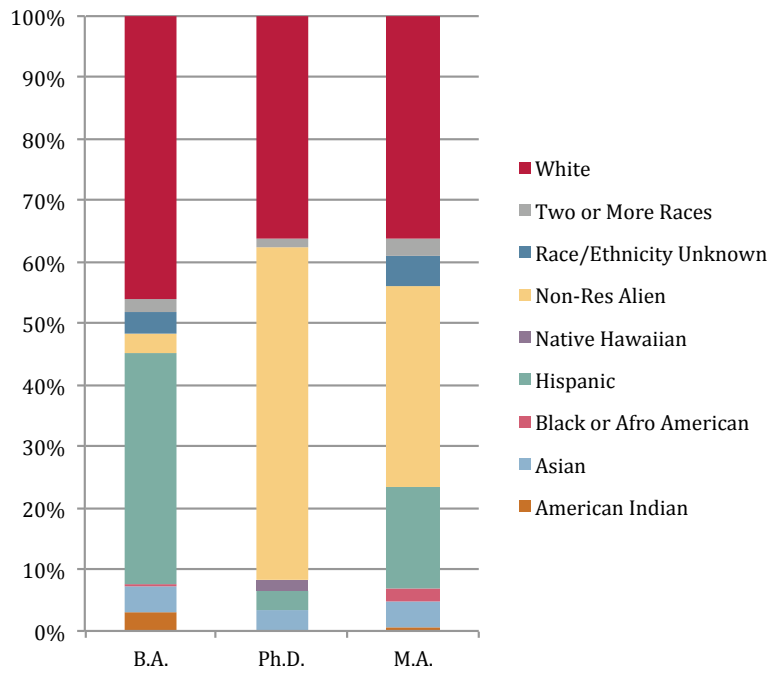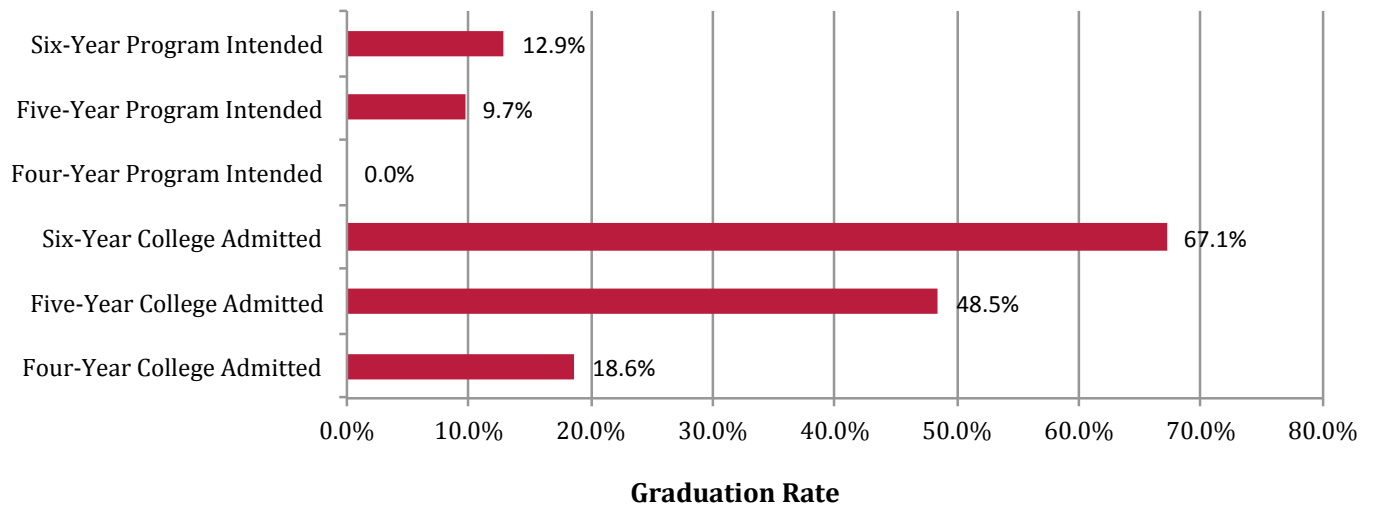

Hispanic graduates in AY 2013-14 included 88 bachelor's degrees, 24 master's degrees, and 2 PhDs.

American Indian graduates in AY 2013-14 included 7 bachelor's degrees and 1 master's degree.
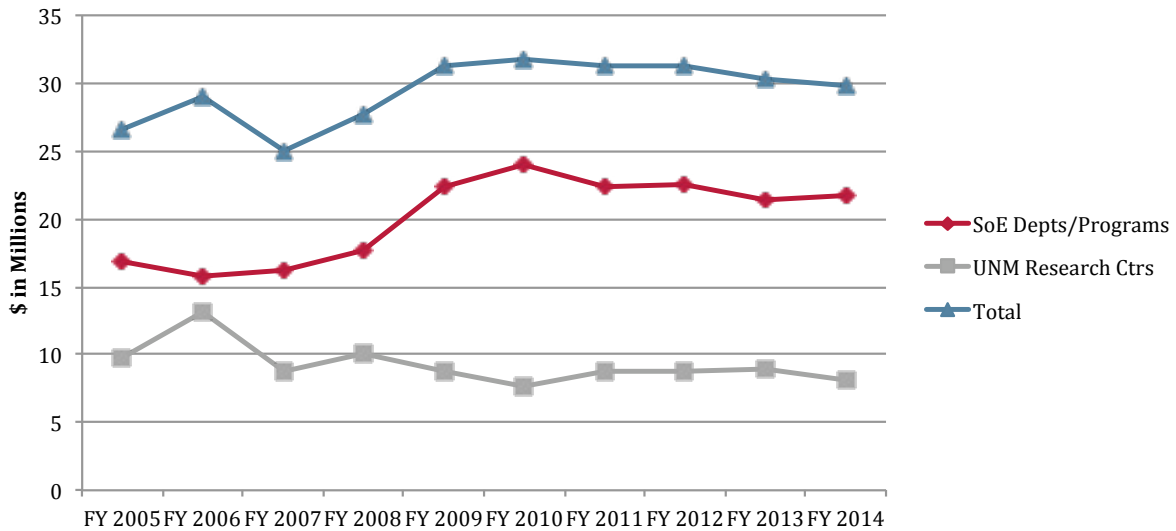
5.8 Degrees & Graduation - Graduation Rates

5.8.2 School of Engineering, 4- 5- and 6-Year Graduation Rates, Intended and Admitted, for Students Entering in 2008
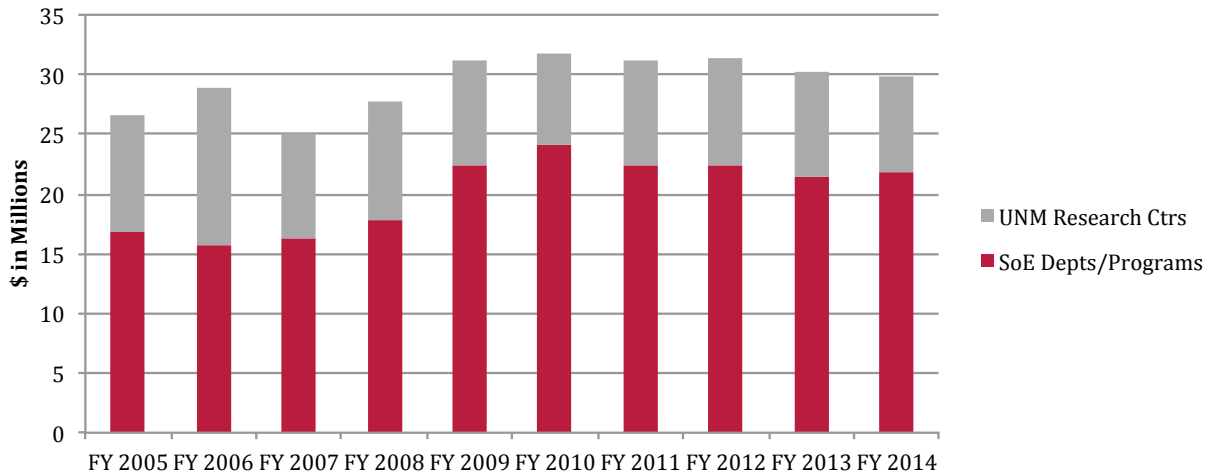

Graduation Rate

Six-Year Program Intended: 12.9%
Five-Year Program Intended: 9.7%
Four-Year Program Intended: 0.0%
Six-Year College Admitted: 67.1%
Five-Year College Admitted: 48.5%
Four-Year College Admitted: 18.6%

5.9 Research

5.9.1 School of Engineering, Research Expenditures ($M), Focus on Trend

5.9.2 School of Engineering, Research Expenditures ($M), Focus on Proportion

Research is a fundamental and enabling element that is integrated into virtually every program in the UNM School of Engineering (SOE). Not only does research provide the basis for most of the over 200 M.S. and Ph.D. degrees that the School currently awards annually, but the School's extensive activity in research enables independent research projects for most undergraduates. SOE research in engineering and computer science helps advance these disciplines, leads to discoveries that result in the commercialization of School of Engineering technology, and raises the visibility and stature of the School. Importantly,

research in the School of Engineering reinforces the excellence in our academic programs by enabling the School to attract the best faculty and students, ensures the continuous improvement of current curricula, and facilitates development of exciting new programs, such as the graduate program in nanoscience and microsystems (NSMS). Besides these tangible benefits, the School's research programs contribute significantly and pervasively to an exciting intellectual environment, one that reflects the accelerating pace of technological development and helps establish a culture of innovation.

5.9 Research

The charts on the previous page list and graph the annual research expenditures from FY 2005 to FY 2014 attributed to School of Engineering faculty. After a brief dip in FY 2007 to $25 million, the School's total research expenditures reached a maximum of $31.7 million in FY 2010, and have tapered off slowly in near-monotonic fashion to $29.8 million in FY 2014. The School's research expenditures fall into two categories. The first includes research by Engineering faculty within School departments, programs, and centers. Although the total decreased from FY13 to FY14, the amount of expenditures in SOE Departments, Programs, and Centers increased from $21.42M to $21.78M. The second category includes research conducted by School of Engineering faculty in research centers reporting to the Vice President for Research. The amounts in this category principally come from the Center for High Technology Materials (CHTM) and the Center for MicroEngineered Materials (CMEM). These expenditures fell from $8.87M in FY 13 to $8.087M in FY14. For FY14 the fraction of research expenditures from within the School and that from the VPR centers was 73% and 27% respectively.

5.11 Future Plans

1. The School of Engineering is preparing for an ABET accreditation visit during the fall 2016 semester. The 6-year accreditation would be effective in 2017. The school was last given accreditation in 2011.

2. New Mexico voters approved General Obligation Bond C in November 2014, which allocated $20.5 million for the renovation of the Farris Engineering Center. In June 2015, Gov. Susana Martinez signed a capital outlay bill that included additional funding for $26 million modernization project.

3. The University of New Mexico and Sandia National Laboratories selected Fernando Garzon, whose background is in materials science and engineering, as the latest jointly-appointed faculty member between the two institutions. (July 2014)

4. Melanie Moses, associate professor of computer science, received a six-year, $450,000 grant from the James S. McDonnell Foundation 21st Century Science Initiative in Studying Complex Systems to study how cooperative behavior emerges in complex systems. (August 2014)

5. A team from the University of New Mexico and the University of Maryland received a 6-year, $6 million grant that creates an Air Force Office of Scientific Research Center of Excellence focusing on the science of electronics in extreme electromagnetic environments. (September 2014)

6. The University of New Mexico's Formula SAE program ranked fifth-best in the United States and 18th-best in the world, according to the Formula Student Combustion World Rankings, compiled by Formula Student Germany, which ranked 507 teams from around the globe. (October 2014)

7. The University of New Mexico, the City of Albuquerque, and RWL Water were the hosts of the first Southwest Water & Energy Summit that examined the challenges, solutions, and opportunities surrounding water issues. (April 2015)

8. Ron Lumia, a professor in the Department of Mechanical Engineering, received a Fulbright Scholar award for research and teaching in Thailand. It is second time he has received a Fulbright. (May 2015)

9. Sandia National Laboratories and the University of New Mexico signed a memorandum of understanding for a strategic alliance, joining the University of Illinois at Urbana-Champaign, Purdue University, and Georgia Institute of Technology as institutions that have such academic alliances with Sandia. (July 2015)
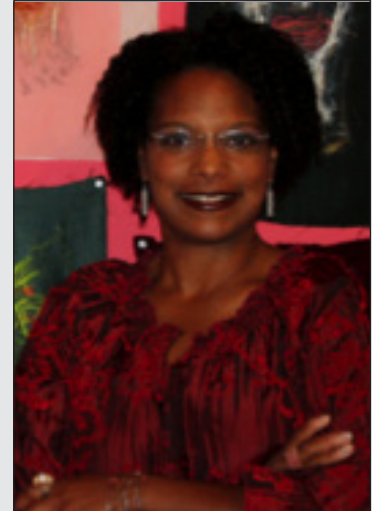
Chapter 6. College of Fine Arts

Message from the Dean

Now in my third year as Dean, I have learned so much about the College I lead. Our College of Fine Arts (CFA) community is invigorating, surprising and always eager to be on the cusp of innovation with over 1200 majors mentored by over 150 faculty.

Arts are an essential part of this state's identity and its economy. One-in-ten people employed in New Mexico work in the arts and culture sector. When visiting a gallery, attending a local concert or play, or even fliping through a local publication, one is most likely being touched by a UNM artist because our faculty, students, staff and alumni are influencing and driving the creative economy in New Mexico through their jobs and passions. In fact, the UNM CFA Music Education program has a 100% job placement rate, with our grads now teaching in our schools.

Centuries of multiple cultures living and making here has bred in this dry climate a surprisingly fertile foundation for artists of all types. Supporting artistic traditions is completely integrated into our way of life. That is why the National Endowment of the Arts ranked New Mexico the #1 place to live and work as an artist in 2012. The CFA serves multiple and diverse communities. I am fully committed to the many interdisciplinary initiatives and collaborations across departments, across the campus and across the world that will better equip the young artists emerging from our programs with the flexible skills to succeed. Our students carry one of the highest GPA and graduation rates at UNM.

Dean Kymberly Pinder

6.1 Mission & Vision

The College of Fine Arts (CFA) at the University of New Mexico exists in a unique crucible of time and place, culture and tradition, modernity and history. Located at the nexus of cultural diversity in the American Southwest, New Mexico is made up of communities that include the traditions of twenty-two federally recognized Pueblos, Tribes, and Nations; the history of the Camino Real; a vibrant contemporary arts scene; and national centers of innovation for science, defense, and energy. A vibrant research university within this fertile environment gives our faculty and students a broad range of perspectives that make CFA a place to launch innovative, culturally inclusive programs of the highest artistic merit. Last year the NEA ranked New Mexico #1 for fine artists in the workforce, #3 for actors and #15 for musicians. Using both traditional and innovative pedagogy, CFA impacts our communities through programs that seek to ground the arts in the rigor of artistic discipline as well as the exercise of critical inquiry.

External Accreditation

Date of Last Affirmation

- National Association of Schools of Dance, 2014

- National Association of Schools of Theatre, 2014

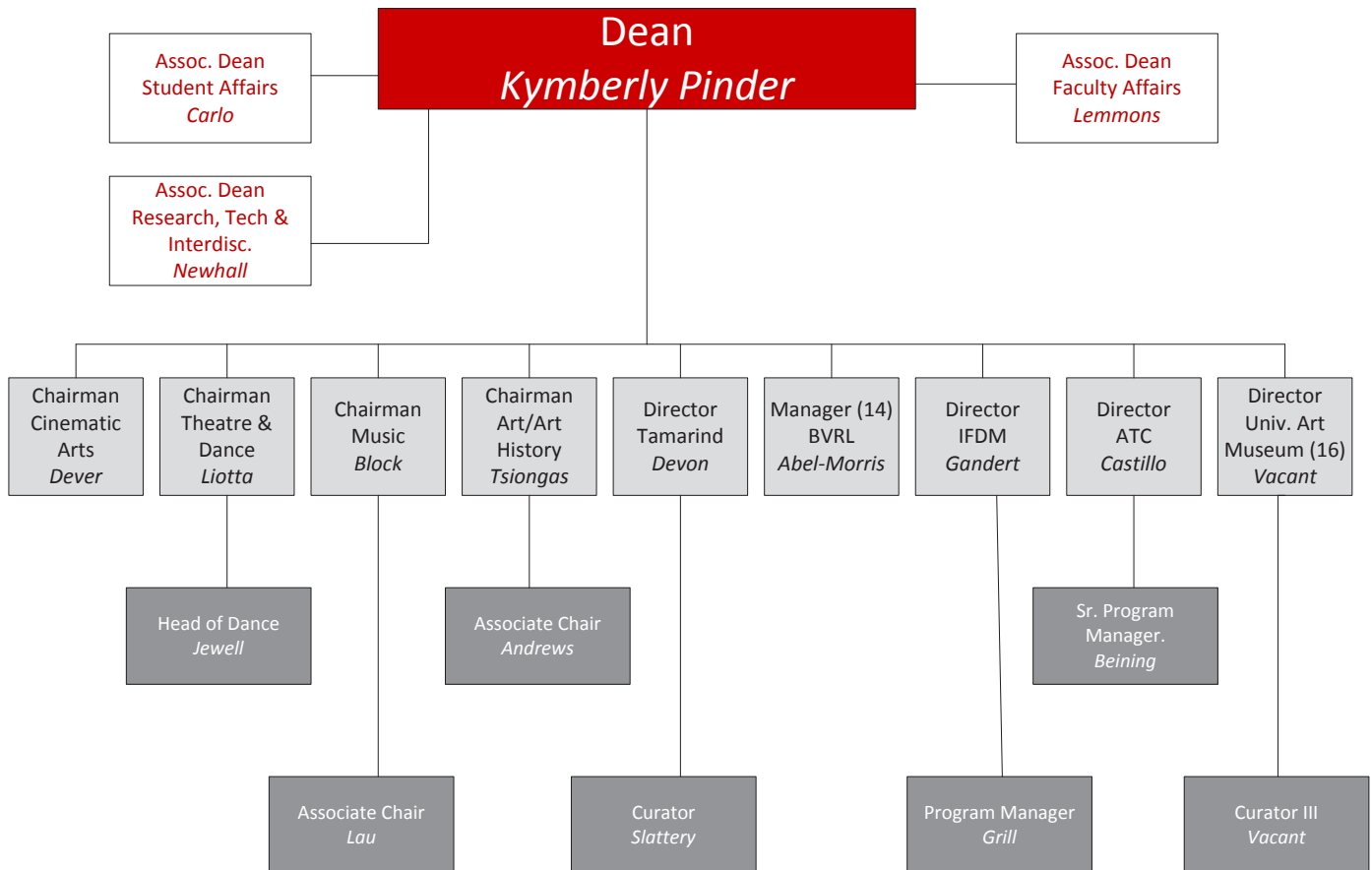- National Association of Schools of Music, 2013

National Ranks

Photography is nationally ranked #5, and Printmaking is #17 according to US News and World Report.

Art and Ecology is also an innovative discipline in our Department and one of the only such programs in the world.

6.2 Organization & Facilities

6.2.1 College of Fine Arts, Organization Chart

	Dean **Kymberly Pinder**	
Assoc. Dean Student Affairs *Carlo*		Assoc. Dean Faculty Affairs *Lemmons*
Assoc. Dean Research, Tech & Interdisc. *Newhall*		

Chairman Cinematic Arts *Dever* — Chairman Theatre & Dance *Liotta* — Chairman Music *Block* — Chairman Art/Art History *Tsiongas* — Director Tamarind *Devon* — Manager (14) BVRL *Abel-Morris* — Director IFDM *Gandert* — Director ATC *Castillo* — Director Univ. Art Museum (16) *Vacant*

Head of Dance *Jewell* — Associate Chair *Andrews* — Sr. Program Manager. *Beining*

Associate Chair *Lau* — Curator *Slattery* — Program Manager *Grill* — Curator III *Vacant*

Facilities

The CFA's departments, programs and centers occupy 11 buildings:

The Department of Art and Art History has offices, classrooms, labs in the Art Building #84, and also has two graduate studio buildings, the Art Annex #105, and the Mattox Sculpture Center #123.

The Department of Theatre and Dance has offices, classrooms and labs in the Robert Hartung Building #158, and in the Center For the Arts #62, where it also operates Rodey Hall and the Experimental Theatre.

The Cinematic Arts Department has offices, classrooms and labs in the CERIA Building #83.

The Music Department has offices, classrooms, practice rooms and rehearsal halls in #62. It also oversees Keller Hall.

Interdisciplinary Film Digital Media operates out of the Hartung Building and the Aperture Center at Mesa del Sol.

The ARTS Lab operates out of #126 and also maintains a portable dome.

The Bunting Visual Resources Library in #84,, the UNM Art Museum in #62 and Tamarind Institute, located in #162.

Highlights

1. Theatre & Dance: Acting classrooms B409 and B427 had their wood floors sanded and refinished in a safety effort dealing with students and splinters. Carlisle Gym (Dance) had the carpeted hallways replaced with lightweight concrete in an effort to stop the

Facilities, continued

spread of MRSA. Carlisle Gym bathroom updated, department funded $6000.

2. Art & Art History: HVAC and lighting upgrade through PNM rebate program. As a result energy costs cut in half. There is now internet capability at the Art Annex and Mattox.

Challenges

1. Theatre & Dance: Funding is an ongoing issue as is the age of our facilities. The department is becoming more and more responsible for routine repairs and maintenance. Many of the original building systems are failing. The 1970s-era hydraulics in the Rodey Theatre Orchestra Pit (1409) needs to be replaced or refurbished, and the custom-made control panel needs to be replaced with an industry-standard one. It is malfunctioning and a safety hazard to

students and staff. The front seating banks that convert the Rodey space from proscenium to thrust has failed. The hydraulic lines, connection, pumps, and pistons have failed. One side had an attempted repair but to no avail. Hydraulic lift bottles for temporary auto repair and manual hydraulic pumps were retrofitted into place, these too have started to give out, leak oil, etc.

2. Art & Art Hisotry: Shortage of office and working space. Not all faculty members have offices, and studio space is limited. Building continues to leak which causes mold problems in certain areas. Shortage of internet ports in the building, this impacts teaching and productivity.

3. Music: Poor facilities, lack of adequate rehearsal, office, studio and practice space, which threatens accredidation.

Priorities

1. Theatre & Dance: The Rodey and Experimental Theatre's Dimmers, CPU and Control Modules that control the theatrical lighting instruments in the theaters are failing. CPU's are no longer manufactured as they contain toxic PCB components. When the system fails Rodey and the Experimental theatres will be rendered useless as performance venues.

2. Art & Art History: We have outgrown our space and turn away graduate students each year, the facilities are deteriorating and not kept up with our needs (technological and spacial).

3. Music: We need a new building. There have been petitions from students for many years about how the space compromises their education.

6.3 Enrollment

6.3.1 College of Fine Arts, Enrollment, Headcount by Level
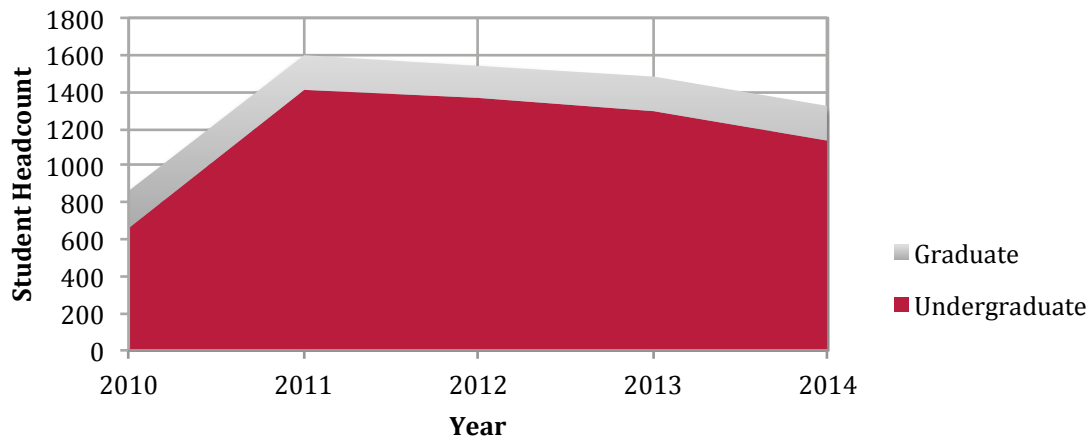

CFA experienced a slight decrease in enrollment of about 2%. The continued predicted decline in student enrollment for the next eight years is based on a national decline in college-age population and New Mexico's shrinking population.

CFA began admitting pre-majors in Fall 2010 with full implementation in Fall 2011. This explains the 5 year change in enrollment figures with a 72.62% increase in headcount. CFA began the pre-major transition in fall 2010 while most other colleges made this transition in fall 2014. While Design for Performance and Music had positive 5 year growth; they did have a decrease from fall 2013. The numbers are fairly small so any movement greatly impacts percentages. The 10.22% decrease (2,275 SCH) in Credit Hours by Course College might be attributed to the fact that Honors courses were added to the fine arts core. We were competing for enrollment in fine arts core curriculum courses. Further investigation into this is necessary.

6.4 Beginning Freshmen

6.4.1 College of Fine Arts, Beginning Freshmen, Headcount
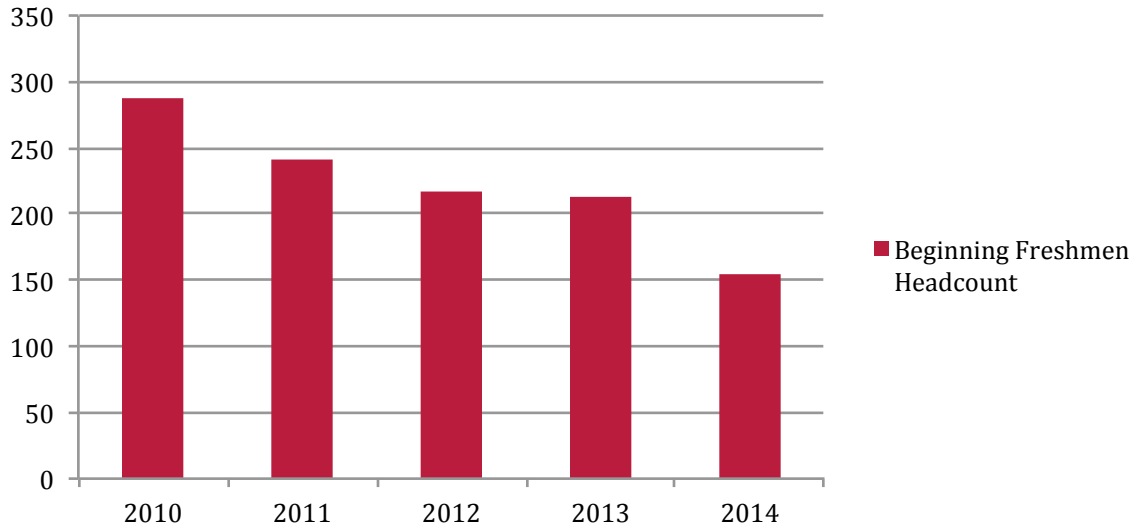
CFA's Beginning Freshmen represent a diversity of backgrounds and talents. Highlights from the data include Beginning Freshmen coming in with higher high school GPAs and SAT scores than those from the previous year.

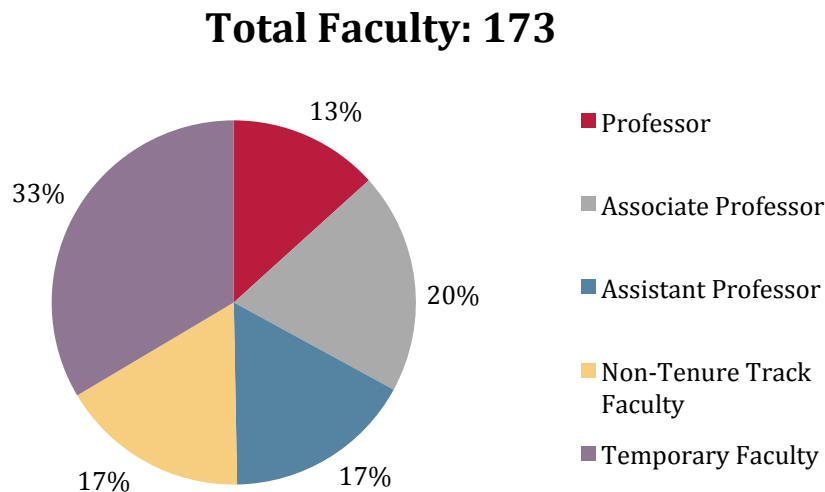The high school GPA for CFA freshmen has risen from 3.23 in Fall 2010 to 3.4 in Fall 2014.

We have seen a 40% increase in non-resident freshmen from 2013 to 2014—possibly due to our out-of-state recruitment efforts in collaboration with Enrollment Management.

CFA freshmen by ethnicity:

• Hispanic enrollment was up to 48% in Fall 2014, from 41% in Fall 2013;

• White enrollment was down to 38% in Fall 2014 from 45% in Fall 2013.

6.5 Faculty

6.5.1 College of Fine Arts, Facutly by Rank

Total Faculty: 173

- Professor
- Associate Professor
- Assistant Professor
- Non-Tenure Track Faculty
- Temporary Faculty

Currently, the CFA has 33 assistant professors, 28 associate professors, 23 full professors, 33 lecturers I-III, 1 senior lecturer, 10 temporary and part-time lecturers, 12 adjunct lecturers, 1 instructor, 2 professors of practice, 4 visiting professors.

The majority of faculty members are White and non-Hispanic, with 15 Hispanic, 3 Asian, 3 Native American and 5 African American. By utilizing help from the

Office for Equity & Inclusion with minority hires, retention and recruiting, CFA has hired almost 50% of its Hispanic, Asian and African American faculty within the last five years.

CFA faculty are training students in skills that require rigorous and focused individualized instruction for success.
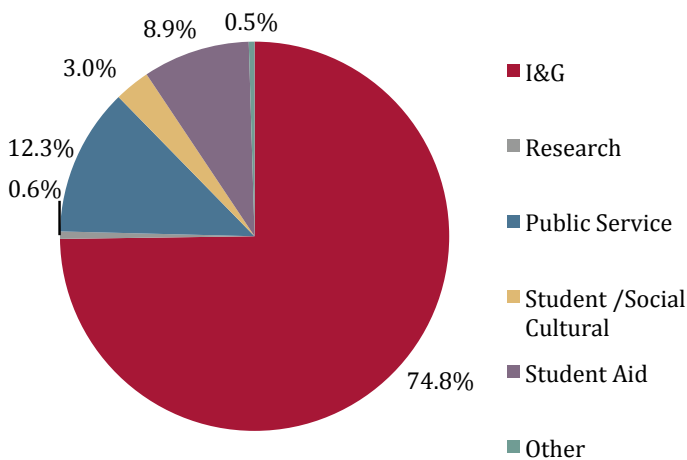
6.6 Budget

6.6.1 College of Fine Arts, Budget, Fiscal Year 2013 to 2014, Actuals Net Change by Fund

CFA FY13 to FY14 Actuals Net Change by Fund
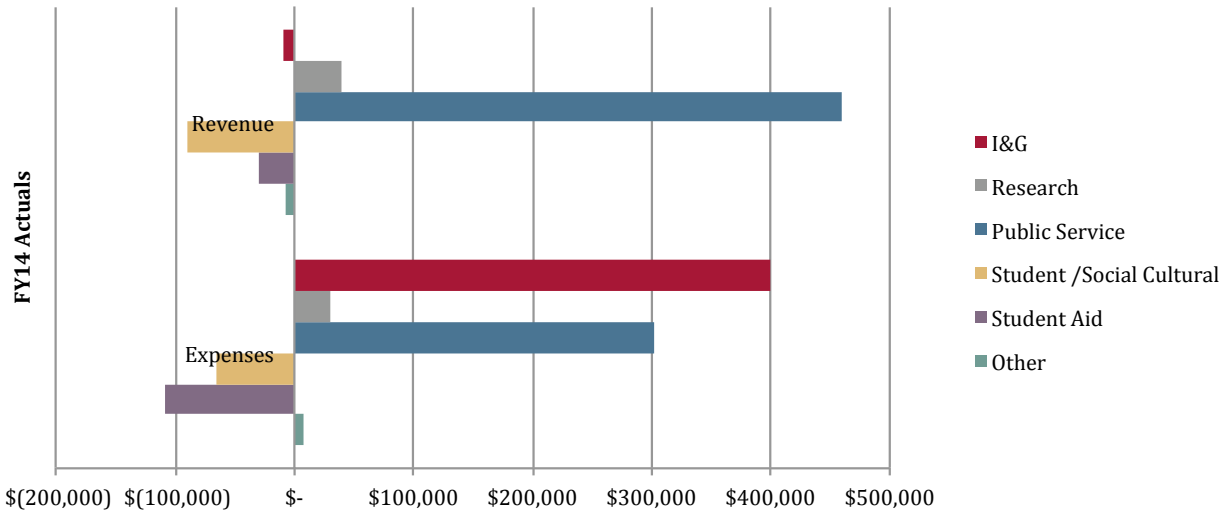
6.6.2 College of Fine Arts, Budget, Actual Revenue and Expenses for Fiscal Year 2014

CFA FY14 Actual Revenue

CFA FY14 Actual Expenses

As usual, the majority of CFA revenue is funded by Academic Affairs and instruction and general (I&G) funds. This year we had an increase in public service revenue due to excellent fundraising and an exceptional endowment. Also, a small amount of revenue came
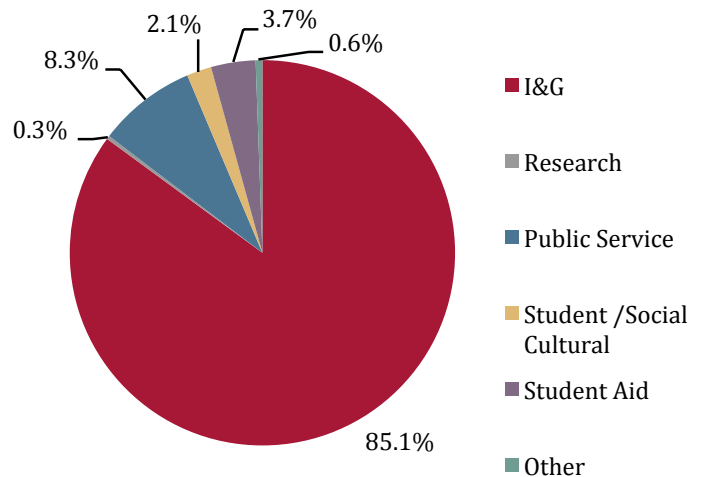
from F&A returns. We anticipate that the F&A return will increase in future years.

Decreases in revenue are due to the 1% pullback and a decline in enrollment which means less course fees.

6.6.3 College of Fine Arts, Budget, Fiscal Year 2014 Original Unrestricted Budget

CFA FY14 Original Unrestricted Budget

- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other
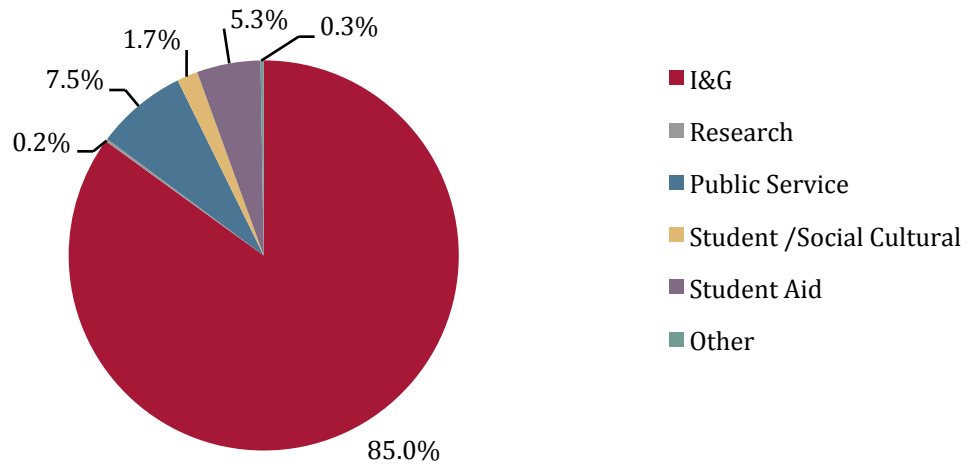
The original CFA unrestricted budget was conservative due to the cut, but CFA still maintained a balanced budget.

6.6.4 College of Fine Arts, Budget, Net Change in Fiscal Year 2014 and Fiscal Year 2015 Reserves

CFA Net Change in FY14 and FY15 Reserves
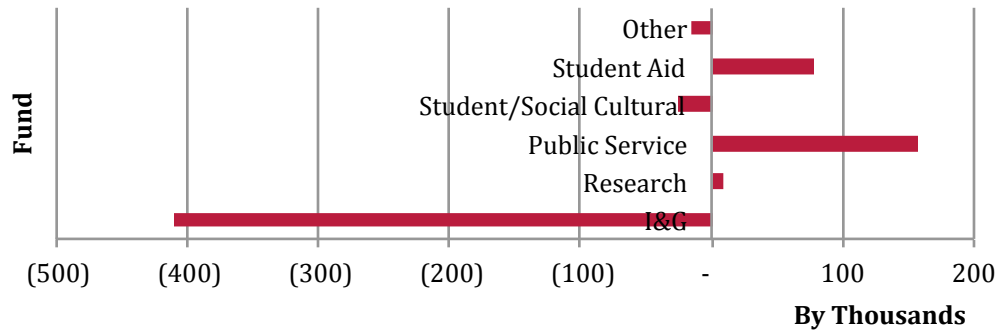
6.6.5 College of Fine Arts, Budget, Categorization of Fiscal Year 2015 Reserves

CFA Categorization of FY15 Reserves
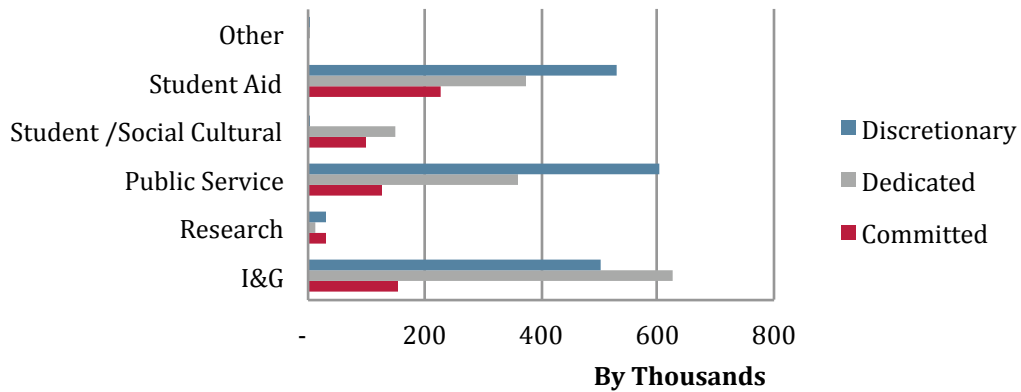
The change in reserves are due to major equipment needs in all areas. We do not know when equipment will break or become obsolete and that is exactly why we need reserves in our budget.

6.6 Budget

6.6.6 College of Fine Arts, Budget, Fiscal Year 2014 Actual Unrestricted Salary Expense
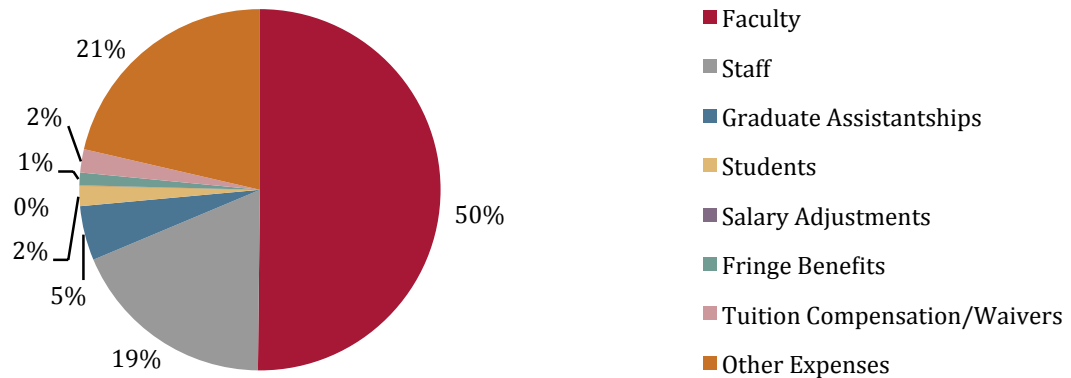
CFA FY14 Actual Unrestricted Salary Expense

Faculty 50%
Staff 19%
Graduate Assistantships 5%
Students 2%
Salary Adjustments 0%
Fringe Benefits 1%
Tuition Compensation/Waivers 2%
Other Expenses 21%

Legend:
- Faculty
- Staff
- Graduate Assistantships
- Students
- Salary Adjustments
- Fringe Benefits
- Tuition Compensation/Waivers
- Other Expenses

6.6.7 College of Fine Arts, Budget, Fiscal Year 2014 Actual Unrestricted Faculty Salary Expense

CFA FY14 Actual Unrestricted Faculty Salary Expense

Faculty 85%
Summer Research 0%
Summer Instruction 2%
Part Time Instruction 12%
Non-Credit Instruction 1%
Summer Administration 0%

Legend:
- Faculty
- Summer Research
- Summer Instruction
- Part Time Instruction
- Non-Credit Instruction
- Summer Administration
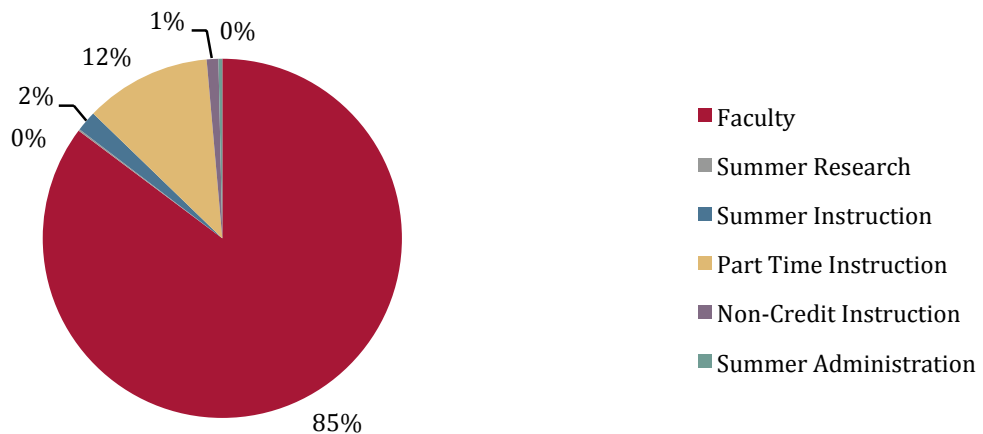
An increase in temporary part-time instruction faculty and graduate assistants were needed to offer all the courses needed by the students. There were several retirements and a resignation in the University Art Museum, which resulted in a decrease in salary expense. There was a reorganization of the CFA Information Technology staff and a Human Resources-mandated increase to the web designer position, which resulted in a $13,817 increase of salary expense.

6.7 Major Activities

1. The NEA awarded David Bashwiner a grant for the study "Transfer Effects of Music on Brain Structure and Function" and Ellen Babcock was funded by PNM (Public Service Company of New Mexico) for her urban renewal project: "Highland Sign Project 2015."

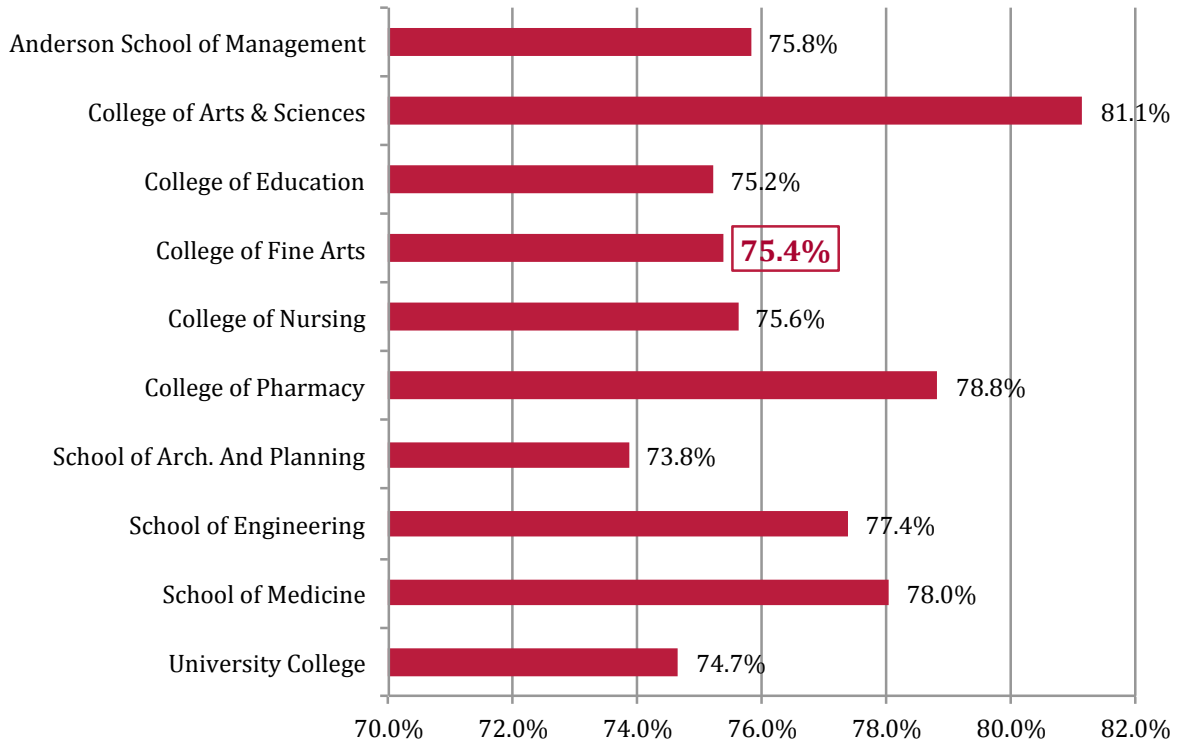2. For the first time UNM was represented at the International Art Basel Miami fair in December 2014 when students and faculty from Electronic Arts and ARTS Lab partnered with New Mexico Arts to screen a special program of Immersive Fulldome artworks. The digital piece "Dome Poems" traveled around the state.

3. UNM Theatre students performed at the Central Academy of Drama and the Asia Theatre Education Centre (ATEC) International Theatre Festival in Beijing.

4. In September, the National Living Treasure Sensei Manji Inoue of Arita, Japan, with 32 distinguished Japanese guests, visited the UNM Arita Porcelain studio, the only place outside of Japan where Arita is taught.

5. IFDM partnered with the International Game Development Association to host the 2014 Global Game Jam. Students from UNM Main and Branch campuses, NMSU, Doña Ana and APS participated with professionals from Sandia National Labs and community game developers.

6. Tamarind Institute, in addition to offering its educational and professional training programs in printmaking, had gallery shows and attended print fairs in America, Brazil, Hong Kong , Miami and New York.

7. CFA performances gained wider attention with sold out performances of the student opera and monumental choral event, Defiant Requiem at Popejoy Hall.

8. The number of grant proposals submitted by CFA increased by 50%, the dollar amount by 211% and the amount funded by 67%.

9. UNM Art Museum's attendance was up 19.6%, and donations were up 46.3%

10. CFA's Development goal for the year was $2,000,000 and we ended the fiscal year with gifts in the amount of $3,213,845, a 161% increase over goal.

11. The second annual ArtsUnexpected event showcased over 250 student performers across the campus and in four locations downtown.

6.8 Freshman Retention

6.8.1 College of Fine Arts, Freshman Retention Fall 2012 to Fall 2013

| College	Retention
Anderson School of Management	75.8%
College of Arts & Sciences	81.1%
College of Education	75.2%
College of Fine Arts	**75.4%**
College of Nursing	75.6%
College of Pharmacy	78.8%
School of Arch. And Planning	73.8%
School of Engineering	77.4%
School of Medicine	78.0%
University College	74.7%

Our Student Success & Advisement Center works hard to guide students toward graduation. In collaboration with Enrollment Management, the CFA Student Success & Advisement Center contacts students who had not registered for the subsequent semester in an attempt to assist them in returning to UNM.

6.9 Degrees & Graduation

6.9.1 College of Fine Arts, Degrees & Graduation, Total Degrees Awarded
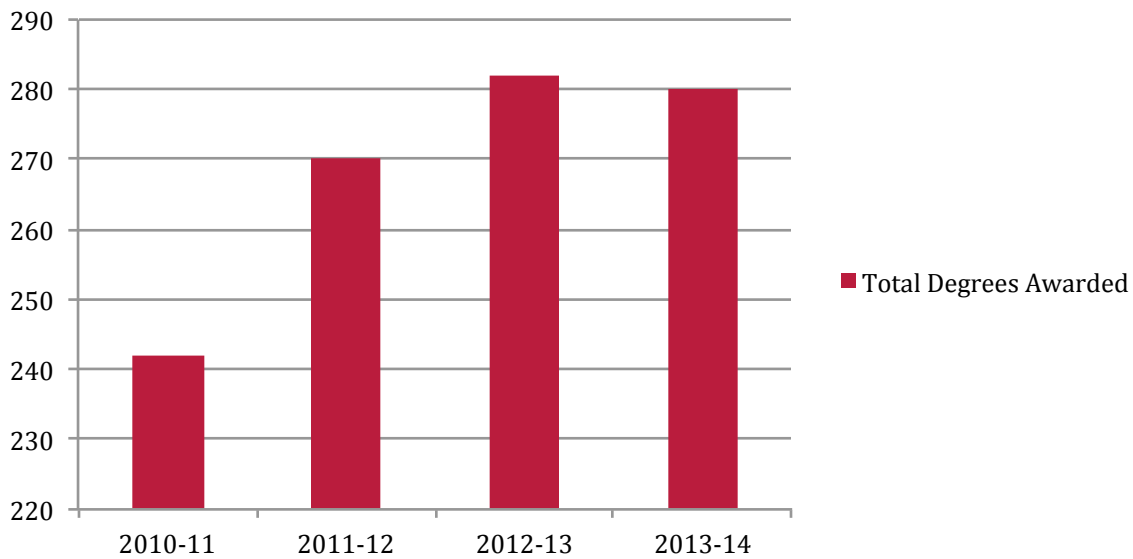
CFA offers a variety of degrees. Per department, they are:

- **Art & Art History:** Bachelor of Fine Arts in Art Studio; Bachelor of Arts in Art Studio; Bachelor of Arts in Art History; Master of Arts in Art History; Master of Fine Arts in Art Studio; Doctor of Philosophy in Art History.

- **Theatre & Dance:** BA in Theatre; BA in Dance; BA in Design for Performance; MA in Theatre & Dance; MFA in Dance; MFA in Dramatic Writing.

- **Music:** BA in Music; Bachelor of Music with concentrations in Vocal & Instrumental, Performance, Theory & Composition, String Pedagogy, Jazz Studies; Bachelor od Music Education; Master of Music with concentrations in Music History & Literature; Theory & Composition; Performance; Conducting; Collaborative Piano, Music Education.

- CFA also offers a BFA with concentrations in Production or Critical Studies (IFDM) and a BA in Media Arts (Cinematic Arts).

6.9 Degrees & Graduation

6.9.2 College of Fine Arts, 4- 5- and 6-Year Graduation Rates, Intended and Admitted, for Students Entering in 2008
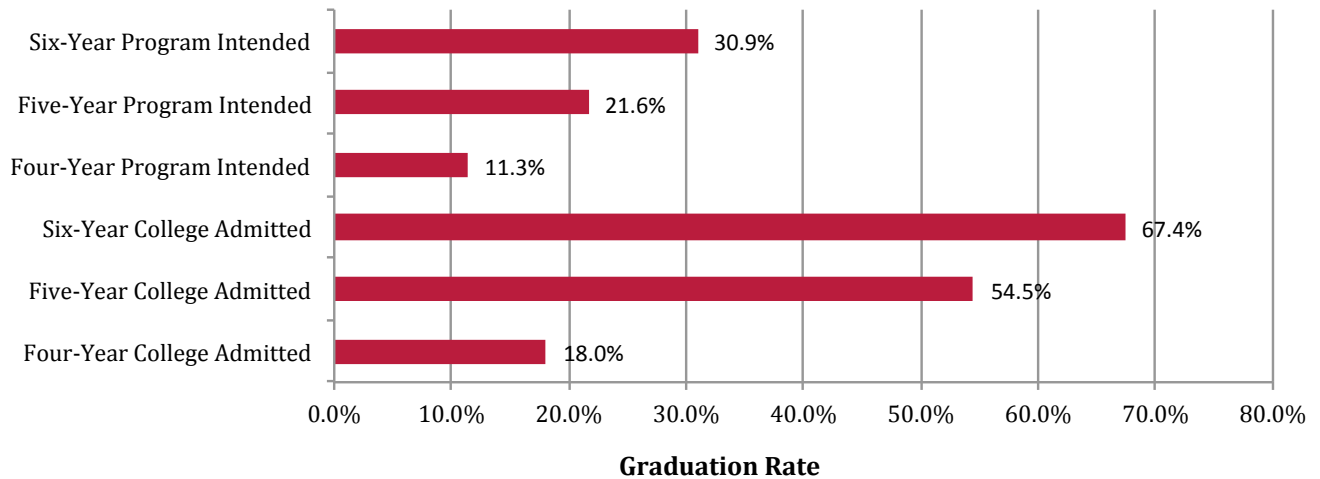
CFA actually graduated 280 individuals during the 2013-2014 award year, in 17 different award categories.

CFA has had a 15.7% increase in awarded degrees when compared to AY 2013-14 to 2010-11.

6.10 Research

6.10.1 College of Fine Arts, Research Expenditures

The number of grant proposals submitted by CFA increased by 50%, the dollar amount by 211% and amount funded by 67%. The data in this annual report reflects a discrepancy between available data and actual research activity in the College of Fine Arts (CFA). In CFA and for many arts institutions in general, a good deal of successful research funding comes from private foundations or sources that produce relatively low or no F&A returns. Research in the arts brings recognition and visibility to UNM often on a large scale that places our faculty as unique leaders in a range of fields. If research funds enter the University through the UNM Foundation from smaller foundations, they are often designated as gifts and as such are not recorded in the Office of Sponsored Projects and thus do not show up as successful research funding for CFA. CFA, along with the research office, is actively working to increase the quantity and quality of data collection for College research data.

6.11 Future Plans

Five-Year Plan

1. A New Center for the Arts: The CFA has outgrown its 50-year-old building and is now housed in 11 different buildings on campus and at Mesa del Sol, each with their own expensive share of deferred maintenance challenges. Given the rich and deep arts traditions in New Mexico—the arts are a central part of the state's cultural economy, as recounted in numerous regional and national studies—UNM's College of Fine Arts has a very influential position. In 2012 the NEA ranked New Mexico #1 for fine artists in the workforce, #3 for actors and #15 for musicians. Our faculty, students and alumni participate in arts communities and organizations throughout the state and elsewhere. However, the poor condition and the limited size of our facilities restrict our curricular offerings and diminish our ability to recruit faculty and students. Frequently, students comment that their elementary and high schools had better facilities than what they find here at the state's flagship.

2. Creative Leadership Initiatives (CLI), that include interdisciplinary major and minors, would marshal existing forces in our College and create new ways of developing future leaders in our community, state and beyond. CLIs include courses, visiting artists and collaborative sites that teach students the skills to collaborate successfully, think and write critically, and to mediate working with different communities and constituencies in conjunction with their major. CLI focuses on arts engagement, administration and policy, and will provide curricular support for the Innovation Academy. It includes a downtown presence connecting UNM to local arts organizations, such as Albuquerque's galleries, museums, civic offices and foundations there. Comprehensive professional mentoring and training for arts majors will increase graduates' job viability and placement through training in Arts Management, Design, Museum Studies, and Art Conservation.

3. A design BA and minor would serve students across disciplines, such as graphic design, architecture, interior design, communication, and digital media, and would provide a track that students often ask for but is missing at UNM: additional 2.0 FTE in fashion design and graphic design. This broader cross-disciplinary curriculum would build on the success of Theatre's existing BA in Design for Performance through which our graduates find consistent job opportunities in all areas of production from television and broadway musicals to animation and gaming.

4. The recent 2014 National Theater Accreditation committee recommended that UNM have a BFA in Performance to attract and retain more students and reinstate the BAs and MAs in Theatre Education, Outreach and Language Arts, which include secondary licensure for teaching K-12.

5. A comprehensive Flamenco Arts minor and concentration would augment the Dance BFA in Flamenco—the only such degree in the world, which is fitting for a Hispanic-serving university in New Mexico.

Chapter 7. Graduate Studies

Message from the Dean

Graduate Studies works closely with all of the colleges and deans. Additionally, Graduate Studies collaborates with Enrollment Management for admissions and registrar procedures and the Global Education Office for recruitment and success strategies for international graduate students. The Dean reports directly to the Provost and serves on the Executive Cabinet, the Deans Council, and the New Mexico Council of Graduate Deans. The website (grad.unm.edu) is continually improved and features graduate student spotlights featuring UNM's greatest resource.
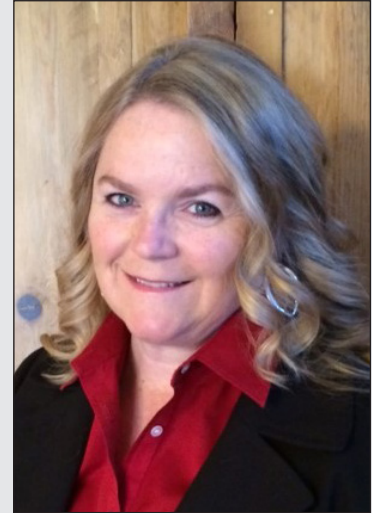
Dean Julie Coonrod

7.1 Mission &Vision

UNM averages 6200 post-bachelor, degree seeking students per year. Graduate Studies awards student funding to all post-bachelor programs. Graduate Studies provides broad oversight of eighty-three graduate units (4500 students per year) awarding all graduate and professional degrees and certificates with the exception of Anderson degrees, JDs, MDs, PharmDs, DNPs, and DPTs. However, as need arises, Graduate Studies collaborates with all programs for policy concerns and dual degree programs. On average, 210 doctoral degrees, 890 masters degrees, 22 MFA, and 30 graduate certificates are awarded annually. The Graduate Studies annual operating budget is just under $900,000 with an additional $1.6 million for assistantships that are distributed to the colleges. Figure 7.2.1 is a summary of the administration and operation of Graduate Studies.

7.2 Organization & Facilities

7.2.1 Office of Graduate Studies, Administration and Operation
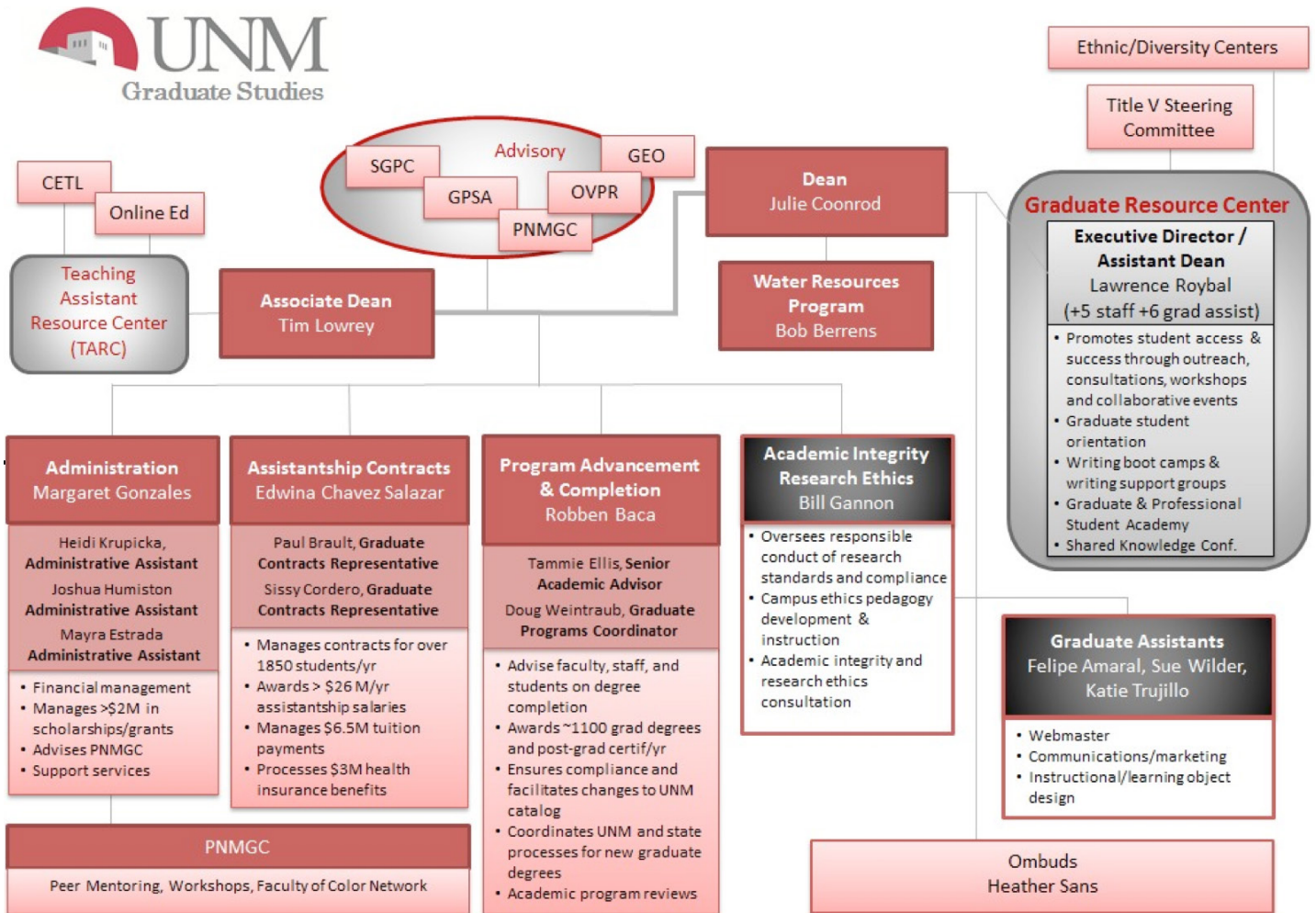
7.3 Graduation

7.3.1 Office of Graduate Studies, 2013-2014 Graduate Degrees Awarded Compared to Previous Three Years

Degree Title	2010-11	2011-12	2012-13	2013-14
Doctor of Philosophy	200	225	227	253
Doctor of Education	2	6	6	5
Ed Specialist Certificate	14	10	21	17
Graduate Certificate (GCert and PDCert)	15	15	14	29
Master of Fine Arts	17	12	24	17
Master of Arts	395	398	409	385
Master of Science	256	266	283	292
Master of Science in Nursing	70	61	48	69
Master of Engineering	0	0	1	1
Master of Construction Management	1	3	2	2
MArch/MCRP/MLA	65	69	53	71
Master of Music	27	33	20	30
Master of Public Admin	32	31	55	93
Master of Public Health	14	13	12	13
Master of Water Resources	5	13	8	5
Master of Occupational Therapy	24	19	31	23
Post Master's Nursing Certificate	2	2	3	6
TOTAL for Academic Year	**1139**	**1176**	**1217**	**1311**

Graduate Studies verifies and awards graduate degrees, holds workshops on manuscript preparation for theses and dissertations, and coordinates the electronic submission of manuscripts to LoboVault and ProQuest. The distribution of graduates by degree and academic year are shown in Table 7.3.1.

7.4 Theses and Dissertations Awarded

7.4.1 Office of Graduate Studies, Graduate Manuscripts 2013-14

	Summer 13	Fall 13	Spring 14	Total
Dissertations	88-PhD	64-PhD	73-PhD	225-PhD
	1-EdD	2-EdD	2-EdD	5-EdD
	0-MFA	0-MFA	6-MFA	6-MFA
Total:	89	66	81	236
Theses	15-MA	5-MA	18-MA	38-MA
	0-MArch 0-MCM	0-MArch 0-MCM	0-MArch 0-MCM	0-MArch 0-MCM
	2-MCRP	1-MCRP	2-MCRP	5-MCRP
	0-MOT	0-MOT	0-MOT	0- MOT
	1-MPA	0-MPA	0-MPA	1-MPA
	38-MS	35-MS	36-MS	109-MS
	0-MWR	0-MWR	0-MWR	0-MWR
	3-MMU	1-MMu	1-MMU	5-MMU
Total:	59	42	57	158
2013-2014 TOTAL	148	108	138	394
2012-2013 TOTAL	124	94	136	354
2011-2012 TOTAL	122	102	132	356
2010-2011 TOTAL	111	93	107	311

Douglas Weintraub, Graduate Studies manuscript coordinator, held group workshops and individual consultations to assist graduate students in preparing and submitting their thesis and dissertation manuscripts. The numbers of manuscripts submitted during the 2013-2014 academic year are presented in Table 7.4.1.
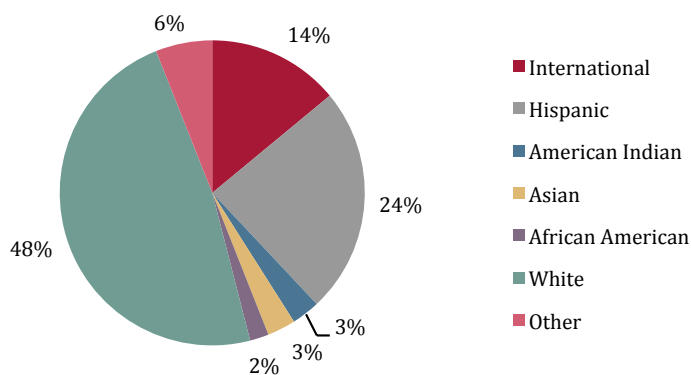
7.5 Fall Applications, Admissions, and Enrollment

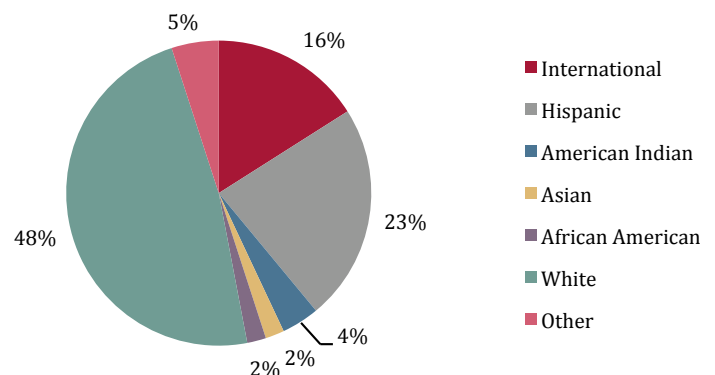7.5.1 Office of Graduate Studies, Applications, Admissions, and Enrollment: Fall 2006 - Fall 2014

Applications		Admissions		Enrollment	
		Number Admitted	Percent Admitted	Number Admitted Who Enrolled	Percent Enrolled
Fall 2006	3,074	1,420	46.19%	753	53.03%
Fall 2007	2,936	1,305	44.45%	757	58.01%
Fall 2008	3,113	1,369	43.98%	836	61.07%
Fall 2009	3,495	1,510	43.20%	924	61.19%
Fall 2010	3,437	1,456	42.36%	866	59.48%
Fall 2011	3,544	1,450	40.91%	907	62.55%
Fall 2012	3,151	1,398	44.37%	823	58.87%
Fall 2013	3,004	1,258	41.88%	837	66.53%
Fall 2014	3,528	1,405	39.82%	847	60.28%

7.5.2 Office of Graduate Studies, Enrollment by Race and Ethnicity, Fall 2013 - Fall 2014

Fall 2013 Enrollment by Race and Ethnicity

International 14%, Hispanic 24%, American Indian 3%, Asian 3%, African American 2%, White 48%, Other 6%

Fall 2014 Enrollment by Race and Ethnicity

International 16%, Hispanic 23%, American Indian 4%, Asian 2%, African American 2%, White 48%, Other 5%

Graduate Studies works in collaboration with Enrollment Management and individual departments to facilitate graduate admissions. Graduate applications increased 17% in comparison to Fall 2013; new enrollment remained steady (Table 7.5.1).

Figure 7.5.2 illustrates enrollment by race and ethnicity. According to the United State Census Bureau, New Mexico's 2013 population was 39% White, 47% Hispanic, 10% Native American, and 2.5% African American.

7.6 Graduate Assistantships

7.6.1 Office of Graduate Studies, Assistantship Salaries by Title and Semester

Assistantship Title	Summer 2013	Fall 2013	Spring 2014	Total
Graduate Assistant (GA)	$252,705	$ 1,9131,95	$2,024,368	$4,190,268
GA Special	$92,286	$390,219	$385,369	$867,873
Research Assistant (RA)	$2,245,635	$4,651,261	$4,943,426	$11,840,322
Teaching Assistant (TA)	$377,547	$3,743,082	$3,773,571	$7,894,199
TA Associate	$107,292	$72,169	$79,136	$258,596
TA Special	$39,910	$286,528	$238,674	$565,112
Total	$3,115,375	$11,056,453	$11,444,543	$ 25, 616,370

7.6.2 Office of Graduate Studies, Total Assistantship Awards

Payment type	Summer 2013	Fall 2013	Spring 2014	Total
Salary paid	$3,115.38	$11,056,453	$11,444,543	$25,616,371
Tuition paid	$231,718	$3,472,465	$3,358,725	$7,062,909
Health insurance premiums paid	$18,192	$1,300,050	$1,826,232	$3,144,474
Total	$3,365,285	$15,828,968	$16,629,500	$35,823,753

Assistantships are financial awards to graduate students for part-time work in teaching or research while pursuing study toward an advanced degree. The primary goal of an assistantship is to assist students in strengthening and successfully completing their academic program.

Typically about 1,500 teaching and research assistantships are available each fall and spring semester to qualified graduate students. Assistantships are competitively awarded at the department level and typically require 10 to 20 hours of service per week. There are several types of assistantships, including: Graduate Assistant (GA&GASpec), Teaching Assistant (TA&TASpec), Teaching Associate (TAssoc), Research Assistant (RA) and Project Assistant (PA). Total salaries associated with assistantships are shown in Table 7.6.1. Project Assistants, paid by the hour, are not included in Table 7.6.1. Assistantships typically include tuition payment and health insurance payment as shown in Table 7.6.2.

7.7 Graduate Fellowships & Awards

7.7.1 Office of Graduate Studies, HED Recipients by Department

Department	Number of Students
American Studies	2
Anthropology	4
Communication & Journalism	5
Community & Regional Planning	1
Civil Engineering	1
ECE	1
Health Education	2
History	3
Law	2
Latin Amer. Studies	1
Language, Literacy, & Sociocultural Studies	3
Mechanical Engineering	1
Political Science	2
Public Administration	2
Sociology	1
Total	31

7.7.2 Office of Graduate Studies, HED Recipients by Gender and Ethnicity

Race/Ethnicity	Male	Female	Total
African American		1	1
Hispanic	17	6	23
Native American	2	2	4
White		3	3
Total	19	12	31

Graduate Studies awarded fellowships, scholarships, and grants designed to help graduate students complete their degree programs, travel to conferences, conduct research, and to reward student excellence.

New Mexico Higher Education Department (HED) Graduate Scholarship Program

The objective of the NMHED Graduate Scholarship Program is to increase graduate enrollment in the state's public universities of students from groups underrepresented in graduate education.

Priority is given to New Mexico students from those groups with the most severe under-representation and students with the greatest financial need. Financial need is demonstrated by the information contained in the Free Application for Federal Student Aid. Students must agree to serve in an unpaid internship or assistantship for ten hours per week during the academic year. Master's degree students may retain their fellowships for up to two years, and doctoral students up to four years. Table 7.7.1 lists the number of HED Scholarship recipients (up from 22 recipients in the previous year). Their race, ethnicity and gender are summarized in Table 7.7.2.

7.7 Graduate Fellowships & Awards - Research, Project, Travel Grant (RPT)

7.7.3 Office of Graduate Studies, Research, Project, Travel Grant Awards, 2013-14

Department	Summer	Fall	Spring		Department	Summer	Fall	Spring
American Studies		1						
Anthropology	4	2	5		Landscape Architecture	1	1	1
Architecture	1	9	1		Latin American Studies	2		
Art & Art History	3	5	3		Law			2
Biology			1		Linguistics	1	1	1
Biomed. Engineering			3		Language, Literacy, & Sociocultural Studies	1	3	1
Biomedical Sciences		1	2		Mathematics & Statistics	2		1
Cell Biology			1		Mechanical Engineering	1		
Chemistry	1	1	1		Medicine			1
Civil Engineering		2	4		Music		1	4
Communication & Journalism	1				Nanoscience & Microsystems Engineering	1	2	1
Community & Regional Planning	1		1		Nursing	2		
Computer Science		1	1		Occupational Therapy			4
Earth & Planetary Sciences	2	7			OILS		1	1
Electrical & Computer Engineering		1	1		Pathology			1
Economics			1		Pharmacy	2		
Ed Linguistics			1		Philosophy	2		2
Ed Specialties		1	1		Physics and Astromomy	1		1
English		6	9		Political Science			1
Foreign Languages			1		Psychology	1		2
Geography	1				Sociology	1		2
Health, Exercise, & Sports Sciences	3	1	1		Spanish & Portuguese			1
History	2		1		Speech & Hearing		3	
Individual, Family, & Community Education		1			Theatre and Dance	1		
					Total	39	53	64

The purpose of the RPT grants is to defray costs for materials or equipment necessary for research, and travel required to collect data or to present results of research at professional meetings. These awards are broken down by semester in Table 8. Awarded amounts ranged from $100 to $1000. The RPT grant is made available through an allocation from the Student Fee Review Board and funding from the Vice President for Research Office and Graduate Studies.

7.7 Graduate Fellowships & Awards - Research, Project, Travel Grant (RPT)

7.7.4 Office of Graduate Studies, RPT Recipients by Race/Ethnicity, and Gender

Race/Ethnicity	Male	Female	Total
African American	0	2	2
Asian	9	8	17
Caucasian	43	72	115
Native American	2	2	4
Hispanic/Latino	7	7	14
Other	3	1	4
Total	64	92	156

7.7.5 Office of Graduate Studies, RPT Applicants and Awards

	Summer 2013	Fall 2013	Spring 2014	Total
Number of Applicants	47	64	84	195
Number of Awards	38	52	66	156
Dollars Applied	$44,641	$58,855	$77,058	$180,554
Dollars Awarded	$24,649	$41,634	$40,000	$106,283

Table 7.7.4 summarizes the RPT recipients by race, ethnicity and gender. Table 7.7.5 summarizes the number of applicants, amount of applications, number of awards, and dollars awarded by semester.

7.7 Graduate Fellowships & Awards - Success Scholarships and Excellence Awards

7.7.6 Office of Graduate Studies, Success Scholarships

College	Amount
Anderson	$33,000
Architecture & Planning	$12,000
A&S	$68,500
Education	$53,500
Engineering	$34,000
Fine Arts	$26,000
Library (OLIT/OILS)	$5,000
Medical Programs (non-MD)	$18,000
Nursing	$8,000
Pharmacy	$1,000
Public Admin	$12,000
Water Resources	$3,000
Total	$274,000

7.7.7 Office of Graduate Studies, Excellence Awards

College	Amount
Anderson	$194,494
Architecture & Planning	$62,516
A&S	$400,275
Education	$329,076
Engineering	$192,757
Fine Arts	$52,675
Medical Programs (non-MD)	$100,431
Nursing	$50,071
Pharmacy	$3,184
Public Admin	$65,700
Water Resources	$12,156
Total	$1,463,334

Success Scholarships

Graduate Studies and the Office of Student Financial Aid jointly administer the Graduate Student Success Scholarship for graduate students with demonstrated financial need. Designed to help students continue or complete their degree programs, the Success Scholarship allocates funds to the colleges and schools so that they can use the scholarships strategically for their graduate programs. Each college or school runs their own process for selecting nominations. Graduate Studies does not accept nominations directly from graduate units or graduate students.

Excellence Awards

Excellence Assistantships are intended to increase the number of graduate students supported on assistantships while promoting academic excellence and diversity within the graduate population. Similarly to Success Scholarships, excellence awards are allocated to the colleges and schools, where each college or school runs their own program for selecting nominations. Graduate Studies does not accept nominations directly from graduate students. Excellence Assistantships during AY 2013-14 were both new and continuation awards.

7.7 Graduate Fellowships & Awards - Other

Miscellaneous Awards

Graduate Dean's Dissertation Year Fellowship:
Twelve students representing the departments of
Political Science, Philosophy, History, Communication &
Journalism, Economics, Nanoscience and Microsystems,
Civil Engineering, Nursing, American Studies,
Anthropology, Computer Science and Art & Art History
were nominated for the Graduate Dean's dissertation
Year Fellowship. Ten were awarded Dean's Dissertation
Tuition in the amount of $1000. The two recipients
of the Graduate Dean's Dissertation Year Fellowship:
Joseph Spencer and Lori Saiki each received $8000.
The purpose of the award is to provide financial
assistance to students nearing completion of a terminal
degree.

Tom L. Popejoy Dissertation Prize: This award
recognizes and encourages the highest level of
academic excellence. In addition to receiving a check
for $1000 during the Spring Commencement ceremony,
the recipient receives travel reimbursement to come
back to UNM and receive the award. The recipient of
the prestigious Tom L. Popejoy Dissertation Prize for
2013-14 was:

- Yulia Mikhailova, History - "Power and Property
  Relations in Russia and Latin Europe: A
  Comparative Analysis"

Graduate Research Supplement: Two graduate
research supplements were awarded to:

- Wenmei Guo, Economics, $2000
- Angelina Gonzalez-Aller, Political Science, $1500

External Fellowship/Scholarship Programs

Graduate Studies coordinates and, to varying degrees,
administers or supports several state and nationally
sponsored fellowship and scholarship programs,
including the National Science Foundation (NSF),
National Physical Science Consortium (NPSC), etc.
Participating fellows (and their award amounts) follow:

Minority Doctoral Loan for Service

- Bernadine Hernandez, English (currently PhD
  student at University of Colorado)

National Physical Science Consortium ($36,000 scholarship)

- Amir Shirkhorshidian, Optical Science &
  Engineering Akask Rakholia, Physics
- Aaron Hankin, Physics Boyan Tabakov, Physics
  Matthew Curry, Physics

NSF Graduate Research Fellowship ($42,000 stipend and cost of education)

- Amanda Minnich, Computer Science (on reserve
- Michael Hunter, Psychology
- Nicholas Grebe, Psychology
- Caitlin Davis, Anthropology
- Drew Enigk, Anthropology
- Marian Hamilton, Anthropology
- Juanita Trevino, Mechanical Engineering
- Lukas Bell-Dereske, Biology
- Marta Cooperstein, Chemical & Nuclear
  Engineering
- Angelica Sanchez, Chemical & Nuclear Engineering

GEM Fellowship

- Nicholas Martinez, Mechanical Engineering

American Association of University Women – Santa Fe County

- Caitlin Armijo, MD, $2000
- Kaitlin Coalson, LLSS - $1500

7.7 Graduate Fellowships & Awards - Processed Funding Summary

7.7.8 Office of Graduate Studies, Graduate Studies Processed Funding Summary, Academic Year 2013-14

Award	Amount
HED Scholarships (p. 8)	$336,153
RPT Grants (p. 9-10)	$106,283
Success Scholarships (p. 11)	$274,000
Excellence Awards (p. 11)	$1,463,334
Miscellaneous Awards (p.12)	$44,807
External Programs (p. 13)	$603,500
Total	$2,828,077

Awards, scholarships, and grants processed and managed by Graduate Studies are summarized in Table 7.7.8.

7.8 Recruitment

7.8.1 Office of Graduate Studies, Membership Costs

Organization	Cost
Council of Graduate Schools (CGS)	$5,166
Graduate Degrees for Minorities (GEM)	$2000
Western Associate of Graduate Schools (WAGS)	$200
National Name Exchange	$600

7.8.2 Office of Graduate Studies, Recruitment Activities

Recruitment Activities	Dates
HACU, Chicago, IL	October 26 - 28, 2013
Graduate & Professional School Fair	October, 2013
Graduation Fair 2013	October 14 & 15, 2013
Graduate & Professional Showcase	April 12, 2013

7.8.3 Office of Graduate Studies, Assistantship Supplements and Grants for Recruitment

Assistantship Supplements for Recruitment	
Department	Amount
American Studies	$5000
Anthropology	$5000
Sociology	$5000
Biology	$5000
Economics	$5000

Grants for Recruitment Activities	
Department	Amount
American Studies	$2000
English	$2000
History	$2000
Physics & Astronomy	$2000
Political Science	$2000
Psychology	$2000
San Juan Center	$2000

Graduate Studies faculty and staff participated in national conferences and local recruitment fairs, including the Council of Graduate Schools (CGS), the National Consortium for Graduate Degrees for Minorities in Engineering and Science (GEM), the Hispanic Association of Colleges and Universities (HACU). Graduate Studies also continues to participate in the National Name Exchange, a consortium of at least 55 institutions of higher education that exchange the names of underrepresented students who plan to attend graduate school.

Graduate Studies modified its program to support graduate student recruitment by offering three types of awards to departments to aid in their recruitment efforts. Graduate Studies provided

funding awards of up to $800 per graduate prospect to departments to bring students to campus for a recruiting visit. Graduate Studies also provided supplemental awards to departments to recruit outstanding graduate students. The supplements are for up to $5000 per year for two years and are meant to supplement the stipends normally offered by the departments. Graduate Studies also provides Graduate Recruitment Grants up to $1000 to departments to supplement ongoing recruitment efforts.

7.9 Major Activities

Assistantships and Contracts

We continue to hold regular assistantship workshops for graduate students, as well as separate workshops for unit administrators and advisors who process graduate student contracts.

Graduate Recruitment

We continue to enhance the Graduate Studies website, including the Graduate Student Spotlights featured on the homepage. Our Graduate Resource Center hosts "Jump Start" events for graduate admits, providing them with an overview of funding and research (library) resources at UNM and hosting a luncheon where these students can meet faculty from their respective departments. In addition, GRC leadership and staff participated in several recruitment events. We continue to provide funding to departments to aid in their recruitment efforts.

Academic Integrity and Research Ethics (AIRE)

In spring, emphasis was placed on AIRE branding, which included designing a logo, brochure, signage, a new website and Twitter account. Ethics certificates were issued during the 2014 Shared Knowledge Conference (SKC). Two on-line tutorials were written on research ethics and anti-plagiarism for graduate students.

The Graduate Student Funding Initiative sunsetted at the OVPR and emerged as the Professional and Academic Workshop (PAW) series at Graduate Studies this fall. Graduate Studies coordinates 15 workshop programs that involve graduate students by eliminating redundancy but offering many more topics than the previous GSFI. Research methods courses were surveyed by individual emails to faculty. Ninety-five syllabi were requested and 31 syllabi were received plus several requests for class presentations or other collaborations.

Promoting Graduate Success

Graduate Studies has created two new awards to 1) provide paid attendance for PhD and MFA students at professional conferences to present oral presentations or posters (Doctoral Conference Presentation Award) and 2) to help finance field research (Rogers Research/Project Award). Each of these awards provides up to $1000 for successful applicants.

Interdisciplinary Studies

UNM has several cross-college interdisciplinary programs. The Optical Science & Engineering program and the Nanoscience and Microsystems Engineering program are overseen by an executive committee. The Water Resources Program (crossing as many as 6 different college lines) resides in Graduate Studies. Graduate Studies provides graduate student support for all 3 programs and is continually looking for better ways to promote interdisciplinary work. The Water Resources Program expanded involvement of course teaching to prominent members of the community including John Fleck (Albuquerque Journal) and Howard Pasell (Sandia National Laboratories.)

New Degree Approval

A new Masters Degree in Information Systems and Information Assurance in the Anderson School of Management was officially approved by the NM Board of Finance in July 2014. It provides a Master's degree specifically tailored to market needs for highly-trained professionals in these two fields. It provides a degree program that's more attractive than existing MBA programs to students with relevant technical undergraduate degrees (accounting, computer engineering, computer science, and information technology). It provides sufficient technical and managerial depth to ensure that program graduates are competitive for a wide variety of jobs in the local and national job markets as evidenced by support from LANL, Sandia, FBI and Bechtel. It enables faculty and students to tailor programs of study to individual student backgrounds and interests.

Graduate Online Application

Working closely with Admissions, IT, and GEO; Graduate Studies led the effort in creating a seamless online graduate application system using a product purchased from Hobsons. The application went live in March 2013.

Ombuds Office

The Graduate Studies Ombudsperson is on site ten to twenty hours a week, consulting with graduate students and coordinating mediations.

7.9 Major Activities

Graduate Studies-sponsored Events, Workshops, Orientations, and Trainings

Graduate Studies supports and hosts a variety of workshops and events that provide direct benefit to our graduate students and programs. These include new graduate student orientation, manuscript and funding workshops, assistantship workshops, OGSNet (graduate advisor's network) meetings, and collaborative financial, material and administrative support for workshops and events hosted by our affiliate units, the Project for New Mexico Graduates of Color and the Graduate Resource Center.

Graduate Resource Center

The Graduate Resource Center (GRC) maintained key collaborations with offices and programs across campus. The GRC offered an array of services and events such as co-sponsored colloquia, graduate student orientations, consultations, writing support groups, workshops, classroom presentations, outreach activities, research symposia, a statewide student conference, and more.

In collaboration with a variety of loyal partners, the GRC supported 63 training sessions in research compliance, responsible conduct of research, grant writing and proposal preparation, principal investigator responsibilities, and various other topics with sponsorship from Graduate Studies and the Office of the Vice President for Research (OVPR). Additionally, the GRC along with various partners provided 41 workshops, including, but not limited to, thesis and dissertation writing, quantitative and qualitative data analysis, ask-a-professor sessions, and graduate school information panels. To further assist our graduate students in their thesis and dissertation writing the GRC hosted 22 thesis and dissertation writing boot camps throughout the year. Also, the GRC facilitated 11 thesis/dissertation writing and support groups.

During its fourth year of Title V funding, through its partnerships, the GRC exceeded all of its goals and performance measures, serving 1,086 graduate and professional students with over 10,625 contact hours in academic and professional skills workshops, consultations, writing and support groups, and thesis and dissertation writing camps. The project included various collaborative events consisting of 104 workshops and 82 campus events serving over 5,537 prospective, undergraduate, and graduate student participants.

In April, the GRC hosted a successful annual statewide New Mexico Shared Knowledge Conference. The two-day conference, which was planned and managed by students, resulted in 169 presentations and 79 poster exhibits with an attendance of about 641 people.

### Project for New Mexico Graduates of Color (PNMGC)

As a student-run initiative of the University, PNMGC is in a unique position to provide specially-tailored services to underrepresented students, faculty, and staff, as well as advocate for and mobilize these populations. PNMGC encourages the University to be more aware and inclusive of the needs of these populations, and to value the contributions of underrepresented students to the University's academic mission. The programs and services offered through PNMGC include peer mentoring, social support, academic development, and leadership training, which comprise our four Strategic Areas. PNMGC also maintains collaborative relationships with several key campus partners, including the Graduate Resource Center (GRC), the Community Engagement Center (CEC), Global Education Office (GEO), UNM's ethnic centers, and the LGBTQ Resource Center.

During Fall 2013 and Spring 2014, PNMGC hosted 26 events and workshops that align with one or more of our four Strategic Areas. These include events such as our Bienvenida Breakfast held at the start of each semester, Mentorship Program Orientations and Mentoring Workshops, our annual Student Leadership Retreat, Leadership Workshops, New Visions Research Colloquia, and the Faculty of Color Awards held each Spring. Additionally, PNMGC participated—either as co-sponsors or invited guests—at partner events, such as El Centro's Raza Junta, monthly CEC community workshops, the GRC's Jump Start Orientations and Shared Knowledge Conference, the GEO International Student Orientations, and the LBTQ Resource Center Welcome Back events. Through our efforts, PNMGC served 1,264 graduate and undergraduate students from July 1, 2013 to June 30, 2014. In addition to these events, the PNMGC Project Assistants held workshops on peer mentoring practices at the annual conference for Hispanic Association of Colleges and Universities in Chicago, IL and the Alliance for Hispanic Serving Institution Educators in La Verne, California. Overall, PNMGC's work increases access to higher education and nurtures success for underrepresented populations.
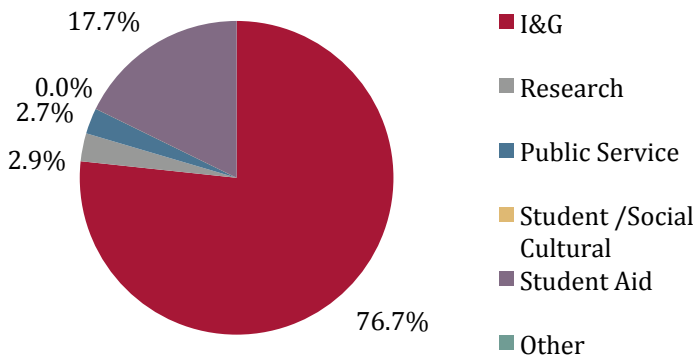
7.10 Budget

7.10.1 Office of Graduate Studies, Fiscal Year 2013 to 2014, Actuals Net Change by Fund
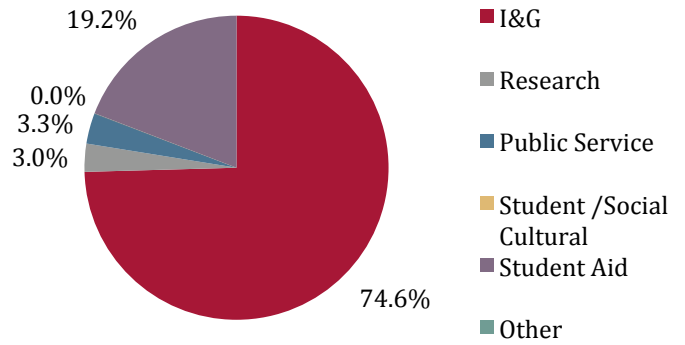
OGS FY13 to FY14 Actuals Net Change by Fund
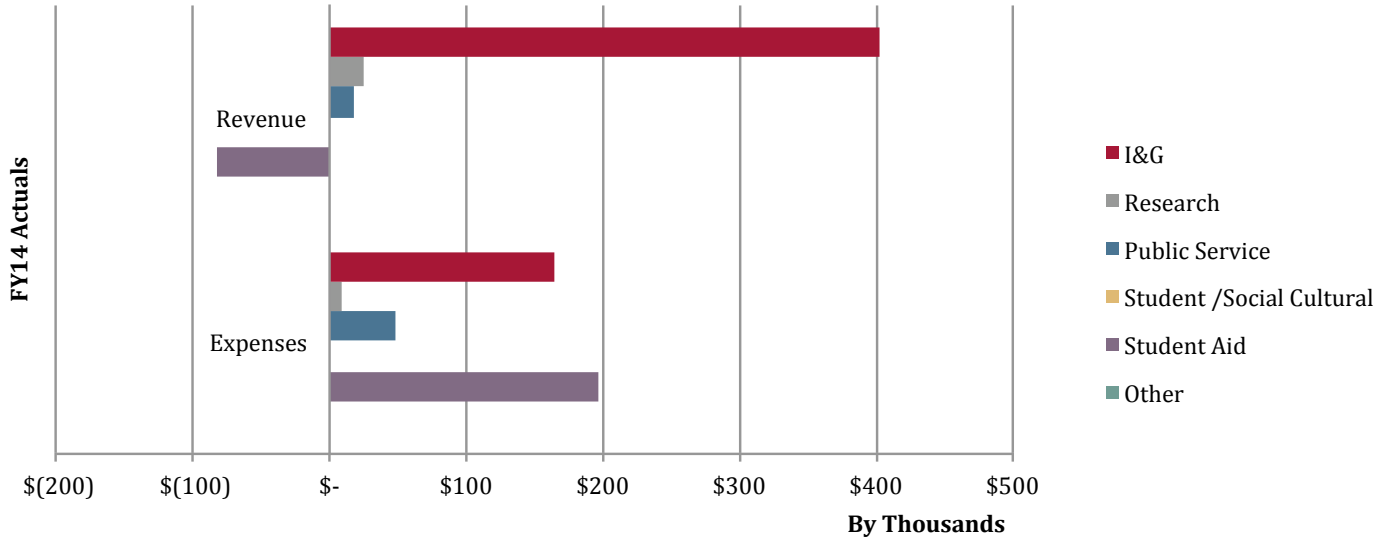
7.10.2 Office of Graduate Studies, Budget, Actual Revenue and Expenses for Fiscal Year 2014
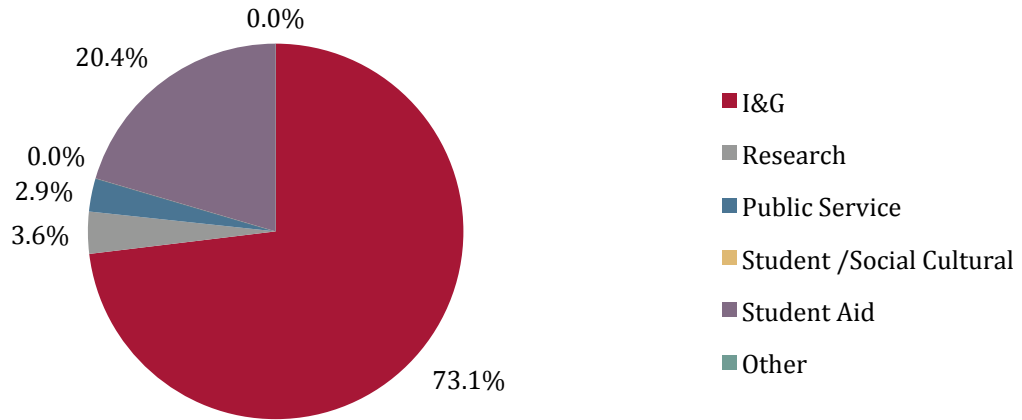
OGS FY14 Actual Revenue

OGS FY14 Actual Expenses

7.10 Budget

7.10.3 Office of Graduate Studies, Budget, Fiscal Year 2014 Original Unrestricted Budget

OGS FY14 Original Unrestricted Budget

I&G
Research
Public Service
Student /Social Cultural
Student Aid
Other

7.11 Future Plans

Strategic Catalog Changes

Graduate Studies has been extremely focused on making changes in the Graduate Catalog to replace outdated language. The first proposal is to reduce the minimum number of required course credits from 32 to 30 for the Plan II Masters Degree. The Higher Learning Commission (HLC), our accrediting body, mandates that 30 credit hours are the minimum needed. It is logical to bring our requirements into line with the HLC requirements, which also has the strong potential to assist our Plan II students to complete their degrees on time. The second proposal is for the creation of a Plan III Masters Degree, which is a course-work only Masters. A number of universities have the equivalent degrees largely for professional degrees such as Law, Business, and Engineering. The Masters of Business Administration is a course-work only masters degree. This option will provide new opportunities for students in departments for which the degree is appropriate. The third proposal is to allow, for well-qualified undergraduate students, six hours of credits in graduate courses to count for both the Baccalaureate Degree and for a graduate degree at UNM. Currently, the Shared Credit option allows credits to count for either the undergraduate degree or the graduate degree but not both. This change will encourage top undergraduate students to enroll in graduate programs at UNM and has the potential to lessen their time to degree. Finally, Graduate Studies is beginning to draft a proposal for a graduate certificate in Interdisciplinary Studies that would require the student to take classes in three or more departments. We believe this is an exciting and innovative idea.

Development of strategic growth plan

Graduate Studies will work with the colleges to develop plans for strategic growth. Specifically, departments with capacity for growth and strong job placement potential will be the focus.

Strategic awards of assistantships

Graduate Studies will continue to award Excellence & Success assistantships, as well as travel grants, to all colleges. However, additional awards will be made to departments that are able to leverage graduate student funding and have capacity for increased enrollment.

Increase collaboration with NM Tech and NMSU

Cross-enrollment for graduate students will allow our students to take graduate courses at other state institutions, while graduate students at other institutions will be able to take graduate courses at UNM.

Institutionalize Graduate Resource Center

The Graduate Resource Center has one year remaining of Title V funding. Executive Director Dr. Lawrence Roybal is working with the UNM Foundation to establish permanent funding. Further in the shadow of sequestration, Graduate Studies has provided funding for some of the graduate student consultants. The Graduate Resource Center exceeds its goals each year in the number of students that participate in workshops, development, and training.

Graduate School Designation

The structure and purview of Graduate Studies at UNM is similar to graduate schools and colleges across the country. With the potential to provide future support for cross-college interdisciplinary graduate programs, it is reasonable to move forward with designation of the Graduate School.

Teaching Assistant Resource Center (TARC)

Graduate Studies is committed to advancing the effectiveness of TARC, a resource for the improvement of teaching skills for graduate teaching assistantships. Graduate Studies is working with the new Director of the Center for Teaching Effectiveness, Dr. Aeron Haynie, to further develop the TARC. Graduate Studies and the CTE are working on developing a graduate certificate in college and university teaching that will allow graduate students to acquire certification in teaching.

New Degrees

The Masters of Public Policy was fully vetted at UNM and will make its way through the appropriate state path for approval. Graduate Studies will continue to work to have the Masters of Museum Studies approved by HED.

Chapter 8. Honors College

Message from the Dean

The Honors College was established in 2012, built on the foundation of the long-standing University Honors Program. The Honors Program offered, and the College continues to offer, an intimate and rigorous liberal arts college experience with access to the faculty and facilities of a flagship research university.

Students in the Honors College choose from three different pathways through Honors: a fifteen-credit transcripted designation, perfect for Honors students whose major fields of study are tightly constrained, a 24-credit minor that complements a major in another school or college, and a Baccalaureate degree. All Honors options require students to take a majority of their courses outside of the Honors College, contributing to the intellectual climate of the greater UNM community.

The intellectual foundation of the Honors College is interdisciplinarity. Recognizing that no single discipline can answer the larger questions of our day, the faculty in the Honors College challenge their students to engage in rigorous critical and integrative thinking in every seminar taught in the Honors College.

President Robert Frank and Dean Kate Krause at the Honors College Ribbon Cutting (April 2014).

8.1 Mission &Vision

The mission of the Honors College is to establish a community of scholars that provides highly motivated, talented and creative undergraduates with challenging opportunities for intensive interdisciplinary, experiential and cross-cultural liberal education.

External Accreditation

The Honors Program at UNM was a founding member of the National Collegiate Honors Council, in which the Honors College continues its active involvement.

8.2 Organization & Facilities

8.2.1 Honors College, Organizational Chart
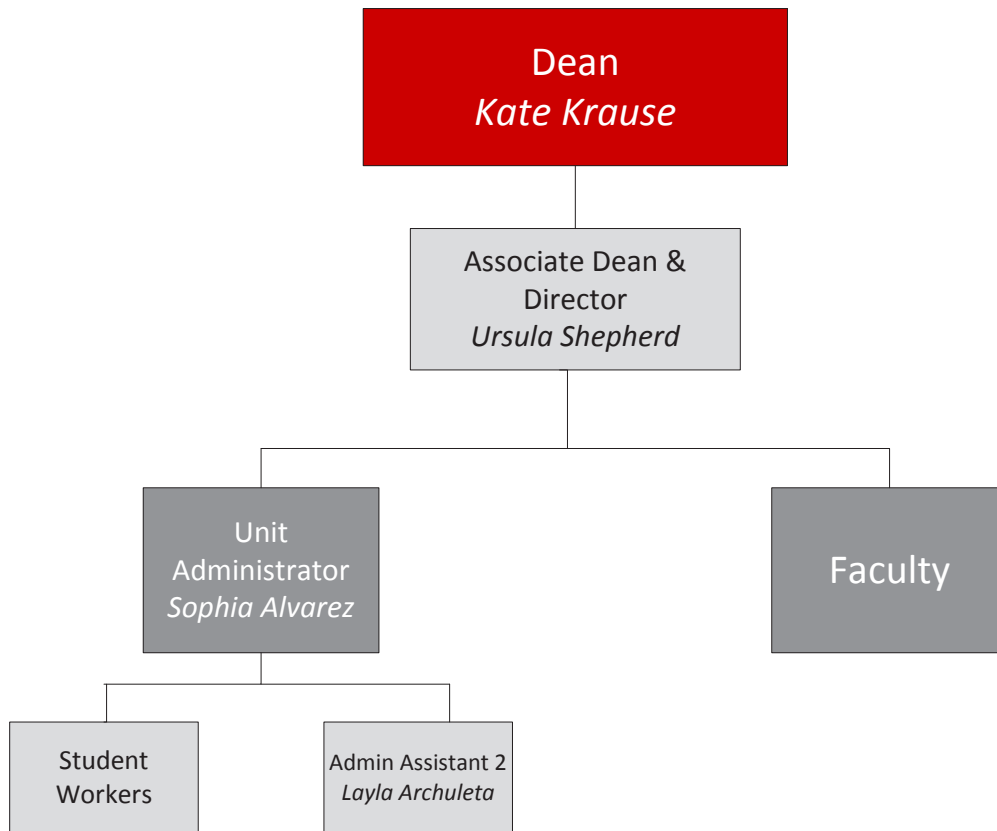
Facilities

The Honors College occupies the plaza level of the Student Health and Counseling Center. The College facilities include faculty and staff offices and six classrooms. All Honors seminars (except those that are cross-listed with a departmental course) are taught in seminar rooms in the Honors College. The Honors Forum, a large lounge and gathering space, is at the heart of the Honors College. UNM Residence Life provides the Scholars Wing in Hokona Hall, on-campus housing for Honors students.

Highlights

In 2014 the Honors Forum, some faculty and staff offices and all public areas were completely remodeled: the furniture in the Forum was reupholstered, surfaces were updated with a new color scheme and new carpet was laid. Two restrooms were renovated. The space is beautiful. A

ribbon-cutting ceremony was held on April 4, 2014.

This year we added new signs and outdoor tables and seating in the plaza outside Honors.

Challenges

The location of Honors is a challenge. While we refer to it as the plaza level, some call it the basement of Student Health & Counseling because it is below grade. Despite the new signage, the Honors College flies below the radar. Some visitors still have difficulty finding it.

We are at capacity. Faculty offices are full and classrooms are fully booked.

Our classroom technology, in some rooms, is relatively old. We are installing newer computers and projectors as budget allows.

8.3 Enrollment

8.3.1 Honors College, Enrollment, Headcount, Student Credit Hours, and Full-Time Equivalent
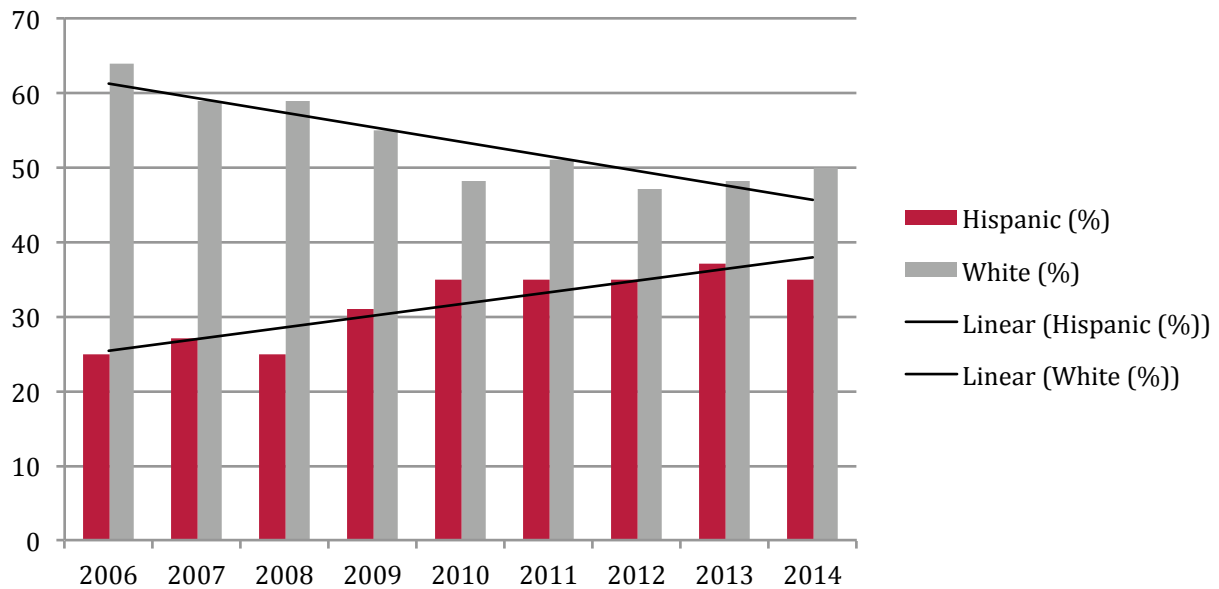

Honors College students are intentionally selected. As a result, their demographics and entering characteristics differ somewhat from that of the general UNM undergraduate student body. However, the trend has been toward increased diversity. In recent years, the percent White has been less than 50%.
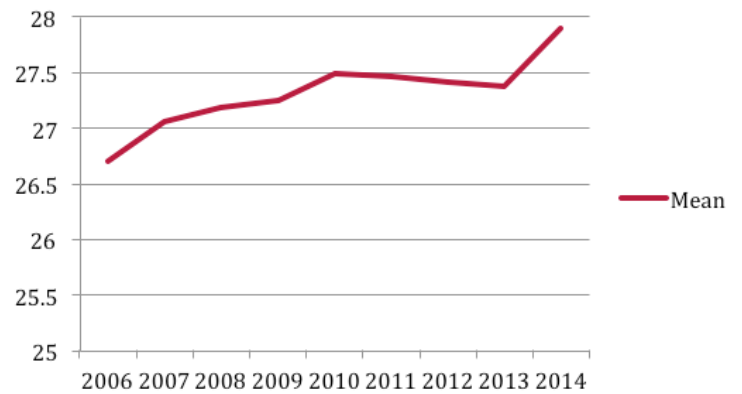
8.4 Beginning Freshmen

8.4.1 Honors College, First Year Students, Numbers of Students in Honors
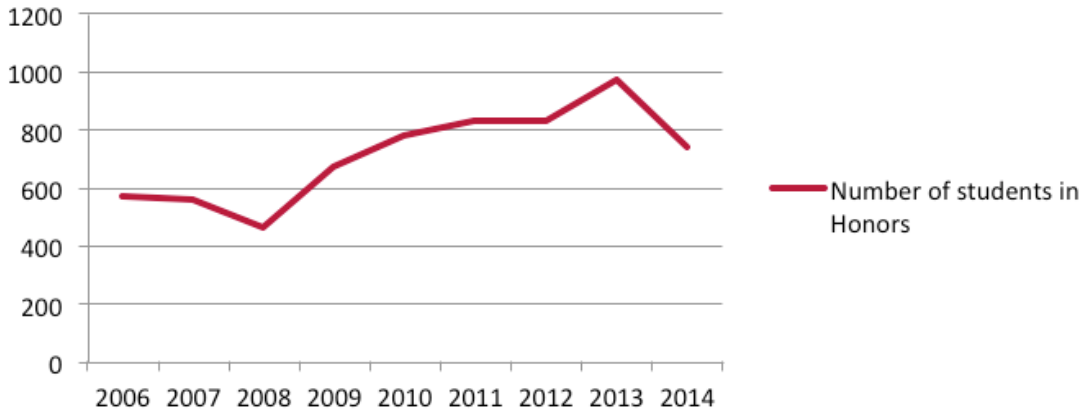
8.4.2 Honors College, First Year Students, ACT Scores

Year	Mean	Std. Dev.	Min	Max
2006	26.7	3.44	16	36
2007	27.06	3.54	17	36
2008	27.19	3.42	17	35
2009	27.25	3.45	16	35
2010	27.49	3.46	15	35
2011	27.47	3.3	16	35
2012	27.42	3.47	14	35
2013	27.38	3.49	14	36
2014	27.9	3.63	14	36

The first class of Honors College freshmen was admitted in Fall 2013. A total of 969 students enrolled in courses offered in the Honors College that year, a nearly 17% increase over the highest Honors Program enrollment in prior years (829 in 2011). The decline in enrolled students in 2014 reflects an intentional reduction in freshman admissions, a strategy to "right size" Honors and increase its selectivity.

Average ACT scores, aggregated over all categories of Honors students, has increased slightly over time, with a fairly large increase in 2014. The 2013 and 2014 averages include the scores of current upper division students who were admitted to the Honors Program.

Unlike the Honors Program, the Honors College does not admit students with ACT scores in the teens. As the Program students graduate, the averages will increase. The average ACT score of this fall's freshman class is 29.3. Restricting the analysis to high-achieving students, participation in Honors increases graduation rates. The graphs below compare students who have Restricting the analysis to high-achieving students, participation in Honors increases graduation rates. The graphs below compare students who have taken at least one Honors course with students who entered UNM with similar ACT scores and high school GPAs.

8.5 Faculty & Staff

8.5.1 Honors College, Faculty, Fall 2013-14

	All Faculty		Percentages	
	2013	**2014**	**2013**	**2014**
Professor	1	2	3.33%	6.45%
Assoc. Professor	3	2	10.00%	6.45%
Asst. Professor	7	5	23.33%	16.13%
Non-Tenure-Track Faculty	3	7	10.00%	22.58%
Temporary Faculty	16	15	53.33%	48.39%
Total Faculty	30	31	100.00%	100.00%
Tenure/Tenure-Track Faculty Demographics				
	All Faculty		Percentages	
Fall 2013-2014	2013	2014	2013	2014
Female	6	5	54.55%	55.56%
Male	5	4	45.45%	44.44%
	All Faculty		Percentages	
	2013	2014	2013	2014
Total Tenure/Tenure-Track Faculty	11	9		
Hispanic	2	2	18.18%	22.22%
African-American/Black	0	0	0.00%	0.00%
American Indian	0	0	0.00%	0.00%
Asian	0	0	0.00%	0.00%
Native Hawaiian/Pacific Islander	0	0	0.00%	0.00%
White	8	6	72.73%	66.67%
Two or More	0	0	0.00%	0.00%
International	0	0	0.00%	0.00%
No Response	1	1	9.09%	11.11%

These data are as of October 31 of each year.

Conversion of the Honors Program to the Honors College, and the accompanying increase in enrollment, required additional staff. Honors staffing increased from two full-time office staff workers in 2013 to four in 2014. A retired former staff member returned during the summer. All staff members are women.

The Honors faculty increased slightly from 2013 to 2014, from 30 to 31, although the tenure stream faculty declined by two, from 11 to 9. To better support the non-tenure stream faculty and stabilize course offerings, this year the Honors College adopted a policy of hiring fewer temporary part time instructors on a course-by-course basis and hiring some of the best part time instructors as term faculty.
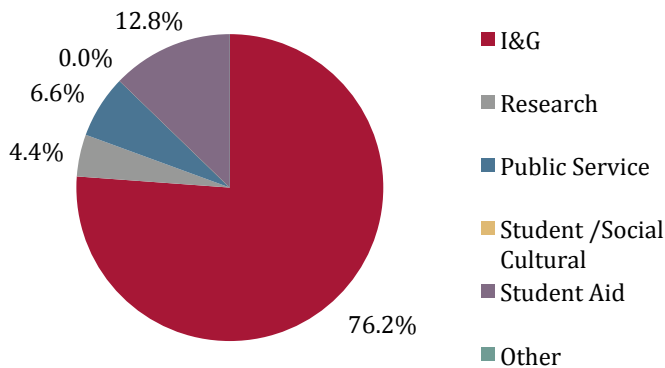
8.6 Budget

8.6.1 Honors College, Fiscal Year 2013 to 2014, Actuals Net Change by Fund

HC FY13 to FY14 Actuals Net Change by Fund
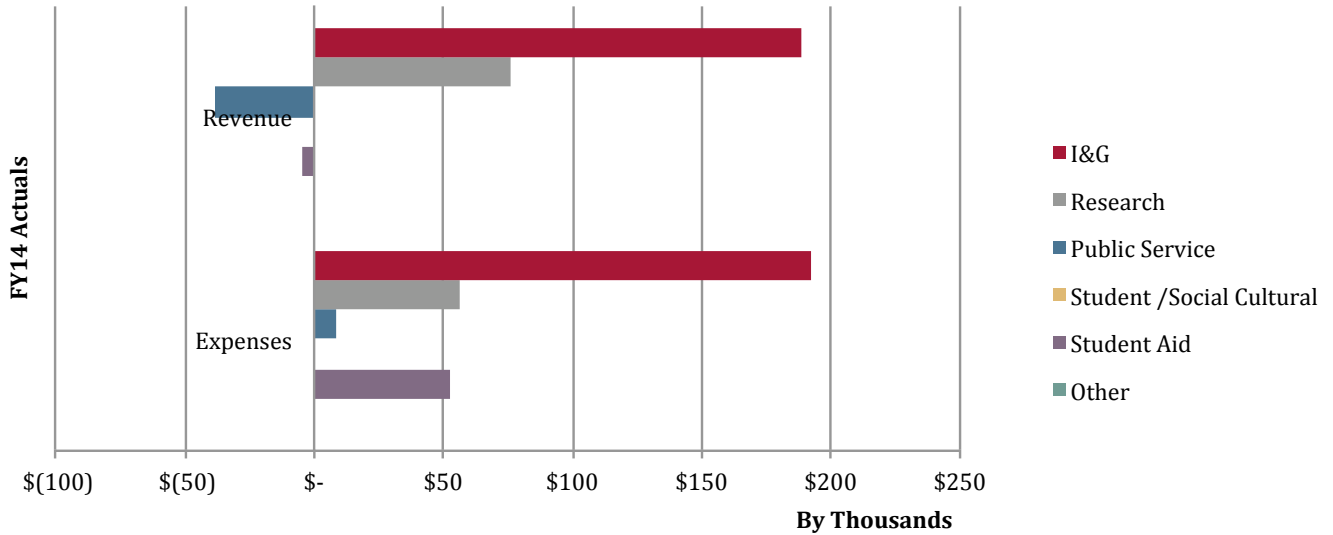
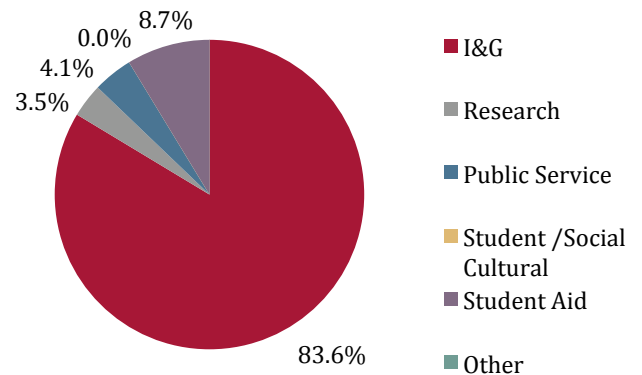8.6.2 Honors College, Budget, Actual Revenue and Expenses for Fiscal Year 2014

HC FY14 Actual Revenue

HC FY14 Actual Expenses

The Honors College is centered around instruction and its budget has primarily been driven by Instruction & General accounts. The increase in revenue and expenses from FY 2013 to FY 2014 was due to the additional courses that were added to accommodate the increased enrollment.

8.6.3 Honors College, Budget, Fiscal Year 2014 Original Unrestricted Budget

HC FY14 Original Unrestricted Budget

8.7%   0.0%

0.0%

7.9%

0.0%

- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other

83.4%
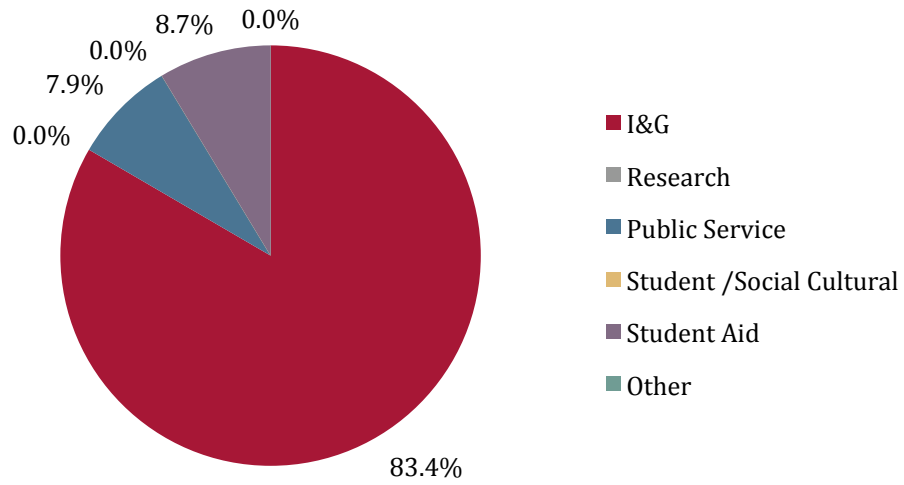
8.7 Major Activities

Highlight

Each year Honors supports a scholar in residence who serves as the Garrey Carruthers Chair. In AY 2013-14, that scholar was Argentinian orchestral conductor Javier Lorenzo. Lorenzo's project was to transcribe the musical scores and manuscripts of composer Manuel Areu. The original documents had been abandoned in a dumpster in Jerome, Arizona, but were found in 1952 and donated to UNM's Center for Southwest Research. Lorenzo and his students carefully translated Areu's notes and lyrics and restored the damaged musical scores. The students brought their knowledge of Spanish, music and history to the restoration project, a shining example of the interdisciplinary nature of study in Honors. As a result of their painstaking work and in collaboration with musicians from the College of Fine Arts, in May 2014 this once-lost music was performed for the first time in over one hundred years.

AY 2013-14 was a year of many firsts for the new Honors College:

1. The Honors College recruited the largest and most selective freshman cohort in the history of Honors at UNM.

2. The Honors College facilities were remodeled and modernized. The ribbon-cutting ceremony in April celebrated both the newly refurbished space and the culmination of the Honors faculty and staff efforts to create a new College.

3. Core Curriculum courses in every area except Foreign Language were offered for the first time. Learning Outcomes Assessment was completed for these courses.

4. The first Honors Minors were awarded to Honors students.

5. An Honors student, Jake Wellman, received the prestigious Marshall Scholarship.

6. The first cohort of Distinguished Honors Fellows, faculty from disciplines across campus who spend a year in the Honors College, was recruited.

8.8 Degrees & Graduation

8.8.1 Honors College, 4-, 5- & 6-Year Graduation Rates by Entry Year, Honors Students vs. Non-Honors Students, HS GPA 3.7 and Above
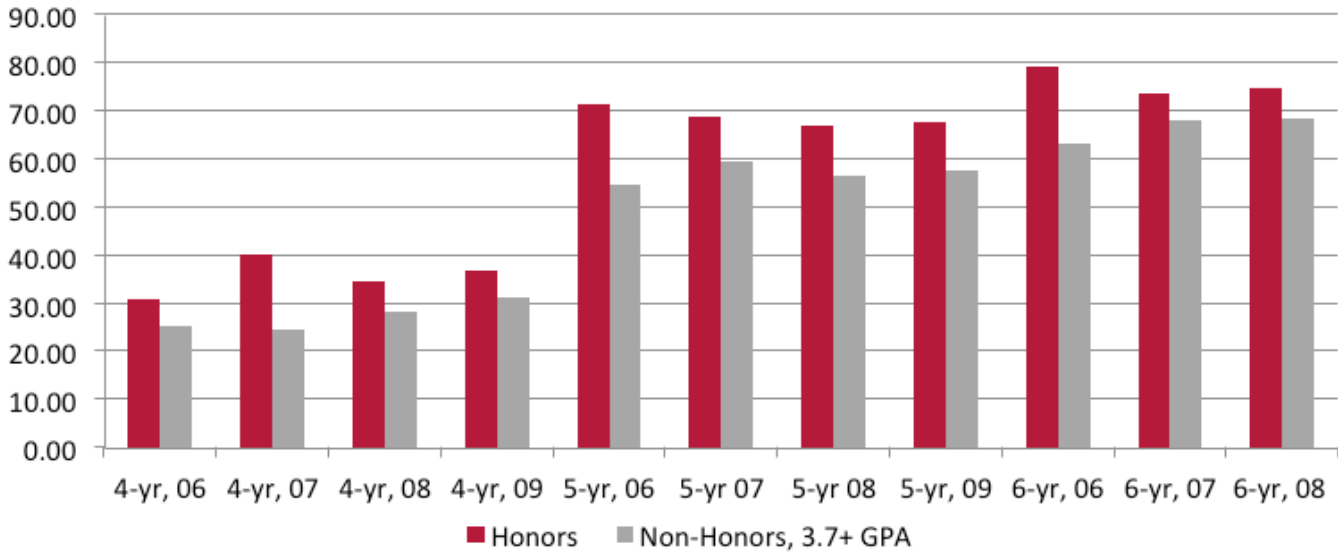
8.8.2 Honors College, 4-, 5- & 6-Year Graduation Rates by Entry Year, Honors Students vs. Non-Honors Students, ACT 26 and Above
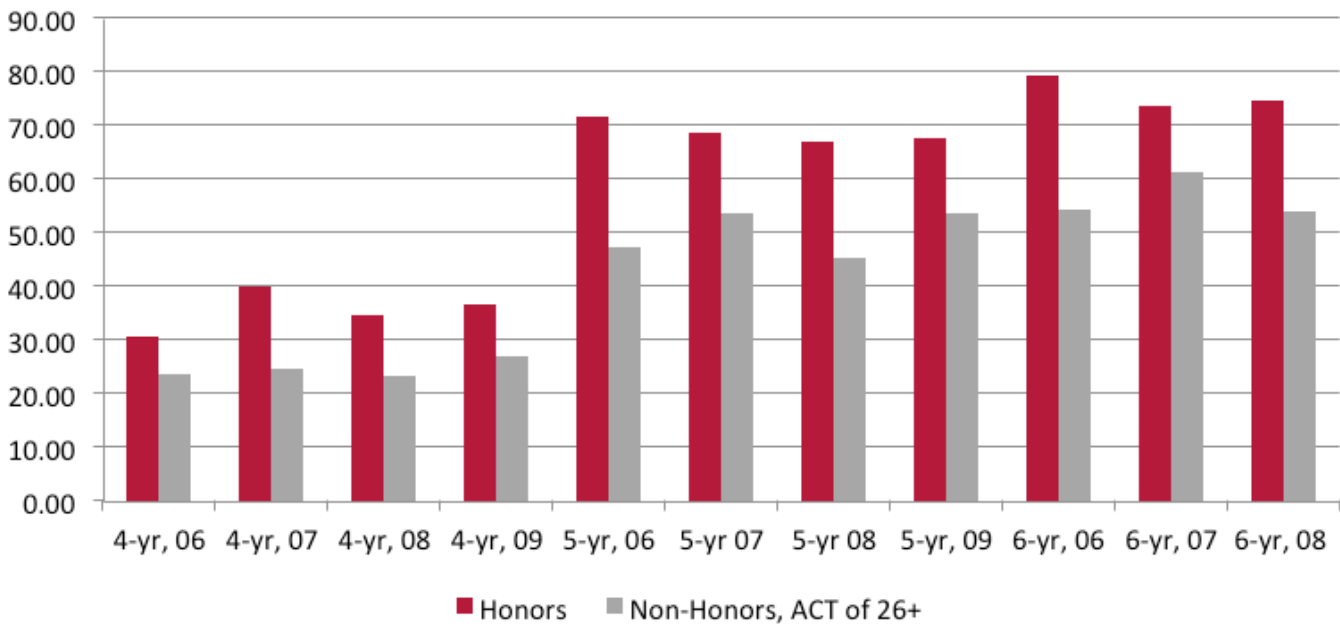
Restricting the analysis to high-achieving students, participation in Honors increases graduation rates. The graphs below compare students who have taken at least one Honors course with students who entered UNM with similar ACT scores and high school GPAs.

8.9 Future Plans

1. As the first two Distinguished Honors Fellows complete their Academic Year in Honors, the College will consider enhancements to the program and other ways to involve non-Honors faculty in the Honors College.

2. The Honors College will serve as UNM's home for the Mellon Mays Undergraduate Fellowship (MMUF) program. The MMUF program supports exceptional undergraduates, typically from diverse backgrounds, who intend to pursue a career in academia.

3. The BA in Honors will be refined to better serve current students and to accommodate 3+2 or other configurations that combine the Honors BA with a Masters degree. A 3+2 program with Latin American Studies will serve as a pilot.

4. This fall the Honors Alumni Association was formed. Moving forward, Honors intends to engage its alumni and friends more regularly in events, fund raising efforts, and communications.

5. As a non-degree program, Honors had no need for degree certification or coordination of minors and majors in other colleges. Honors students received their major advisement in the colleges and schools that conferred their degrees. As a degree-granting college, Honors will need to develop policies, procedures and an advisement structure to support these functions.

6. Recent significant changes in the admissions standards and curriculum in the Honors College have made forecasting enrollment and course demand challenging. With more semesters of data, Honors can begin to better predict admission yields and course demand.

Chapter 9. School of Law

Message from the Dean

The School of Law has a very special mission as the only law school in the State of New Mexico. One aspect of its mission is to open access to the legal profession for New Mexico citizens. It is important for the School to recruit qualified residents who will enter the profession and serve the People of New Mexico. Because the prospective students who allow us to achieve this component of our mission often lack the resources to pay the full cost of tuition, it is imperative that the School not only maintain its relatively low tuition rate, but also find resources for generous and supportive scholarship awards. This is a difficult challenge that provides a focus for the School's fundraising efforts.

Another key element of the School's mission is to train students to be excellent lawyers. The School has a well-designed curriculum that provides instruction in basic skills and knowledge, offers courses that provide students with a bridge to forming their professional identity and competency, and ends with capstone experiences in legal writing and the actual practice of law. The result is a portfolio of student work and accomplishments that evidences each student's knowledge, skills, and learning growth, and that is valued by legal employers and others.

Dean David Herring

The School serves some of New Mexico's most pressing legal needs. For example, we offer students the opportunity to provide services in the area of economic development, training them to assist start-up businesses. In this way, our students learn more than traditional skills related to dispute resolution—they learn how to work with clients to build something. In addition, our faculty members are engaged in research that addresses critical issues such as predatory lending. Finally, the School actively seeks to engage non-lawyer professionals, undergraduate students, and high school students in legal education.

9.1 Mission & Vision

Our mission is to educate and train students to become excellent lawyers who will enrich and serve local, state, tribal, national and international communities after graduation. We seek to maintain our long tradition of opening access to the profession. We also seek to make legal education more broadly available by educating practicing attorneys and non-lawyers in New Mexico. We endeavor to focus our resources on some of New Mexico's most pressing legal needs through educational, research and service programs of national and international prominence. These goals track the University's overall vision and mission to offer New Mexicans and others access to high quality educational, research and service programs; to operate as a significant knowledge resource for New Mexico, the nation, and the world; and to foster programs of international prominence that will place UNM among America's most distinguished public research universities.

External Accreditation

The American Bar Association

Date of last affirmation: 2007 (Reaccreditation expected in spring 2015.)

Length of accreditation: 7 years

Program Rankings

2014 U.S. News & World Report Law Schools - #72

2014 U.S. News & World Report Law Clinical Programs - #9

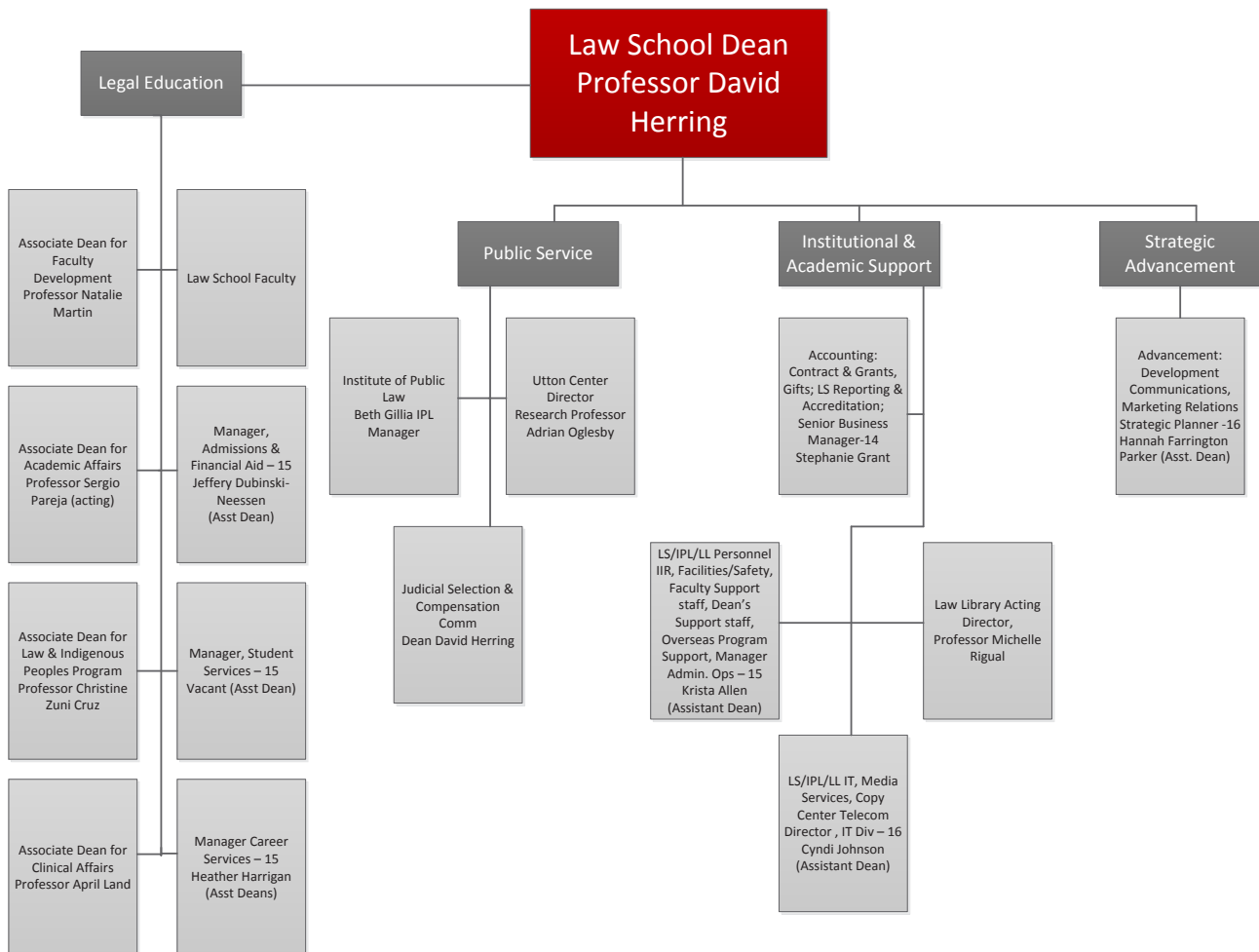2014 U.S. News & World Report, Law Schools Where Accepted Students Usually Enroll - #4

2014 Above the Law, Top 50 Law Schools – Public - #8

2014 PreLaw Magazine, Top 20 Best Value Law Schools - #11

2013 Above the Law, Top 10 Law Schools Student Survey - #4

9.2 Organization & Facilities

9.2.1 School of Law, Organizational Chart

Organizational Chart

- **Law School Dean Professor David Herring**
  - **Legal Education**
    - Associate Dean for Faculty Development Professor Natalie Martin
    - Law School Faculty
    - Associate Dean for Academic Affairs Professor Sergio Pareja (acting)
    - Manager, Admissions & Financial Aid – 15 Jeffery Dubinski-Neessen (Asst Dean)
    - Associate Dean for Law & Indigenous Peoples Program Professor Christine Zuni Cruz
    - Manager, Student Services – 15 Vacant (Asst Dean)
    - Associate Dean for Clinical Affairs Professor April Land
    - Manager Career Services – 15 Heather Harrigan (Asst Deans)
  - **Public Service**
    - Institute of Public Law Beth Gillia IPL Manager
    - Utton Center Director Research Professor Adrian Oglesby
    - Judicial Selection & Compensation Comm Dean David Herring
  - **Institutional & Academic Support**
    - Accounting: Contract & Grants, Gifts; LS Reporting & Accreditation; Senior Business Manager-14 Stephanie Grant
    - LS/IPL/LL Personnel IIR, Facilities/Safety, Faculty Support staff, Dean's Support staff, Overseas Program Support, Manager Admin. Ops – 15 Krista Allen (Assistant Dean)
    - Law Library Acting Director, Professor Michelle Rigual
    - LS/IPL/LL IT, Media Services, Copy Center Telecom Director , IT Div – 16 Cyndi Johnson (Assistant Dean)
  - **Strategic Advancement**
    - Advancement: Development Communications, Marketing Relations Strategic Planner -16 Hannah Farrington Parker (Asst. Dean)

Facilities

Highlights

1. The UNM School of Law is the State of New Mexico's only law school and its Law Library houses the largest academic legal research collection in the State of New Mexico.

2. Contains three moot courtrooms totaling 4,229 square feet.

3. A total of 5,663 square feet is dedicated to housing the Law School's acclaimed Clinical Law Program, ranked 9th nationally.

Challenges

1. Two of the largest lecture hall type classrooms, rooms 2401 and 2402, lack convenient interior ADA accessibility to all seating levels.

2. Building space is at full capacity with no room for expansion of current or new programs.

3. The Law School's "L" parking lot is too small to meet the combined needs of all Law School faculty, staff, students, and visitors.

Priorities

1. Work to secure University funding to remodel access routes as required by the American with Disabilities Act (ADA).

2. Explore building redesign and expansion funding to create a private but centrally located office suite that would accommodate all Career & Student Services staff and better facilitate confidential services to Law Students.

3. Decrease L lot parking congestion through improved class schedule management and limitation of "L" lot permit sales.

9.3.1 School of Law, Enrollment, Fall 2014, Enrollment by Gender

Fall Enrollment by Gender
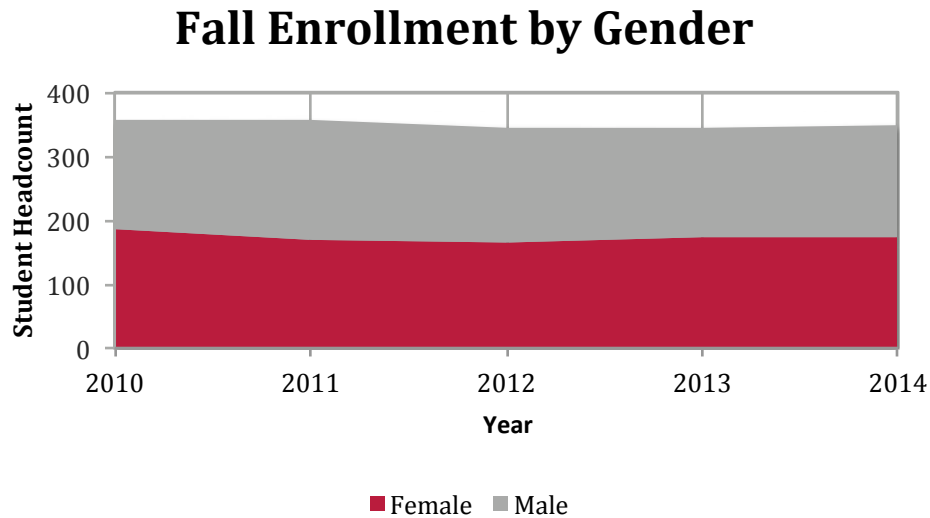
Overall the data indicate a relatively stable student population and student credit hour count over the past five years. This is the Law School's goal in light of the limits on student population inherent in the school's pioneering clinic-requirement model of legal education.

During the last five years, the headcount of the School of Law has been relatively consistent. The higher numbers in the years 2010 and 2011 were due to several flex-time students who did not finish with their starting class, but stayed longer than the traditional 3 years, thus temporarily inflating the counts for 2010 and 2011. The headcounts for 2012, 2013 and 2014 are more typical, as the target entering class each year is about 115 students.

The demographic profile by gender will vary year to year based on a variety of factors. Those include the qualifications of the applicants and the acceptance of admission offers by qualified applicants. There has been a reduction in the number of women in law schools nationwide, but we maintain a relatively high percentage of women in our student body.
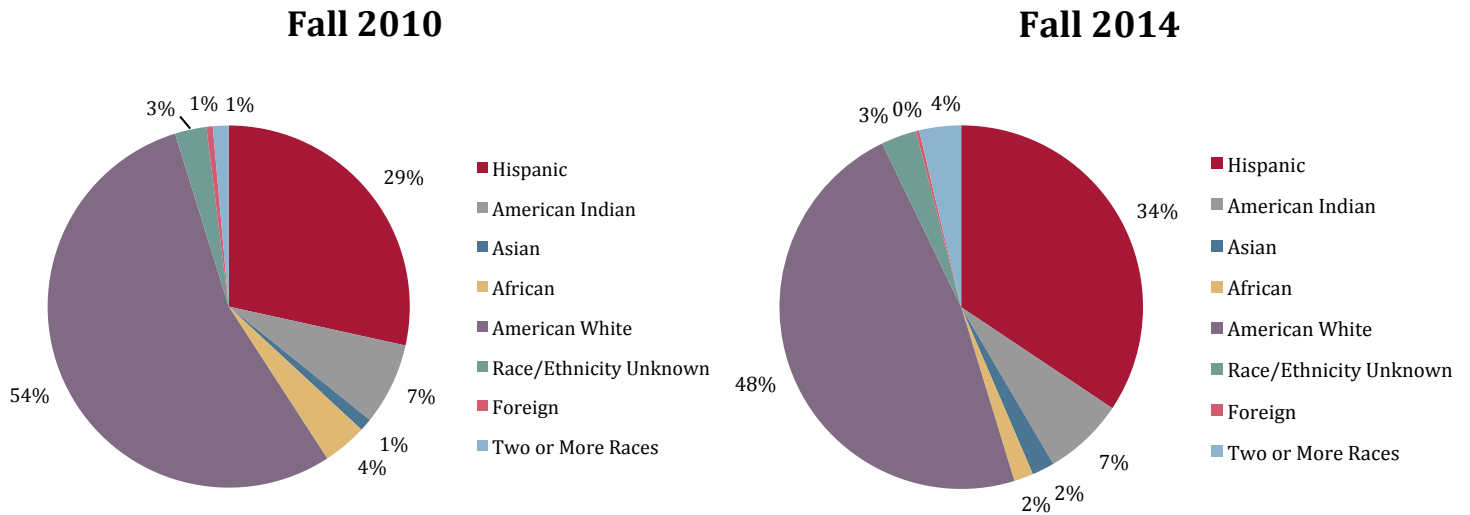
2010 and 2011 head counts were atypical due to a higher than usual number of students in the Flex-Time program that allow students to take a lesser credit load and be a student longer than the typical three years of the J.D. program.

The UNM School of Law has attracted an increasing number of older students who are embarking on second or third careers. As a result, the average age of the student body is also increasing, up around 3% over the past five years to an average age of just over 29.

Non-resident students account for just about 5% of the overall student headcount. The non-resident counts for the fall semester are mostly comprised of students from other states who have taken advantage of attending school at UNM but have not been here long enough to qualify for residency status as required by state law and university policy. The School's entering class usually consists of non-resident students who make up 15% of the entire class. In the entering class of 2012, there were about 12 more non-residents than in the entering classes of the previous two years and the two years following that year.

9.3 Enrollment

9.3.2 School of Law, Headcount by Race and Ethnicity, Fall 2010 and Fall 2014

Fall 2010

■	Hispanic
■	American Indian
■	Asian
■	African
■	American White
■	Race/Ethnicity Unknown
■	Foreign
■	Two or More Races

3% 1% 1%
29%
54%
7%
1%
4%

Fall 2014

■	Hispanic
■	American Indian
■	Asian
■	African
■	American White
■	Race/Ethnicity Unknown
■	Foreign
■	Two or More Races

3% 0% 4%
34%
48%
7%
2% 2%

The UNM School of Law faculty have been committed to a diverse student body. This commitment entails the active recruiting of qualified candidates from underrepresented minorities.

The data indicates an increase in Hispanic and Asian students, while the American Indian student population has remained relatively stable. The populations of

white and African-American students have declined to some degree.

The minimum column for each year represents actual student numbers based on ethnicity selections by students while the maximum column shows a high amount that represents counting more than one ethnicity in a student's background.

9.4 Faculty & Staff

9.4.1 School of Law, Faculty and Staff Totals, 2010-2014

| Faculty Fall 2010-2014	2010	2011	2012	2013	2014
Total Faculty	95	75	76	70	68
Total Staff	73	62	58	61	59

9.4.2 School of Law, Faculty by Rank
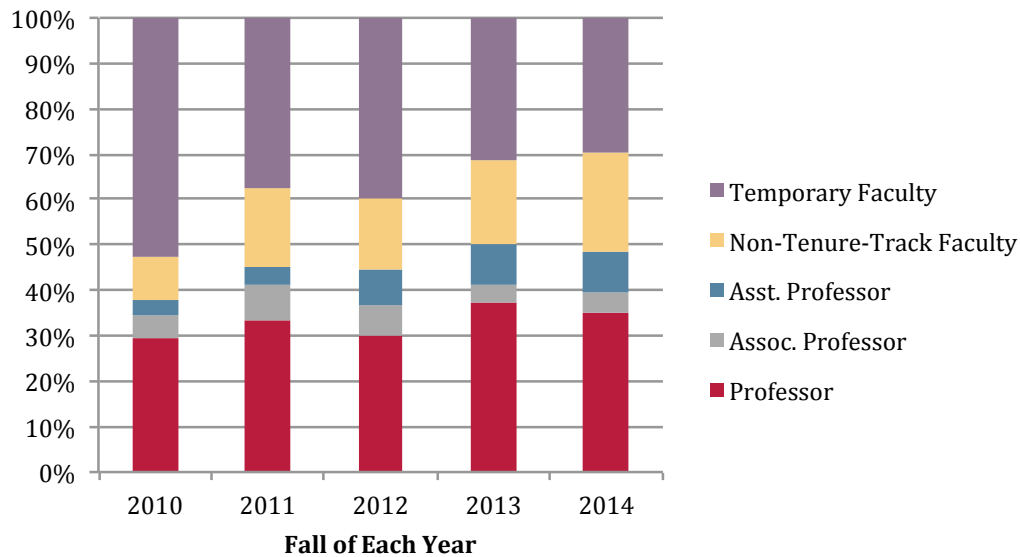
In the past five years, the School of Law has experienced a relatively high number of faculty retirements, along with some resignations. The school has replaced faculty by hiring a significant number of junior faculty. As the hiring process takes place, the law school often hires visiting professors to fill vacant positions. The law school has also hired research professors to direct programs such as the Innocence & Justice Program and the DWI/DV Prevention and Prosecution Practicum. In addition, the law school has lowered course offerings taught by temporary part-time faculty which accounts for the lower numbers of temporary faculty. This is an effort to avoid courses with low enrollments.

9.4 Faculty & Staff

9.4.3 School of Law, Tenure and Tenure-Track Faculty, Gender by Percentage, 2010-2014
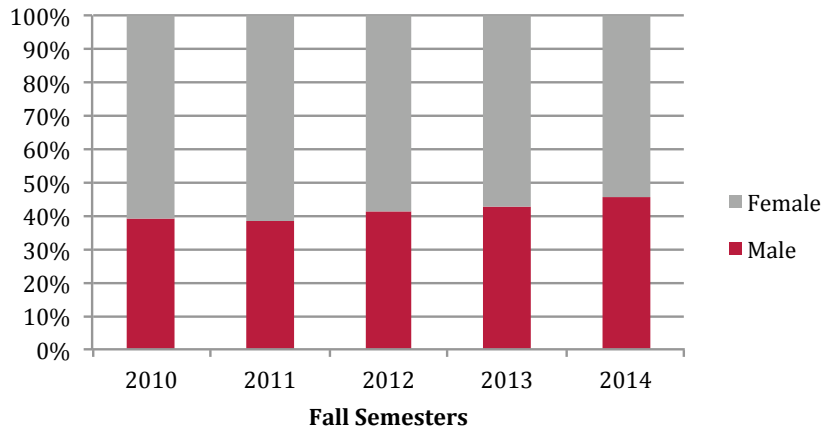
9.4.4 School of Law, Tenure and Tenure-Track Faculty, Race and Ethnicity by Percentage, 2010-14
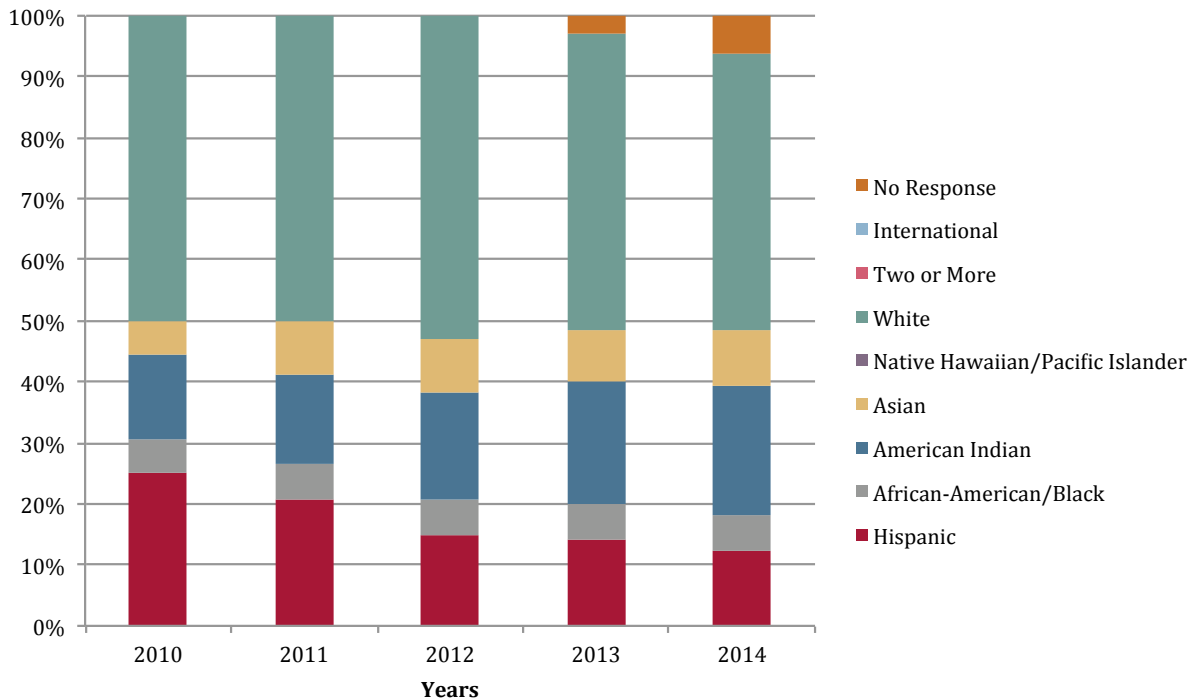

The Law School is dedicated to a diverse faculty. The school has hired two American Indian faculty in the past three years. However, there has been a steady decline in the number of Hispanic faculty, primarily due to retirements. The Law School has made efforts to construct pools of faculty candidates that include highly qualified Hispanic attorneys. As a result, the school has successfully recruited a Hispanic faculty member to direct our Business and Tax Clinic. He joined the faculty in fall 2014. This fall, the school recruited a Hispanic faculty member for our Natural Resources and Environmental Law faculty position. He will begin in fall 2015.
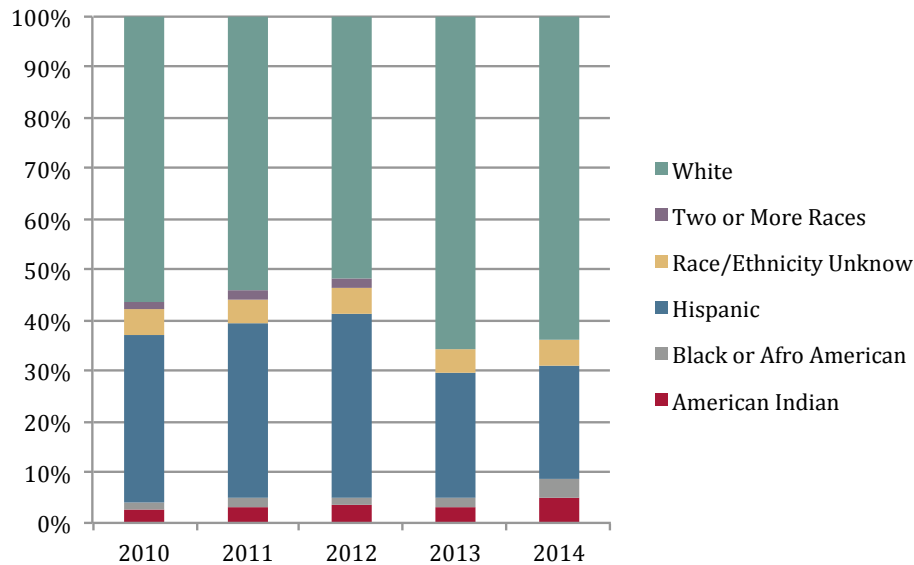
9.4 Faculty & Staff

9.4.5 School of Law, Staff, Gender by Percentage, 2010-2014
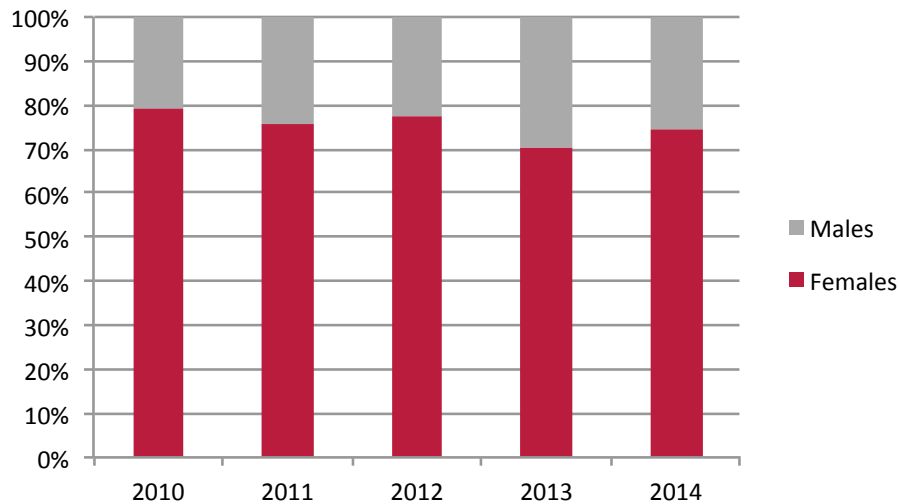
* These data are as of October 31 of each year.

9.4.6 School of Law, Staff, Race and Ethnicity by Percentage, 2010-14

* These data are as of October 31 of each year.

All Staff by Gender for the School of Law

The number of staff has dropped in the past five years from 93 to 70. This is due to the reorganization and downsize of the Institute of Public Law as the external grant funding for this program declined.

## All Staff by Ethnicity for the School of Law

The Law School is dedicated to a diverse staff. There has been a steady decline in the percentage of staff who identify as Hispanic. The Law School is focusing efforts to recruit Hispanic staff. (The school's most recent hire, although technically a Foundation employee, is Hispanic.) As part of the Staff Human Resources Affirmative Action plan, a staff position that is considered underutilized, must provide a targeted advertising plan. The Law School will enlist available resources, such as targeted advertising, in order to build candidate pools that include a significant number of qualified Hispanic applicants.
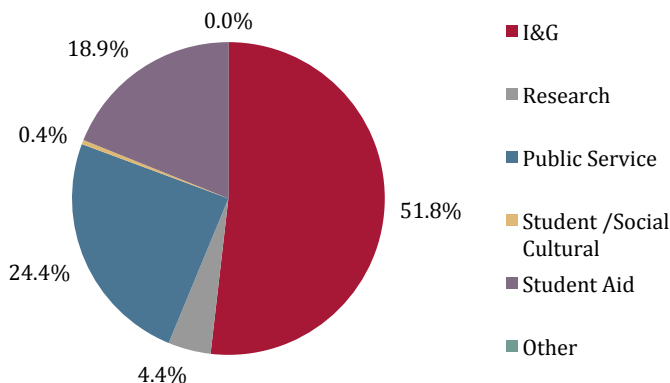
9.5 Budget

9.5.1 School of Law, Budget, Fiscal Year 2013 to 2014, Actuals Net Change by Fund

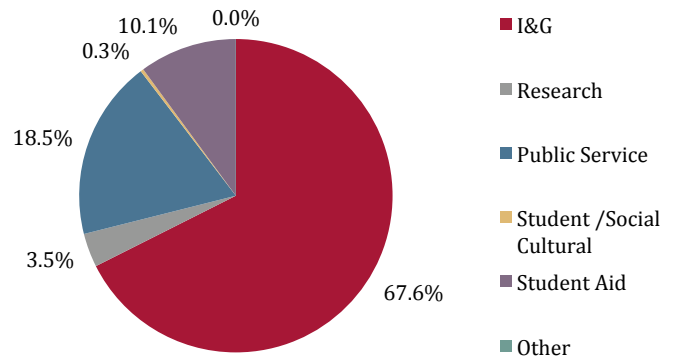### Law FY13 to FY14 Actuals Net Change by Fund
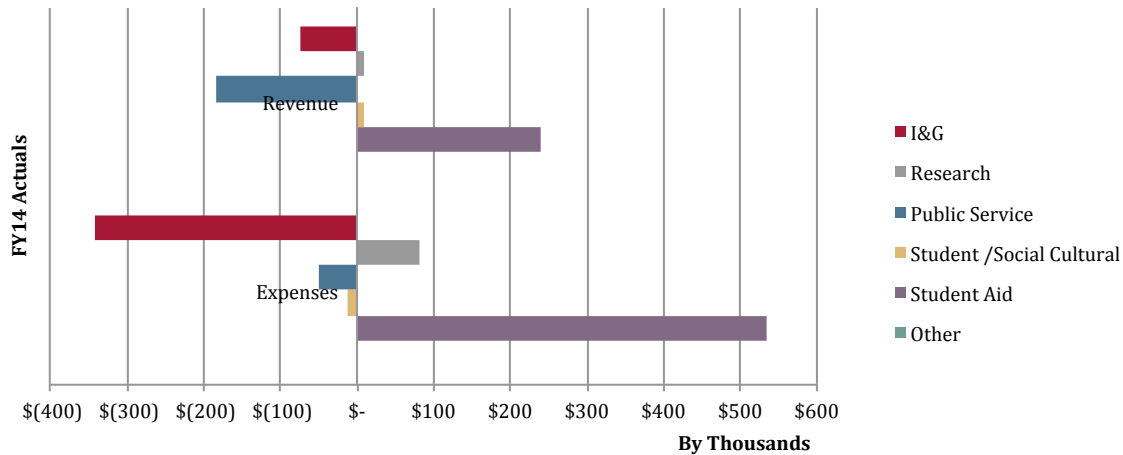
9.5.2 School of Law, Budget, Actual Revenue and Expenses for Fiscal Year 2014

Law FY14 Actual Revenue

Law FY14 Actual Expenses

The Law School has instituted a new approach to Instruction & General (I&G) budgeting. The core expenses needed to cover operations were identified. Each unit was given a budget to cover core expenses. So even though revenue declined slightly between FY 2013 and FY 2014, we were able to increase our reserves through cost control measures

While the Law School unrestricted research fund revenue has stayed fairly steady, expenses have increased due to the planned use of fund balances for faculty support and an increase in Utton Center projects and activities. The Center used some of its FY 2014 reserves to cover the increase, which led to the drop in reserves.

The public service fund revenues declined overall due to one-time transfers of funding to plant funds and endowments. Some of the FY 2014 reserves were used to cover the one-time transfers. The expenses declined

slightly due to a decrease in travel. This decrease helped offset the decline in net reserves.

The Law School oversees law student organization financial activity. In FY 2014, there were 25 chartered student organizations. Of the 25, 16 were active. At the end of FY 2013, there were 23 chartered student organizations. Of the 23, 17 were active. These organizations now have a goal of increasing revenues and decreasing expenditures. This is causing the net increase from the prior years.

The student aid funds had an increase in expenses due to the planned use of the Bondurant endowed funds. The law school is carefully drawing down reserves which are used for student financial aid.

The overall increase from the prior year in net revenues over expenditures is the result of a planned usage of reserves.

9.5.3 School of Law, Budget, Fiscal Year 2014 Original Unrestricted Budget

Law FY14 Original Unrestricted Budget

- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other
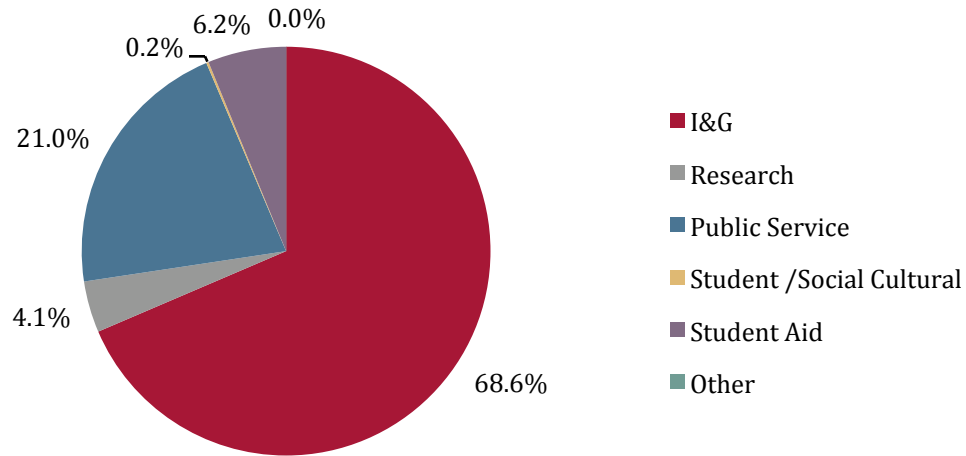
The Law School's unrestricted budgets are projected based on past fiscal years' actual revenues and expenses. They are also based on Academic Affairs allocations, the Office for the Vice President of Research Facilities & Administrative (F&A) allocation, and the Summer Instruction allocation.
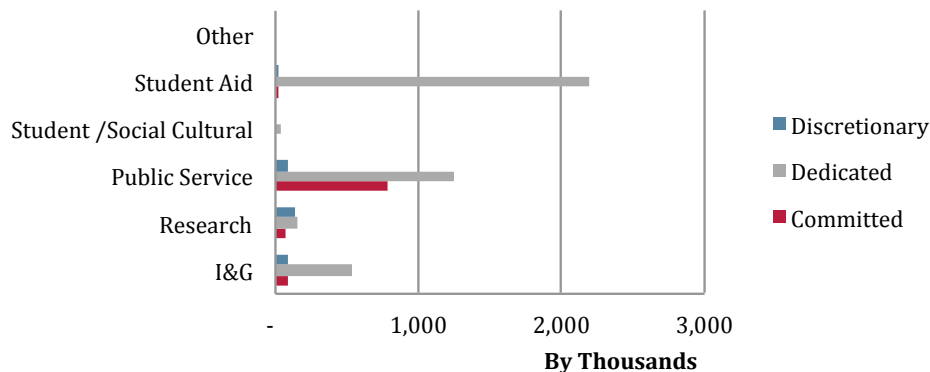
9.5 Budget

9.5.4 School of Law, Budget, Net Change in Fiscal Year 2014 and Fiscal Year 2015 Reserves

Law Net Change in FY14 and FY15 Reserves
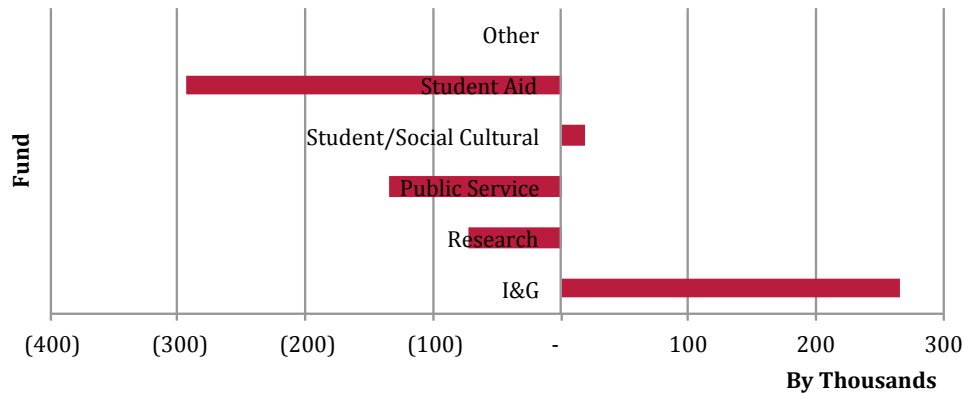
9.5.5 School of Law, Budget, Categorization of Fiscal Year 2015 Reserves

Law Categorization of FY15 Reserves

Most of the FY 2015 I&G reserves are dedicated to operating expenses and funding professional development initiatives. The committed funds are used for purchase orders that have rolled from FY 2014 to FY 2015 and contract services that are anticipated for FY 2015. The Law Library identified $89,760 as discretionary funds to be used for one-time expenses.

The FY 2015 research reserves are dedicated to Law School CLE classroom expenses such as learning materials and instructors. A majority of Utton Center reserves are state appropriations and are committed to funding their program expenses. A small amount is dedicated to their general operating expenses. A portion of the Law School's overhead is dedicated to funding the UNM Medical Legal program administrator's salary & fringe. The majority of overhead reserves are discretionary.

The majority of FY 2015 public service reserves are funded for particular purposes, and so must be dedicated or committed to the funding of those purposes. The exception is the Dean's fund and "60 for 60" funds. The Dean has dedicated a portion of the reserves for law school awards, food, and advancement operating funds. $84K is considered discretionary. The "60 for 60" $8K balance is considered discretionary.
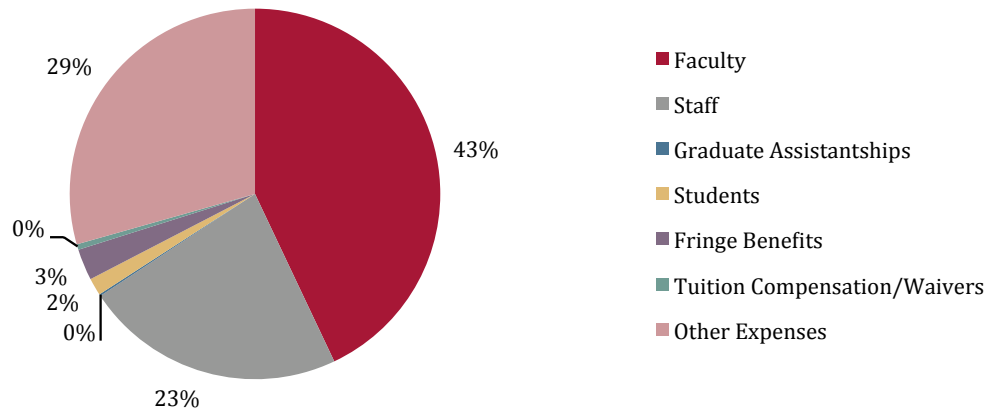
The Student and Social Cultural fund reserves are completely dedicated to law student organization initiatives.

The Student Aid fund reserves are donor designated and are dedicated to the donor's intended usage of their donation. The exception is the Dean's fund which is intended for whatever law school project that the Dean wants to fund. This reserve amount is discretionary.

9.5 Budget

9.5.6 School of Law, Budget, Fiscal Year 2014 Actual Unrestricted Salary Expense

Law FY14 Actual Unrestricted Salary Expense

Legend:
- Faculty
- Staff
- Graduate Assistantships
- Students
- Fringe Benefits
- Tuition Compensation/Waivers
- Other Expenses

9.5.7 School of Law, Budget, Fiscal Year 2014 Actual Unrestricted Faculty Salary Expense

Law FY14 Actual Unrestricted Faculty Salary Expense

Legend:
- Faculty
- Summer Research
- Summer Instruction
- Faculty Incentive
- Part Time Instruction
- Non-Credit Instruction
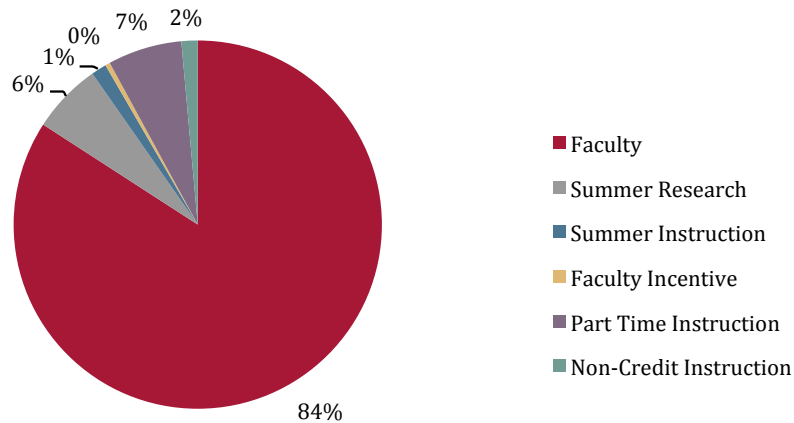
The School of Law worked hard to control salary expenses, eliminating staff positions and part-time faculty positions. The results are reflected in the FY 2014 actuals. As for faculty salary expense, it should be noted that the increase in summer research expense is a result of the planned use of faculty support fund balances. Faculty incentive and merit payments are provided through professorship positions and summer research grants. These expenses are included in the "Faculty" and "Summer Research" classifications, rather than in the separate "Faculty Incentive" classification.

9.6 *Major Activities*

- Faculty discussed and reached preliminary agreement on the School of Law's student learning outcomes. Faculty recognized traditional measures of learning outcomes and began a discussion of more direct, detailed, and rigorous measures.

- The faculty research grant program was revised to provide enhanced support for interdisciplinary research teams and empirical research projects, some of which will focus on teaching and student learning.

- The School established a new annual giving campaign with a goal of raising $200,000 per year. The School also achieved substantial major gifts, especially from emeritus faculty members.

- Faculty approved a new degree program, the Master's of Legal Studies, and submitted a full proposal to Academic Affairs for approval.

- Enhanced staffing in the School's Office of Career Services to better-serve students and graduates as they plan their careers and seek positions in the legal profession.

- Successfully recruited a tenure-track faculty director for the School's Business and Tax Clinic.

- Implemented a plan to reorganize the Southwest Indian Law Clinic so as to increase services to Tribes and tribal communities, and to enhance law student experiential learning.

- Formulated a plan for course offerings in the oil and gas area. Dedicated fundraising efforts to scholarships for students interested in this area.

- Submitted an application to the Kellogg Foundation for a planning grant that would allow the School to work with the community in drafting a funding proposal for a comprehensive child welfare law training program for JD students.

- Hired a new director and formulated a strategic plan that has a goal of providing objective analyses and a neutral forum for discussions of water and energy issues. The School's Natural Resources and Environmental Law Program faculty worked with the new director to more fully integrate law faculty and students in the Center's work.

- Planned a search for a new director who will have a strong vision for new forms of delivery for judicial education and for involving law faculty and students more fully in the Center's work.

Faculty Achievements: Economic Development

The School successfully recruited Professor Serge Martinez, who founded and directed the Community and Economic Development Clinic at the Maurice A. Deane School of Law at Hofstra University. Martinez also founded the first law school clinical program in Taiwan while serving as a Fulbright Scholar and Visiting Professor at the National Taiwan University College of Law in Taipei. Professor Martinez works with students and other faculty members in the areas of community economic development, entrepreneurship, and start-up businesses. He is taking a lead role in reorganizing and expanding the law school Business & Tax Clinic, in addition to an active and strategic role connecting the clinic's work and the Law School to the University's goals and priorities within Innovate ABQ and UNM 2020.

Professor Serge Martinez

Student Achievements: Driving Graduate Employment Outcomes

The Law School is focused on its students' employment outcomes. In a challenging time for legal education nationally, increased staffing and close, supportive work with our students have allowed us to maintain the stability of the law school's already nationally impressive employment outcomes. According to the latest data provided by the ABA Section of Legal Education and Admissions to the Bar, UNM School of Law students far outpace the national average in securing full time jobs requiring bar passage. Additionally, in 2014 law students were awarded a number of prestigious, career-enhancing awards and honors including: two law student recipients of the national MALDEF (Mexican American Legal Defense and Education Fund) Scholarship, one 2014 Domenici Public Policy Conference Panelist, one Udall Native American Congressional Intern, and a Presidential Management Fellow (PMF) in the federal government's flagship leadership development program for advanced degree candidates.

9.7 Degrees & Graduation

9.7.1 School of Law, Total Degrees Awarded, Academic Years 2010-11 through 2013-14

	2010-11	2011-12	2012-13	2013-14
Total Degrees	102	116	110	111

9.7.2 School of Law, Total Degrees Awarded by Race/Ethnicity, Academic Years 2010-11 through 2013-14
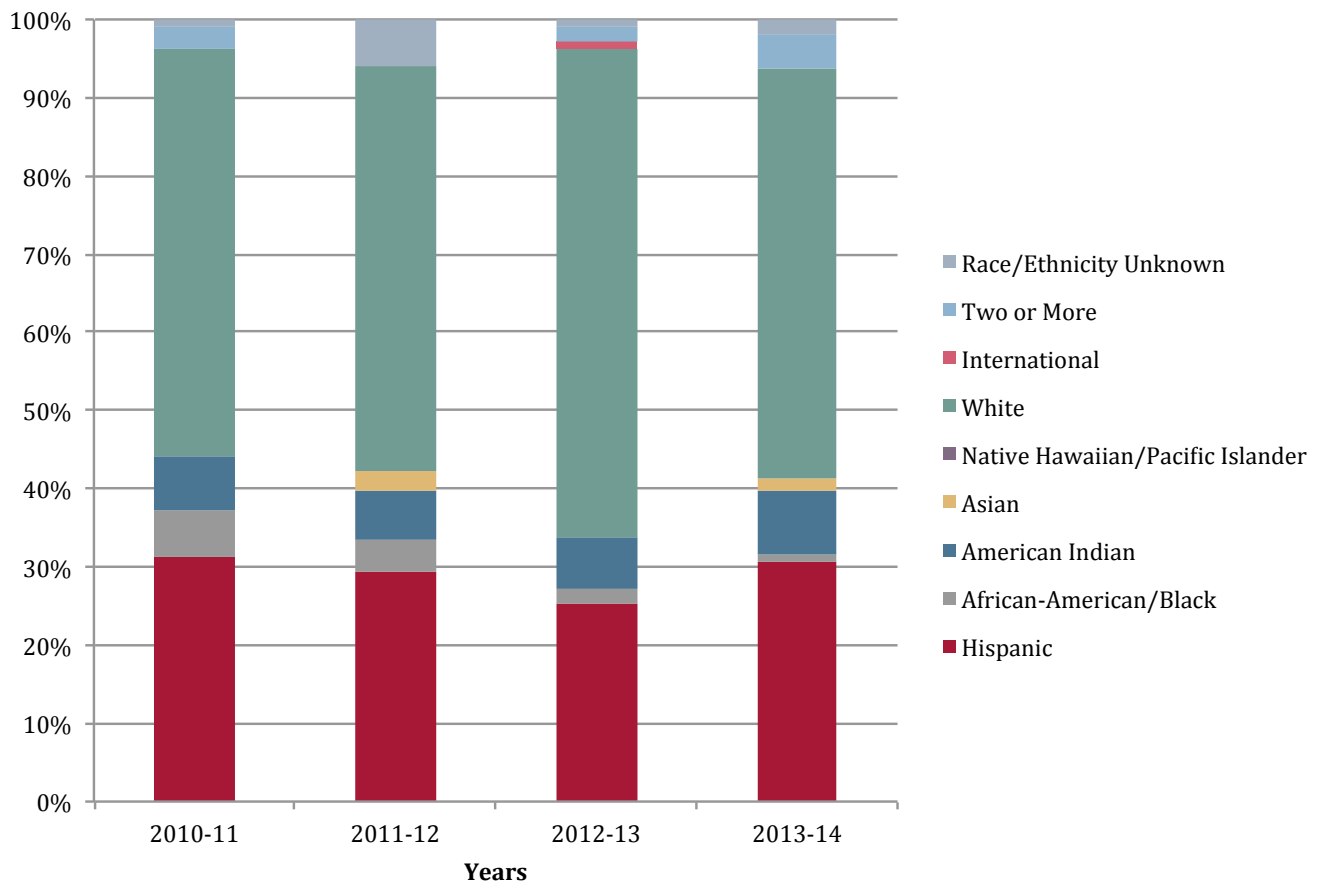
Degrees by First Major and College for School of Law

The School of Law has a stable level in the number of degrees awarded each year during the last four years. The minor variance in degrees each year can be attributed to the flexibility that students have in planning their completion of degree requirements.

Race, Ethnicity and Degrees by College for 'School of Law'

Each of the graduating classes for the past four years reflects a diverse and successful student body. The Law School has one of the most diverse student bodies in the nation and its graduates reflect that diversity.

9.7 Degrees & Graduation - Undergraduate

9.7.3 School of Law, Bar Passage Rates by Calendar Year for Law School Graduates Taking Exam for First Time

	2010	2011	2012	2013	2014
Total	91	106	99	103	101
Passed	81	90	90	88	89
Failed	10	16	9	15	12
Percent Passed	89%	85%	91%	85%	88%

9.7.4 School of Law, Employment Summary of Law School Graduates, 2011-2013

Employment Status	2011 Graduates as of Feb. 15, 2012	2012 Graduates As of Feb. 15, 2013	2013 Graduates as of Feb. 15, 2014
Employed – Bar Passage Required	70	85	90
Employed – J.D. Advantage	7	8	10
Employed – Professional Position	18	5	1
Employed – Non-Professional Position	0	2	4
Employed – Undeterminable	0	1	0
Pursuing Graduate Degree Full Time	0	7	2
Unemployed – Start Date Deferred	0	1	0
Unemployed – Not Seeking	2	2	0
Unemployed – Seeking	6	8	7
Employment Status Unknown	0	0	0
Total Graduates	103	119	114

Bar Passage Rates by Calendar Year for Law School Graduates Taking Exam for First Time

Eighty-five percent or more of UNM law school graduates pass the New Mexico Bar Examination on their first attempt. This compares favorably with graduates of other regional and national law schools. The Law School works closely with graduates who fail the bar exam on the first attempt to succeed in retaking the exam. Our success in this effort compares favorably to other law schools

## Employment Summary of Law School Graduates 2011-2013

UNM Law graduates continue to significantly outpace national rates in major employment outcomes. The following data is for the Class of 2013, the most recent class for which complete data is available. The 9-month employment rate of UNM Law graduates was 92% (11% greater than the national rate). The 9-month employment rate of UNM Law graduates in full-time bar passage required positions was 75% (16% higher than the national rate). The overall at-graduation employment rate of UNM Law graduates has increased by 30% in two years. (National at-graduation rates are not available. Many in the field believe at-graduation data to be irrelevant because of the timing of the bar exam. However, it is a factor in the *US News & World Report* ranking.)

There are some significant threats to our employment outcomes. By 2012, most other law schools began to reduce their class sizes in response to decreased applicants and disappointing employment outcomes. With the Class of 2015 we will begin to see smaller graduating classes from peer institutions, likely affecting our relative performance. Additionally, the July 2014 bar examination resulted in a large decline in passage rate, including greater than 10% in some jurisdictions. There is some concern that bar examiners may decrease the bar passage rate in response to a perceived decline in the qualifications of test-takers. A more difficult bar passage rate will adversely affect law school employment outcomes.

9.8 Research

9.8.1 School of Law, Research Expenditures by Fiscal Year
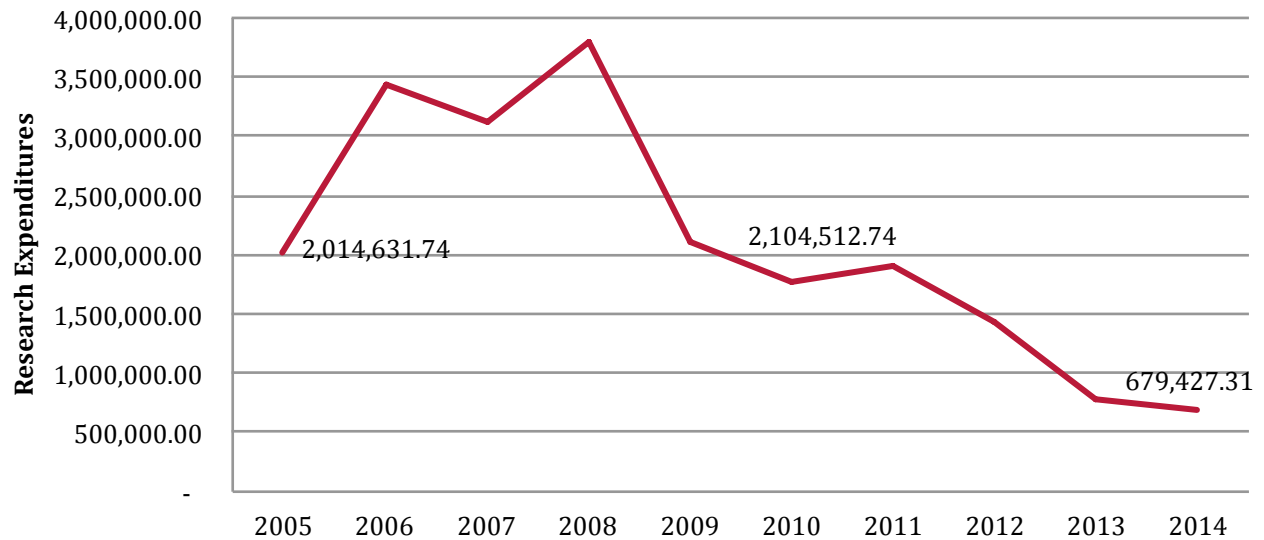
The Institute of Public Law under the auspices of Director Paul Biderman (2005-2011) was heavily reliant upon contracts and grants for project funding. After Professor Biderman retired in 2011, the Law School reorganized and downsized IPL so that it was less reliant on contracts and grants for funding. The active contracts were not renewed after their termination date and new contracts and grants were not aggressively sought. This accounts for the significant decline in grant and contract funded expenditures. (It should be noted that none of the IPL grants and contracts supported Law School faculty, students, or educational programs).

9.9 Future Plans

The School of Law is pursuing a very focused set of priorities that respond to the current crisis in legal education. The crisis is defined by a severe decline in applications and a decline in employment prospects for legal professionals. It calls for strategies focused on student support and practical skills training.

Fundraising for Student Financial Support

Focus major gift fundraising efforts on student scholarships, with a goal of providing all qualified New Mexico students who have financial need with the financial capacity to attend our law school. This is vital to the School's ability to recruit highly qualified law students in an increasingly competitive environment.

Assessment of Student Learning Outcomes

Develop and implement assessments of student learning and the School's achievement of its desired student learning outcomes. This involves the consideration of traditional measures (e.g., bar exam pass rates; law school survey of student engagement (LSSSE) results; employment outcomes); the development of student portfolios that evidence student growth and competency in various lawyering skills; and rigorous course-level assessments of student growth and competency in particular skill areas.

Clinical Legal Education Initiatives

Support clinic faculty in developing new initiatives that provide deep and rigorous capstone learning experiences for law students, and that serve the Albuquerque and New Mexico communities by effectively resolving disputes, and by facilitating economic development activities that create and support new businesses and other organizations.

Spread and Enhance Legal Education

Seek University and State approval of the School of Law's proposed master's degree program for non-legal professionals that will bring new students who possess practical experiences and different perspectives to the Law School community.

Explore the development of a 3-3 program that would allow Honors College undergraduates to complete both Bachelors and JD degrees within six years.

Develop further the School's Marshall-Brennan Program that has law students, under faculty supervision, teaching constitutional rights law and principles in local high schools.

Involve law students in the School's Wild Friends Program that engages elementary and middle school students in making legislative proposals related to environmental issues.

Employment Outcomes

Utilize the increased staffing in the School's Office of Career Services to support law students more fully in planning their legal careers, and in obtaining positions that require a JD degree.

Chapter 10. School of Public Administration

Message from the Dean

Fifty years from its founding by the late Ferrel Heady, one of the most prominent scholars in the field and past president of the University of New Mexico, the School of Public Administration (SPA) is one of the oldest and longest-accredited programs of study for the Masters of Public Administration (MPA) in the United States. It is nationally and internationally renowned as a pioneer in the field of Comparative and International Administration, in the peer accreditation movement, and in advocacy for diversity, equity, and inclusion in higher education and in public service. In addition to the MPA, SPA offers a Masters in Health Administration (MHA), now midway thorugh its second year as a degree offering.

Both the MPA and MHA prepare students for public service, in governmental, nonprofit, and for-profit organizations. SPA's alumni are found at the highest levels of state government, in executive federal government positions, and in leadership roles across sectors. With its consistently high minority enrollment, particularly of Latino and Native American students, and with its gender diversity as well, SPA has transformed the face of public administration in the State of New Mexico over the decades. Moreover, SPA has consistently advanced the values of ethical public service globally as well as locally and nationally. Its alumni are consequently helping bring efficacy and equity to consequential public policy initiatives across

Dean Mario Rivera

the Western Hemisphere (especially Mexico and Latin America). With its cross-border collaborations in research and teaching, SPA is advancing the University's strategic priorities as a Hispanic-serving institution, as it building bridges, analogously, in its significant outreach to the State's Native American communities.
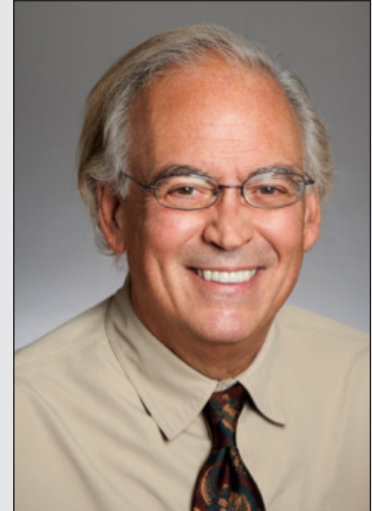
10.1 Mission & Vision

Consistent with the foregoing, the School of Public Administration defines its mission as follows:

To advance knowledge in support of professional education for public service, through the integration of interdisciplinary research, teaching, and service in order to address the management challenges of an increasingly complex and diverse global environment.

The School's mission is aligned with the UNM 2020 strategic goals of Preparing Lobos for Lifelong Success and Becoming a Destination University by providing customized graduate professional education for public service, to a student body that reflects the diversity and cultural richness of New Mexico. We create value through adherence to quality indicators and measures, attention to workforce needs (especially within New Mexico and the surrounding region), and accessibility through distance delivery and student support. We are thereby well positioned to attract international students and expand our outreach beyond our state, service to which remains our primary mission, in further alignment with historic and current University mission and strategy as a University of the Americas committed to ourreach and partnership with Latin America, and Mexico in particular.

External Accreditation

Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

- Last Accredited: 2011/2012
- Length of Accreditation: 7yrs

Program Rank

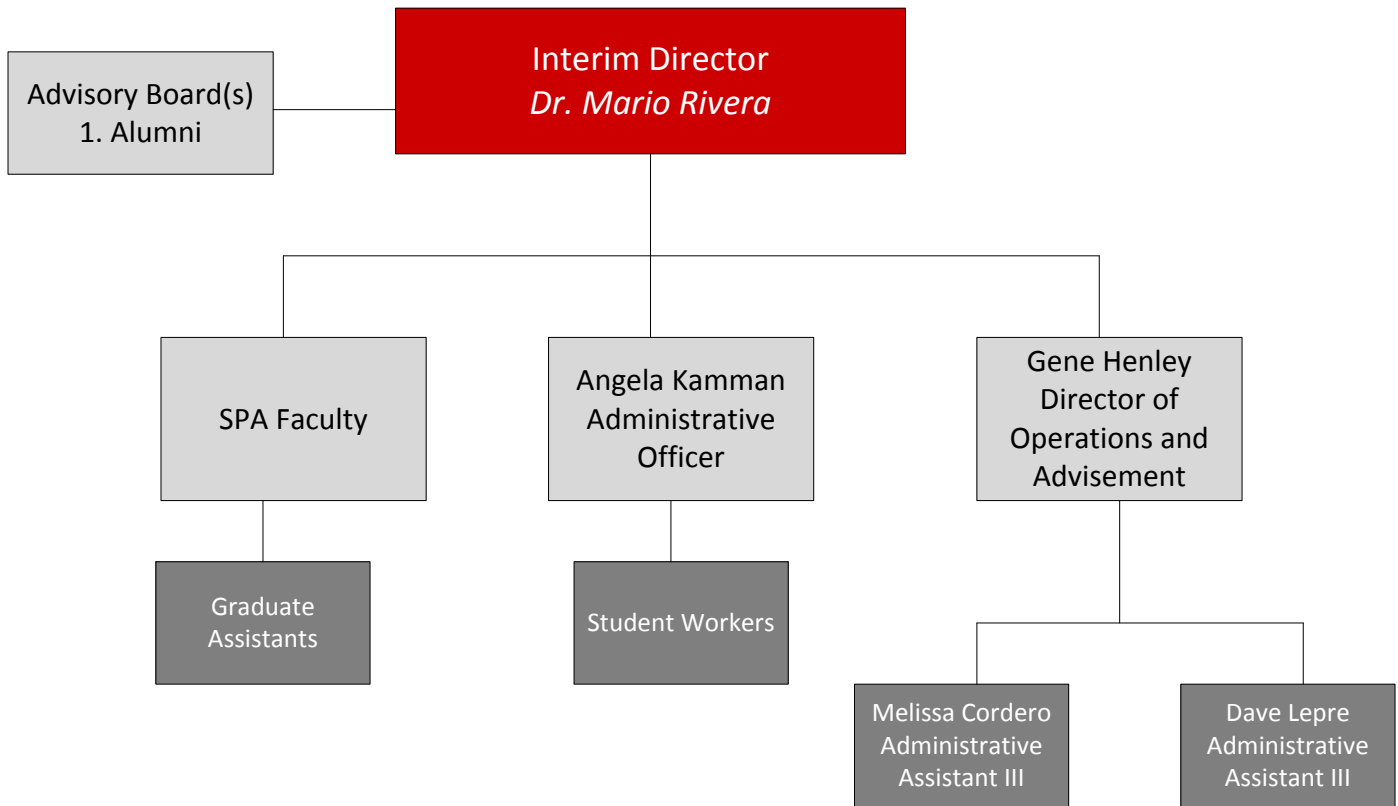29th Percentile (#104 of 352 Public Administration graduate programs in 2014)

Other Rankings

Ranked 1st in the nation in 2013 and 2nd in 2014 in Diversity Planning, by NASPAA

BEST GRAD SCHOOLS
U.S.News & WORLD REPORT
RANKINGS

10.2 Organization & Facilities

10.2.1 School of Public Administration, Organizational Chart

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                                    ┌─────────────────────┐
                                    │   Interim Director   │
┌──────────────────┐                │   Dr. Mario Rivera   │
│ Advisory Board(s) │───────────────│                     │
│   1. Alumni       │                └─────────────────────┘
└──────────────────┘                          │
          ┌───────────────────────────────────┼───────────────────────────────┐
┌─────────────────┐         ┌─────────────────────┐       ┌─────────────────────┐
│                 │         │   Angela Kamman     │       │    Gene Henley      │
│   SPA Faculty   │         │   Administrative    │       │    Director of      │
│                 │         │      Officer        │       │  Operations and     │
│                 │         │                     │       │    Advisement       │
└─────────────────┘         └─────────────────────┘       └─────────────────────┘
          │                           │                             │
┌─────────────────┐         ┌─────────────────────┐      ┌──────────────┬──────────────┐
│    Graduate     │         │   Student Workers   │      │Melissa Cordero│  Dave Lepre  │
│   Assistants    │         │                     │      │Administrative │Administrative│
└─────────────────┘         └─────────────────────┘      │ Assistant III │Assistant III │
                                                          └──────────────┴──────────────┘
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Facilities

The UNM School of Public Administration is located on the third floor of the Social Sciences Building on the Main Campus. the School currently has nine full-time faculty, several adjuncts and emriti faculty as well as four fulltime staff, nine graduate assistants and three student workers.

Highlights

1. Upgraded Classroom
2. Increased Utilization of Space
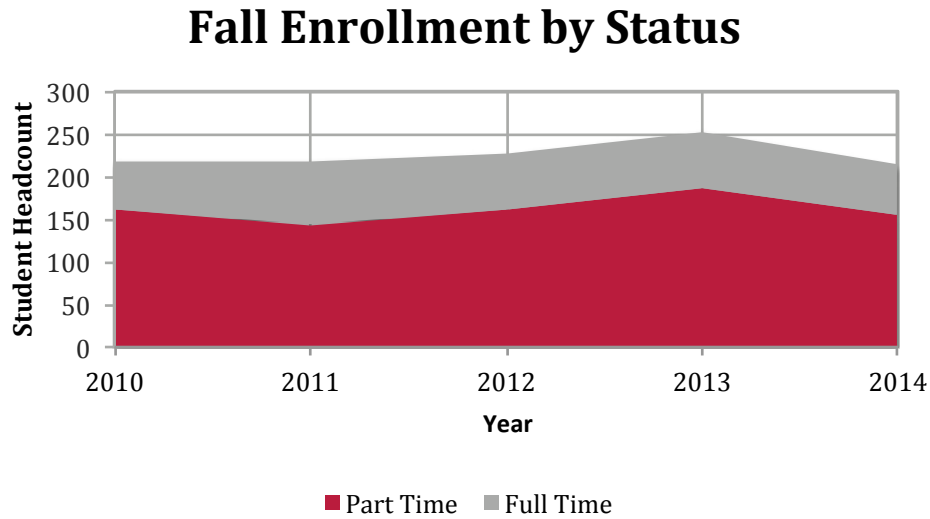
Challenges

1. Space for planned faculty
2. ITV Facilities and Technology
3. Obsolete restrooms

Priorities

1. New building
2. Distance site support
3. ADA Compliancy

10.3 Enrollment

10.3.1 School of Public Administration, Enrollment, Fall Enrollment by Status

Fall Enrollment by Status

Essentially, there has been steady growth in graduate enrollment for the last five years, plus recent expansion to include a Shared Credit program, a healthcare administration graduate degree program—the Master of Health Administration—and a dual-language (Spanish-English) mixed-mode (residential and online) extension of the MPA degree to a partner university in Mexico (the Autonomous University of Puebla) are all evidence of sustained and growing demand for our professional graduate education offerings—statewide, regionally, nationally, and internationally. We intend to manage the growth of the School by developing these initiatives and by partnering with existing and prospective academic programs and research centers involved in public policy education, research, and contract activity.

10.5 Faculty & Staff

10.5.1 School of Public Administration, Faculty by Title, 2010-2014
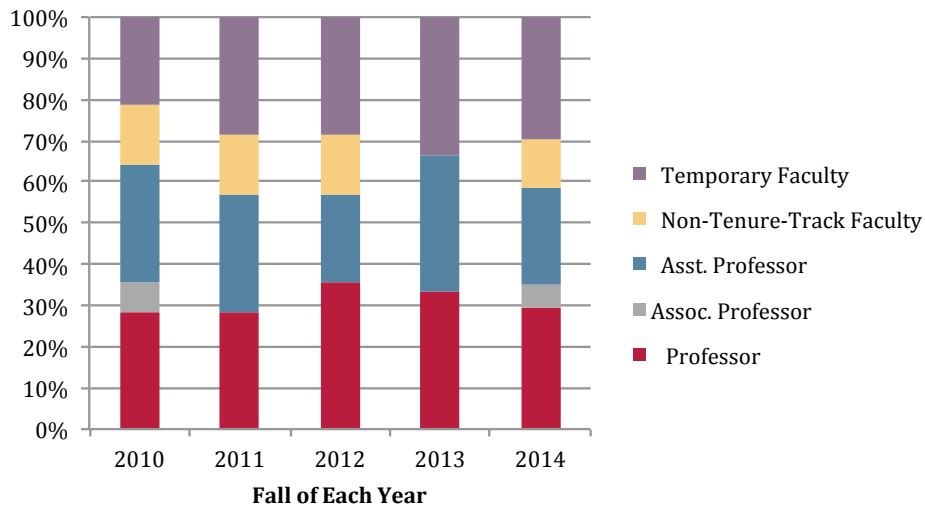
10.5.2 School of Public Administration, Faculty Race and Ethnicity, 2010-2014

Fall 2010-2014	2010	2011	2012	2013	2014
Total Tenure/Tenure-Track Faculty	**9**	**8**	**8**	**10**	**10**
Female	2	2	3	3	3
Male	7	6	5	7	7
Race/Ethnicity	**2010**	**2011**	**2012**	**2013**	**2014**
Hispanic	1	1	1	1	1
African-American/Black	0	0	0	0	0
American Indian	0	0	0	0	0
Asian	2	2	2	4	3
Native Hawaiian/Pacific Islander	0	0	0	0	0
White	3	2	3	3	4
Two or More	0	0	0	0	0
International	3	3	2	0	0
No Response	0	0	0	2	2

Emerging opportunities for interdisciplinary, community-engaged, and international initiatives at UNM present the School with unforeseen opportunities for participation and leadership in corresponding programmatic initiatives. For instance, we have begun to take leading roles in the UNM Innovation Academy, consistent with the UNM 2020 goal to Advance Discovery and Innovation, through an emerging partnership with the Pueblo of Laguna engaging faculty and students in program evaluation efforts. We have also moved rapidly to realize a long-standing desire to establish a partnership with Mexican universities in a transnational dual-degree Masters of Public Administration (MPA) offerings, as well as beginning to partner systematically with the Latin American and Iberian Institute. These developments are consistent with and strengthened by SPA's commitments to interdisciplinarity, diversity, community-engaged research, and cross-border partnership.
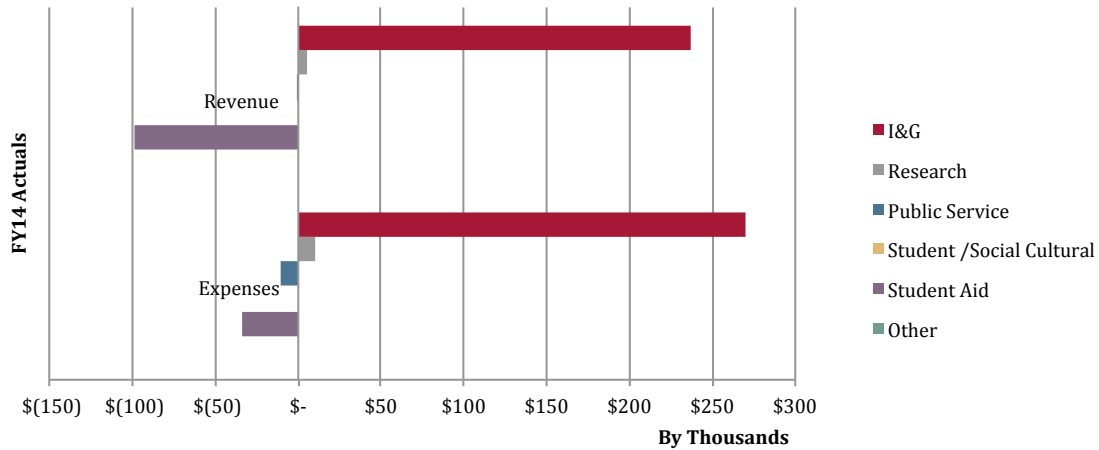
With the addition of new MHA program faculty in FY 2015 and 2016, we will complete the five-year plan for the Masters of Health Administration (MHA) program.

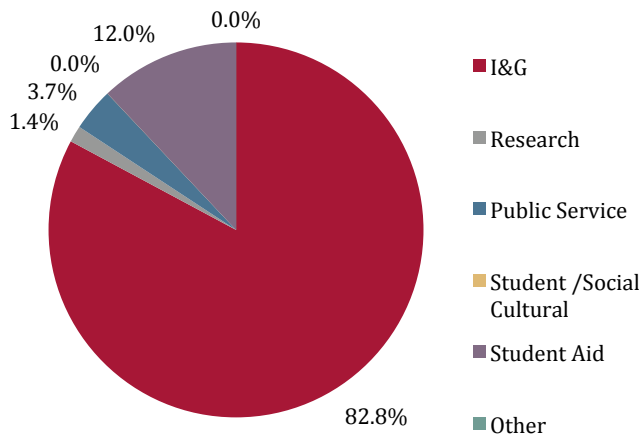SPA's programs are supported by four staff members.

10.6 Budget

10.6.1 School of Public Administration, Budget, Fiscal Year 2013 to 2014, Actuals Net Change by Fund
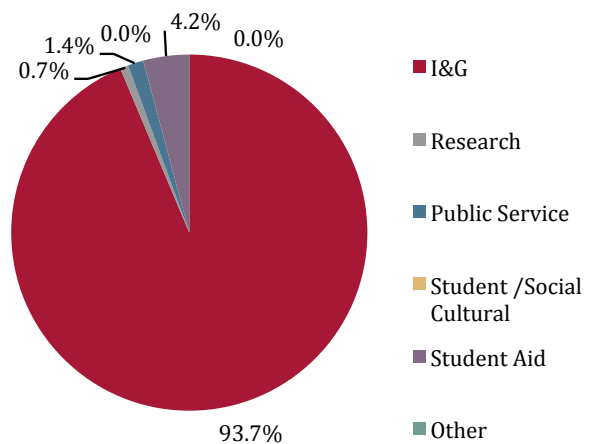
SPA FY13 to FY14 Actuals Net Change by Fund

10.6.2 School of Public Administration, Budget, Actual Revenue and Expenses for Fiscal Year 2014

SPA FY14 Actual Revenue

SPA FY14 Actual Expenses

The School of Public Administration's Instruction and General Funds Revenues are approximately $1.3 million dollars per year. Faculty and staff salaries comprise 83% of the total budget. Student support comprise an additional 12% of the total budget.
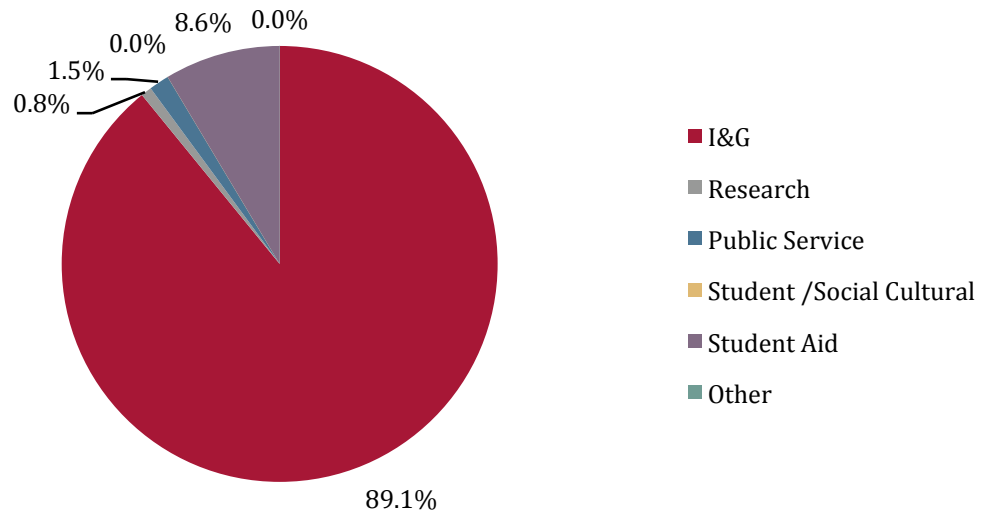
The remaining funds, (approximately $65,000) are used to fund the day-to-day operations of the School.

10.6.3 School of Public Administration, Budget, Fiscal Year 2014 Original Unrestricted Budget

SPA FY14 Original Unrestricted Budget

Legend:
- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other

10.6.4 School of Public Administration, Budget, Net Change in Fiscal Year 2014 and Fiscal Year 2015 Reserves

SPA Net Change in FY14 and FY15 Reserves
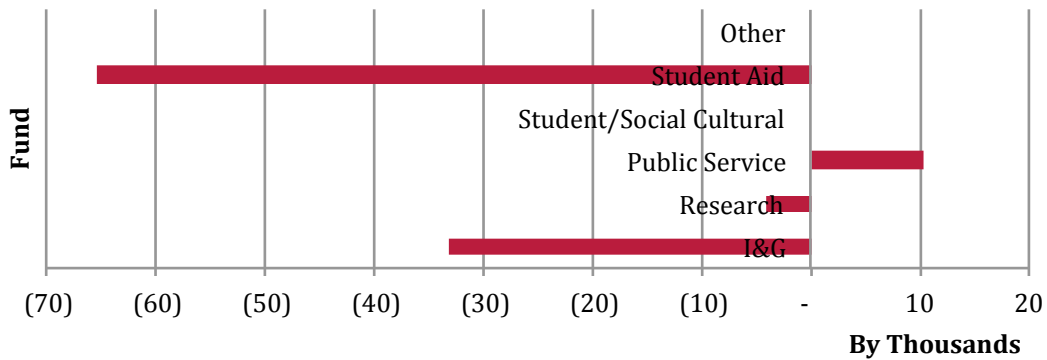
10.6.5 School of Public Administration, Budget, Categorization of Fiscal Year 2015 Reserves

SPA Categorization of FY15 Reserves
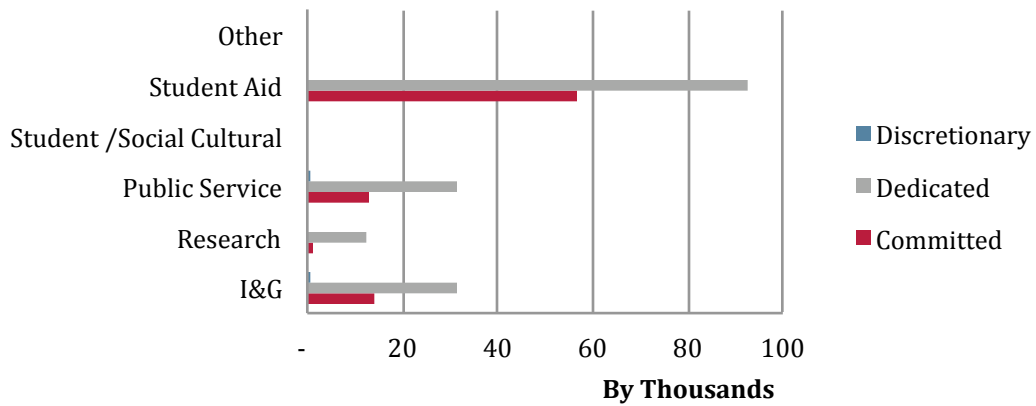
10.6.6 School of Public Administration, Budget, Fiscal Year 2014 Actual Unrestricted Salary Expense

SPA FY14 Actual Unrestricted Salary Expense
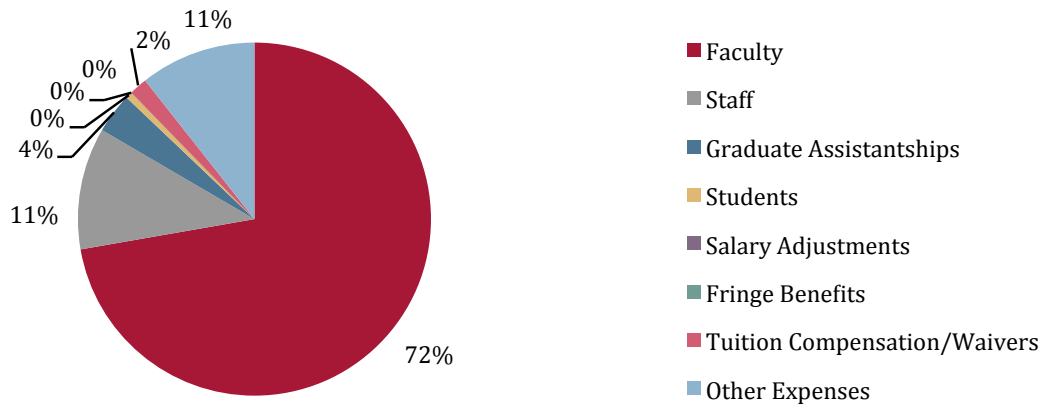
- Faculty
- Staff
- Graduate Assistantships
- Students
- Salary Adjustments
- Fringe Benefits
- Tuition Compensation/Waivers
- Other Expenses

10.6.7 School of Public Administration, Budget, Fiscal Year 2014 Actual Unrestricted Faculty Salary Expense
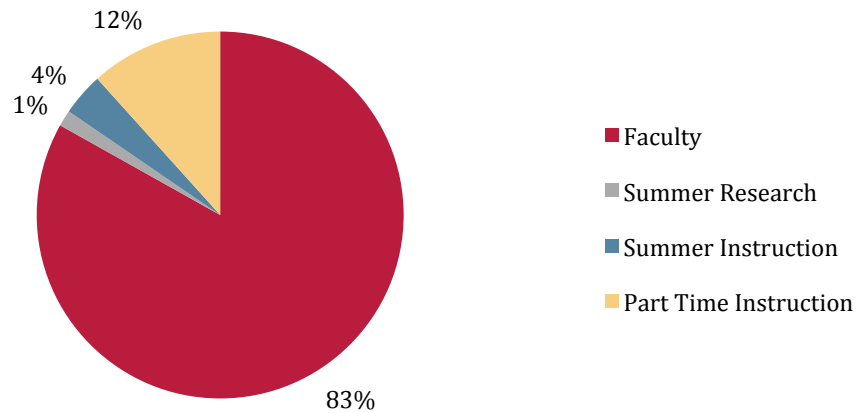
SPA FY14 Actual Unrestricted Faculty Salary Expense

- Faculty
- Summer Research
- Summer Instruction
- Part Time Instruction

10.7 Major Activities

2014 was banner year for the School of Public Administration, as it raised its national and international profiles and established itself as a leader in the areas of diversity and inclusion within and beyond the University. Growth in student enrollment, graduation rates and numbers, and in faculty size, have also been hallmarks of the School's historic surge in prominence in both national and international arenas.

The School of Public Administration graduated an all-time record 95 students in 2014. This reflected a concerted effort by Faculty, Administration, and the Office of Graduate Studies to assist many of our students who had encountered obstacles to graduation. This collaborative effort will result in continued improvement in the overall graduation rate for SPA student.

The implementation of the Masters of Health Administration is the result of a combined effort of the School and healthcare providers from across New Mexico. The curriculum was designed to address the short and long-term needs of healthcare organizations to develop senior and executive level adminstrators and leaders from New Mexico communities. Now in its second year, the MHA program is comprised of mid

career professionals focused on honing their academic and leadership skills to assume greater responsibilities in the field of healthcare in New Mexico.

The School also hosted the international conference of its accrediting body (NASPAA). This conference was the largest and most successful in its history, resulting in greater recognition for the program.

The School has also begun increasing its visibility in Latin American by extension of the MPA degree to the region.

Accomplishments

1. Historic Graduation Rates and Total Number of Graduate

2. Implementation of MHA Program

3. Hosted NASPAA Conference (largest in 50 year history)

4. Significant improvement in national ranking

5. Major movements in international programming

10.8 Degrees & Graduation

10.8.1 School of Public Administration, Degree Totals for First Majors by Award Year

First Major - Award	2010-11	2011-12	2012-13	2013-14
Health Administration - M.A. Degree				1
Public Administration - M.A. Degree	32	30	54	94
Total	32	30	54	95

Year	MPA	MHA		Total	Faculty	Stu/Fac	Grads	Grads/Fac
FY 14	250	20		270	9	30	81	9
FY 15	250	40		290	10	29	62	6
FY 16	270	60		330	12	28	72	6
FY 17	270	60		330	12	28	84	7
FY 18	270	60		330	13	25	98	8
FY 19	270	60		330	14	24	98	7

Tables and data provided earlier in this report summarize anticipated student enrollment growth in the two degree programs (MPA and MHA), planned faculty growth, and the resulting number of students per teaching faculty member; these data are integrated here. We aim to maintain a maximum of 25 students per graduate course section, using adjunct faculty as needed to maintain that quality objective—within the accreditation constraint of a no less than a 50-50 mix of core-to-adjunct faculty. Allowing for some fluctuation as new programs come online, we aim to graduate students at a rate consistent with 30 percent of the total enrolled number of students (FY 2014 shows actual rather than projected figures). We exceeded that graduation rate target for AY 2013-2014, with a record 97 students graduating in May 2014 out of an enrolled population of 240, giving SPA the highest core-faculty and graduating student ratio of any graduate program at UNM, a ratio of 9.7. However, for the sake of sustained instructional and program quality, the School aims for a ratio of no more than six graduating students (i.e., those completing a thesis or an individually-advised capstone professional paper) per faculty member thesis or professional paper (Propaper) advisor.

10.9 Future Plans

Priorities

Emerging opportunities for interdisciplinary, community-engaged, and international initiatives at UNM present the School of Public Administration with altogether new opportunities for participation and leadership in corresponding programmatic initiatives. For instance, SPA has begun to take a leading role in UNM's Innovation Academy, consistent with the UNM 2020 goal to Advance Discovery and Innovation, through the Academy's recognition of PADM 522, Program Evaluation as one of its courses. We have also moved steadily to realize a long-standing desire to establish a partnership with Mexican—and eventually other Latin American—universities in the aforementioned transnational dual-degree MPA offering. These developments are consistent with and strengthened by the School's proven commitment to interdisciplinarity, diversity, community-engaged research, and cross-border partnership. They are also consistent with the ancillary goal of intensified international student recruitment.

In order to squarely meet these promising prospects, the School needs to continue to grow and support existing faculty. This goal translates into recruitment of new faculty at both assistant professor and associate professor levels. The School has kept to a projected timeline of five new tenurable faculty hires between the current Academic Year and AY 2017-18, and two hires are in fact underway for appointments to begin Fall 2015. The School also needs to conduct a search for a permanent director within a year, someone with the depth of knowledge, acumen, and leadership ability to develop the internal and external partnerships and the resources necessitated by the agenda just outlined. With these changes, the School will enter a new era of leadership among peer institutions at regional, national, and international levels, which should be reflected in national rankings.

Activities (Top 5)

1. Hiring of a Permanent Director or Dean following a national search in in AY 2015-2016.

2. Continued growth in faculty numbers, in tenurable junior and senior positions.

3. Latin American and international programming and recruitment of international students.

4. Involvement in Innovation Academy and related community-engaged UNM initiatives.

5. More salient national and international profile through improved rankings.

Quality Criteria and Corresponding Indicators for the School of Public Administration

1. Maintain and improve high quality faculty scholarly productivity (through diverse, high-impact journals);

2. Maintain high core-faculty and graduate and core-faculty and credit hour production ratios;

3. Maintain and increase high student, staff, and faculty diversity profiles;

4. Manage continued growth in enrollment while continuing to increase admissions selectivity;

5. Improve time to graduation rates and outcomes; specifically improve time to graduation after completion of 39 credit hours (in a 42-credit-hour degree program);

6. Continued improvement of the School's high Native American and Hispanic graduation rates and times to graduation;

7. Continue to meet or exceed Capstone (Thesis or Professional Paper) quality indicators, measures, and rubrics.

Chapter 11. University College

Message from the Dean

University College is one of the few UNM colleges devoted exclusively to undergraduate student success. All of its programs are collaborative: UC programs support schools, colleges and departments throughout the UNM system. UC advisors know the many academic pathways available at UNM and work with students who aren't ready to decide on a major or are preparing for admission to one of UNM's many health career majors. Advisors in the degree-granting programs in UC work closely with students to tailor plans of study that meet each student's individual needs and aspirations.

Any UNM student can take advantage of UC's collaborative and interdisciplinary focus. Many first year students enroll in a Learning Community, Success Seminar, or other freshman-only course coordinated by UC. These high-impact courses are offered in virtually every field, so there is sure to be one that fits every student's schedule and interests. Native American Studies offers an interdisciplinary degree that emphasizes leadership, education, sustainability and community. The Research Service Learning Program helps students combine community service with their education. Students can craft their own degree programs by combining courses from multiple academic fields, leading to either a Bachelors of Liberal Arts or a Bachelors of Integrative Studies.

Dean Kate Krause

11.1 Mission & Vision

University College is dedicated to providing collaborative opportunities for integrative learning that foster personal, academic and professional excellence.

University College's Core Values are to ensure that students…

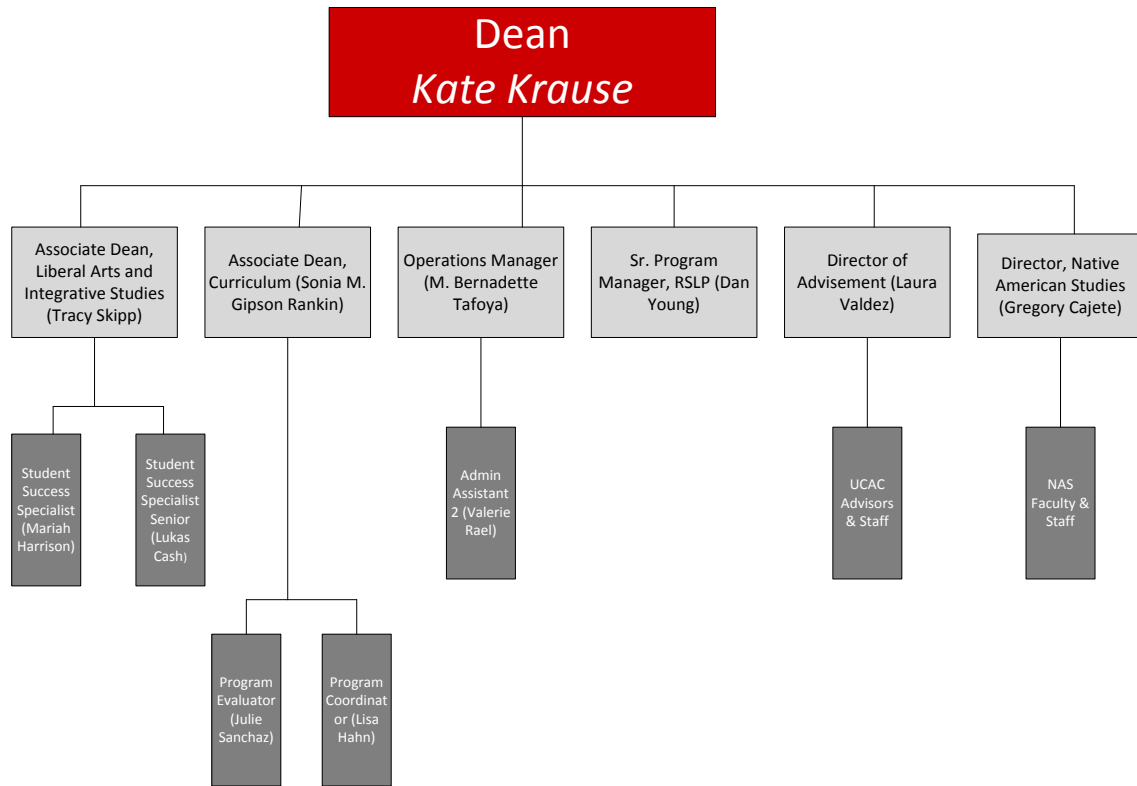- Understand information
- Synthesize ideas
- Impact the world

External Accreditation

UC is an active institutional member of the Association of Deans and Directors of University Colleges and Undergraduate Studies.

11.2 Organization & Facilities

11.2.1 University College, Organizational Chart

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                          ┌─────────────────┐
                          │      Dean        │
                          │   Kate Krause    │
                          └─────────────────┘
```

| Associate Dean, Liberal Arts and Integrative Studies (Tracy Skipp) | Associate Dean, Curriculum (Sonia M. Gipson Rankin) | Operations Manager (M. Bernadette Tafoya) | Sr. Program Manager, RSLP (Dan Young) | Director of Advisement (Laura Valdez) | Director, Native American Studies (Gregory Cajete) |

Student Success Specialist (Mariah Harrison)

Student Success Specialist Senior (Lukas Cash)

Program Evaluator (Julie Sanchaz)

Program Coordinator (Lisa Hahn)

Admin Assistant 2 (Valerie Rael)

UCAC Advisors & Staff

NAS Faculty & Staff

Facilities

University College has offices in the University Advisement and Enrichment Center. The University College Advisement Center, where UC students receive advising, is in Suite 105. Suite 180 is across the foyer and includes the Dean's and Associate Deans' offices, the Research Service Learning Program and the advisors for Liberal Arts and Integrative Studies. The space upstairs of the UC Advisement Center is currently occupied by Introductory Studies.

Highlights

This summer two high traffic areas—the foyer between the Dean's office suite and advising and the lobby of the advising center—were renovated. Renovations included a new exterior sign, cherry and silver wall paint, a photo mosaic mural, the LOBO Pledge and a "wordle," and three large cases in which we are displaying student work, campus images and photos from student activities events. The overall effect has been to invite students to campus with academic messaging and imagery.

Challenges

The advisement area in University College sees a lot of student traffic. The shift to college-centric advising for freshmen has eased some of the crowding issues, but there are times of the year when the lobby is packed with students awaiting advising. Some advisors have been unable to move to their new colleges because of space constraints there, contributing to the crowding issue.

There is no conference room in the dean's suite of University College. UCAC has a small conference room, but it is not large enough to hold meetings of our full staff.

Priorities

Our main space priority for next year will be to manage the transition from Introductory Studies to credit-generating University College courses, ideally in the space currently occupied by Introductory Studies.

11.3 Enrollment

11.3.1 University College, Enrollment, Headcount by Level and Classification
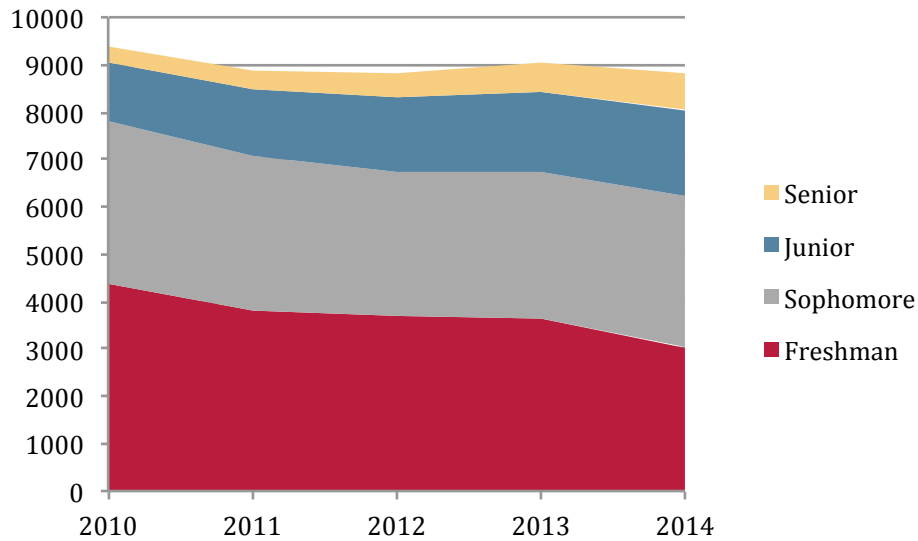
11.3.2 University College, Headcount, Student Credit Hours, and Full-Time Equivalent

Fall 2010-2014	2010	2011	2012	2013	2014
Headcount	9428	8939	8870	9079	8847
Student Credit Hours (SCH)	123088	115169	114458	120128	118534
Full-Time Equivalent (FTE)	8210	7683	7635	8013	7907

11.3.3 University College, Major Summary, Native American Studies,

Fall 2010-2014	2010	2011	2012	2013	2014
Headcount	8	13	7	10	9

Since 2013 UC has experienced large declines in beginning freshmen, partially offset by increases in juniors and seniors. This is the result of an intentional effort to place freshmen in other degree-granting colleges. Advisement in UC can now focus on exploratory students and those seeking entrance into a health profession degree program rather than trying to serve most freshmen. The single academic unit in UC, Native American Studies, has a small but stable enrollment. The headcount in UC has fallen by more than the decline in credit hours, as students have increased the number of credits taken.

11.3 Enrollment

11.3.4 University College, Enrollment, Headcount by Gender
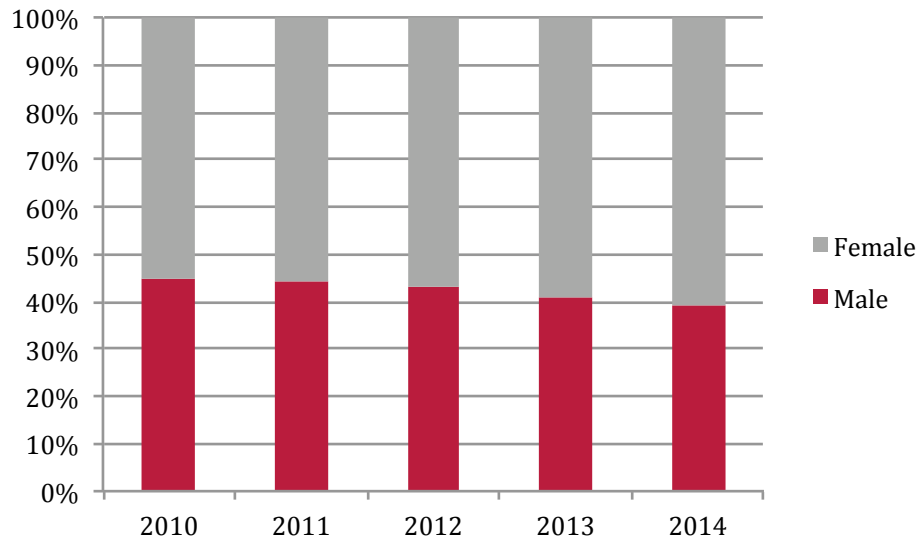
11.3.5 University College, Enrollment, Headcount by Race/Ethnicity
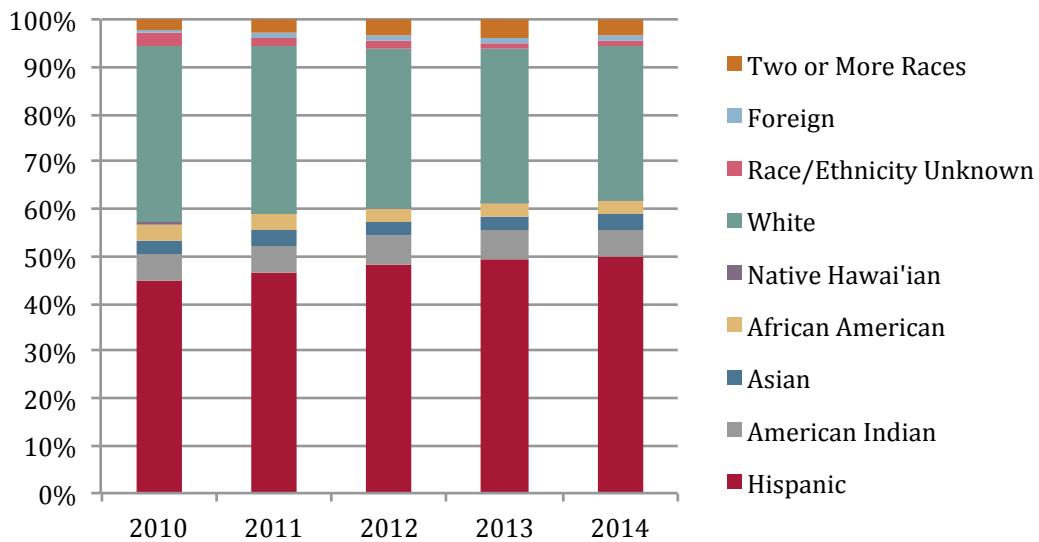
Because UC serves a significant fraction of UNM undergraduates, the gender, ethnic and racial composition of its students is similar to that of the student body generally: more women than men, and increasingly so; slightly more than half are Hispanic, and just less than a third white.

11.4 Overview - Beginning Freshmen

11.4.1 University College, Beginning Freshmen, Headcount

Fall 2010-14	2010	2011	2012	2013	2014	1-Year Chg.
Headcount	700	603	578	544	426	-21.69%

11.4.2 University College, Entering Freshmen ACT Trends

	2010	2011	2012	2013	2014
% ACT <16	8.1	6.75	6.45	4.38	2.85
% ACT 26+	14.44	15.98	18.02	17.53	20.46
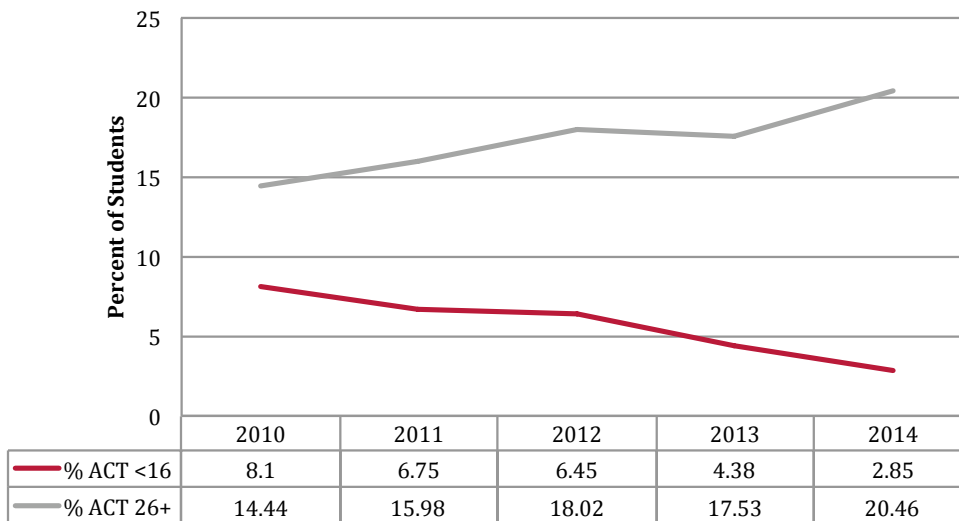
11.4.3 University College, ACT Composite Scores, Percentage within Each Score Range
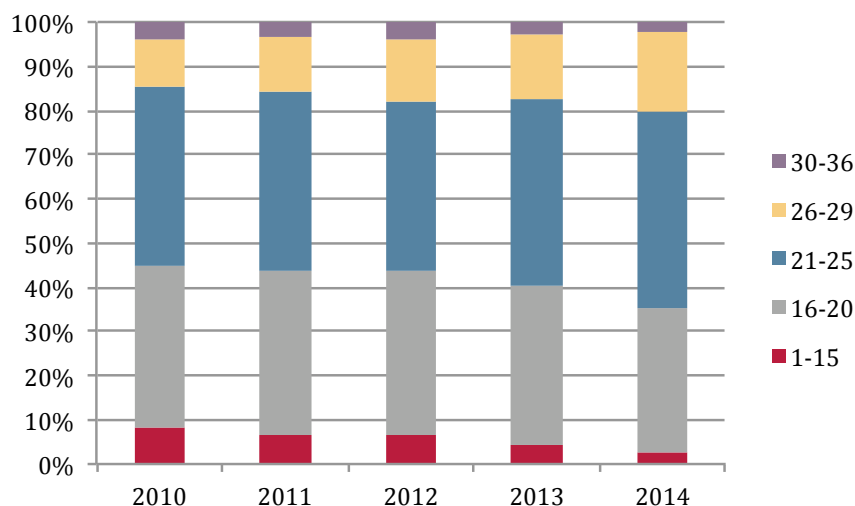
As described above, more beginning freshmen are being admitted to other colleges, leading to large declines in UC freshmen. More of those students are prepared academically for success as evidenced by improvements in ACT scores. In 2010, the average ACT score was 21.2, with more than 8% scoring less than 16 and less than 15% scoring 26 or higher. In 2014, the average ACT score was almost a full point higher at 22.16 with only 2.85% scoring less than 16 and more than 20% scoring 26 or higher.

11.5 Faculty & Staff

11.5.1 University College, Faculty by Position
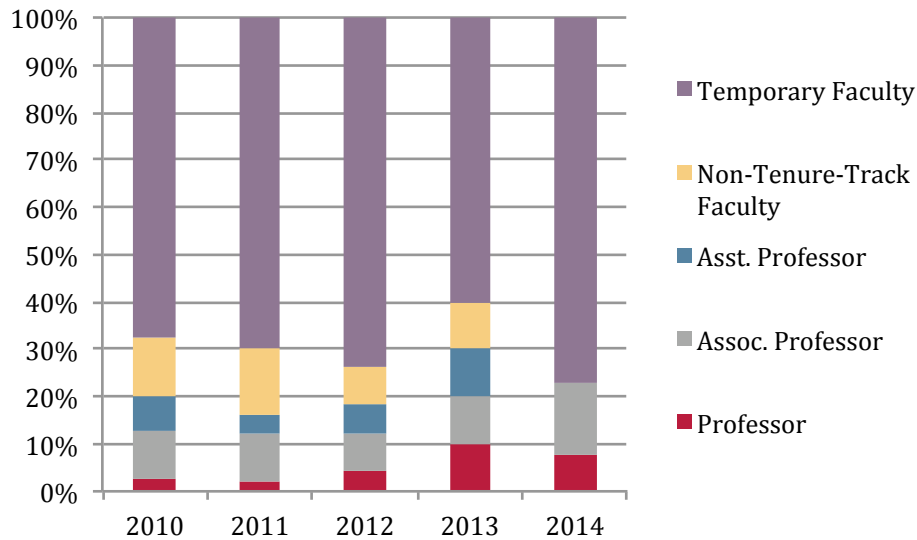
11.5.2 University College, Faculty and Staff Totals

Year	2010	2011	2012	2013	2014
Faculty	40	50	49	10	13
Staff	31	14	8	27	22

University College is the tenuring home to very few faculty members. Honors faculty are included in the faculty counts through 2012. Data for 2013 and 2014 include only the three Native American Studies faculty members with tenure homes in UC. Currently three additional Native American Studies faculty have joint appointments, two with the College of Education and one with the College of Arts and Sciences. Both Native American Studies and Honors have relied heavily on temporary faculty.

Staff numbers in University College appear highly volatile, reflecting structural changes in the college. Some academic units moved out of UC to the College of Arts and Sciences in 2010-11. The Dean's Office was reorganized in 2012, eliminating some programs and thus positions. The Honors College was created, moving some staff to that unit. Finally, the University College Advisement Center was reunited with University College, adding several advisors to the staff. Considering the staffing data in University College from year to year provides little insight.

11.6 Budget

9.6.1 University College, Budget, Fiscal Year 2013 to 2014, Actuals Net Change by Fund

UC FY13 to FY14 Actuals Net Change by Fund
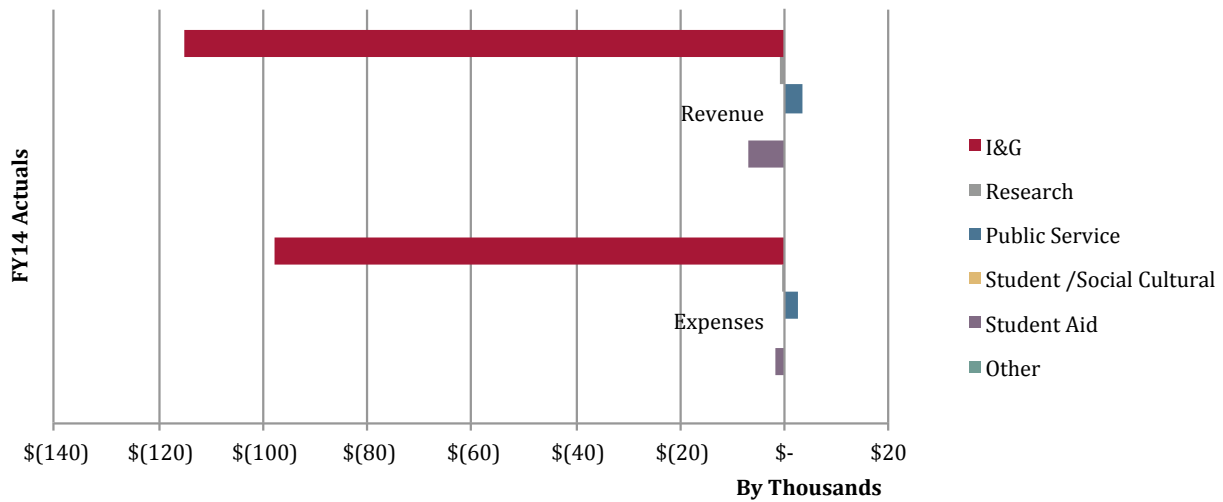
9.6.2 University College, Budget, Actual Revenue and Expenses for Fiscal Year 2014

UC FY14 Actual Revenue
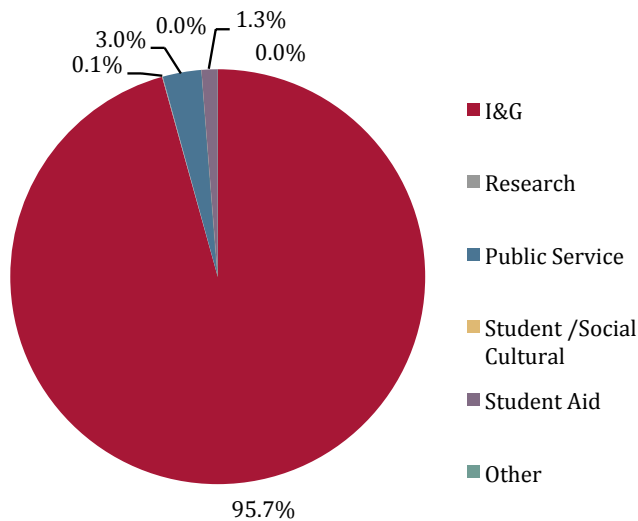
UC FY14 Actual Expenses
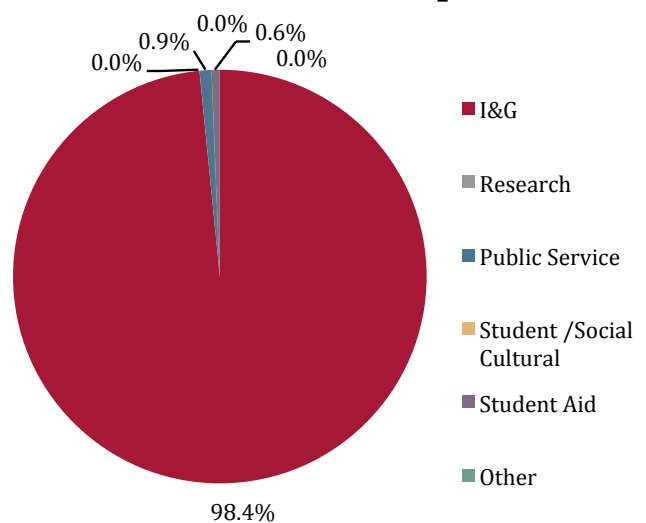
Nearly all of the UC budget is Instructional and General (I&G). Our budget strategy in University College is to make data-driven decisions to deliver the most successful services and programs at the lowest cost. Specifically, we have eliminated programs that were not found to increase student success, reduced the

per-course cost of the Learning Communities and restructured our first year offerings in response to the Foundations of Excellence initiative. As a result, we are serving more students with less I&G money. That said, UC has been depleting its reserves (see 11.6.4 and 11.6.5).

11.6.3 University College, Budget, Fiscal Year 2014 Original Unrestricted Budget

UC FY14 Original Unrestricted Budget

- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other
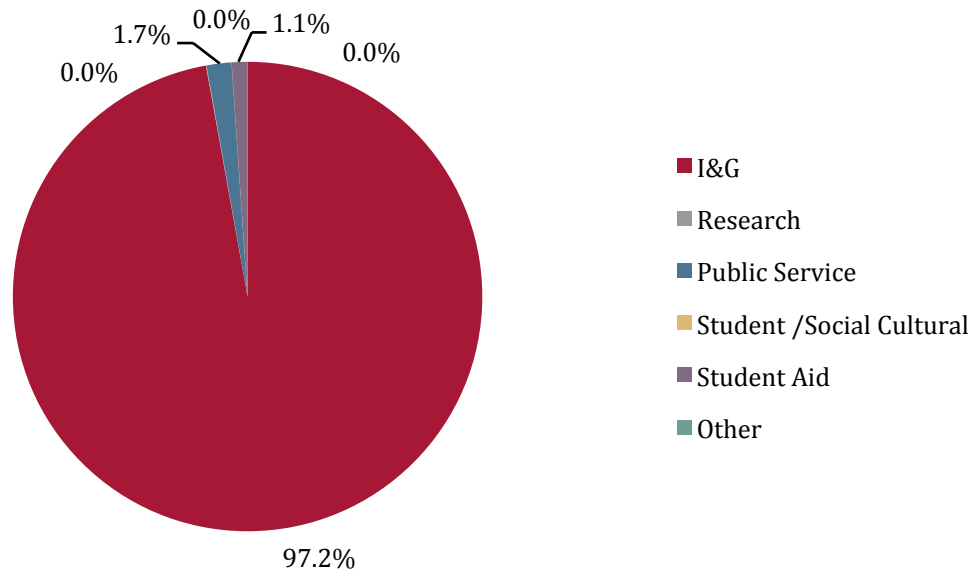
11.6 Budget

11.6.4 University College, Budget, Net Change in Fiscal Year 2014 and Fiscal Year 2015 Reserves

UC Net Change in FY14 and FY15 Reserves
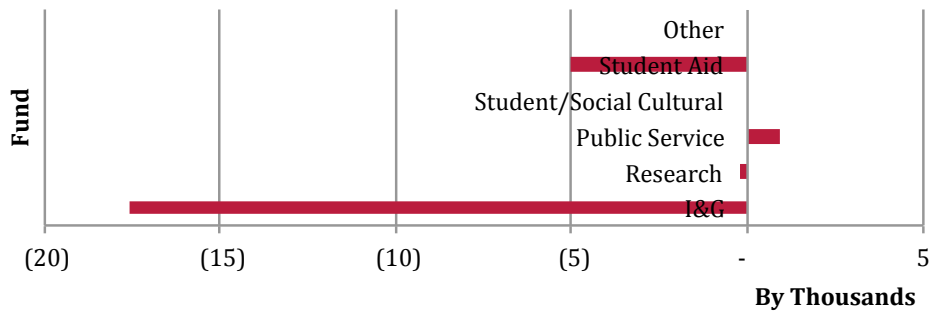
11.6.5 University College, Budget, Categorization of Fiscal Year 2015 Reserves

UC Categorization of FY15 Reserves
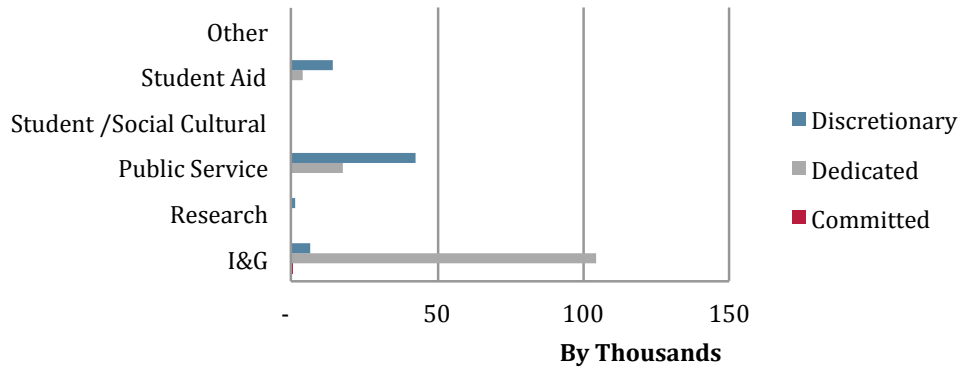
11.6 Budget

11.5.6 University College, Budget, Fiscal Year 2014 Actual Unrestricted Salary Expense

UC FY14 Actual Unrestricted Salary Expense
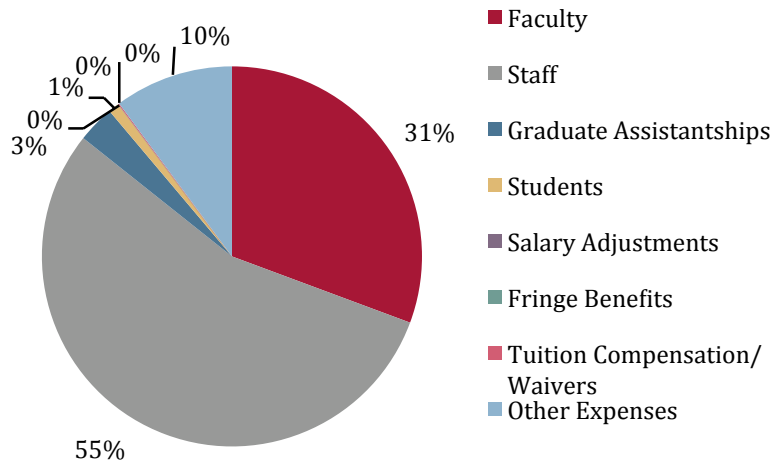
Legend:
- Faculty
- Staff
- Graduate Assistantships
- Students
- Salary Adjustments
- Fringe Benefits
- Tuition Compensation/ Waivers
- Other Expenses

Values shown: 31%, 55%, 3%, 0%, 1%, 0%, 0%, 10%

11.5.7 University College, Budget, Fiscal Year 2014 Actual Unrestricted Faculty Salary Expense

UC FY14 Actual Unrestricted Faculty Salary Expense

Legend:
- Faculty
- Summer Instruction
- Part Time Instruction

Values shown: 62%, 35%, 3%
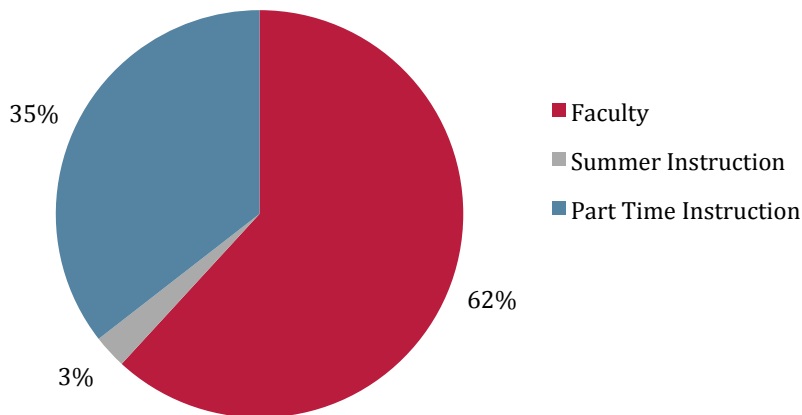
University College is uniquely structured. Because there are so few continuing faculty in UC, staff salaries account for more than half the salary expense; faculty account for less than a third. Among faculty, part-time instructors account for more than a third of the salary expense.

11.7 Major Activities

Top Activities of 2013-14

- New Student Orientation was fully redesigned to incorporate greater academic emphasis. ExceedU, the pre-fall programming described below, was introduced.

- University College Advisement Center was reunited with University College as part of the campus-wide change to college-centric advising for freshmen.

- The first Bachelors of Liberal Arts were awarded.

- Two UC programs underwent Academic Program Reviews in 2014: Native American Studies and the Liberal Arts and Integrative Studies program. These resulted in thorough self-studies followed by insightful external reviews.

- UC collaborated with Residence Life to offer themed floors in on-campus housing.

Highlight

University College has long been the entry point for first year students at UNM, and serving those students is central to our mission. UC staff and administrators were active participants in the Foundations of Excellence initiative and its implementation sequel, the First Year Steering Committee. Associate Dean Sonia Rankin was instrumental in the redesign and execution of New Student Orientation. The Freshman Learning Communities and Freshman Success Seminar programs have all been expanded, refined and restructured with an emphasis on essential learning outcomes: critical thinking, problem solving, collaboration, integrative learning and social and personal responsibility. Last summer for the first time, intensive transitional programming was offered in the days immediately preceding the start of fall semester.

11.8 Freshman Retention

11.8.1 University College, Freshman Retention, Fall 2012 to Fall 2013

College	Retention
Anderson School of Management	75.8%
College of Arts & Sciences	81.1%
College of Education	75.2%
College of Fine Arts	75.4%
College of Nursing	75.6%
College of Pharmacy	78.8%
School of Arch. And Planning	73.8%
School of Engineering	77.4%
School of Medicine	78.0%
University College	74.7%
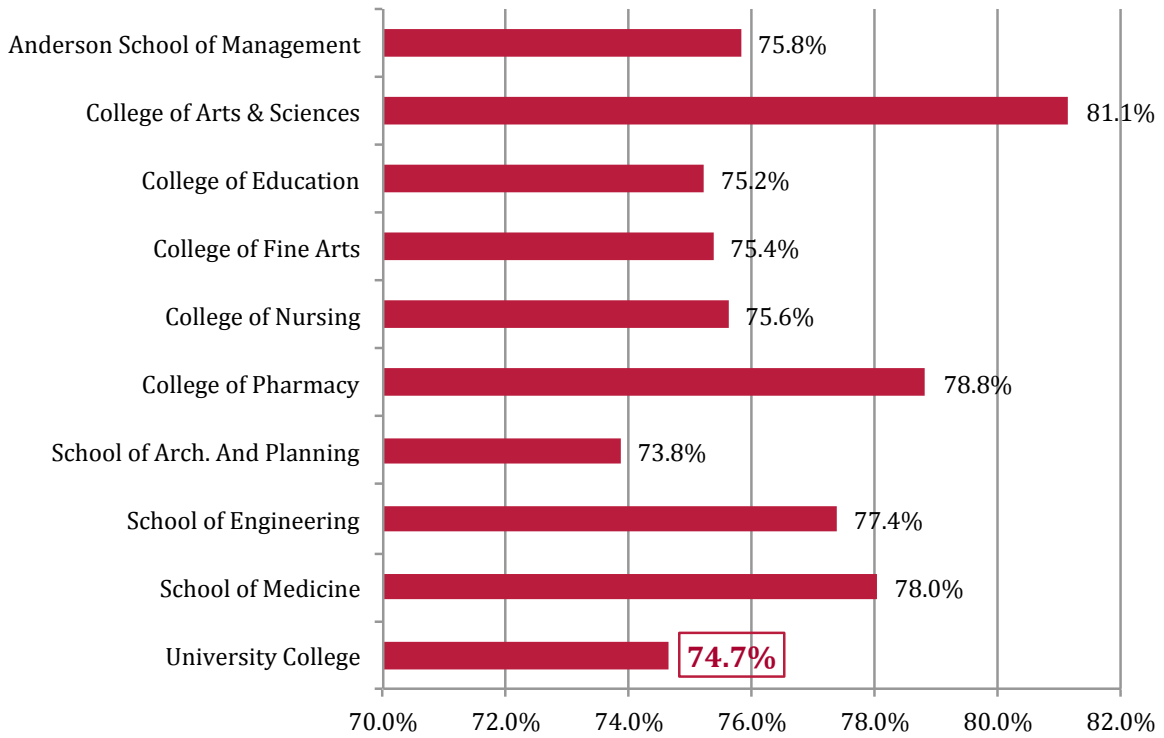
11.9 Degrees & Graduation - Undergraduate

11.9.1 University College, Degree Totals for First Majors

First Major	Award	10-11	11-12	12-13	13-14
Liberal Arts	Baccalaureate Degree				142
Native American Studies	Baccalaureate Degree	8	14	12	10
University Studies	Baccalaureate Degree	166	177	192	81
Water Resources	Masters Degree	5	13	8	5

11.9.2 University College, Race and Ethnicity and Degrees, Award Year 2013-14

- American Indian
- Asian
- Black or Afro American
- Hispanic
- Native Hawai'ian
- Non-Resident Alien
- Race/Ethnicity Unknown
- Two or More Races
- White
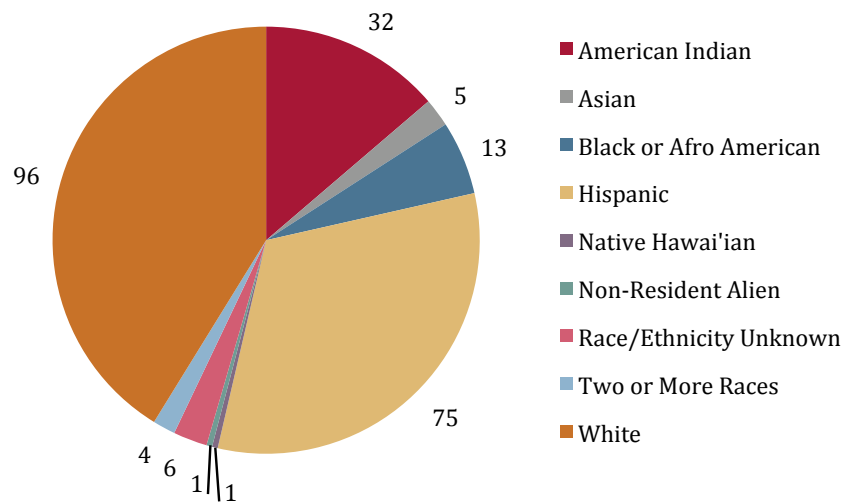
The Water Resources Program (no longer housed in UC) and Native American Studies are small but regionally important degree programs. In 2013 a new degree was created in University College, the Bachelors of Liberal Arts (BLA), to replace the old Bachelors of University Studies (BUS). Over time the number of students graduating with the BUS and then the BLA has grown, from 179 in 2010-11 to 223 in 2013-14, a nearly 25% increase. This degree serves many student athletes, non-traditional returning students and a diverse student body. Even subtracting the ten 2013-14 Native American Studies students from the 32 American Indian UC graduates, nearly ten percent of UC graduates were Native American students.

11.9 Degrees & Graduation - Undergraduate

11.9.3 University College, Bachelor of Liberal Arts and Bachelor of University Studies, Degrees Awarded
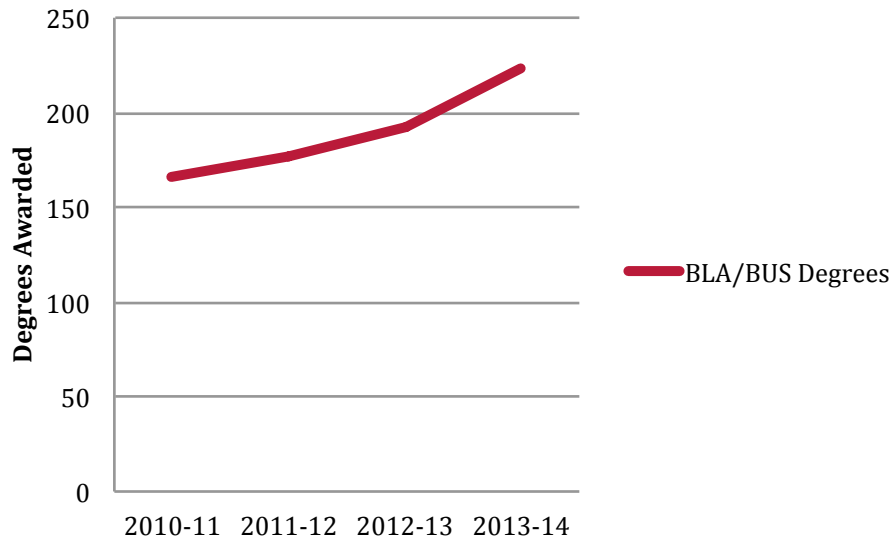
Until AY 2012-13 University College granted two undergraduate degrees, the Bachelors of University Studies (the BUS) and a BA in Native American Studies, and one graduate degree, a Masters in Water Resources. Currently UC grants three undergraduate degrees: the Native American Studies BA and two new degrees that replace the BUS: the Bachelors of Liberal Arts

(BLA) and the Bachelors of Integrative Studies (BIS). No students have graduated with a BIS degree yet, but many students are transitioning from the old BUS to the new BLA. If considering trends over time, it would be appropriate to compare BUS graduates in the past with BLA plus BUS graduates in 2013-14.

11.10 Future Plans

The elimination of Introductory Studies Math and Reading will require UC to offer supportive college transition courses in Quantitative Reasoning and Critical Text Analysis.

In response to the APR Report for Liberal Arts and Integrative Studies, that unit will undergo significant change. Staffing and organizational structure will be altered so that the unit can meet increased demands. An ambitious outreach and media campaign will bring the unit out from the shadows. An innovative distance advising tool, with the working title Advising Hangouts, will be launched to serve the many BLA students in rural New Mexico.

Innovation Academy courses that are already offered in UC and elsewhere will be cataloged and structured to constitute a cohesive curriculum, leading to a BLA with the Innovation Academy endorsement.

Pre-health advising will be redesigned and a Pre Health Professions mentorship program established with the help of Dr. Jim McKinnell from the Health Sciences Center.

Chapter 12. University Libraries & Learning Sciences

Message from the Dean

The four libraries that comprise our college are: Centennial Science & Engineering Library, Parish Memorial Library, Fine Arts & Design Library, and the historic Zimmerman Library. Our college is unique in that it also houses the Organization, Information and Learning Sciences Program (OI&LS), which awards both undergraduate and graduate degrees.

The UL&LS has much to offer the academic community. With over three million volumes, the UL&LS combines specialized and traditional collections of great depth with a dynamic approach to instruction and learning. The Center for Southwest Research and Special Collections specializes in interdisciplinary subjects relating to the Southwestern U.S., and is an acknowledged archive for New Mexico history and culture. Our Latin American collections are recognized internationally. Our Indigenous Nations Library Program works closely with Native American/ Indigenous students, communities and programs.

The UL&LS is an educational partner and source of quality scholarship for the entire University offering offer superior expertise, services and resources.

Interim Dean Michael Kelly

12.1 Mission & Vision

Mission

The College of University Libraries and Learning Sciences provides information, services and education in anyplace and at anytime, as well as providing and maintaining exceptional facilities for the evolving education, research and service needs of UNM and the wider community. The College plays a key role in fulfilling UNM's mission to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service.

Vision

The College of University Libraries and Learning Sciences is seen as a proactive and adaptable source of knowledge for UNM and the wider community. We remain the leading academic library in New Mexico by:

- Making available extensive and valuable collections

- Being a trusted partner in the academic culture

- Enabling students in the use of information and informatics

- By offering extensive and user-centered electronic services

- Being a desired destination by providing functional and attractive physical places

- Ensuring that our employees have the necessary skills and tools to serve the evolving needs of our customers

- Having varied funding sources

- Sharing successes with customers by understanding their needs

Program Rankings

University Libraries is a member of the prestigious Association of Research Libraries (ARL), ranking 71 out of 115 members. Other memberships of note that bring significant benefits for our users are: Greater Western Library Alliance, HathiTrust, Center for Research Libraries, Association of College and Research Libraries. University Libraries is also a Regional Federal Depository Library.

12.2 Organization & Facilities

12.2.1 University Libraries & Learning Sciences, Organizational Chart, June 2014

Interim Dean
Mike Kelly

ASSOCIATE DEAN
Facilities and Access Services
Nancy Dennis

- Access Services
- Facilities Services
- InterLibrary Loan

Scholarly Resources, Special Collections & Center for Southwest Research
Michael Kelly

- Center for Southwest Research & Special Collections
- Digital Initiatives
- Scholarly Communications & Collections Strategies

DEPUTY DEAN
Fran Wilkinson

- Outreach
- DACS – Discovery, Acquisitions and Consortial Services
- Instruction and Assessment
- Organization, Information & Learning Services (OI&LS)

DIRECTOR
UL Academic Research Technologies (ART)
Dale Hendrickson

- End-User Services & Support
- Systems Services & Support
- Applications Services & Support

DIRECTOR
Planning & Administrative Services
Holly Phillips

- Budget & Cost Management/ Employee Resources
- Admin Services

Special Initiatives Communications Development

- Director eResearch Initiatives
- Director eScience Initiatives
- Director Learning Spaces Initiatives
- Director Center for Regional Studies
- Communications and Outreach Specialist
- Development Officer

Facilities

The college has four main facilities: Zimmerman Library located in the center of campus, Centennial Science and Engineering Library located below ground in the Electrical and Computer Engineering complex, Parish Memorial Library in the Anderson Graduate School of Management and the Fine Arts and Design Library located on the fourth floor of George Pearl Hall. In addition, the Fine Arts and Design Library has compact shelving for low-use collections in the basement level of George Pearl

Hall (760 square feet) and we maintain 15,000 square feet of storage in the Elks Building located on University Blvd. College administrative offices and the OI&LS program are housed in Zimmerman Library. Despite increasing use of electronic collections, all our libraries have reached near capacity for physical collections. The problem is amplified by the increasing need for student collaborative study space.

12.3 Library Metrics

12.3.1 University Libraries & Learning Sciences, Library Visits
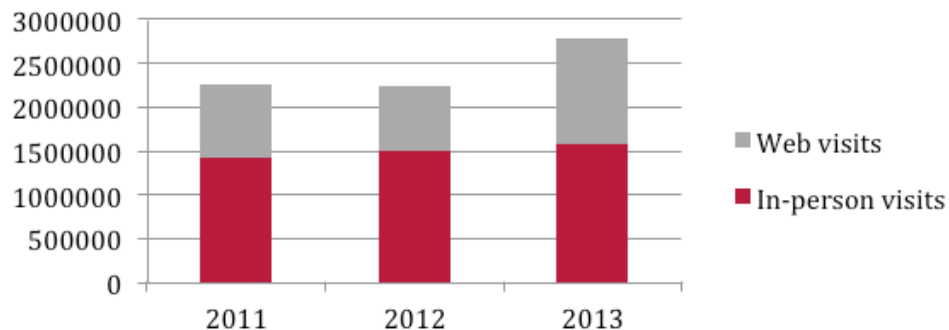
12.3.2 University Libraries & Learning Sciences, Students Receiving Library Instructions
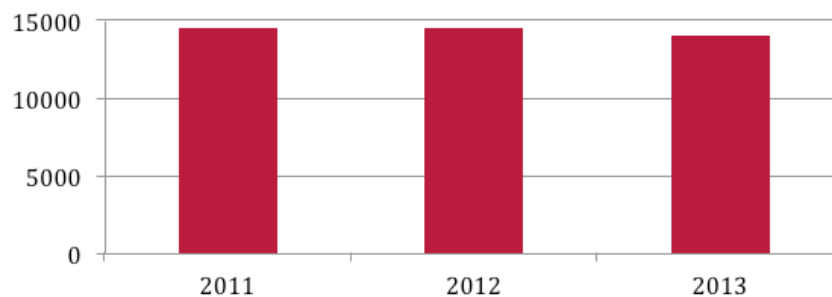
Library Metrics

University Libraries' metrics emphasize measures that have been demonstrated to be indicators of student success or contributors to faculty research productivity.

Library Visits

"Students who use the library are more likely to stay in school" (Mallinckrodt and Sedlacek, 2009), which includes studying in the library, using the library for research, and spending more hours in the library. University Libraries continues to see increased traffic in both our physical and web spaces. A recent web redesign has improved the discoverability of our resources and we have seen more traffic as a result. The library continues to upgrade facilities when possible to meet the need for more types of study spaces in the library.

Students Receiving Library Instruction

"Students engaged in more focused library activities reported a significant impact on their critical thinking development" (Whitmire, 1998), which includes "... focused academic library activities, informal faculty interaction, active course learning..."

First-year library instruction and student success "Analysis shows a statistically significant positive correlation between upper-level library instruction and a higher grade point average at graduation" (Bowles-Terry, 2012).

There was a slight decrease in the number of instruction sessions offered from 2012 to 2013 which is due to the retirement and separation of several faculty and staff. The retirements left us without as many trained librarians to conduct instruction sessions. We expect a number of new hires to be in place by the start of Fall 2015 and therefore a corresponding increase in instruction sessions.

12.3 Library Metrics

12.3.3 University Libraries & Learning Sciences, Collections
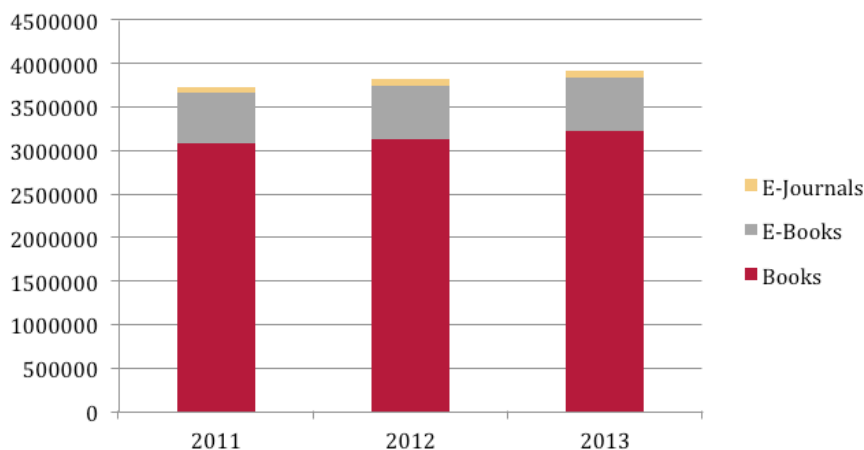
12.3.3 University Libraries & Learning Sciences, Collections Use and Unique Collections
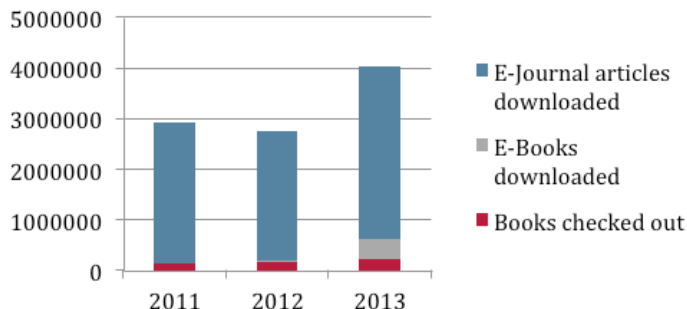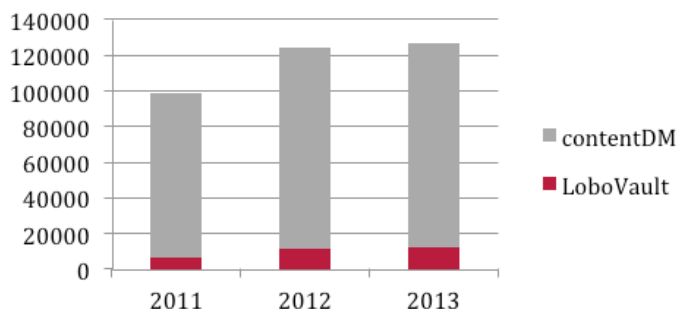

Collections

Collections and use of collections contribute to faculty research productivity (Case, 2008). The library continues to add significantly to our electronic collections. In addition to purchased packages from commercial vendors we also participate in consortial buying by holding memberships in non-profit organizations in the state and regionally.

Collections Use

Checkouts and downloads are an indicator of use by students and faculty. The use of electronic materials continues to increase. Surveys of students and faculty tell us that in most academic fields electronic collections are generally preferred over physical collections. Electronic collections have outpaced physical collections and are in high demand from our users.

Unique Collections

University Libraries is the leader in the state providing unique digital materials. With over 120,000 digital files found in the New Mexico Digital Collections and LoboVault, UNM is the central search portal for digital collections about New Mexico and UNM. The total number is an indication of the UL's commitment to providing universal access to its unique materials.

Unlike our purchased electronic collections, which are restricted to use by the UNM community, content from the Center for Southwest Research and Special Collections in New Mexico Digital Collections (managed on the contentDM platform) and the Rocky Mountain Online Archive are freely available to all New Mexicans as well as researchers from around the world. Cultural institutions from around the state also contribute their digital content to New Mexico Digital Collections.

12.4 Organizational Instruction & Learning Sciences - Enrollment

12.4.1 Organizational Instruction & Learning Sciences, Headcount by Level
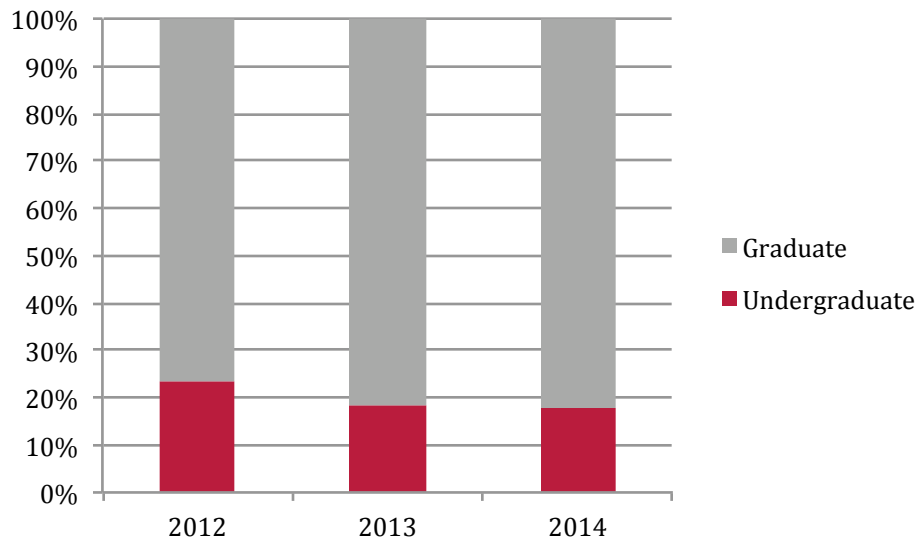
OI&LS (formerly known as Organizational Learning & Instructional Technologies or OLIT) is one of the largest graduate programs at UNM. OI&LS offers courses largely for students already employed in the workforce who are looking for ways to improve their own skills as well as benefit their employers. B.S, M.A. and Ph.D. degrees are offered. Many classes are offered online for the B.S. and M.A. such that the entire degree can be completed online. The Ph.D. program is entirely in the classroom.

Courses range from data management to measuring performance in the work place. Library courses in information management, metadata and others have been folded into the program to create a unique opportunity for students to become highly sought after in our data driven world.

The OI&LS program does not admit freshman. The Technology & Training under-graduate program called

The 2 + 2 Program allows students with two years of technical education to add two years of coursework in OI&LS, Communications & Journalism, Management, and other majors to complete a bachelor's of science degree.

Enrollment in the program at all levels has decreased in the last several years. Since the program moved to the College of University Libraries and Learning Sciences, each program has undergone systematic review. Standard ratios of student to faculty have been established. Standards for acceptance in the program were also revised and put in place. In addition, there was a moratorium on accepting new students for the 2 + 2 Program for the 2013-2014 school year while the program was reviewed. The moratorium has been lifted and new students are being accepted in the program for the coming academic year.

12.4 Organizational Instruction & Learning Sciences - Enrollment

12.4.1 Organizational Instruction & Learning Sciences, Headcount by Level
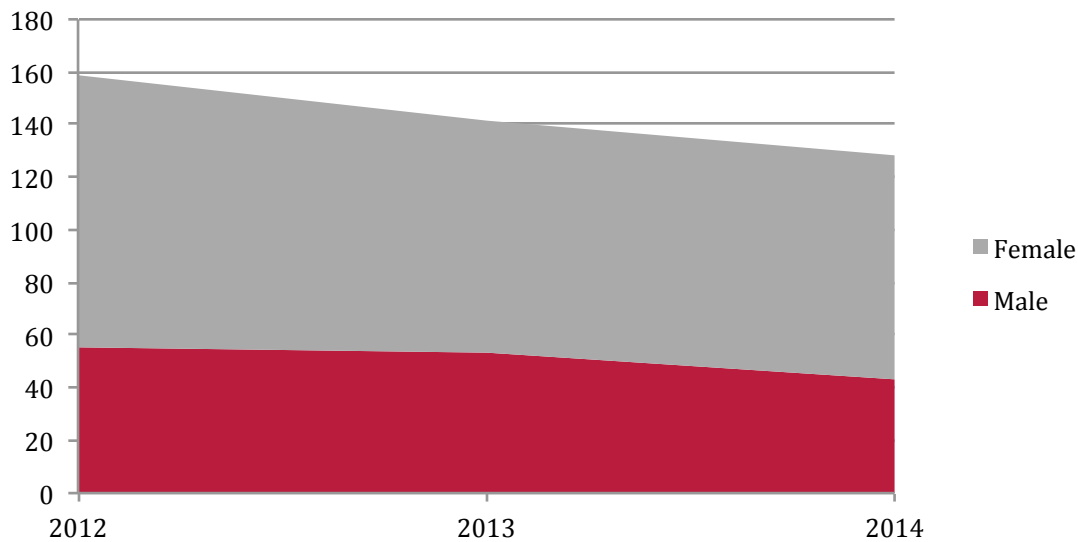
12.4.1 Organizational Instruction & Learning Sciences, Headcount by Level

The average age of an OI&LS student at 43.73 is higher than the UNM average of 25.88. This is partly due to the fact that the program does not accept freshman and sophomores and partly due to the nature of the students in the program. A high percentage of students are already employed.

As with UNM as a whole, the highest percentage of students are white followed by Hispanic, and there are more females than males enrolled.

Although the number of degrees awarded has decreased, we expect to see that number stabilize and increase as the OI&LS program changes take effect in the next year.

12.5 Faculty & Staff

12.5.1 University Libraries & Learning Sciences, Faculty and Staff Totals

Year	2010	2011	2012	2013	2014
Faculty	39	35	45	40	38
Staff	90	87	92	92	88

12.5.2 University Libraries & Learning Sciences, Faculty by Position
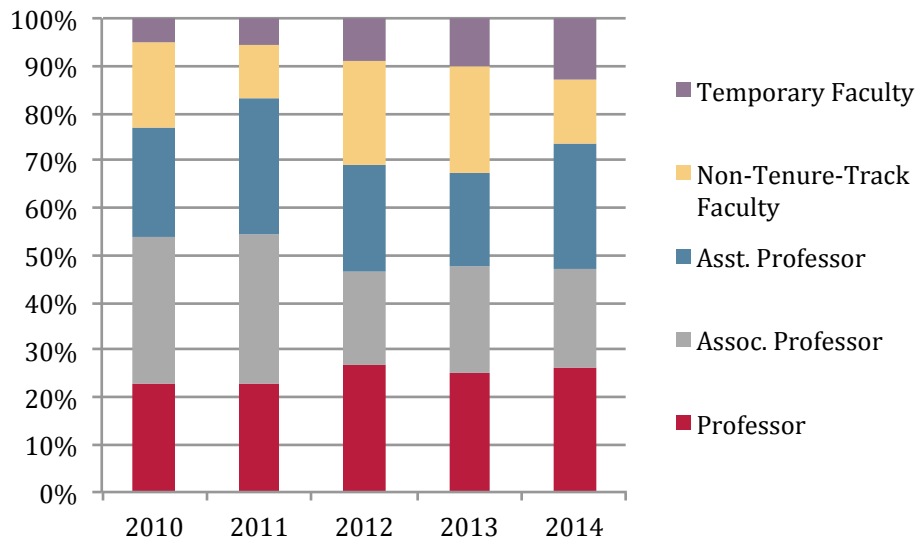
On June 30, 2014 the College of University Libraries and Learning Sciences has eleven Professors; eight Associate Professors; nine Assistant Professors; one Principal Lecturer, and four Lecturer IIIs for a total of 33 faculty members. One professor will be appointed as a Distinguished Professor in 2014. Five faculty members teach in the OI&LS program the remaining are library faculty. Library faculty occasionally teach courses in the OI&LS program.

College faculty members are majority White across all ranks, followed by Native American, Asian, and African American. Nationwide, females greatly outnumber males in the librarianship profession. Currently in the College there are an equal number of males and females in the upper ranks (Distinguished Professor and Professors). There are more females than males in the Associate, Assistant and Lecturer ranks. Salary compaction and equity continue to need attention.

12.6 Budget

12.6.1 University Libraries & Learning Sciences, Budget, Fiscal Year 2013 to 2014, Actuals Net Change by Fund

UL FY13 to FY14 Actuals Net Change by Fund
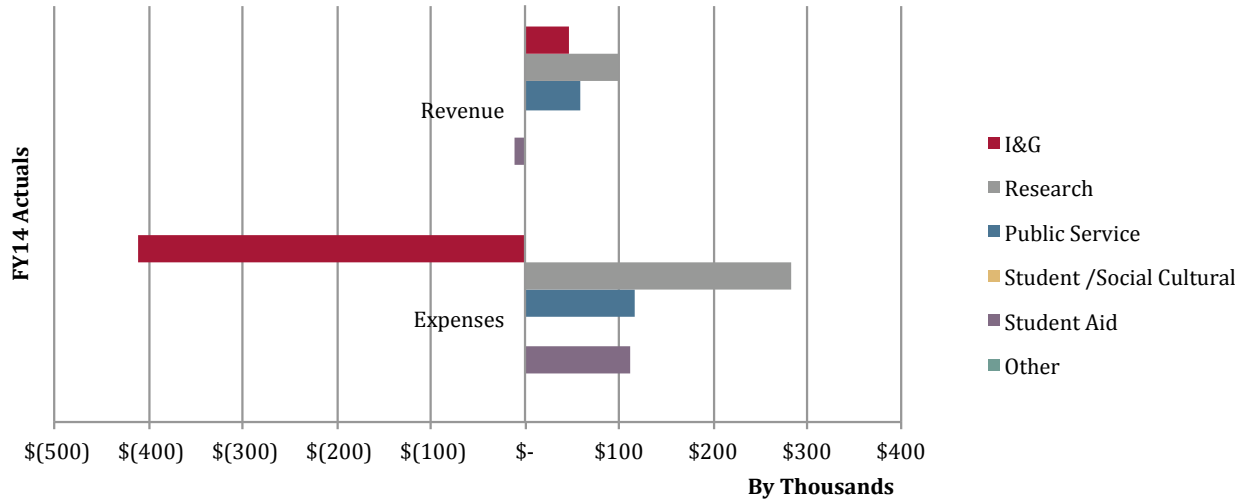
12.6.2 University Libraries & Learning Sciences, Budget, Actual Revenue and Expenses for Fiscal Year 2014

UL FY14 Actual Revenue
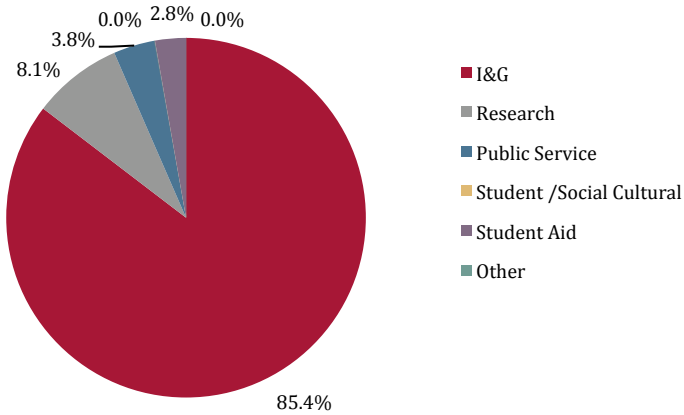
UL FY14 Actual Expenses
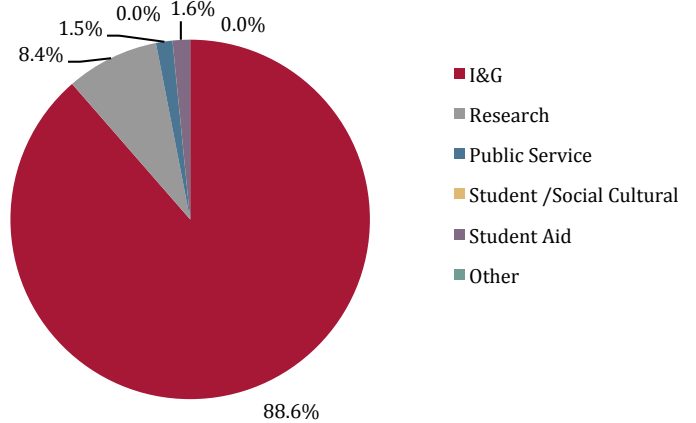
12.6 Budget

12.6.3 University Libraries & Learning Sciences, Budget, Fiscal Year 2014 Original Unrestricted Budget

UL FY14 Original Unrestricted Budget

Legend:
- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other

Pie chart values: 89.3%, 7.4%, 1.5%, 0.0%, 1.7%, 0.0%
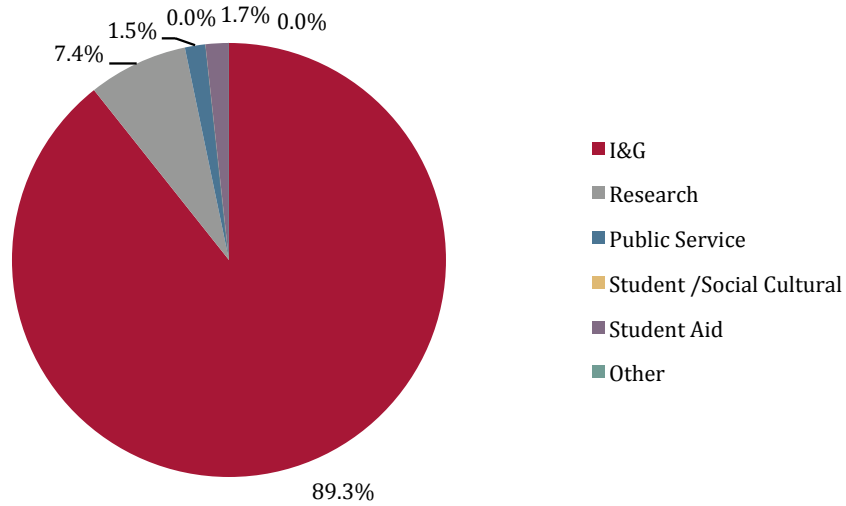
Instruction & General (I&G) dollars fund most salaries and operating costs and has changed little in the past several years. Smaller amounts of revenue come from student fees, services (photocopies, community borrower cards, etc), Extended University money based on the OI&LS Program courses, endowed and non-endowed gifts, and grants. Next to salaries the largest amount of our budget is spent on library collections. We also receive funds from General Obligation Bonds when passed by voters. Operations are largely funded by salary savings.

12.6.4 University Libraries & Learning Sciences, Budget, Net Change in Fiscal Year 2014 and Fiscal Year 2015 Reserves

UL Net Change in FY14 and FY15 Reserves
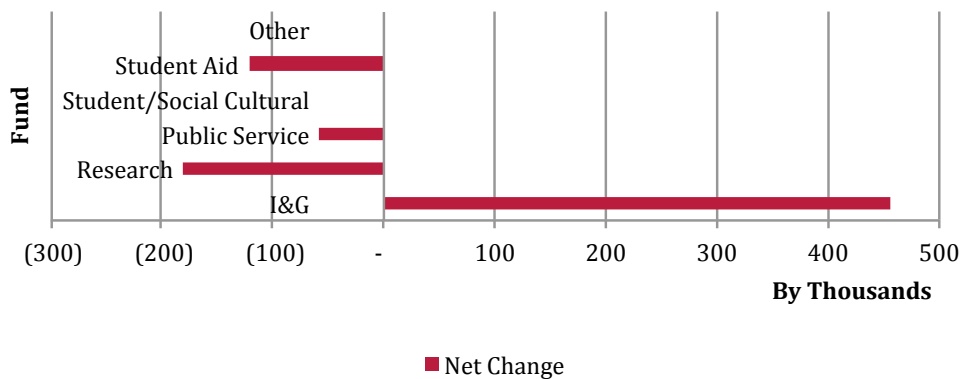
12.6.5 University Libraries & Learning Sciences, Budget, Categorization of Fiscal Year 2015 Reserves

UL Categorization of FY15 Reserves
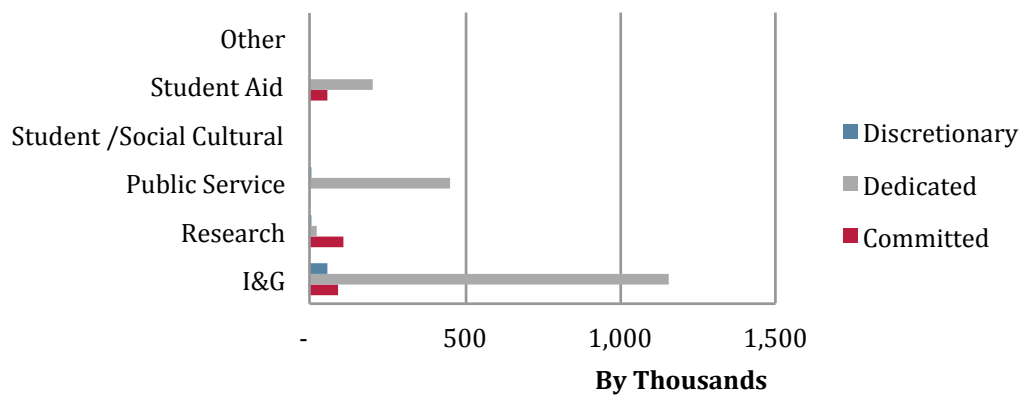
The College has been building up a small reserve and was given permission to roll over funds to pay for the Zimmerman Library Learning Commons construction that begins at the end of Spring Semester 2014.

12.6 Budget

12.6.6 University Libraries & Learning Sciences, Budget, Fiscal Year 2014 Actual Unrestricted Salary Expense

UL FY14 Actual Unrestricted Salary Expense
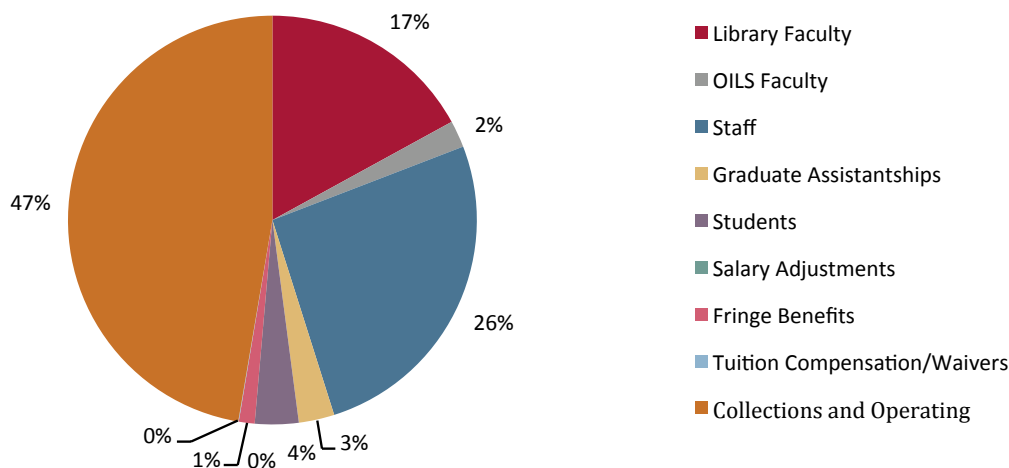
Legend:
- Library Faculty
- OILS Faculty
- Staff
- Graduate Assistantships
- Students
- Salary Adjustments
- Fringe Benefits
- Tuition Compensation/Waivers
- Collections and Operating

Pie chart values: 17%, 2%, 26%, 3%, 4%, 0%, 1%, 0%, 47%

12.6.7 University Libraries & Learning Sciences, Budget, Fiscal Year 2014 Actual Unrestricted Faculty Salary Expense

UL FY14 Actual Unrestricted Faculty Salary Expense

Legend:
- Library Faculty
- OILS Faculty
- Summer Research
- Summer Instruction
- Part Time Instruction
- Summer Administration

Pie chart values: 1%, 2%, 0%, 1%, 11%, 85%
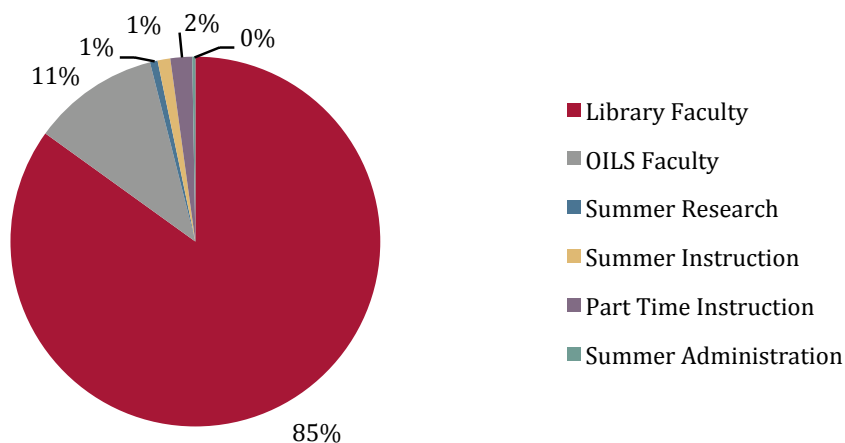
Unlike other UNM Colleges and Schools, UL&LS has a high staff to faculty ratio. The nature of library work, like many knowledge worker fields, demands a higher level of education and understanding of complex systems. Staff are expected to cover service desks—physically and by phone, text, chat and email—during all hours the four libraries are open. While the need to maintain adequate service levels and technical work will remain, there is some flexibility in how staff

lines are repurposed. A staffing plan will be written in conjunction with the faculty hiring plan in order to make the best use of upcoming staff vacancies.

College staff members are majority White across all job families, followed by Hispanic and Native American and Asian. Nationwide, females greatly outnumber males in the librarianship profession. That trend is reflected in the makeup of the library staff.

12.7 Major Activities

- On September 26, 2013 we celebrated the 75th anniversary of the opening of Zimmerman Library during UNM Homecoming Week. As part of the celebration we offered tours of the historic building over several days for alumni and others and created a 75th anniversary webpage. The 75th anniversary celebration featured a premiere of a documentary about Zimmerman Library shown in the Student Union Theater followed by reception in the Grand Hall of the West Wing for UNM donors and community members.

- Planning for the construction of a new Zimmerman Library Learning Commons took most the year. Site visits were made to other libraries around the US to gain insight into best practices for service and design. Construction began at the end of the spring semester 2014 with an expected opening in August 2014.

- University Libraries initiated an RFP process to replace the aging system used to manage our online catalog, acquisitions, and circulation functions. This system is also used by the statewide-consortium of libraries participating in the cooperative catalog (LIBROS). Multiple vendors gave presentations to a wide variety of stakeholders and the contract was issued to OCLC. We immediately began planning for the complex changeover to the new system expected to be in place

- The search for a new Dean of the College was initiated in Fall 2013 and completed by March 2014. Richard W. Clement will join the College on July 1st as the new dean.

- A review of OI&LS 2+2 program was completed and the moratorium on accepting new students was lifted.

- OI&LS signed an MOU with the Central University College in Accra, Ghana, to help deliver a physician assistant program at a distance via mobile and eLearning technologies.

- OI&LS successfully executed a Memorandum of Understanding (MOU) with the School of Business and Engineering at the University of São Paulo, Ribeirão Preto, Brazil for faculty and student exchanges and collaborative research.

- We received 260 gifts to support the College exceeding our UNM Foundation goal of $600,000 by 135% or $810,614.

- Two new endowment funds were established, one for OI&LS, and one for the Center for Southwest Research and Special Collections.

12.8 Organizational Instruction & Learning Sciences - Degrees

12.8.1 University Libraries & Learning Sciences, Degree Totals for First Majors

First Major	Award	10-11	11-12	12-13	13-14
Organizational Learning & Instructional Technology	Doctoral Degree	5	8	3	2
	Masters Degree	14	22	27	13
Organizational Information & Learning Sciences	Doctoral Degree				2
	Masters Degree				6
Technology & Training	Baccalaureate Degree	13	12	12	11
Total		32	42	42	34

Although the number of degrees awarded has decreased we expect to see that number stabilize and increase as the OI&LS program changes take effect in the next year.

12.9 Future Plans

- We will be completing an organizational realignment under the leadership of our new Dean.

- We expect to finalize our membership in HathiTrust giving us access to millions of books and articles.

- There will be a thorough review of the OI&LS MA and PhD programs to be sure the requirements are still relevant.

- The Zimmerman Library Learning Commons will open and a dedication and grand opening reception honoring the project team and donors will be held.

- We will continue to develop our newly formed Research Data Services unit so that they can offer the UNM community assistance in data management planning and archiving as required by many grant funders.

- We will be formally establishing a Digital Initiatives and Scholarly Communication Center located in Zimmerman Library.

- We have a large number of faculty and staff vacancies to fill in order to assure we meet the needs of library users.

- University Libraries is participating in a Greater Western Library Alliance (GWLA) study investigating whether there is a similar correlation between first year library instruction and measures of student success. The study is being piloted fall of 2014 and fully launched in spring of 2015. University Libraries will share data from the study as a performance measure.

- Among our many projects this year is the migration of our holdings to a new web-based library system, WorldShare, which has integrated applications built on a cloud-based software platform. This will provide simplified access to more resources for both students and faculty.

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Part II - Administrative Units

Chapter 13. Academic Administration

13.1 Mission & Vision

The Provost and Executive Vice President for Academic Affairs is the chief academic officer of the University of New Mexico. The Provost oversees the activities of the main campus schools and colleges, as well as the vice presidents for Research, Student Affairs, and Equity and Inclusion. The Provost also oversees Graduate Studies, Enrollment Management, and all aspects of academic personnel and curricula. Working with the President, the Executive Vice President for Administration, and the Chancellor of the Health Sciences Center, the Provost coordinates main campus academic planning and budgeting for the University of New Mexico.

13.2 Organization

13.2.1 Academic Affairs Organizational Chart

Wynn Goering
UNM West

Curt Porter
AVP for Budget & Formula Initiatives

Vivian Valencia
University Secretary Policy and Faculty Governance

Provost & EVP for Academic Affairs
Chaouki Abdallah

Jerry Dominguez
Vice Provost Emeritus/Branch Campus Liaison

James Tegnelia
Special Advisor to the Provost for National Laboratory Relations

Nicole Tami
GEO Director

Emile Nakhleh
Coordinator of National Security Programs

AVP for Enrollment Management
Terry Babbitt

Admissions & Recruitment
Financial Aid
K-12 Connections
Registrar
Scholarship Office

Vice President for Equity & Inclusion
Josephine "Jozi" De Leon

ENLACE
Faculty Training Initiatives
LGBTQ Resource Center
Training & Development
Strategic Projects

Senior Vice Provost for Academic Affairs
Carol Parker

Administration; Finance & Planning; Innovation Academy; Office of Faculty Affairs & Services; Student Academic Appeals; KUNM; UNM Press; UNM Ombuds/ Dispute Resolution Services for Faculty; CARS

Vice Provost for Research
Michael Dougher

Sponsored Research
Contracts & Grants
Strategic Projects
Centers & Institutes

Vice President for Student Affairs
Eliseo Torres

African American Student Services; American Indian Student Services; El Centro de la Raza; College Enrichment; Dean of Students; Programs & Outreach; Parent Relations Office; ROTC; Student Development; Univ Housing & Food Svc; Women's Resource Center

Vice Provost for Extended Learning
Monica Orozco Obando

Continuing Education
Field Enters/Programs
MTS
NMEL
Statewide Initiatives Testing Center
Curriculum Management (EWDP, Summer, Intersession)

DEANS

Associate Provost for Curriculum
Gregory Heileman
Student Academic Success Advising
CAPS
Office of Institutional Analytics
Accreditation
Assessment
Academic Program Review

Executive Director of the Innovation Academy
Robert DelCampo

Associate Provost for Faculty Development
Virginia Scharff
Community Engagement
Center for Teaching Excellence
Academic, International, and Interdisciplinary Initiatives
Distinguished Professor Process
LAII

Special Advisor to the Provost for Strategic Initiatives
Rich Wood

Message from the Senior Vice Provost

Academic Personnel Administration

In 2014, the responsibilities of the Associate Provost for Academic Personnel were consolidated with the portfolio of the Senior Vice Provost upon the hire of Carol Parker in that role in May of 2014. Prior to that she had served as the Interim Senior Vice Provost as well as the Associate Provost for Academic Personnel. Her Academic Personnel responsibilities include review and recommendation in faculty retention, tenure and promotion cases; approval of annual faculty hiring plans and candidate hires for Main and Branch campus faculty; administrative duties include development and oversight of policies and processes for academic personnel for Main and Branch campuses including recruitment, hiring, retention, contracting, compensation, benefits, leaves, performance reviews, workload assessment, dispute resolution, disciplinary matters and post-tenure review; resolution of faculty grievances and investigation of complaints; and service on Faculty Senate Policy Committee, to contribute to development of faculty handbook policies. The Senior Vice Provost also assists with ensuring Academic Affairs and its units are in compliance with Federal and State laws and regulations, and with UNM policies; serves as Academic Affairs liaison to the Compliance Office; and works closely with the Offices of Equal Opportunity, University Council, the Policy Office and Internal Audit. A number of units whose functions have direct impact on multiple dimensions of Faculty Life (i.e. Faculty Contracts Office, CARS, and Dispute Resolution) also report to the Senior Vice Provost.

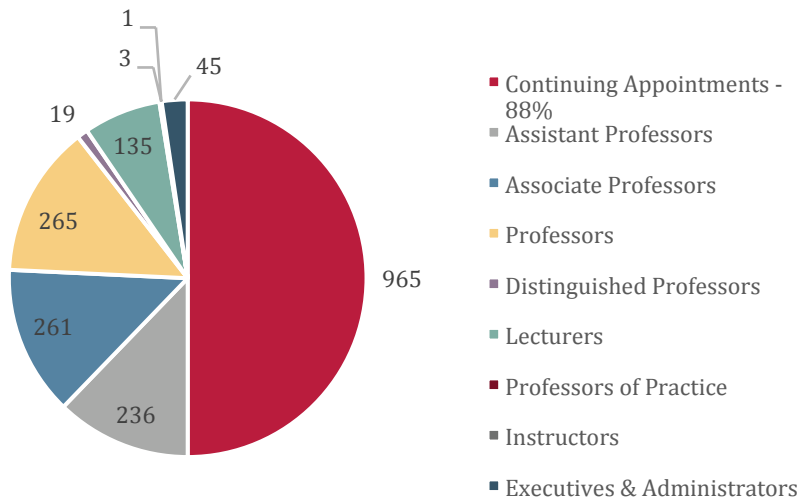Senior Vice Provost Carol Parker

Ongoing and New Initiatives

In 2014, the Senior Vice Provost developed and launched a year-long series of Academic Leadership Workshops for new department chairs and associate deans as they transition into higher-level leadership roles. Often referred to as the "Chairs School," the workshops will be offered annually.

In late 2014, Academic Affairs reorganized the department that works directly with members to create the Office of Faculty Affairs and Services (OFAS). Theresa Ramos serves as the inaugural director of OFAS. The new office replaces the Faculty Contracts and Services Office. The reorganization will better support main and branch campus deans, chairs, directors, faculty and staff in the areas of faculty recruitment, hiring, contracting, compensation, leave, benefits, tenure and promotion. The initiative included the creation of a new OFAS web page.
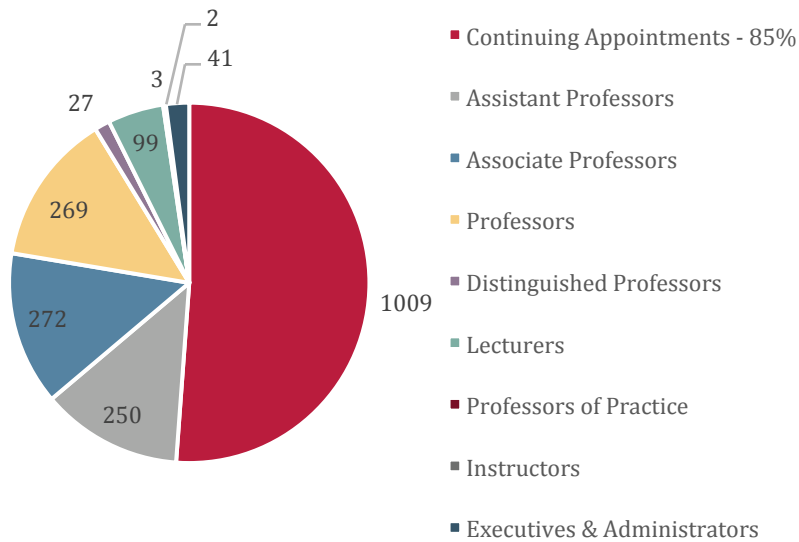
A universal calendar of Office of Academic Affairs compliance and reporting requirements for academic units was also rolled out in early 2014.

13.3 Academic Personnel

13.3.1 Main Campus Faculty, Continuing Appointments, as of October 31, 2012

- 1
- 3
- 45
- 19
- 135
- 265
- 261
- 236
- 965

- Continuing Appointments - 88%
- Assistant Professors
- Associate Professors
- Professors
- Distinguished Professors
- Lecturers
- Professors of Practice
- Instructors
- Executives & Administrators

13.3.2 Main Campus Faculty, Continuing Appointments, as of October 31, 2014

- 2
- 3
- 41
- 27
- 99
- 269
- 272
- 250
- 1009

- Continuing Appointments - 85%
- Assistant Professors
- Associate Professors
- Professors
- Distinguished Professors
- Lecturers
- Professors of Practice
- Instructors
- Executives & Administrators

13.3 Academic Personnel

13.3.3 Main Campus Faculty, Non-Continuing Appointments, as of October 31, 2012
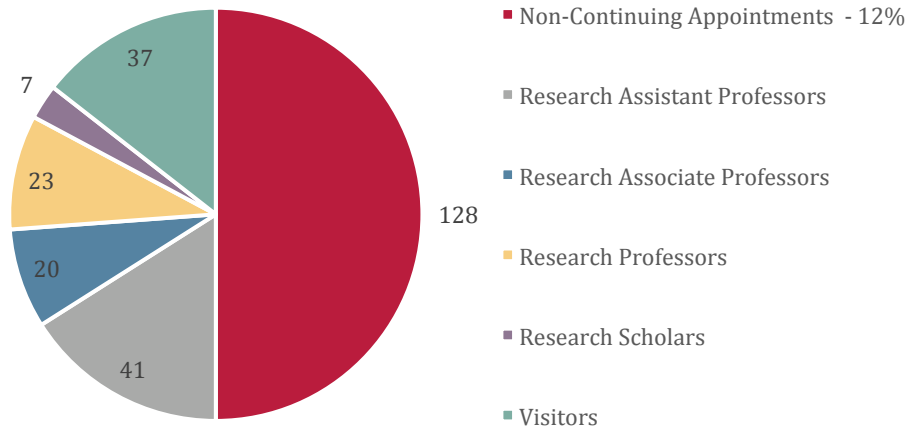
- Non-Continuing Appointments - 12%
- Research Assistant Professors
- Research Associate Professors
- Research Professors
- Research Scholars
- Visitors

13.3.4 Main Campus Faculty, Non-Continuing Appointments, as of October 31, 2014

- Non-Continuing Appointments 15%
- Research Assistant Professors
- Research Associate Professors
- Research Professors
- Research Scholars
- Term Teachers
- Visitors

13.4 Academic Personnel, Counseling, Assistance & Referral Service (CARS)

The Counseling, Assistance and Referral Services (CARS) provides a confidential and accessible setting in which faculty and staff can freely discuss concerns that affect their sense of well being and work-life balance. One of CARS' greatest strengths is that of being an internal employee assistance program, which is well established and integrated into the fabric of the University, having provided over 30 years of service since 1983. This has resulted in exceptional access for employees, as evidenced by CARS' consistently high impact and utilization rates (see Data Section below), as well as allowing for excellent service to our clientele, informed by a thorough awareness of UNM policies and procedures and an appreciation for the University's culture and resources.

As the University community has confronted significant challenges, CARS has become an increasingly integral part of the effective functioning of the University. CARS continues to explore new opportunities for partnering with other entities in service to the University; provide increased services in preventive care to facilitate healthy work-life balance; and contribute to the promotion of a culture of wellness within the University. The demographic data of the CARS clientele and feedback from client surveys show that the entire staff of CARS has demonstrated the ability to welcome all members of the UNM community and establish productive therapeutic relationships in a highly effective manner. Clinical and procedural protocols have been continually updated to promote enhanced accessibility for clients and smoother flow through the process of treatment. The delivery of a confidential, clinically effective and cost efficient program will continue as the cornerstone of the Counseling, Assistance and Referral Services.

Mission Statement

CARS holds the vision to achieve a civil, healthy and productive campus work environment by enhancing the quality of life for the UNM community and thereby all of New Mexico. Our mission is to promote a healthy work-life balance by providing on-site services to assist faculty and staff in indentifying and resolving personal and professional concerns.

13.4.1 & 13.4.2 Percentage overall satisfied, and percentage change in problem area, for July 1, 2013 through June 30, 2014
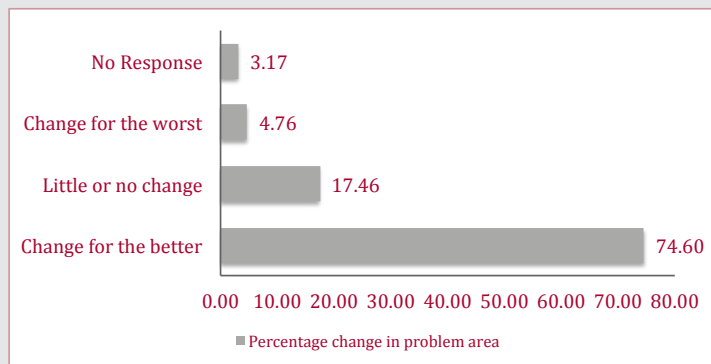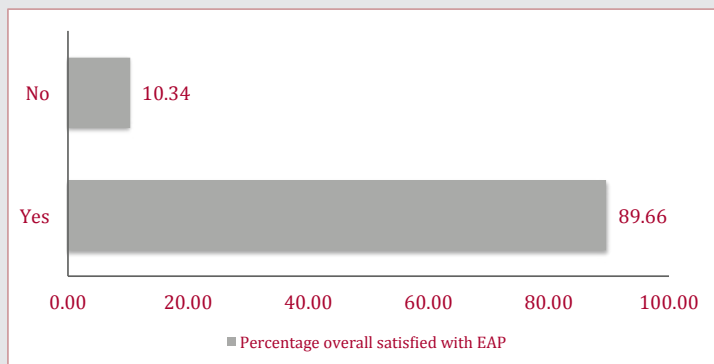
CARS measures success and quality of services provided through Client Satisfaction Surveys which are mailed to the clients of CARS (with their permission) upon conclusion of their treatment. As shown in Appendix A, the overall satisfaction rate has remained extremely high. Of the surveys received in the most recent fiscal year ended on June 30, 2014, 89.66% reported they were satisfied with the services they received at CARS. Furthermore, 74.6% of those respondents indicated they had experienced "change for the better" in their presenting problem area.

The last year has seen a continued increase in demand for services provided by CARS. In comparison to employee assistance program industry standards, CARS far exceeded the standard 10% impact rate and the standard 2-4% utilization rate, with rates of 26% and 6.27% respectively. In addition, the program conducted training for 1,524 employees and provided critical incident stress management debriefings on six different occasions. During the last fiscal year ended on June 30, 2014, CARS provided 1,800 assessment and follow-up counseling sessions and 1,144 telephone contacts with staff and faculty.

13.5 International Initiatives, Latin American & Iberian Institute (LAII)

The Latin American and Iberian Institute (LAII), which just celebrated its 35th anniversary, was founded in 1979 to spearhead and coordinate Latin American programs throughout UNM. It administers the interdisciplinary academic program of Latin American Studies, secures and distributes funds to students, faculty, and departments throughout UNM, and coordinates a dynamic outreach program designed to help link New Mexico's diverse communities to the cultures and peoples of Latin America. We are delighted by our recent success in securing the Title VI National Resource Center (NRC) grant, which brings prestige and resources to UNM, and the companion Foreign Language and Areas Studies (FLAS) grant that provides scholarship support to UNM students. We are celebrating the success of initiatives that are forging strong networks with international partners and bringing exciting opportunities to and beyond the campus community. With the essential contributions of our 190 affiliated faculty representing over 40 departments and our committed community collaborators, we are fulfilling our longstanding mission of promoting knowledge of Latin America and Iberia and expanding it in new directions that hold significant promise for UNM's future.

Mission Statement and Program Summary

The LAII's mission is to create a stimulating environment for the production and dissemination of knowledge of Latin America and Iberia at UNM. We believe our goals are best pursued by efforts to build upon the insights of more than one academic discipline. We support research from the humanities and social sciences, as well as the natural sciences, health sciences, and other professional schools. Therefore when allocating material and human resources, we give special consideration to broadly interdisciplinary projects that promote active collaboration from different schools, colleges, and/or departments. The core of our mission is to maintain academic excellence, both within the interdisciplinary Latin American Studies (LAS) program, and across the various departments and schools with concentrations, curricular specializations, or academic programs in Latin American or Iberian studies. Equally important is our role in stimulating innovative research, which we do by supporting the scholarship of LAII-affiliated faculty and students, and by offering conferences, symposia, and other timely events to help the academic community to stay abreast of recent events and scholarly developments in or on Latin America.

Major Activities for 2013-2014

- The establishment of two new MA concentrations for the LAS program, in Brazilian Studies and in Urbanism and Community Development;

- The development of four new courses: "Complicated Borders: A Sociocultural Study of the Juarez Region" (Anthropology), "Globalization, Human Rights, and Social Change" (Sociology), "Contemporary Issues of Migration in the Americas" (American Studies), and "International Development and Sustainability" (Economics). We also offered a new section of the "Pro-Seminar in Latin American Studies" for LAS students in the MA and PhD programs;

- The continuation of conversations between the LAII and faculty at the Universidad Nacional Autónoma de México (UNAM) to establish an innovative joint master's degree program in Latin American Studies, in which participating students will receive MA degrees from both universities;

- The establishment of a collaborative program with the Universidad Central del Ecuador, the oldest and largest public university in the country, to recruit qualified members of their faculty to Ph.D. programs across UNM;

- The formulation of an official agreement with the University of Havana to facilitate research and educational exchanges between UNM and the University of Havana;

- The successful two-year renewal (through September 2016) of an OFAC People-to-People license, which was awarded to UNM and is administered by the LAII. This license allows the LAII to organize educational trips to Cuba for members of the larger community beyond UNM, who would not qualify for Cuban travel under the constraints of our academic license. The People-to-People license establishes UNM as one of only a handful of universities able to offer such trips for community members;

- The creation of a directory of Iberianist scholars at UNM, which includes their disciplinary specializations, research interests, and teaching contributions, so that the wealth of UNM's strengths in Iberian studies can be easily identified.

13.5 International Initiatives, Latin American & Iberian Institute (LAII)

National Recognition

The LAII holds the prestigious designation from the U.S. Department of Education as a Title VI National Resource Center (NRC) for Latin America, a designation that the LAII and its predecessor programs have held almost continually since the inception of the Title VI program in the mid-20th century. This designation is awarded every four years through a highly competitive process, which selects the premier foreign language and area studies centers in universities across the United States. In the funding cycle for 2010-2014, out of a vast range of Latin American programs and institutes nationally, only 15 individual centers or institutes and 5 consortia were selected to win this prestigious award. The NRC designation is the strongest possible recognition of the LAII's significant contributions to students, faculty, the public at large, and the university as a whole. Over the years, and continuing today, the prestige and economic resources brought to UNM through the LAII's success in securing and maintaining its NRC status has been absolutely essential to UNM's reputation as a national leader in Latin American programs and studies. Through the auspices of the LAII, UNM students gain access to renowned faculty, extensive course offerings, valuable research funding opportunities, expansive library resources, and a strong, collegial community.

2013-2014 Data

Latin American Studies

- The LAII's LAS program is an interdisciplinary program that is linked to 15 departments and 7 schools and colleges across UNM;

- The MA in Latin American Studies features 17 concentrations; the two newest concentrations are Brazilian Studies and Urbanism and Community Development;

- In 2013-14, 374 Latin American content courses were offered in 30 different departments and schools;

- During the period, enrollments for the BA program in LAS included 38 majors and 11 minors; there were 32 MALAS students, 13 of whom were pursuing dual degrees (in Latin American Studies and one of 5 professional schools including Law, Planning, International Management, Public Health, and Education), and 1 PhD student in LAS;

- Degrees were awarded to 11 MA graduates, one of whom pursued a dual degree, and 8 BA graduates.

Education Abroad

- The LAII maintains partnerships with universities in 14 countries, and signed two new agreements (with the University of Havana, and with the Universidad Central del Ecuador) to promote collaborative educational and scholarly activities;

- The LAII collaborated with other UNM units to offer 3 study abroad summer programs (to Guatemala, Mexico, and Spain), which enrolled 57 students;

- The LAII organized 3 faculty-led study abroad programs (to Cuba, Ecuador, and Nicaragua), which enrolled 44 students;

- The LAII offered 3 educational exchange programs to Cuba (two in collaboration with UNM Continuing Education and one with the Tamarind Institute), in which 45 community members participated.

Events and Outreach Activities

- The LAII collaborated with 61 partners to organize 66 campus events that reached 2,725 people; these included the LAII Lecture Series (12 presenters) and the annual Greenleaf Symposium on Latin America, "1920s to 2020s: To Hollywood and Back: Latin American Cinema and Gender in a Global Context";

- The LAII organized 21 off-campus cultural events in collaboration with 20 partners, which reached 13,097 people; these included film festivals, art exhibits, and artistic performances;

- The LAII held 28 K-12 events, including workshops and presentations, that reached 412 teachers and impacted 10,712 students;

- The LAII developed 11 curriculum guides, numbering over 400 pages, to promote instruction on Latin America in K-12 classrooms;

- The LAII-organized Book Group and "Vamos a Leer" blog received 60,258 views from 10 countries and logged countless blog entries;

- Other educational activities for youth included the "Poesía eres Tú" poetry contest for elementary students, the Cuentistas literary contest for high school students, and the Spanish Model UN conference for high school students.

13.5 International Initiatives, Latin American & Iberian Institute (LAII)

Student Awards and Activities

- The Student Organization for Latin American Studies (SOLAS) activities included the creation of a dynamic new website centered upon students' contributions; the SOLAS Lecture Series which featured 9 graduate student presenters and two guest presenters, and the annual Sin Fronteras Film Festival;

- 10 graduate students from 5 departments received LAII field research grants totaling $15,000;

- 10 doctoral students (from Anthropology, Art History, History, Political Science, and Spanish & Portuguese) received LAII PhD Fellowships;

- The LAII awarded 4 summer Foreign Language and Area Studies Fellowships (FLAS) to 1 undergraduate and 3 graduate students to study Portuguese and Quechua;

- The LAII awarded 11 academic year FLAS Fellowships to 3 undergraduate students and 8 graduate students from 7 departments.

Faculty Research and Scholarship

- In January 2014, the LAII hosted the first annual book reception to honor affiliated faculty who had published books in calendar year 2013; 11 faculty from 8 departments were featured at the event;

- The LAII provided professional development funds to 12 faculty to present papers at academic conferences around the world;

- 4 faculty (from Public Health, History, Communication & Journalism, and Language, Literacy, and Sociocultural Studies) received LAII field research grants totaling $5,000.

Affiliated Scholars

- Through its affiliated scholars program, the LAII facilitates research opportunities by providing access to UNM's wealth of Latin America-related resources;

- The LAII awarded 3 grants to Greenleaf Visiting Library Scholars for a total of $10,000; scholars were from the University of Arizona, Wesleyan University, and the University of Kansas;

- The LAII has granted 35 Greenleaf Visiting Library Scholar awards since 2004, when the program was established through a generous gift from the late Dr. Richard E. Greenleaf;

- The LAII hosted 2 Visiting Scholars (from UNAM and UT Austin);

- The LAII has 16 Research Associates who hold on-going affiliations with the LAII.

Publications

- The LAII continues to support and offer the LADB Online News and Education Service on Latin America which publishes 3 weekly electronic news bulletins—NotiCen, NotiSur, and SourceMex;

- LADB has approximately 152 individual subscribers and 45 institutional subscribers, with a readership of about 3,500;

- LADB is free to all UNM faculty, students, and staff, as well as to K-12 educators nationwide.

13.6 Faculty Development

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Message from the Associate Provost for Faculty Development

The Associate Provost for Faculty Development and Academic Interdisciplinary and International Initiatives supports all main campus faculty in teaching, research and professional activities. I work to develop junior faculty as scholars and scientists, teachers, mentors and leaders in their disciplines and in their communities, and pursue new programs fostering creative and scholarly endeavors. Such projects include:

1. Activities and awards that recognize diverse teaching, professional, and research excellence among faculty in multiple disciplines.

2. Working with distinguished professors to showcase faculty research and professional activity.

3. Coordinating campus-wide events (speakers, seminars, workshops) that engage faculty and all members of the UNM community.

4. Overseeing the Center for Teaching Excellence (CTE).

5. Helping to organize and codify procedures and processes that shape the quality of our faculty.

Associate Provost Virginia Scharff

6. Supporting UNM initiatives in community engagement.

7. Identifying and establishing support services and policies that lead to professional success and retention of junior faculty members.

8. Identifying and recruiting faculty for international and interdisciplinary programs including study abroad and joint degrees.

9. Supporting improved work-life balance in a thriving and diverse campus community.

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Message from the Associate Provost for Curriculum

The Office of the Associate Provost for Curriculum is responsible for the quality and integrity of academic programs at the university, including instruction, advisement, assessment, and accreditation. The primary duties of the office are to coordinate and augment the work of those individuals and offices that support the university's academic mission, particularly as they pertain to curriculum and student academic success. The units that report to this office include:

- Center for Academic Program Support (CAPS)

- Center for Teaching Excellence (CTE)

- Office of Institutional Analytics (OIA)

- Office of Student Academic Success (OSAS)

- Accreditation and Academic Program Review (APR)

- University Outcomes Assessment Office

- LOBO Center for Student-Athlete Success (LCSAS)

- University Advisement

- Parent Association (support staff for this group)

- Provost's Liaison to IT Services

Associate Provost Greg Heileman

13.8 Advising

Over the last year, advising at UNM has undergone major changes and transitions.

Campus Wide Advising Initiatives

1. All students in University College with an intended major, with the exception of health science majors, are now being advised in their intended degree-granting college. This has tremendously reduced the advisor ratio in the University College Advising Center (UCAC) from 770:1 to around 400:1.

2. All colleges are now responsible for probationary students, according to intended major.

3. An Advising Maturity Rubric has been created to show areas of strength and weakness across advising centers.

LoboAchieve

There are two major components to LoboAchieve: an early alert mechanism and an appointment-scheduling and note-collecting application.

The successful implementation of early alerts is contingent on adoption by faculty, staff, and students. The approach to encouraging adoption has shifted to targeting high fail-rate courses. Since LoboAchieve was installed in spring 2013, we have collected the following:

- Student Appointments with an advisor: 49,259

- Student meetings with an instructor: 1,221

- Student Flags in system: 13,008

- Student Kudos in system: 19,942

- Student Referrals in system: 1,444

- Student "To Dos" in system: 1,819

Every college advising center is operational in LoboAchieve with appointment scheduling and note collection.

Transition

A new process is being developed for transitioning students to a new intended college. For example, if a student in the School of Engineering is unsure of his or her new major, a process has been created within LoboAchieve that will refer the student to a transition advisor. The transition advisor, located in the Office of University Advisement, will provide a holistic and intrusive advising model to get the student into a degree-granting college and on a path toward graduation.

13.8 Advising

13.8.1 Advising, New Advisor Training
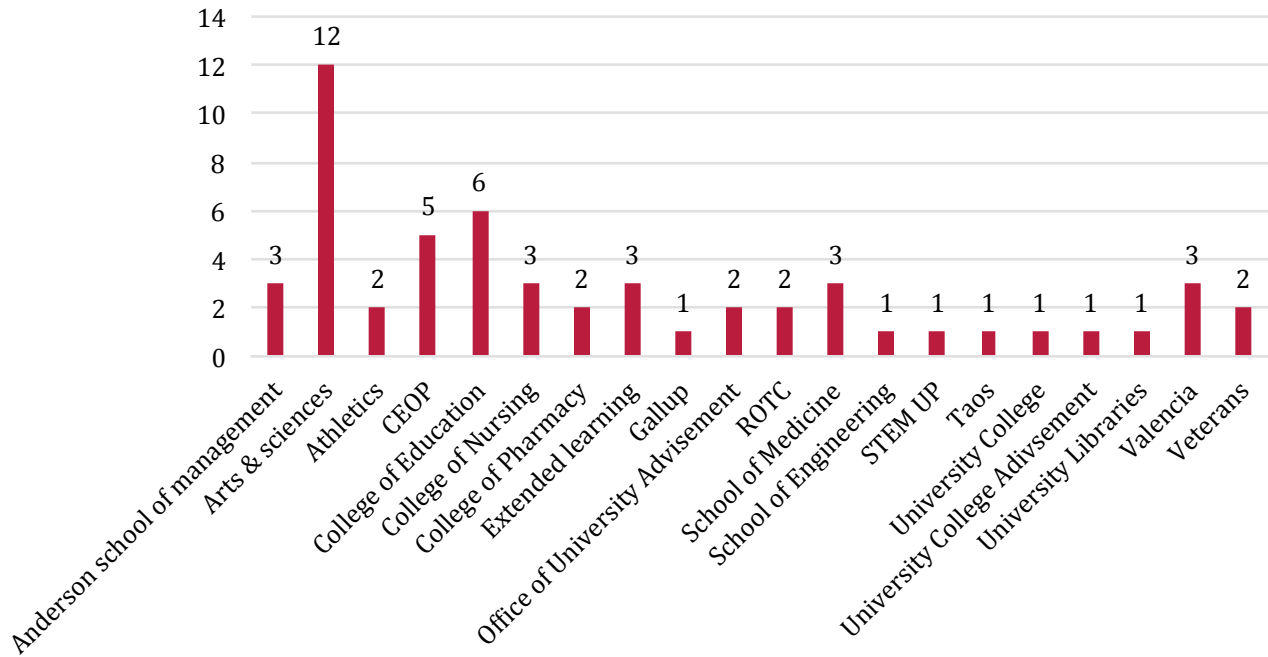
The New Advisor Training is designed for full-time undergraduate academic affairs advisors. This training is required for any staff advisor who needs to update majors or lift holds. Student Affairs advisors generally attend the training as well. During the training, advisors learn about advising theory, UNM demographic data, policies from the National Academic Advising Association (NACADA), UNM policies and procedures, how to advise freshmen and probationary students, and requirements for every degree offered at UNM.

13.8 Advising

13.8.2 Advising, Advisor Assessment
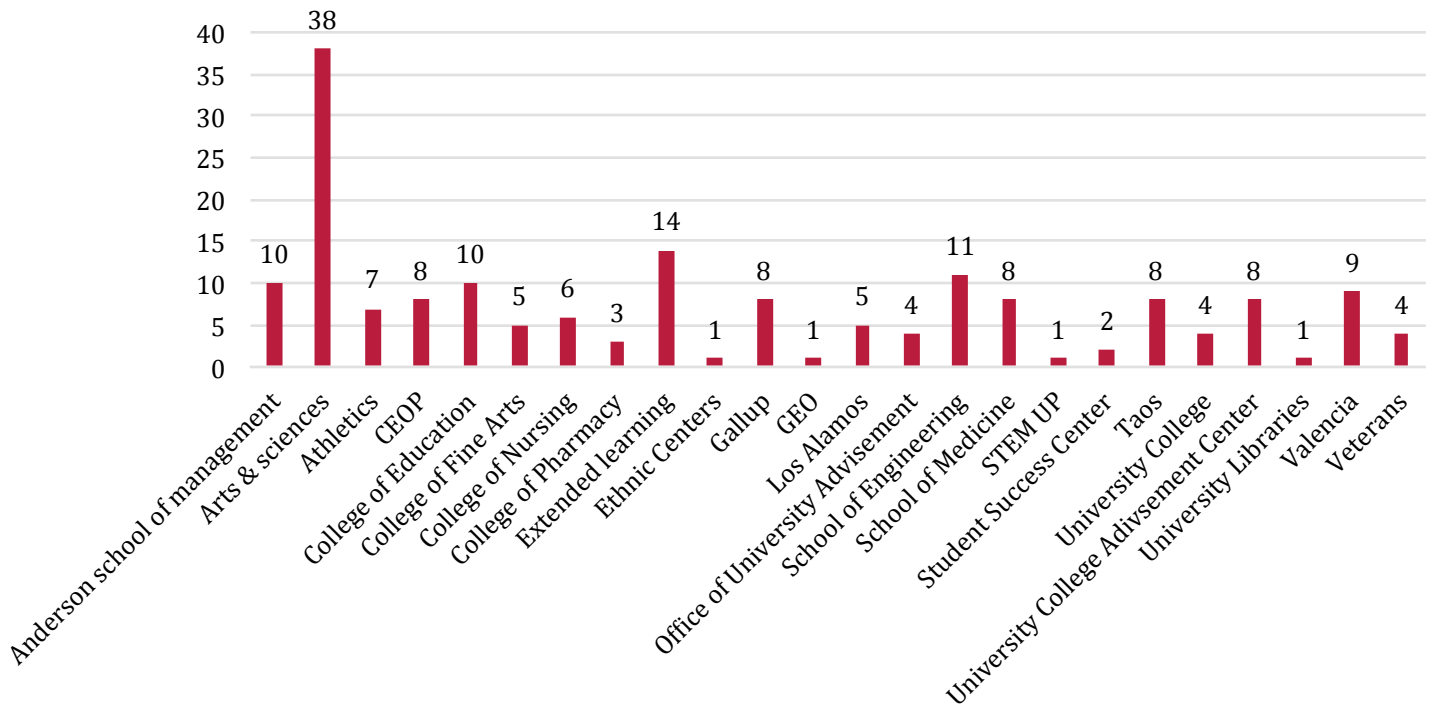
Each year Academic Affairs advisors are required to take and pass (90% or better) an assessment that is created by the trainer and vetted with the Provost Committee on Advising (PCA). The assessment follows NACADA recommendations and includes UNM-specific questions. For Academic Affairs advisors to update majors or lift holds they must pass this exam. If they do not, they are required to take the advisor refresher course and retake the assessment.

13.8 Advising

13.8.3 Advising, Fall Advisor Institute, Number of Stakeholders Reached
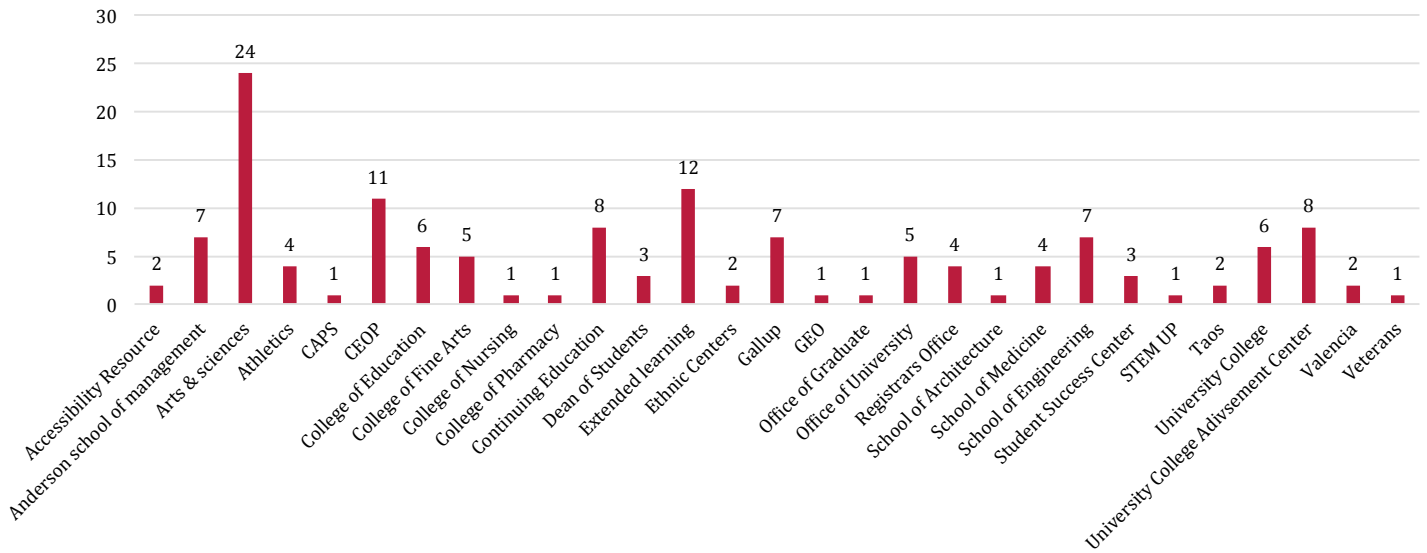
During the Fall 2014 Advisor Institute, we had plenary sessions and breakout sessions that attendees could select to attend. Multiple departments, as well as all branches, were represented as presenters and attendees at this institute. The theme of this institute was the spectrum of advising.

13.8 Advising

13.8.4 Advising, Dual Credit Enrollment
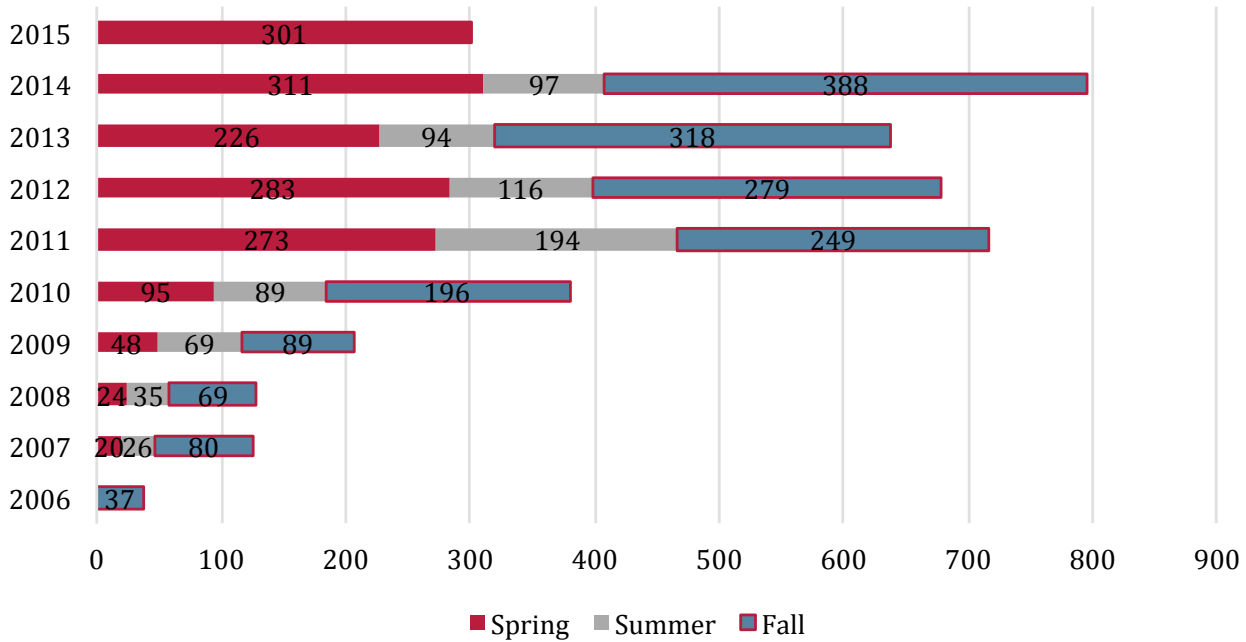
Dual Credit and Concurrent Enrollment is a program designed to provide high school juniors and seniors the opportunity to earn college credit while still enrolled in high school. Credit is awarded on a 3-to-1 ratio; a 3-credit hour course at UNM is equivalent to 1 high school elective credit (unless, the school approves the course as a core class for high school graduation).

Dual credit enrollment has seen a steady increase from 2006 to 2015. Enrollment in multiple dual credit courses has more than quadrupled. Participation in dual enrollment has expanded throughout the state.

13.9 Outcomes Assessment

The UNM Office of Assessment (OA) (also known as the Outcomes Assessment Office) primarily oversees the development and maintenance of UNM's comprehensive assessment program, which includes academic programs, administrative units, the branch campuses, and the Health Sciences Center.

During the 2013-2014 academic year, the OA was involved in implementing two key assessment initiatives: the UNM Program Assessment Maturity Rubric and the Collegiate Learning Assessment (CLA+). In support of UNM's commitment to growing an institutional culture of assessment, the OA assembled a team of seven faculty to attend two assessment workshops in October 2013.

The team was instrumental in developing the UNM Program Assessment Maturity Rubric. The rubric was piloted in the Spring of 2014. It was used to score and evaluate the 2013-2014 program assessment reports of academic programs situated on main campus. The 2013-2014 State of Assessment Report was developed to outline and summarize the results of the pilot. Due to its success, the process will be implemented annually.

The Collegiate Learning Assessment (CLA+) was administered to 172 freshmen participants in the Fall 2013 and 147 seniors participants in Spring 2014.

The Office of Assessment also experienced a change in staff in 2013-2014. Tom Root retired in May of 2014 as the Outcomes Assessment Coordinator. In August of 2014, Neke Mitchell was hired as the Director of Assessment (DOA).

In preparation for the 2014-2015 academic year, the DOA adopted a mission statement and established the following goals for the OA.

1. Design, direct, and support academic and administrative program assessment practices and related activities that demonstrate institutional effectiveness at all campuses;

2. Coordinate with the UNM branch campuses, Health Sciences Center, Office of Academic Program Review (APR), and Director of Accreditation for the purpose of Higher Learning Commission (HLC) assessment reporting; and

3. Continuously communicate and disseminate assessment expectations, resources, and reporting processes to the UNM community.

Going forward, the assessment initiatives and projects of the OA will be comprehensively expanded and informed by three frameworks:

- **Framework 1**: Quality of Learning - Analysis focuses on the measurement and evaluation of student learning outcomes and program assessment maturity;

- **Framework 2**: Quality of Programs – Analysis focuses on comparing UNM students' learning within and across programs; and

- **Framework 3**: Quality and Impact of UNM – Analysis focuses on comparing UNM students' educational attainment and professional success locally, nationally, and globally

Mission Statement

The mission of the Office of Assessment is to promote a culture of continuous improvement at UNM by:

- Providing support, resources, and training to assist units at all levels in measuring and improving student learning and outcomes;

- Facilitating continuous improvement of academic (curricular & co-curricular) and administrative support services at UNM;

- Assisting in the design, ongoing analysis, and investigation of assessment metrics, practices, and processes that enable informed decision-making and continuous organizational learning and development; and

- Accumulating, generating, communicating and disseminating institutional information to support assessment of student learning and institutional effectiveness.

This mission will be accomplished by collaborating with partners across the University and the broader education community through practices that encourage innovation in student learning and the learning environment.

13.9 Outcomes Assessment

13.9.1 Outcomes Assessment, Program Assessment Maturity Rubric
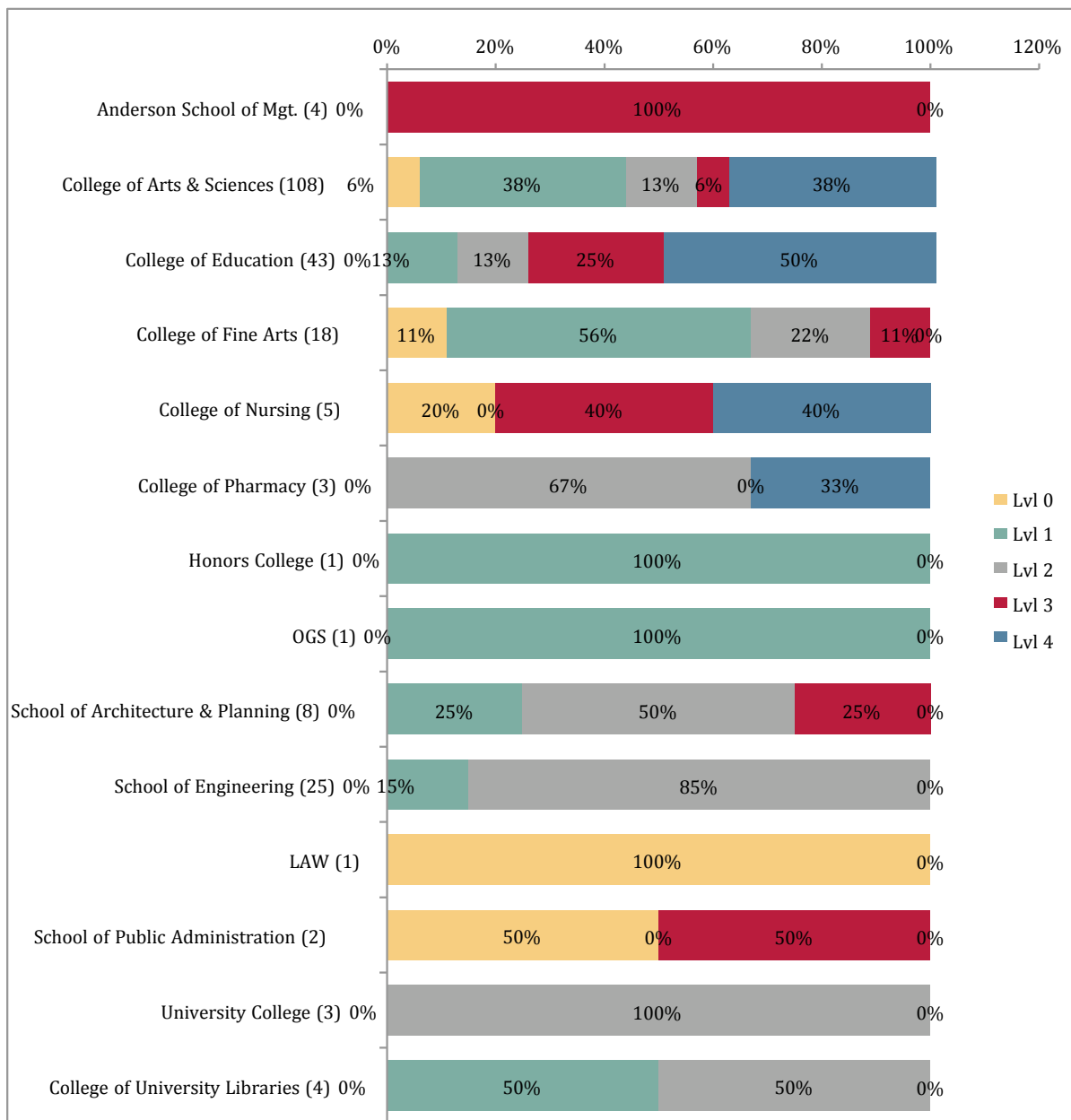
A key element in the University's State of Assessment Report is analysis of where individual programs and colleges are in the maturity of their practice of assessment along the continuum from "just starting" to "routine and ongoing" practice of assessment used for continuous improvement of learning. Determination of where a program is along that continuum was accomplished largely by peer review of the program's available assessment documentation using a five-scale rubric to examine six dimensions of a program's assessment maturity: 1) Learning Goals and Student Learning Outcomes (SLOs); 2) Assessment Method;

3) Assessment Implementation Timeline; 4) Data Collection & Analysis, 5) Use of Assessment for Improvement; and 6) Regular Assessment Reporting. Documentation included assessment plans, assessment reports, any supplemental documents (e.g., examples of data, rubrics used). Peer review was conducted between December 2013 and March 2014 by the Provost's Committee on Assessment and the Office of Assessment. Results of the review are displayed in the bar chart below which gives a college-by-college level of programs' assessment maturity.

13.9 Outcomes Assessment

13.9.2 Outcomes Assessment, Collegiate Learning Exame (CLA+)

Performance Task: Distribution of Subscores (in percentages)

ANALYSIS & PROBLEM SOLVING	WRITING EFFECTIVENESS	WRITING MECHANICS

Freshmen

Seniors

Selected-Response Questions: Mean Subscores

	SCIENTIFIC & QUANTITATIVE REASONING			CRITICAL READING & EVALUATION			CRITIQUE AN ARGUMENT		
		25th	75th		25th	75th		25th	75th
	Mean	Percentile	Percentile	Mean	Percentile	Percentile	Mean	Percentile	Percentile
	Score	Score	Score	Score	Score	Score	Score	Score	Score
FRESHMEN	519	477	593	541	508	608	532	458	598
SENIORS	587	525	651	580	516	619	560	523	668

The CLA+ includes two major components: a Performance Task (PT) and a series of Selected-Response Questions (SRQs). The PT focuses on the following three critical thinking skills: Analysis & Problem Solving, Writing Effectiveness, and Writing Mechanics. The SRQs focus on the following three critical thinking skills: Scientific & Quantitative Reasoning, Critical Reading and Evaluation, and Critiquing an Argument. UNM had a freshmen total CLA+ mean score of 1124 with a percentile rank of 88. The seniors had a total CLA+ mean score of 1216 with a percentile rank of 87.

13.10 Center for Academic Program Support (CAPS)

The Center for Academic Program Support (CAPS) is UNM's learning and writing center. CAPS provides a variety of services (math and science tutoring, supplemental instruction, learning strategies, writing support, study sessions, drop-in labs, online support, workshops, and much more) that help students to navigate and succeed within the UNM curriculum. Based on a peer tutoring model, CAPS is focused on providing students with skills and strategies that will help them to succeed in individual courses, as well as in their entire academic and professional careers.

In the last year, CAPS has undertaken a variety of capacity-building changes that will allow it to more effectively support its mission in the future by interacting with more students in more ways. In 2014, CAPS:

• Grew from 118 to 152 student employees, with support from the Student Fee Review Board;

• Piloted a Peer Learning Facilitator (PLF) program on the model of the program currently being implemented under STEM-Gateway;

• Implemented sweeping changes to the online tutoring program, replacing a national subscription tutoring service with a more comprehensive & effective online tutoring program delivered in-house and staffed by UNM students;

• Secured and renovated a new space for the CAPS Writing & Language Center, expanding CAPS' physical facilities by 1,400 square feet;

• Developed an outreach program to support algebra in area public high schools;

• Expanded its role in NSO, increasing both awareness of academic support and of the importance of learning strategies among incoming students;

• Supported the move to replace ISW by supplying dedicated tutoring for students in stretch and studio freshmen English courses;

• Created a coherent social media presence across a variety of platforms, allowing CAPS to have an impact on students who may never elect to use our services.

In the year ahead, CAPS will:

• Build on the infrastructure growth of 2014 to further expand its footprint (and effect on persistence, graduation, and GPA) on the UNM student population;

• Develop the Writing & Language Center as a second main location for CAPS, bringing a full-service undergraduate writing center to UNM;

• Continue to grow and develop the learning strategies program, which focuses directly on providing students with academic and metacognitive skills across the academic disciplines;

• Collaborate with University College to deliver support for ISR and ISM replacements;

• Implement a suite of targeted summer programming (pre-calculus support in collaboration with MathBoost, and targeted support for critical and core courses offered during the summer session) to help students make progress in their paths to timely graduation.

Mission Statement

The Center for Academic Program Support (CAPS), UNM's learning assistance center, focuses on undergraduate learning by providing opportunities for academic conversations in which students engage CAPS peer tutors and UNM faculty in critical thinking throughout their educational careers. Tutoring interactions span a variety of formats and learning environments to meet individual student needs. CAPS helps both student users and CAPS student employees develop diverse strategies and skills to achieve their academic and professional goals.

The Center's main objectives are to:

• Facilitate persistence and graduation by actively engaging students in developing both academic skills and an awareness of how to use them across a variety of academic situations;

• Provide academic and professional leadership opportunities to UNM students;

• Develop partnerships in the academic community in order to offer services and environments that foster success in diverse student populations;

• Initiate and participate in academic conversations

13.10 Center for Academic Program Support (CAPS)

on learning strategies;

- Serve as a model both locally and nationally for peer-oriented learning within a culturally diverse environment;

- Evolve and adapt in order to provide meaningful academic support as defined by our changing student population;

- Encourage academic and critical thinking throughout the academic pipeline.

National Memberships and Other Information

- CAPS is certified by the College Reading and Learning Association as a tutor training program at the Master level (the highest of three grades offered by the organization). In 2014, 85 students received Level I (Regular) certification, reflecting their completion of 43.5 to 46.5 hours of training. 50 students received Level II (Advanced) certification, reflecting their completion of 32.5 hours of training beyond Level I. Twenty-one students received Level III (Master) certification, reflecting their completion of 32.5 hours of training beyond Level II.

- CAPS is highly active in the National College Learning Center Association (NCLCA), the leading national organization of our field. In November 2014, the annual NCLCA conference was held in Albuquerque. CAPS hosted a tour of our facilities and program as a part of the conference, and also presented a post-conference workshop. A total of 7 professional staff members and 5 student employees presented sessions at the conference, and a total of 10 student employees attended the conference.

- CAPS is active in all of the major national organizations associated with university-level learning assistance. In addition to the National College Learning Center Association and College Reading & Learning Association, CAPS is connected through its various staff members with the International Writing Center Association, International Center for Supplemental Instruction, National Council of Teachers of English, American Society for Training and Development, International Society for the Scholarship of Teaching and Learning, National Association of Student Personnel Administrators, and National Career Development Association, as well as many disciplinary pedagogy-oriented organizations.

- CAPS staff and student employees presented case studies of CAPS projects at the conferences of the National College Learning Center Association, International Writing Center Association, and College Board Native American Student Advocacy Institute. Publications detailing case studies of CAPS programming appeared in the Writing Lab Newsletter, and in one peer-reviewed volume (Ecologies of Writing Programs in Context, Parlor Press).

13.10 Center for Academic Program Support (CAPS)

13.10.1 Center for Academic Program Support, Usage Data

Fiscal Year	Undergraduate Enrollment*	Visits	Contact Hours	Unique Students	Courses Tutored
2007-2008	18,259	31,566	39,647.90	4,416	198
2008-2009	18,395	35,303	43,195.30	5,031	254
2009-2010	19,611	41,018	49,481.10	5,727	277
2010-2011	20,655	41,280	48,723.20	6,469	309
2011-2012	20,935	38,820	48,043.10	5,774	767
2012-2013	21,008	46,949	60,901.20	6,412	773
2013-2014	20,840	39,396	49,998.70	6,059	727
Average yearly change	2.26%	4.59%	4.91%	5.92%	31.99%

CAPS' services have a large footprint on the UNM undergraduate student population. In 2013-2014, CAPS served 6,059 students (about 30% of the total undergraduate student population), for a completely non-mandatory service.

CAPS usage has increased rapidly over the last several years, far outpacing the average 2% main campus enrollment growth.

CAPS users come from a diverse demographic background that reflects UNM's student population. The figures on the next page show the gender, class-level, and ethnic breakdowns of CAPS users in 2013-2014. Reliably, students from historically underserved populations utilize CAPS at a rate higher than the general student population.

13.10 Center for Academic Program Support (CAPS)

13.10.2 Center for Academic Program Support, Users by Gender

GENDER	Non-Users	CAPS Users	Total	%who use CAPS	%of CAPS users
Female	12,707	3,228	15,935	20.30%	57.80%
Male	10,356	2,353	12,709	18.50%	42.20%
Total	**23,063**	**5,581**	**28,644**	**19.50%**	**100%**

13.10.3 Center for Academic Program Support, Users by Student Level
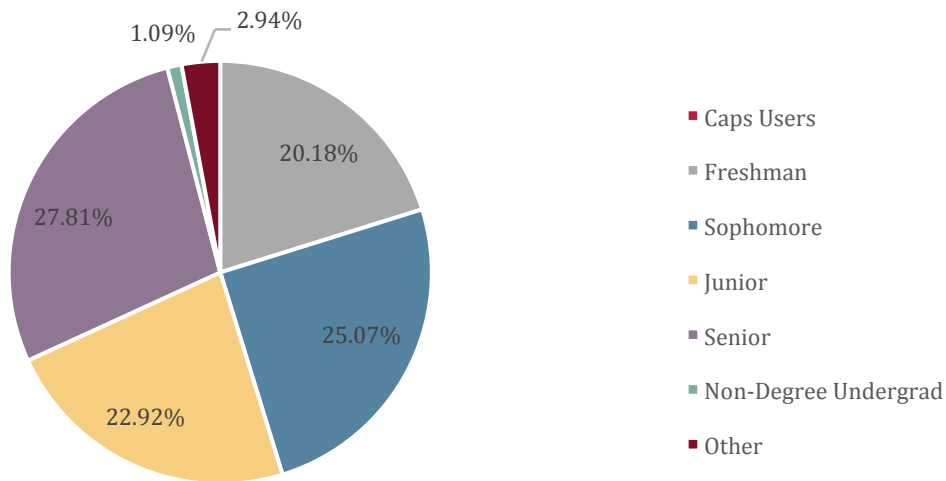
13.10.4 Center for Academic Program Support, Users by Ethnicity
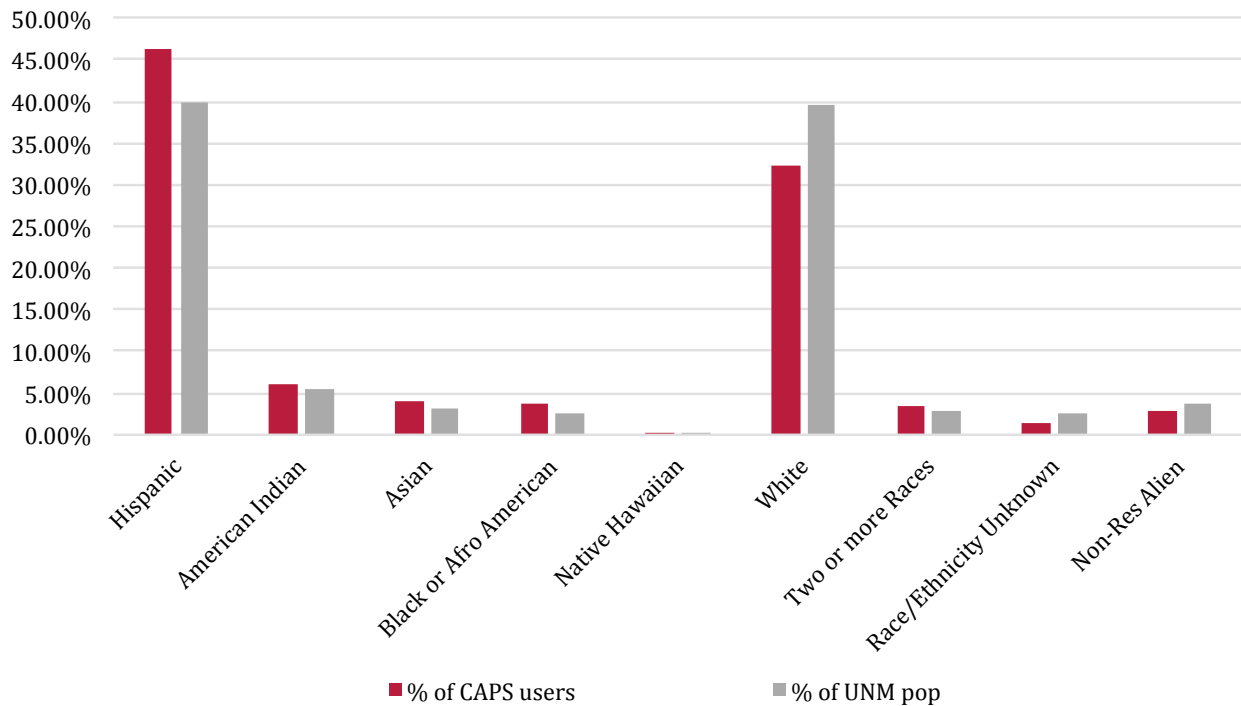
13.10 Center for Academic Program Support (CAPS)

13.10.5 Center for Academic Program Support, Users by Major

MAJOR	% Who use CAPS	MAJOR	% Who use CAPS
Health, Medicine & Human Values	51.60%	Athletic Training	35.60%
Biochemistry	46.80%	Nutrition and Dietetics	35.00%
General Engineering	43.40%	Chemical Engineering	33.10%
Biology	41.40%	Exercise Science	32.40%
Environmental Science	40.50%	Languages	32.40%
Dance	40.00%	Human Devel & Family Relations	32.10%
Undecided	35.80%	Chemistry	30.00%

13.10.6 Center for Academic Program Support, Users by Major

College (Undergrad)	% who use CAPS
Anderson School of Management	6.50%
Associate Degree	14.30%
Arts and Sciences	23.70%
Education	11.50%
Fine Arts	12.00%
Nursing	7.20%
Architecture and Planning	9.90%
Engineering	31.10%
Medical Programs	5.60%
University College	34.10%
University Studies	15.40%

CAPS users come from a variety of academic backgrounds. The table above shows the percentage of students from declared majors for which more than 30% used CAPS in 2013-2014; the subsequent table presents the percentage of students within each college who utilized CAPS in 2013-2014.

13.10 Center for Academic Program Support (CAPS)

13.10.7 Center for Academic Program Support, Graduation Rates of First-time Full-time Freshmen: CAPS users vs. Non-users

	4-year	6-year	4-year	6-year	4-year	6-year
CAPS users	15.40%	61.30%	16.40%	62.10%	17.70%	63.00%
Non-users	9.70%	30.20%	8.30%	30.70%	11.00%	31.60%
	2005 cohort		2006 cohort		2007 cohort	

13.10.8 CAPS, Third-Semester Retention Rates of First-time Full-time Freshmen from 2012 cohort

	% retained
CAPS users	86.80%
Non-users	71.50%

CAPS Services are extremely effective in helping UNM students to persist and graduate. Controlling for demographic (residency, ethnicity, age, gender) and academic (high school GPA, requirement of "skills" courses, ACT score, cumulative UNM GPA) variables, a freshman who uses CAPS is 1.65 times as likely to continue to the 3rd semester as one who does not.

13.11 LOBO Center for Student-Athlete Success (LCSAS)

The LOBO Center for Student-Athlete Success (LCSAS) is responsible for supporting the educational and personal development, and progress towards graduation of all UNM student-athletes. The staff serves as a liaison between the athletic and academic communities to ensure that student-athletes comply with academic rules established by the University, the NCAA, and the MWC. The staff also coordinates academic programs designed to assist student-athletes in acquiring a quality education, as well as programs to promote personal development.

Major activities from the previous year have focused on enhancing the student-athlete experience as it applies to their success in the classroom and their overall experience and successful transition to the University of New Mexico.

- Full implementation of the Student Success Navigator into the student support curriculum for student-athletes. Information on freshmen student's non-cognitive profile was provided to advisors and mentors who worked directly with students on successful transitions;

- Selected a director and developed a curriculum for the Lobo Scholars Program for high-achieving student-athletes;

- The Lobos for Life Program was rolled out in 2015. The program brings together all aspects of the Athletic Department's support services;

- A student-athlete pro-social bystander intervention program designed to empower student-athletes to act when they come in contact with situations associated with negative behavior was initiated;

- An aggressive student-athlete development agenda was implemented to ensure student-athletes make good decisions in areas related to sexual responsibility and the creation of a healthy welcoming environment;

- A student-athlete maximum enrollment policy was implemented establishing the review of student–athlete enrollment trends and limiting the percentage of student-athlete enrollment in any course.

Major Activities Planned for the Coming Year

- Full implementation of the STEP UP pro-social bystander intervention program, including branding and the creation of a curriculum;

- Advisor development programming to include broadened connections with the campus advising community, training, and continuing education;

- The enhancement of the summer bridge program for Freshmen Student-Athletes;

- Creation of a database of alums and business partners used to connect current student-athletes with professionals in their chosen career fields;

- Targeted career information sessions and excursions that meet the academic profile and career paths of our current student-athletes;

- A PACKS program initiative to invite student-athletes with learning disabilities to speak to middle school and high school special education students about their future prospects.

Mission Statement

The Lobo Center for Student-Athlete Success, in conjunction with the University of New Mexico, provides support services for prospective, current, as well as former student-athletes in an effort to increase academic and personal success. Student-athletes are encouraged to develop personal responsibility, intelligent decision making, and leadership skills through the provision of educational experiences both inside and outside of the classroom. The Lobo Center also celebrates the academic and civic achievements of our student-athletes.

Program Goals:

- To support Student-Athletes in the enhancement of their academic performance;

- To help student-athletes make normal progress toward graduation;

- To assist freshman student-athletes in making a successful transition to college life;

- To assist student-athletes in managing the demands of participation in intercollegiate athletics;

- To empower student-athletes with the means to assume full responsibility for their education;

- To help student-athletes bridge the gap from college life to professional life through the Life Skills Program.
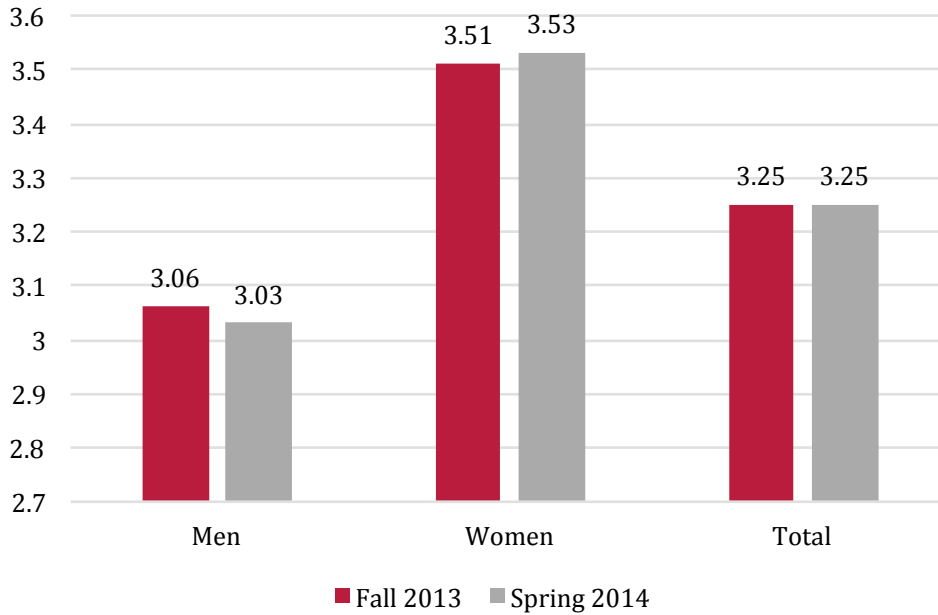
13.11 LOBO Center for Student-Athlete Success (LCSAS)

Significant Accomplishments

- UNM Athletic NCAA Graduation Success Rate (GSR): 74% for 2013 (this factors in transfer students and mid-year enrollees). Women's Basketball had a perfect 100% GSR in 2013;

- In the spring of 2014 UNM Student-Athletes matched the all-time high 3.25 cumulative GPA that was achieved in the fall of 2013. In the spring of 2013, they accrued a GPA of 3.23, which at that point was the record for the highest cumulative grade point average. UNM Student-Athletes have broken or tied the record GPA in each of the last 5 semesters;

- A record 36 UNM Student-Athletes carry a cumulative GPA of 4.0 or better at the completion of the spring 2014 term;

- The Mountain West 2013-14 Scholar-Athlete Award honored a conference high 144 UNM Student-Athletes. The award is one of the highest academic honors bestowed by the Conference. To be eligible, Student-Athletes must have completed at least two academic terms at the member institution, while maintaining a cumulative grade point average of 3.5 or better and have participated in varsity competition in an NCAA-sponsored sport;

- The Mountain West 2013-2014 All Academic award honored 181 UNM Student-Athletes, also the most of any school in the conference. The award recognizes Student-Athletes who have completed one academic term at the member institution while maintaining a cumulative grade point average of 3.0 or better, and who started or were significant contributors on their athletic teams;

- Seven of the 21 Lobo athletic programs achieved a perfect 1000 score in the NCAA's 2013 Academic Progress Rate. Of the 21 programs, 13 improved upon their scores from a year ago, and three maintained their scores from the 2012 report. The biggest four-year rolling score increases were in men's basketball, which jumped 21 points, and men's golf, which jumped 20 points. Women's skiing had the biggest jump on the women's side with a 16 point leap;

- The NCAA recognized Women's Golf, Men's Basketball, and Men's Tennis for having APR scores in the top 10 percent in the nation for their sports;

- The UNM Athletic Department celebrated 75 student-athlete graduates in the spring of 2014 and 32 in the fall of 2013 for a total of 107 over the 2013-14 academic year;

- Seven Academic All-Americans were honored this past year, including two-time Academic All-Americans, Men's Skier Armin Triendl and Men's Track's Gabe Aragon. 2013-14 Academic All- Americans include Brooke Ellison (Women's Soccer), Sam Haggerty (Baseball), Mats Resaland (Men's Ski), Patrick Zacharias (Men's Track), and Luke Caldwell (Men's Track). Luke Caldwell was also recognized as the Academic All-American of the Year;

- Patrick Zacharias (Men's Track) and Amelia Weaver (Women's Track) were awarded the UNM Stores Post Graduate Scholarship;

- The University of New Mexico recognized 297 Student-Athletes as a part of the 2014 Scholar-Athlete Banquet. The event recognizes Student-Athletes who have achieved excellence in the classroom and on the playing field with a cumulative GPA of 3.20 or higher.

13.11 LOBO Center for Student-Athlete Success (LCSAS)

13.11.1 LCSAS, Grade Point Average by Gender, for the 2013-14 academic year

13.11.2 LCSAS, Grade Point Average History Spanning Fall 2004 through Spring 2014
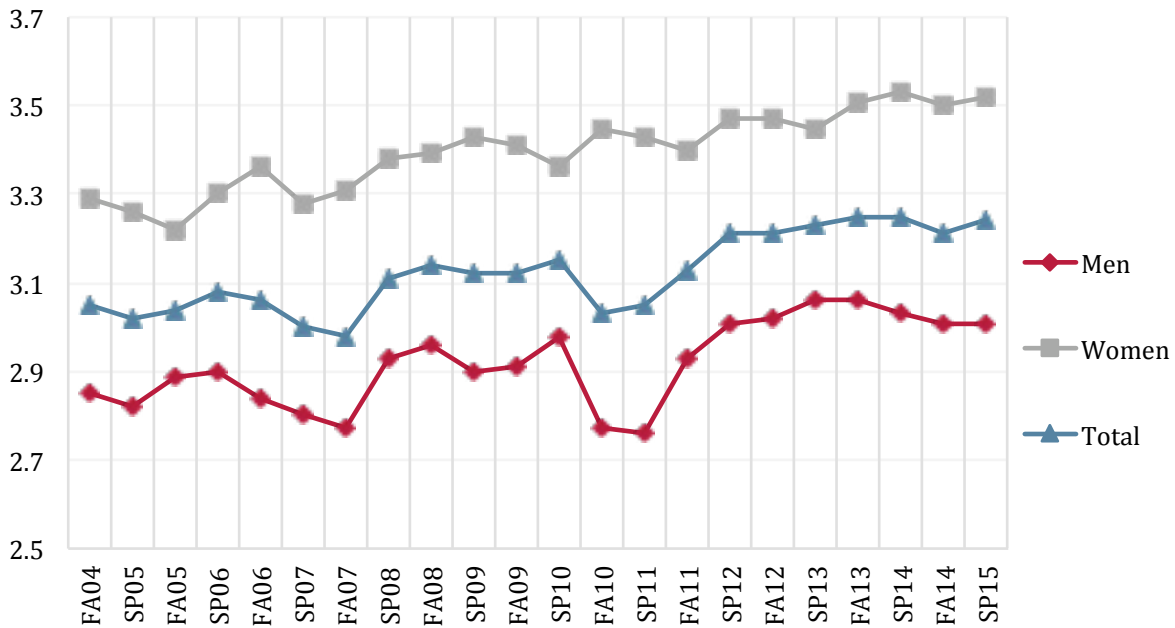
13.11 LOBO Center for Student-Athlete Success (LCSAS)

13.11.3 LCSAS, Total Enrollment by Ethnicity

Category	Number of Student-Athletes	Student-Athlete %	Number of Students	UNM%
White, Non-Hispanic	182	38.80%	11,379	39.70%
Black, African American	85	18.10%	704	2.50%
International	69	14.70%	1,062	3.70%
Hispanic, Latino/Latina	94	20.00%	11,439	39.90%
Asian, Pacific Islander	8	1.70%	952	3.30%
American Indian, Alaskan	8	1.70%	1,537	5.40%
Other	23	4.90%	1,571	5.50%

13.11 LOBO Center for Student-Athlete Success (LCSAS)

13.11.4 LCSAS, Student-Athlete Majors by College, for Academic Year 2013-14
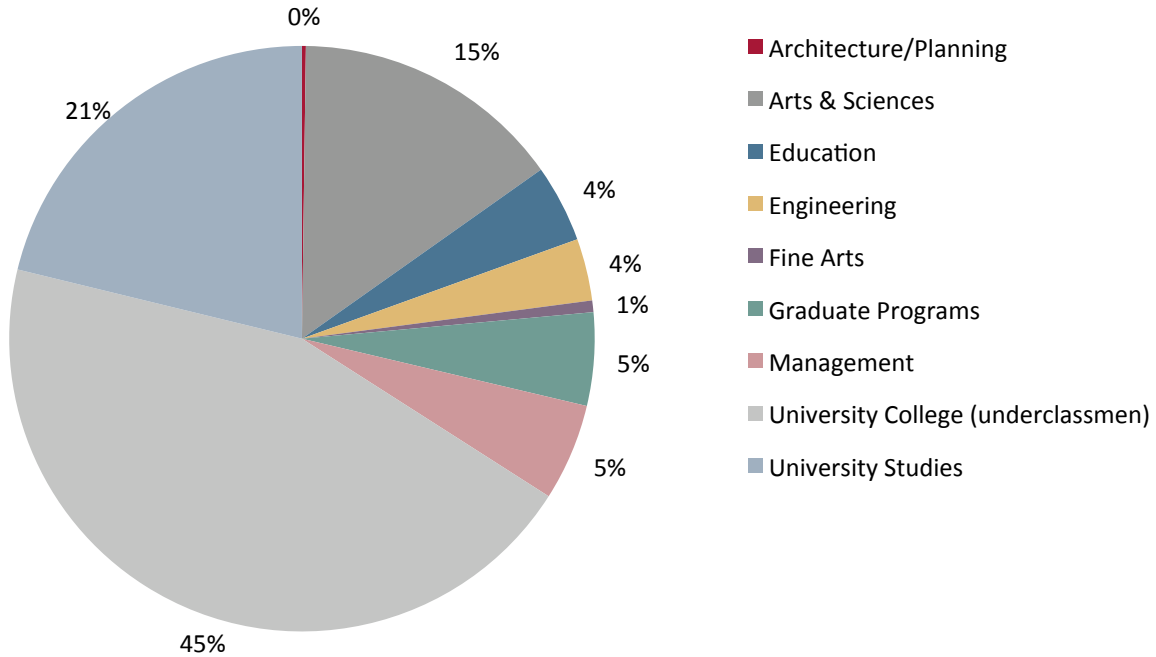
Category	Student-Athletes	Student-Athlete %	Student Body	UNM %
Total Number of Students	468		28,644	
Architecture/Planning	1	0.20%	191	0.70%
Arts & Sciences	70	15.00%	5,451	19.00%
Education	20	4.30%	844	2.90%
Engineering	16	3.40%	1,700	5.90%
Fine Arts	3	0.60%	1,296	4.50%
Graduate Programs	24	5.10%	4,445	15.50%
Management	25	5.30%	1,149	4.00%
Nursing	1	0.20%	265	0.90%
SOM/Dental Programs	0	0.00%	53	0.20%
SOM/Misc. Allied Health	1	0.20%	162	0.60%
Pharmacy	0	0.00%	338	1.20%
University College (underclassmen)	209	44.70%	9,040	31.60%
University Studies	99	21.20%	615	2.10%

13.11 LOBO Center for Student-Athlete Success (LCSAS)

13.11.5 LCSAS, Student-Athletes

	2005 1998-1999 Cohort	2006 1999-2000 Cohort	2007 2000-2001 Cohort	2008 2001-2002 Cohort	2009 2002-2003 Cohort	2010 2003-2004 Cohort	2011 2004-2005 Cohort	2012 2005-2006 Cohort	2013 2006-2007 Cohort	2014 2007-2008 Cohort
FRESHMEN GRAD RATES										
Student-Athletes	38%	37%	51%	50%	55%	50%	61%	60%	50%	55%
All Students	40%	41%	43%	44%	44%	43%	44%	45%	46%	48%
Male Student-Athletes	25%	26%	42%	42%	44%	38%	51%	54%	39%	59%
Female Student-Athletes	53%	50%	63%	58%	64%	63%	72%	67%	63%	52%
FOUR CLASS AVERAGE										
Student-Athletes	47%	44%	45%	44%	49%	51%	54%	57%	55%	57%
All Students	43%	42%	42%	42%	43%	44%	44%	44%	45%	46%
Male Student-Athletes	40%	34%	35%	34%	39%	41%	44%	46%	45%	49%
Female Student-Athletes	56%	56%	56%	56%	59%	62%	64%	67%	66%	64%
STUDENT-ATHLETE GRADUATION SUCCESS RATE (GSR)	2005 1998-1999 Cohort	2006 1999-2000 Cohort	2007 2000-2001 Cohort	2008 2001-2002 Cohort	2009 2002-2003 Cohort	2010 2003-2004 Cohort	2011 2004-2005 Cohort	2012 2005-2006 Cohort	2013 2006-2007 Cohort	2014 2007-2008 Cohort
Baseball	45%	50%	56%	61%	58%	70%	63%	71%	73%	71%
Football	44%	43%	51%	49%	53%	54%	57%	61%	58%	64%
Men's Basketball	27%	7%	23%	27%	43%	56%	57%	50%	45%	64%
Men's Cross Country/ Track	60%	55%	63%	70%	75%	85%	87%	77%	55%	47%
Men's Other	73%	69%	72%	71%	74%	69%	65%	70%	81%	85%
Women's Basketball	87%	80%	79%	79%	92%	100%	100%	100%	100%	100%
Women's Cross Country/ Track	71%	71%	71%	73%	85%	84%	82%	80%	78%	81%
Women's Other	70%	77%	83%	84%	88%	90%	86%	86%	85%	85%
Male Student-Athletes	52%	48%	55%	56%	60%	64%	63%	66%	65%	69%
Female Student-Athletes	73%	76%	80%	81%	88%	89%	86%	87%	84%	86%
Total	59%	58%	64%	65%	72%	76%	74%	75%	74%	76%

13.12 Office of Institutional Analytics (OIA)

In the Fall of 2013, the Office of Institutional Analytics (OIA) was formed out of a set of existing units: institutional research, academic program review, and accreditation. The staff in the office are responsible for building and managing data structures, completing critical institutional reporting, providing analytical services, and managing and coordinating the university accreditation and academic program review process. In addition, the office works closely with the Student Outcomes Assessment Office. The office provides support for decision making and planning in support of the academic mission of the institution.

Major Activities in Academic Year 2013-14

As the office experienced turnover in staff, strategic hires were made to increase capacity for the development of data structures and the analytic capabilities of the office.

Extensive work on creating and building data marts was conducted:

- Developed data mart to support financial planning project (ROM); went live January 2014;

- Student data mart created with enrollment, degrees awarded, and financial aid data in a star schema design optimized for performance in reporting and analysis;

- Began work of pulling official, frozen data extracts into the data mart structure;

- Development began on other data mart structures to pull in high school data, data exchanged with CNM, and research data;

- Using the data mart, online reports were created for the STEM Gateway grant concerning grade distributions;

- Began creating data structures related to transfer students in support of the STEM Up project;

- Began rewriting the provost dashboard and created the necessary data structures to support the GUI front-end being created as well.

Increased number of analytical tasks done, such as:

- Creation of predictive analytics of student success and the development of methodology to use predictive analytics to control variables in the evaluation of programs, such as coaching and the honors program;

- Creation of graduation and retention statistics that can be applied at all levels of the University down to individual academic programs;

- Preliminary analysis of Math Mall effectiveness;

- Worked on moving the Fact Book information to a set of on-line dashboards and pulling the appropriate data to create the dashboards;

- Completed the automation of producing the Official Enrollment Report for UNM;

- Working on major program revisions to produce official reporting file for employees, based upon the October 31 freeze date, including the enhancement of discrepancy and error checking process;

- Met all compliance reporting requirements for federal and state reporting and completed major faculty, undergraduate, graduate, and institutional surveys on behalf of the institution;

- Prepared official frozen datasets for students, courses, degrees awarded;

- Training provided to staff in use of SAS Base software, Visual Analytics, Data Integration Studio (for data mart creation), and Data Flux;

- Took over management and maintenance of the SAS servers;

- RFP created for a scholarly subscription service, finalists selected and vendor demonstrations organized;

- Provided extensive support for CLA+ testing, including generating a random sample, working with New Student Orientation to conduct recruiting, staffing the recruiting table at NSO, arranging for the incentives, scheduling the Fall testing sessions, training proctors, proctoring the exams, and providing the data uploads for CLA;

- Academic Program Review sites visits were conducted for: Women Studies, Anderson School of Management, Religious Studies, Theater & Dance, Native American Studies, Foreign Languages & Literature, University College (University Studies/ Liberal Arts/Integrative Studies). APR orientation completed for Interdisciplinary Film & Digital Media, American Studies, Biochemistry, Honors, and Early Childhood & Multicultural Education and Family Studies;

- A new on-line form was developed for the Academic Program Review self-studies and is being piloted with programs that have reviews starting in the Spring of 2015;

- A draft of the next Academic Program Review

13.12 Office of Institutional Analytics (OIA)

schedule was developed for discussion with the Deans;

- Continued to implement the changes to the Academic Program Review process such as enhancing the data set provided and updating the action planning process;

- The Quality Initiative (First Year Experience) Proposal for the Higher Learning Commission was submitted and approved;

- Working with the Associate Provost and Project Manager, planning for the next HLC accreditation assurance review has begun. A steering committee has been formed;

- The new annual reporting process for the Higher Learning Commission was rolled out and the two reports were completed and submitted before the due dates.

Major Initiatives for the Upcoming Year

- Continue to improve the responsiveness of the OIA;

- Enhance collaboration with other units;

- Participate in the data governance discussion and developing a data governance policy;

- Continue to add, enhance, and refine the data marts to facilitate reporting needs;

- Ensure data structures are created in data marts to support the provost dashboard, the fact book, drillable dashboards down to department level, academic forecasting reports, degree requirement tracking system, faculty information, etc.;

- Roll out the dashboards and continue to add fact book information to have drillable reports by campus, college, department, and program as appropriate;

- Ensure student data mart is updated on a nightly basis automatically;

- Continue work with other entities on campus to enhance the data warehouse and thus data marts according to needs of the campus;

- Once data governance structure and policies are in place, make data marts available to UNM community based upon appropriate security roles;

- Engage in data quality improvement efforts;

- Continue to refine the graduation and retention metrics, including the development and analysis of

transfer cohorts;

- Continue to apply predictive analytics models to support decision-making to analyze the effectiveness of interventions, special programs, and other academic offerings;

- Meet all state and federal compliance deadlines;

- Complete the revision of the official employee reporting file programming and work with appropriate units to enhance the discrepancy and error checking processes;

- Work with staff to provide training and or other opportunities for exposure to new technologies;

- Implement a project tracking system;

- Implement a versioning system to preserve the history of programs, coding structures, and data;

- Finalize the new Academic Program Review cycle schedule;

- Update the Academic Program Review Policies and Procedures manual to reflect the changes in the process;

- Continue to pilot the Academic Program Review online system;

- Continue to with other OIA staff as appropriate on tweaking the common data set provided to units (with the future goal of populating data directly into the on-line system);

- Continue to prepare for the Higher Learning Accreditation assurance review and site visit process scheduled for 2018-19;

- Coordinate the submission of the Higher Learning Commission Annual Update;

- Work with appropriate areas at UNM on Federal Compliance requirements for the Higher Learning Commission accreditation and assist with the submission of changes requests, if needed.

Mission Statement

The Office of Institutional Analytics (OIA) is located in the Provost's Office, but serves the entire university. Many requests for information about UNM, both external (e.g., the legislature, the public, outside agencies) and internal (e.g., the Executive Cabinet, Provost, Deans, faculty applying for grants) are handled by OIA. OIA also works on structuring data for optimal reporting. In addition to creating data structures and providing data, OIA staff engage in special studies,

13.12 Office of Institutional Analytics (OIA)

surveys, and analyses to support University evaluation and promote understanding of the issues.

Academic Program Review (APR) at UNM supports and advances the mission of the university through providing a mechanism for academic programs to examine their achievements, goals, and strategic plans for the future. Within this context, the APR office's primary purpose is to assist academic programs through the process of preparing a unit self-study, organizing and preparing for a site visit from a review team, and engaging in action planning for the future.

The **University Accreditation** area supports the initiatives for UNM's accreditation with the Higher Learning Commission (HLC) of the North Central Association. HLC accreditation provides assurance to the public that an institution has been found to meet stated requirements and criteria. The University of New Mexico has been continuously accredited through the HLC since 1922. The HLC accreditation covers all of UNM's campuses and programs. In addition to the institutional accreditation, the director serves as a resource for programs that hold specialized accreditations as needed.

Reporting Statistics

OIA receives an average of 5 ad hoc requests on a weekly basis. These requests range from very simple requests that involve pointing individuals to existing reports, to pulling comprehensive data sets for additional reporting and/or analyses, to conducting more complicated and complex analytical requests. OIA staff are currently working on a project tracking system that will provide a way of collecting more detailed statistics on the numbers and types of requests that are handled and fulfilled by office staff.

OIA oversees the submission of many key compliance reports at the federal and state level, provide data for other key reporting activities for the institution, and also submit data to a number of national surveys. Examples for the past year include:

- 12 surveys for Annual IPEDS Reporting. A majority of these surveys must be filled out separately for each campus: Main Campus, which includes the Health Science Center, and the four Branch

Campuses. Therefore, the actual number of surveys is 52 (some surveys are not applicable to the Branch Campuses);

- 13 reports for New Mexico Higher Education Department (HED), which requires reporting separately for Main Campus (which includes all HSC programs except the School of Medicine), the School of Medicine, the four Branch Campuses, and CNM/UNM. Therefore, the actual number of submissions is 91. OIA contributes to several other annual HED reports (e.g., space analysis). OIA also provides information or data to HED upon request and fulfilled at least 4 such requests over the past year;

- 3 major Faculty Compensation Surveys (Delaware, AAUP, and Oklahoma) and provision of data for several other major Human Resource Surveys (e.g., CUPA and AAP);

- Approximately 15 major undergraduate, graduate and institutional surveys for major publications (e.g., US News, Petersons, etc.) or organizations (e.g., Consortium for Student Retention and Data Exchange). This number varies depending on the survey cycles;

- OIA contributes to the annual bond reporting efforts, which range from 1 to 3 in a given year;

- OIA also completes the annual data update for the Higher Learning Commission. Last year there were 2 updates as a new reporting process was rolled out;

- Update of 16 major operational reporting data tables (some must be done each semester).

2014 Academic Program Review (APR) Statistics

- 8 APR pre-site and site visits conducted;

- 6 APR orientations conducted and in the self-study process (this represents the last group of programs in the cycle);

- 13 programs entered or are in the initial action planning phase.

13.13 Office for Student Academic Success (SAS)

The Office for Student Academic Success (SAS) was created October 1, 2011 to coordinate campus wide student success efforts, and identify programs and services to increase retention and graduation rates.

Mission

The mission of the Office of Student Academic Success is to promote innovative student success programs with the goal to increase retention and graduation rates for UNM students.

Goals

- Guide students through any challenges they may face in their academic pursuits;

- Serve as your point of contact and connect students with campus and community programs, resources, and key individuals;

- Assist faculty and staff with the information and tools to aid students in their academic goals;

- Identify and Coordinate campus-wide programs and services with the intent to establish collaboration and seamless transitions for student.

Programs

- Academic Coaching

- Graduation Express

- Graduation Project

- Student Success Center @ Casas

- Student Success Center - Student Info Stop

- Lobo Reading Experience

- Students.unm.edu website

- Operation Registration

- Unidos Project

13.13 Office for Student Academic Success (SAS)

13.13.1 Student Academic Success, Academic Coaching Impact on Retention

	Sem02-Predicted	Sem02-Actual	Sem03 Predicted	Sem03-Actual
Coached	86.36%	86.80%	67.09%	69.79%
Not Coached	87.84%	84.26%	67.76%	64.29%

Academic Coaching

- Increased the number of students being coached from 80 to 117;

- Partnered with Men of Color Initiative to provide academic coaching;

- Developed comprehensive evaluation plan through the Office of Institutional Analytics;

- Became nationally certified by Life Bound in Fall 2013;

- Hosted 2nd Annual Coaching Collaborative to sharing best practices with APS, CNM, UNM, and community organizations;

- Developed year-long coaching training schedule.

Results: Based on a two year evaluation, students who were coached were retained at a rate five percentage points higher versus those who were not coached.

Graduation Express

- Identified students who could graduate by summer 2014;

- Provided summer incentive tuition and scholarships for students that were only needing 3 to 9 hours to graduate by August 2014;

- Identified courses that were not being taught in the summer and partnered with faculty to teach independent studies course;

- Aligned senior exit survey with Career services.

Results: Summer Incentive – 2008 Cohort

- 79 students identified;

- 23 completed in Spring;

- 17 participated and received funding;

- 8 added by A&S for not completing in Spring;

- 5 students unable to contact;

- 31 moved to fall graduation.

Total GE student impact for summer: 74 students.

Graduation Project

Of the approximately 6,471 students who have stopped out since 1997, 3,506 students have returned to UNM. Seventy-three percent of students who have returned as of Spring 2014 have graduated.

Student Success Center @ Casas del Rio

- A total of 2,550 student visits for Fall 2013 & Fall 2014;

- From fall 2013 to spring 2014 academic advising at SSC@CDR experienced a 15.1% increase while CAPS tutoring experienced a 15.2% increase and CEP Tutoring experienced a 29.7% increase;

- A campus wide committee assist with the vision and direction of the center to include: College Enrichment Program, CAPS, Arts & Sciences Advisement, University College, Fine Arts Advisment center, El Centro, etc. These partnerships provide programming and help further market the center to students.

Student Success Center – Student Info Stop

- Developed answers to frequently-asked questions for students;

- Placed a Kiosk in the foyer of the University Advisement and Enrichment Center to answer student inquiries;

- From Fall 2013 to August 2014, a total of 3,135 students were helped.

13.13 Office for Student Academic Success (SAS)

Lobo Reading

- Improved the book selection process;

- Integrated Lobo Reading into New Student Orientation, which reaches approximately 3,400 freshman students;

- Coordinated campus visit with Author of the Working Poor, David Shipler.

Students.unm.edu Website

- Launched students.unm.edu in May 2014 as the new student virtual site for information and resources.

Operation Registration (day & night)

- 199 students attended Fall 2013 Operation registration as compared to the previous year of 176;

- Bursar's Office and University Registrar were added services;

- On-line chat was available;

- All academic programs were represented to assist students with advisement and holds.

13.13 Office for Student Academic Success (SAS) - Future Goals

Academic Coaching

- Refer students who have three early alert flags in Lobo Achieve to coaching;

- Incorporate coaching training in Management Academy;

- Coordinate the 3rd Annual Coaching Collaborative.

Graduation Express

- Develop a more comprehensive method to identify students who are nearing graduation;

- Promote late-starting classes to students as an incentive;

- Standardize time and method on how academic colleges flag students who are pending to graduate. This is a priority to ensure that we can accurately predict graduation rates and identify students sooner;

- The goal for graduation express is to increase the graduation rate for the cohort 2009 to 50%.

Graduation Project

- Readjust Graduation Project program requirements due to new 120-hour graduation requirements;

- Align Graduation Express and Graduation Project to work closer together under one program manager;

- Develop comprehensive outreach plan;

- Align certificate programs with academic programs to provide incentives for students to complete their degree with a skill;

- Launch a pilot on "prior learning" based on national models in partnership with University College.

Student Success Center @ Casas del Rio

- Enhance services and implement a better marketing effort.

Student Success Center – Student Info Stop

- Implement Sales Force to follow up with students;

- Provide on-line chat capabilities;

- Update website;

- Evaluate Student Success Center via focus groups in partnership with UCAM.

Lobo Reading Experience

- Find a way to provide books to every student during New Student Orientation;

- Integrate Lobo Reading to include graduate students and city of Albuquerque;

- Secure Lobo Reading Champions to help faculty adopt book.

Operation Registration

- Increase marketing;

- Add day component to engage commuter students.

Students.unm.edu

- Update website to reflect accurate information;

- Evaluate website in partnership with UCAM;

- Market website at 2015 NSO.

13.14 Innovation Academy, InnovateABQ, and Living Cities

In 2014 the Senior Vice Provost led a broad-based planning initiative to create and establish an Innovation Academy to serve as the academic component of InnovateABQ—a collaborative economic development effort led by the UNM President and the Mayor of Albuquerque. Within UNM, this effort led to development of a plan for distinctive curricular, pedagogical and assessment components for the Academy; identified faculty to pilot programs and forged new connections between faculty and the local business and entrepreneurial communities.

In late 2014 the Senior Vice Provost and Betsy Till from the UNM Foundation were instrumental in obtaining a planning grant from to hire an inaugural Innovation

Academy Director and to provide revenue for course development and student recruitment until program becomes financially sustainable.

Also in 2014 several representatives from Academic Affairs or its Academic Units including the Provost, Senior Vice Provost, Dean of the College of Fine Arts, and Associate Dean from the Anderson School of Management, were invited to participate in the City of Albuquerque's "Innovation Central" Integration Initiative This work is supported by a Living Cities planning grant with the goal of supporting local job creation and economic mobility in Albuquerque over the next ten years.

Chapter 14. Enrollment Management

Message from the Associate Vice President

The Division of Enrollment Management consists of three core entities that separately provide enrollment services for students, faculty and staff but work in unison to leverage functions that support strategic enrollment goals. The Office of Admissions is responsible for recruiting new students from traditional and non-traditional systems. The Student Financial aid Office delivers private, institutional, state and Title IV financial aid to students at all levels. The Registrar is the steward of academic records including official degree progress, certification and transcripts; course and classroom scheduling; transfer of academic credit; and catalogue and curriculum maintenance.

Enrollment Management is also the home of the Veterans Resource Center (VRC) where veterans find centralized support for benefit certification and comprehensive services or referrals for a wide range of campus services.

Beginning freshman student success is also administered from Enrollment Management where a cohort support team maintains personal contact with beginning freshman students throughout their first year at UNM and helps them navigate challenges that impede progress.

Assoc. Vice President Terry Babbitt

14.1 Mission and Vision Statement

Mission

The Division of Enrollment Management will ensure student and institutional success by utilizing the highest standards in delivering student enrollment services and integrated strategic enrollment planning to meet goals.
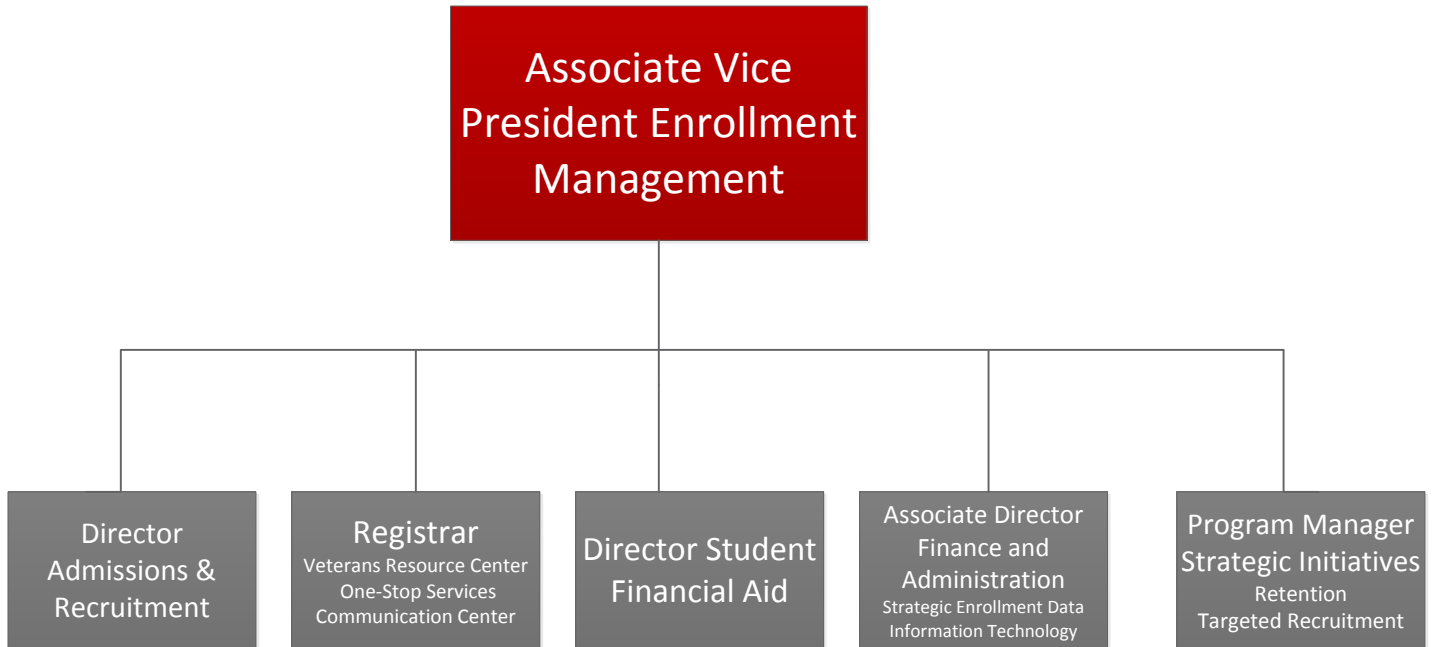
Vision

The Division of Enrollment Management will:

• Improve success of all students;

• Achieve enrollment priorities;

• Embrace a student champion culture;

• Ensure an integrated approach to enrollment management; and

• Lead in innovative services and strategic enrollment planning.

The primary units within Enrollment Management include the Office of Admissions, Student Financial Aid Office and Office of the Registrar. These units average 30-40 employees each. The smaller entities such as Data Management, IT support and retention outreach include 3-4 employees each. The admissions office is primarily responsible for the recruitment and admission of all new domestic undergraduate students. The office

14.2 Organization & Facilities

14.2.1 Enrollment Management Organizational Chart, updated in January, 2015.

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                    │   Associate Vice        │
                    │   President Enrollment  │
                    │   Management            │
                    └─────────────────────────┘
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| Director Admissions & Recruitment | Registrar
Veterans Resource Center
One-Stop Services
Communication Center | Director Student Financial Aid | Associate Director Finance and Administration
Strategic Enrollment Data
Information Technology | Program Manager Strategic Initiatives
Retention
Targeted Recruitment |

Facilities

The vast majority of space occupied by Enrollment Management is located at the Student Support and Services Center on South Campus. A small contingent of enrollment services staff are located at the Mesa Vista Hall North One-Stop location to provide financial aid and registration services as promised to students when the bulk of the financial aid and registration offices moved to the South Campus location. The building is located approximately one mile south of the Main Campus at 1155 University Boulevard. There is also a small office space located in the Student Union Building occupied by the Veterans Resource Center that was previously assigned to the Office of Admissions.

The images on the following page represent the perspective of the front of the building with University Stadium in the background and the first floor layout that is completely occupied by Enrollment Management with admissions space in light green, financial aid in orange and registration in dark blue.
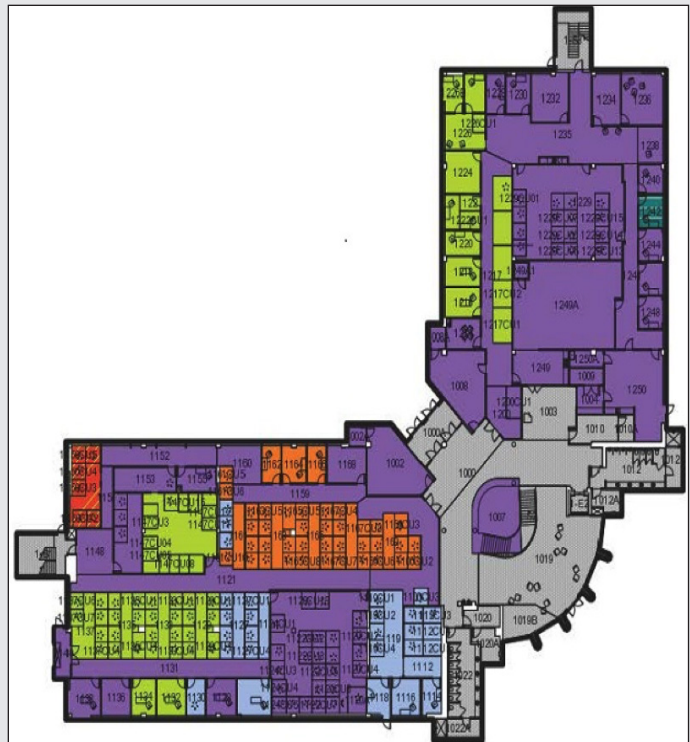
14.3 Office of Admissions

14.3.1 New Students Enrolled During 2013-14

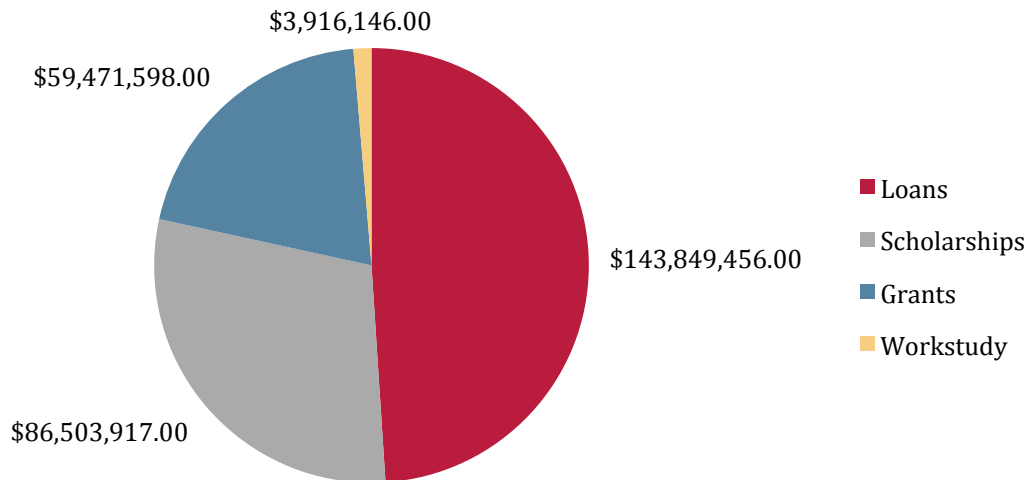| Application Type	Summer 2013	Fall 2013	Spring 2014	Annual Total
Freshmen	607	11,390	1,099	
Transfer	845	3,108	1,854	
Undergrad Non-Degree	465	859	671	
Readmit	513	1228	941	
Internal Transfer	97	331	214	
Undergrad Total	**2,527**	**16,916**	**4,779**	**24,222**
Graduate	521	3862	1206	
Graduate Non-Degree	480	839	682	
Graduate Total	**1,001**	**4,701**	**1,888**	**7,590**
Total Applications	**3,528**	**21,617**	**6,667**	**31,812**
New Students Enrolled	**856**	**6,136**	**1,364**	**8,356**

The admissions office is primarily responsible for the recruitment and admission of all new domestic undergraduate students. The office also undertakes significant portions of the admission process for new domestic graduate students. Objectives of the Admissions Office include:

- Taking a leadership role in meeting University enrollment objectives for overall numbers of new undergraduate students.

- Supporting the educational experience by shaping the University's student body through recruitment of new students, types of students and a variety of student characteristics.

The unit must optimize efficiency for both staff and student applicants. Immediate processing and turnaround is equally important to being productive with minimal staff during tight budgetary periods. The enrollment funnel activity described below with annual application volume of nearly 32,000 and new student enrollment of over 8,000 emphasizes the vast recruitment and processing impact the Office of Admissions has on university enrollment.

14.4 Student Financial Aid Office

14.4.1 Distribution by type of UNM financial aid dollars.

$3,916,146.00

$59,471,598.00

$143,849,456.00

$86,503,917.00

- Loans
- Scholarships
- Grants
- Workstudy

The Student Financial Aid Office provides UNM students with timely delivery of financial assistance while maintaining accountability and proper stewardship of the public, institutional, and private funds with which it is entrusted. SFAO enables students to receive financial resources that make attendance a reality by helping them navigate federal, state and institutional processes. The office is committed to providing the highest quality service to support the academic mission and goals of the university and its students.

During the 2013-14 award year SFAO processed 43,000 Free Application for Federal Student Aid (FAFSAS) forms and distributed over $293 million to all UNM campuses.

14.4 Student Financial Aid Office

14.4.2 Detail of UNM Financial Aid Distribution

2013-14 Paid Aid for All Campuses and All Levels			
Aid Type	**Source Description**	**# of Awards**	**Amount Paid**
Grant	Federal Aid	14,269	$55,583,117.53
Grant	Institutional Aid	982	$824,130.50
Grant	NM State Aid	2,283	$3,064,350.00
Loan	Federal Aid	1,376	$4,101,696.00
Loan	Federal Grad PLUS Loans	340	$3,714,184.00
Loan	Federal Loans	14,062	$131,257,289.00
Loan	Institutional Aid	36	$98,595.00
Loan	NM State Aid	25	$384,500.00
Loan	Other Private Aid	506	$4,293,192.30
Scholarship	Federal Aid	260	$1,309,929.44
Scholarship	Institutional Aid	7,134	$16,812,429.06
Scholarship	Institutional Athletic Aid	363	$4,116,902.35
Scholarship	Institutional Competitive	775	$159,600.00
Scholarship	Institutional Dept. Aid	5,204	$12,659,473.08
Scholarship	Institutional General Aid	152	$383,747.24
Scholarship	NM State Aid	11,494	$43,137,453.55
Scholarship	Other Private Aid	1,434	$3,556,532.96
Scholarship	Tribal Aid	1,065	$4,367,848.96
Work Study	Federal Aid	645	$2,022,606.15
Work Study	NM State Aid	550	$1,893,539.41
Grand Total All Campuses			**$293,741,116.53**

Further detail of the award categories are included above. EM emphasizes four broad ranging priorities. These are comprised of multiple subsets that may emerge at different times throughout the year.

1. Provide outstanding service and support to students, faculty and staff in enrollment services operations.

2. Identify and implement strategies that support smart enrollment planning, including enrollment stabilization.

3. Implement appropriate tactics to continue improving student preparation and progress.

4. Emphasize the university position of supporting access and success particularly related to admissions and financial aid policy.

14.5 Office of the Registrar

14.5.1 Scheduling and transcript activity.

Course Sections	Quantity
Spring 2014 Main Campus Course Sections	11,127
Summer 2014 Main Campus Course Sections	4,339
Fall 2014 Main Campus Course Sections	11,844
Total 2014 Course Sections Scheduled	27,310

Transcripts	Quantity
Official Transcripts Distributed	33,422
Unofficial Transcripts Produced	8,165

The Office of the Registrar mission is to preserve academic integrity; ensure adherence to academic policy; safeguard the security of academic records; provide course and classroom scheduling management; provide efficient transfer articulation and registration processes; and distribute transcripted credentials for UNM students.

Other functions associated with the Registrar's Office include:

- End-of-term grading process
- Processing of grade changes
- Publication of course schedule

- Complete academic calendar
- Track official degree progress
- Enrollment and degree verification
- Production of the university catalog
- Manage official degree certification
- Create and distribute official diplomas

The size of the scheduling and academic record management effort is substantial as evidenced by just a sample of the volume for select processes.

14.5.2 Communication Center volume.

Communication Type	Quantity
Telephone Calls	121,778
Chats	11,129
Knowledgebase Inquiries	3,444

The Communication Center centralizes enrollment services telephone, chat and knowledgebase student support. The center receives all incoming calls for the Office of Admissions, Registrar and Student Financial Aid. It also provides chat and knowledgebase response for those wishing to communicate in that manner. The data below indicate service volume for 2014.

The One-Stop Enrollment Services in Mesa Vista Hall serves students on Main Campus. The One-Stop accommodates all walk-up traffic for the Office of Admissions, Registrar and Student Financial Aid.

Customer satisfaction is evaluated through paper and online satisfaction surveys. Students complete customer satisfaction surveys when they visit the One-Stop or interact with our Communication Center. Our services maintain a customer satisfaction rate of 90% or higher.

14.6 Veterans Resource Center

The Veterans Resource Center was formed in April 2009 with a mission to assist all veterans and their dependents in transitioning into civilian and academic life. During 2014 the VRC supported 1,406 benefits eligible veterans and hundreds more outside the benefit category.

The Goals of the VRC include:

- Making the University of New Mexico known as a premier veteran-friendly institution;

- Increasing the admission, retention and graduation rates of veterans and dependents;

- Providing an accessible resource to all of New Mexico's veterans;

- Effectively and efficiently meeting the needs of New Mexico's veterans and their dependents;

- Removing social, physical, and psychological barriers for veterans to pursue higher education.

14.7 Budget

14.7.1 EM operating budget.

Fund Desc	Account Type Desc 1	Account Desc 2	2013 Revised Budget	2014 Revised Budget
MU I&G	Revenues and Intra Univ Activities	Allocations	$5,433,940.00	$5,522,353.00
		Appropriations	$70,000.00	$70,000.00
		Other Operating Revenue	$0.00	$0.00
		Reserves	$587,982.00	$489,676.00
		Sales Services	$110,000.00	$117,830.00
		Student Fees	$274,122.00	$282,600.00
		Transfer	$50,000.00	$150,000.00
Subtotal: Revenues and Intra Univ Activities			**$6,426,044.00**	**$6,332,459.00**
	Operating Expenses-Labor	Salaries	$5,014,526.00	$4,963,754.00
		Salaries Contingency	$0.00	$34,129.00
Subtotal: Operating Expenses-Labor			**$5,014,526.00**	**$4,997,883.00**
	Other Expenses	Communication Charges	$67,925.00	$78,845.00
		Other Expenses	$139,529.00	$292,082.00
		Plant Maintenance	$148,035.00	$123,785.00
		Services	$531,353.00	$337,112.00
		Supplies	$427,726.00	$401,218.00
		Travel	$96,950.00	$101,534.00
Subtotal: Other Expenses			**$1,411,518.00**	**$1,334,576.00**

The Enrollment Management budget is stable but has endured more than its share of cuts since 2010. The Instruction & General (I&G) budget was $6,547,000 then and for FY 2015 it is $5,600,000. The $950,000 reduction over that time is a 14.5% decrease.

The primary budget driver for Enrollment Management within the Instruction & General Fund, like other departments, is the labor expense. In FY 2014 there was a nominal salary increase, however, EM did not see the typical salary savings from turnover as in previous years. Admissions also had a decrease in net application revenue fees in the amount of $47K. Application fees generated by other units were distributed accordingly in FY 2014. Student Financial Aid net balances from FY 2013 to FY 2014 decreased slightly by less than 0.5% of the total revenue. Balances vary from year to year based on the incoming class, offers, acceptance and retention.

For FY 2015 the projected I&G reserve is slated to decrease by approximately $400K as new strategic initiatives are implemented and the Pell grant funding is reclassified. The Pell grant federal funds currently residing in Financial Aid I&G will be reclassified to public service. The reclassification of these funds aligns them with restrictions placed on their use by the federal government.

14.7 Budget

14.7.2 Financial aid included in EM budget.

Fund Desc	Account Type Desc 1	Account Desc 2	2013 Revised Budget	2014 Revised Budget
MU I&G	Revenues and Intra Univ Activities	Allocations	$2,266,541.00	$2,607,130.00
		Gifts and Other	$0.00	$0.00
		Grants Contracts	$32,090,170.00	$37,810,948.00
		Reserves	$888,022.00	$70,764.00
		Transfer	$9,568,312.00	$11,117,834.00
Subtotal: Revenues and Intra Univ Activities			**$44,813,045.00**	**$51,606,676.00**
	Operating Expenses-Labor	Payroll Benefits	$0.00	$0.00
		Salaries	$0.00	$0.00
Subtotal: Operating Expenses-Labor			**$0.00**	**$0.00**
	Other Expenses	Communication Charges	$0.00	$0.00
		Other Expenses	$9,126.00	$49,500.00
		Plant Maintenance	$0.00	$0.00
		Services	$0.00	$0.00
		Student Costs	$44,822,171.00	$51,557,176.00
		Supplies	$0.00	$0.00
		Travel	$0.00	$0.00
Subtotal: Other Expenses			**$44,813,045.00**	**$51,606,676.00**

The student aid accounts show large dollar amounts that are not discretionary including the Legislative Lottery Scholarship payment and draw down as well as other state aid funding.

14.8 Major Activities

It is helpful to review the guidelines that drive enrollment management planning and directives from the Provost. Three strategic principles dictate the parameters of the goals and objectives of Enrollment Management and much of Academic Affairs. They include the state performance funding formula, Academic/Student Affairs and Research Board of Regents goals and the UNM 2020 Strategic Plan.

Foundation of Enrollment Management Goals

State of New Mexico funding formula now contains the following outcome measures:

1. Student credit hours completed

2. Total awards of degrees

3. Workforce development (i.e. STEMH and other state prioritized majors).

4. Outcomes for at-risk students (measured by graduates with PELL grants)

5. Research productivity (measured by federal research expenditures)

Goal areas the Regents ASA&R Committee:

1. Student Success (metrics: graduation rates by program for intended majors and for accepted students, retention rates, time-to-degree, advising maturity)

2. Building Faculty Strength (metrics: hires composition,

3. Providing a clear picture of the research enterprise

4. Assessment and Academic Program Reviews (metrics: program assessment maturity, academic curricular changes based on APR)

5. Recognizing and providing incentives for excellent teaching (metrics: awards, teaching evaluation)

6. Attracting high-achieving students from inside and outside New Mexico

7. Defining UNM's role in supporting K – 12 education

Additionally, the goals articulated by the UNM 2020 Strategic Plan include:

1. Become a Destination University

2. Prepare Lobos for Lifelong Success

3. Promote Institutional Citizenship

4. Enhance Health and Health Equity in New Mexico

5. Advance Discovery and Innovation

6. Ensure Financial Integrity and Strength

7. Advance and Accelerate Economic Development

Enrollment Management emphasized the following Academic Affairs and Regents Academic/Student Affairs and Research Committee goals:

- Student Success

  - EM continues to focus on improving the 3rd semester retention rate. Aggressive goals have been met in 2012, 2013 and 2014.

  - The summer Early Start Program (ESP) was implemented to improve student preparation.

- Providing a clear picture of student costs

  - Enrollment Management provides continuous information related to student affordability.

- Attracting high-achieving students

  - The admissions strategy has yielded two classes (Fall 2013 and 2014) of increases in high ability students.

- Define UNM's role in fixing K – 12 problems

  - Enrollment management maintains a close relationship with Albuquerque Public Schools senior staff with regular exchanges of information and planning of strategic efforts that can strengthen APS and K-12 in general.

14.9 Future Plans

There were accomplishments related to student success that are among the highest institutional priorities in 2013-14 that warrant acknowledgement. Additional emphasis on tuition planning, financial aid support, the Legislative Lottery Scholarship program and other priorities yielded progress and acceptable outcomes.

The biggest challenges that lie ahead are enrollment stabilization in a difficult environment. Unfavorable demographics, a slightly improving economy and increased competition result in projections of flat enrollment with risk of a decreasing trend. This will be the emphasis in addition to the core priorities previously mentioned. Additionally, EM operational units have many projects with emphasized completion in 2014-15.

Priorities

EM emphasizes four broad ranging priorities. These are comprised of multiple subsets that may emerge at different times throughout the year.

1. Provide outstanding service and support to students, faculty and staff in enrollment services operations.

2. Identify and implement strategies that support smart enrollment planning including enrollment stabilization.

3. Implement appropriate tactics to continue improving student preparation and progress.

4. Emphasize the university position of supporting access and success particularly related to admissions and financial aid policy.

Admissions

Hobsons Application

Royall & Company Implementation

Yield Enhancement

Financial Aid

Default Rate Prevention

FAFSA Completion

Lottery Scholarship Analysis

Registrar

Upgraded Degree Audit

Curriculum Process Improvement

Strategic Initiatives

Cohort 2nd and 3rd Semester Retention

Enrollment of Stopped Out Students

Enrollment Reporting

Coordination with OIA

Enrollment Model

Predictive Modeling

Chapter 15. Equity & Inclusion

The Division for Equity and Inclusion (DEI) is committed to working across the University and with the Office of Diversity at the Health Sciences Center to achieve an institutional focus on diversity, equity, and inclusion. With a small organizational structure and staff, DEI requires outreach and collaboration with a number of units and entities across main campus, the branch campuses and the external communities to accomplish its goals.

The Division for Equity and Inclusion organizes its goals and activities around three focal areas designed to achieve inclusive excellence through diversity, equity and inclusion. They include: promoting a healthy and inclusive campus climate, advancing the academic enterprise and increasing the success of our students at UNM.

Promoting a healthy and inclusive campus climate creates an environment where individuals are valued and treated with respect and civility, and where hate and bias toward any group is not tolerated. A healthy and inclusive campus climate enables students to interact effectively across differences and work in a diverse world.

Vice President Jozi De Leon

Advancing the academic enterprise supports the academic mission of the university by working with faculty and staff to incorporate diversity in curricular and co-curricular activities. In addition, the diversity of our faculty contributes to excellence in teaching, research and service. We provide opportunities for all faculty to learn about how they can work with our diverse students and diverse communities. The ultimate goal is to create a model university for the future where diversity is at the center of our academic mission.

Student success is central to our mission as a flagship university in a minority-majority state. We collaborate with P-12 systems and organizations focused on the education of underrepresented populations to ensure their success when they enter UNM. We identify issues in the education of underrepresented groups such as transfer, accessing financial aid and academic support and work within the institution to mediate those barriers. In order to assess our progress as an institution, we report data on enrollment, retention and graduation rates by race, ethnicity and gender and monitor trends.

15.1 Mission & Vision

Mission Statement

The Division for Equity and Inclusion promotes equity for all members of the University community by leading efforts and building sustainable partnerships to transform the campus environment, in addition to fostering inclusive excellence, promoting equity, and advocating social justice; and, in this way, nurture a climate that imbues diversity as an asset.

Vision Statement

Since the University of New Mexico looks today, like most universities will look tomorrow, UNM will become a model for diversity and inclusive excellence.
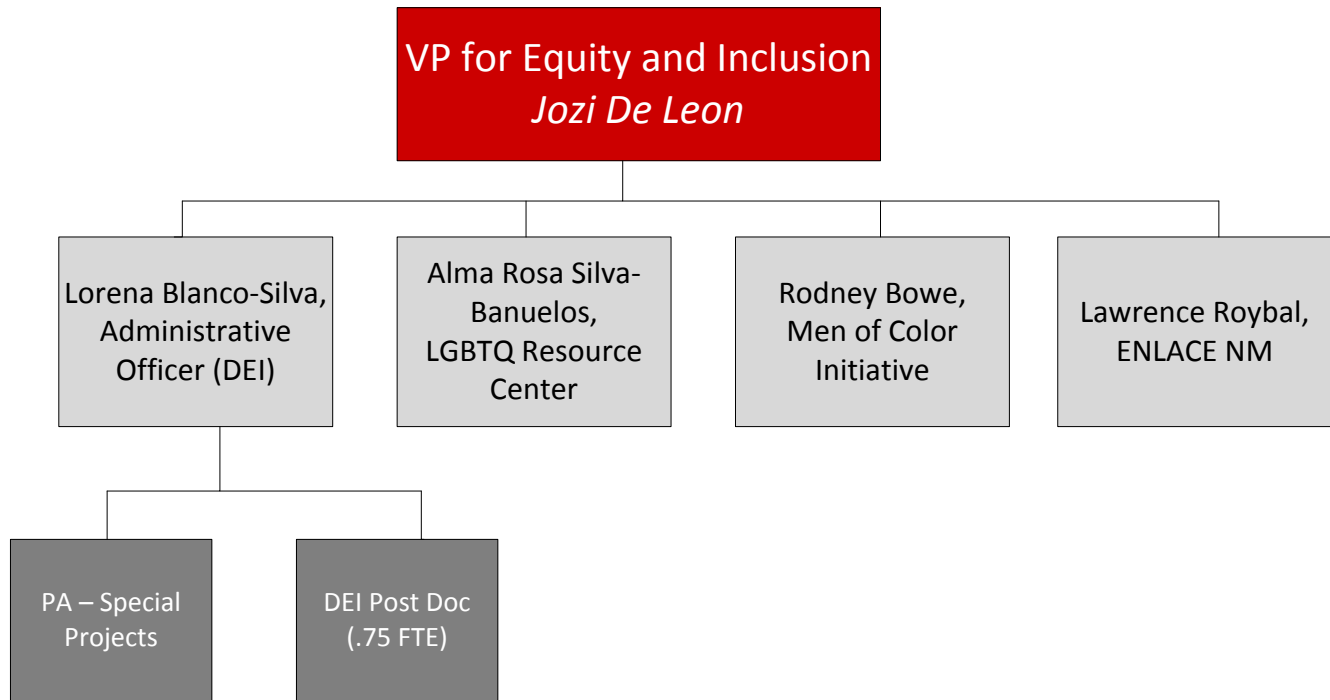
Core Values

Inclusive Excellence: DEI posits that inclusive excellence requires a healthy and inclusive campus climate and refers to the processes by which we leverage diversity as our strength to enhance our understanding and connections with diverse communities, ensure the success of all of our students and advance the academic enterprise.

Promoting Equity: DEI believes in the residual value of equity and fosters a climate where fairness, impartiality, and justice are a main staple in the relationships between and among people of all backgrounds within UNM's social and professional settings.

Social Justice: DEI strongly advocates for an institution based on principles of fairness, solidarity, understanding and value.
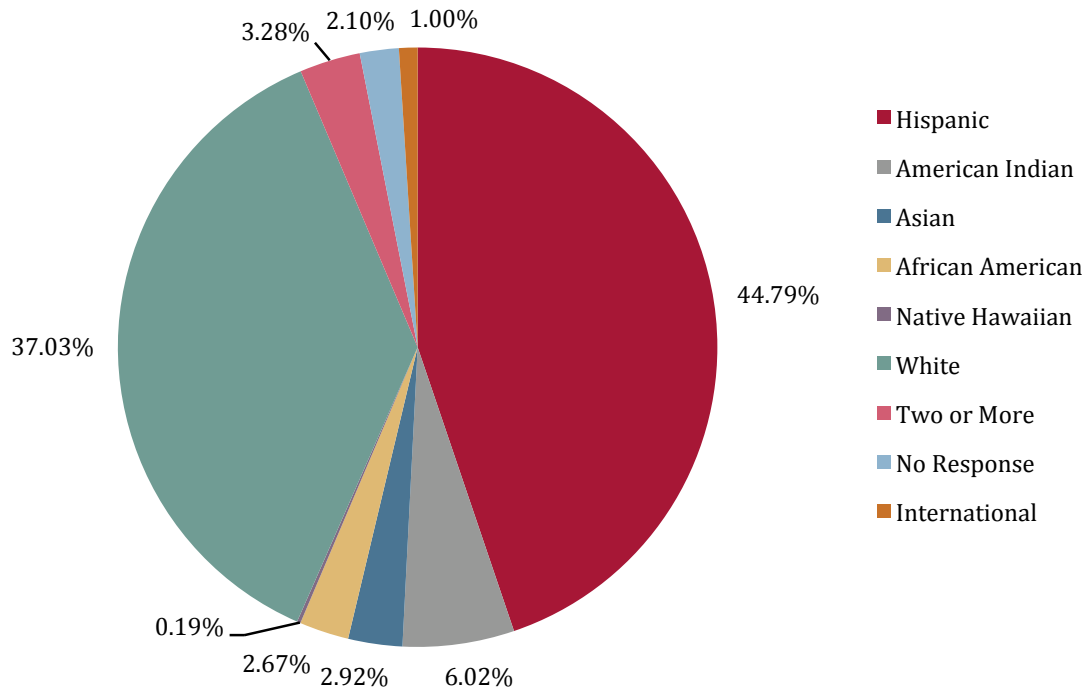
15.2 Organization & Facilities

15.2.1 Division of Equity & Inclusion Organizational Chart, updated December 2014

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                    │  VP for Equity and Inclusion │
                    │        Jozi De Leon          │
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Lorena Blanco-Silva, Administrative Officer (DEI)	Alma Rosa Silva-Banuelos, LGBTQ Resource Center	Rodney Bowe, Men of Color Initiative	Lawrence Roybal, ENLACE NM

PA – Special Projects	DEI Post Doc (.75 FTE)

15.3 Undergraduate Education

15.3.1 Division of Equity and Inclusion, Undergraduate Headcount by Race and Ethnicity, Fall 2013

Legend:
- Hispanic
- American Indian
- Asian
- African American
- Native Hawaiian
- White
- Two or More
- No Response
- International

Pie chart values: 3.28%, 2.10%, 1.00%, 44.79%, 6.02%, 2.92%, 2.67%, 0.19%, 37.03%

The Division for Equity and Inclusion has begun to report student data for Traditionally Underrepresented groups disaggregated by race and ethnicity and gender whenever possible. These data will become the basis for the Inclusion Excellence Progress Report that will report data, outline trends and monitor our progress in eliminating disparities.

Undergraduate Education

Equity data for undergraduate student success is focused in three areas: 1) enrollment (see chart 14.3.1); 2) third semester retention (see chart 15.4.1); and 3) six-year graduation (see chart 15.4.2). While UNM currently provides data by race and ethnicity or gender, further work needs to be done to examine the intersectionalities of race and ethnicity and gender. In 2011, the UNM Center for Education Policy Research provided an analysis of outcomes for males at UNM, by race and ethnicity (See chart 15.5.1). The analysis affirmed the need for targeted support efforts for males of color. These data provided the rationale for scaling-up the pre-existing Men of Color Initiative (MOCI) and devoting additional resources to the initiative to hire a director and grow male student participation.

Hispanic students constitute the largest ethnic group among our undergraduate student population, with Whites being the next largest representation. The University of New Mexico undergraduate student population is reflective of other Hispanic Serving Institutions with an increasing Hispanic student population. The growth in Hispanic student representation is consistent with growth patterns across many other institutions of higher education across the country.

15.4 Retention

15.4.1 Division of Equity and Inclusion, First-time, Full-time Retention to Third Semester, 2013 Cohort Year
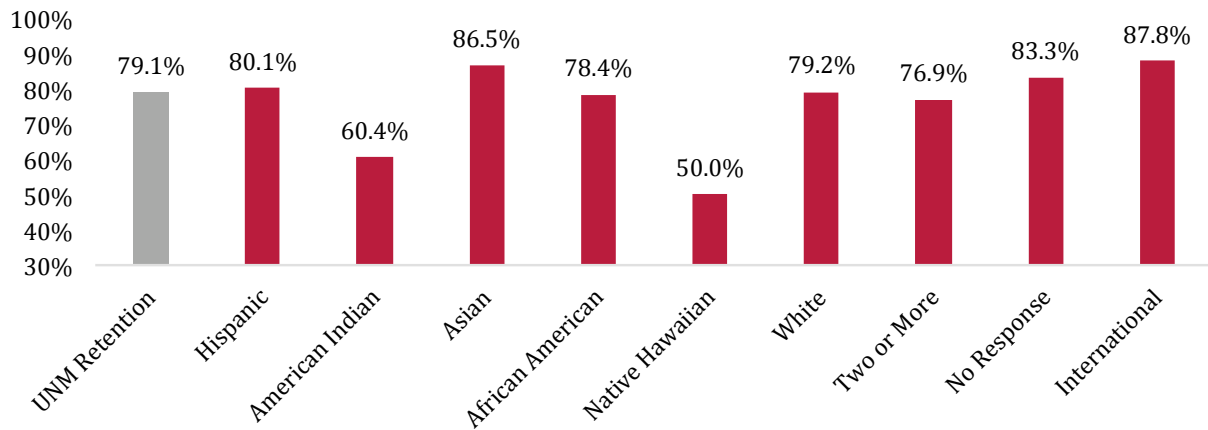
The University of New Mexico's International student population reflected the highest third semester retention, followed by Asian students, and then Hispanics. UNM reported a record retention rate for Hispanics.

15.4.2 Division of Equity and Inclusion, First-time, Full-time, 6-year Graduation Rates, 2008 Cohort
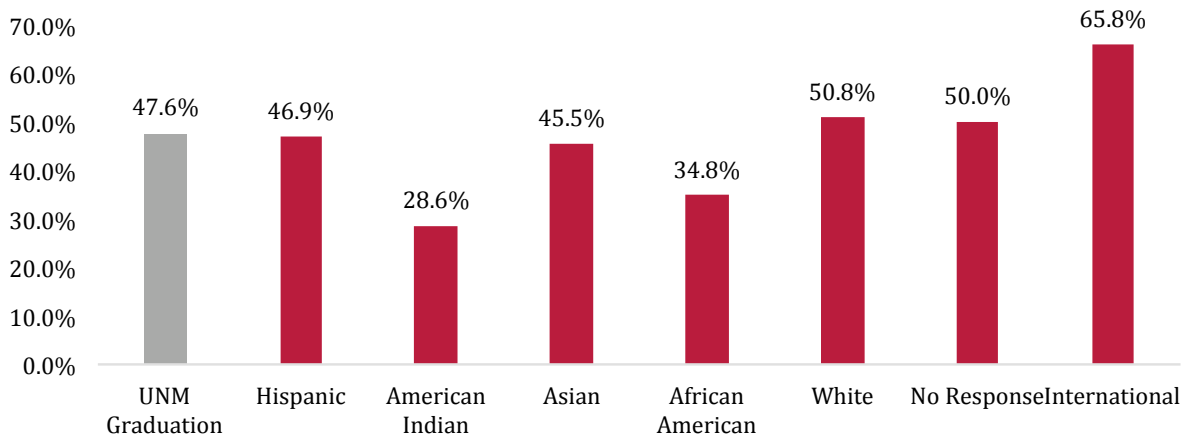

International students had the highest 6-year graduation rates, followed by White, Hispanic and Asian students, respectively. Both International and White students demonstrated higher 6-year graduation rates than the aggregate UNM graduation rate.

15.5 Retention - Males of Color

15.5.1 Division of Equity and Inclusion, UNM Office of Institutional Research. The retention rates are for first-time, full-time degree-seeking students enrolled between 2002-2011.
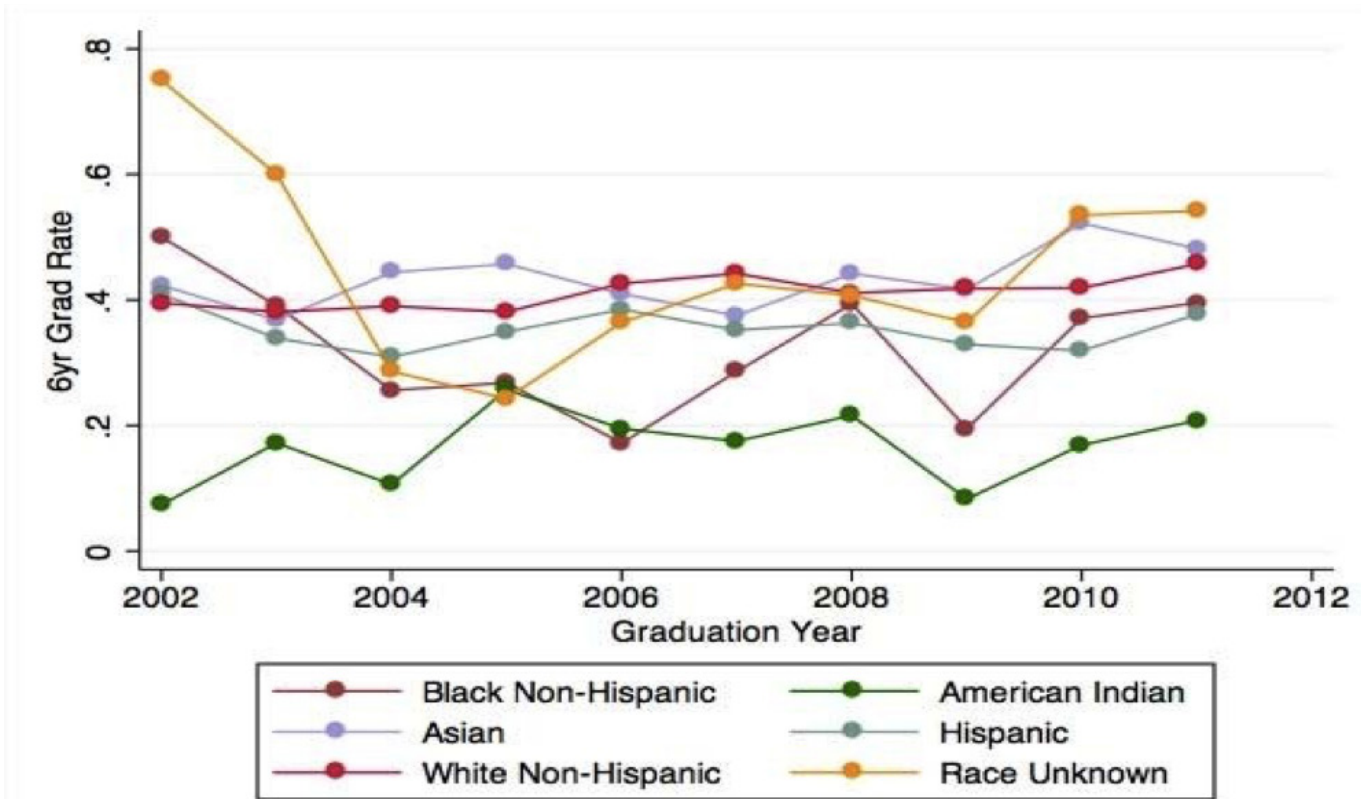
Since the success rates for men of color remain a particular concern nationally, in our state and at the University of New Mexico, retention data were disaggregated for male students according to race. The highest retention rates are reported for students that do not specify a racial or ethnic group. Asian male students and White students demonstrate similar retention rates followed by Black then Hispanic male students. American Indian male students show the lowest retention rates.

15.6 Graduate & Professional

15.6.1 Division of Equity and Inclusion, Graduate and Professional Headcount by Race and Ethnicity, Fall 2013

Legend:
- Hispanic
- American Indian
- Asian
- African American
- Native Hawaiian
- White
- Two or More
- No Response
- International

Values: 26.76%, 3.73%, 3.94%, 1.78%, 0.15%, 47.95%, 1.72%, 3.99%, 9.99%
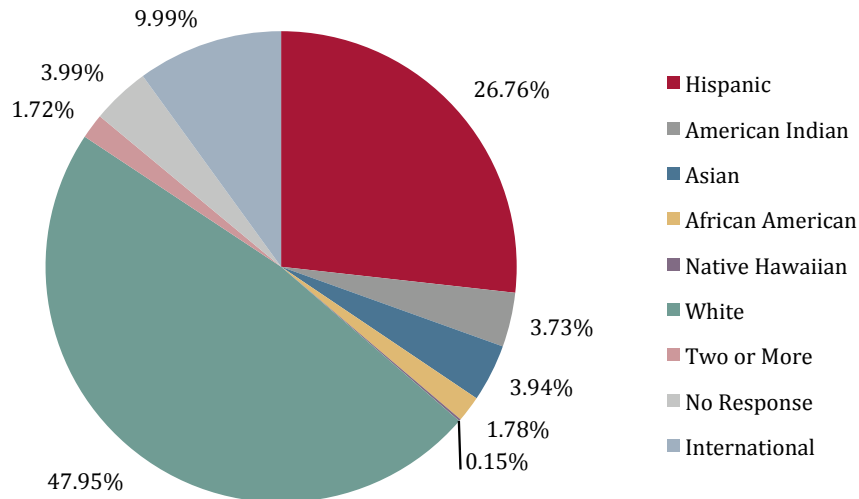
15.6.2 Division of Equity and Inclusion, Graduate and Professional Degrees Awarded, 2011-12

Legend:
- Hispanic
- American Indian
- Asian
- African American
- Native Hawaiian
- White
- Two or More
- No Response
- International

Values: 25.19%, 2.81%, 3.50%, 2.07%, 0.06%, 52.67%, 0.92%, 4.76%, 8.03%
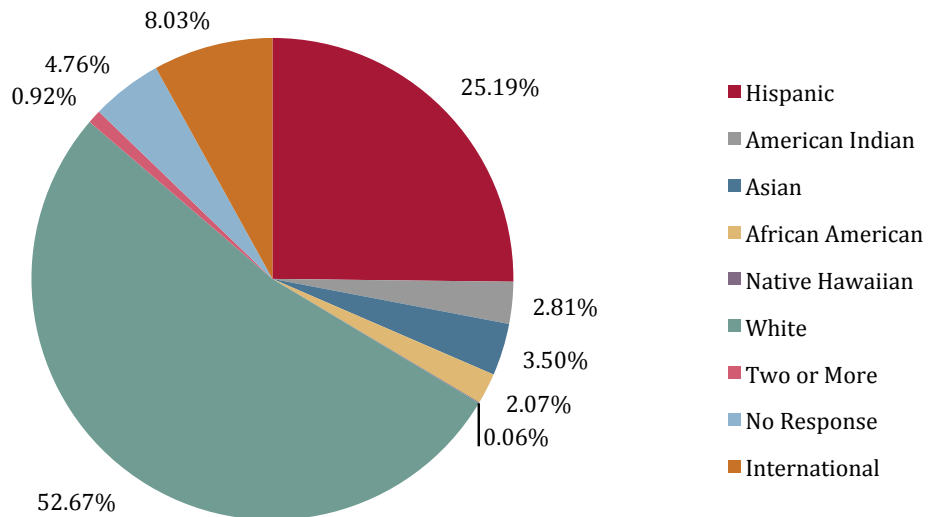
Equity data for graduate student success is focused in 2 areas: 1) enrollment (see chart 15.6.1); and 2) degrees awarded (see chart 15.6.2). Similar to how the Department of Education Office of Civil Rights examines disproportional outcomes for students, DEI is interested in understanding the disparities between enrollment and completion that exist for racial and gender sub-populations, across disciplines.

The racial and ethnic make-up of the graduate and professional school student population is not reflective of the undergraduate student representation. The largest representation is among students who identify as White. Hispanics and Asians make up the next largest groups.

15.6 Budget

15.6.1 Division of Equity and Inclusion, Budget, Combined Budget with ENLACE and LGBTQ Resource Center
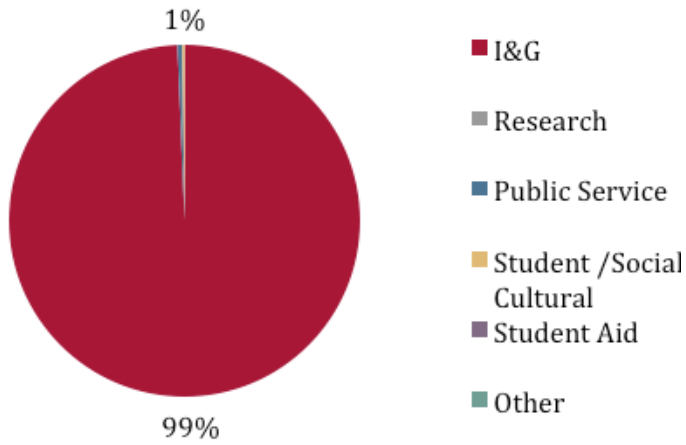
DEI FY13 to FY14 Actuals Net Change by Fund

Legend:
- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other

Y-axis: FY14 Actuals (Revenue, Expenses)
X-axis: By Thousands — $(150) $(100) $(50) $- $50 $100 $150 $200
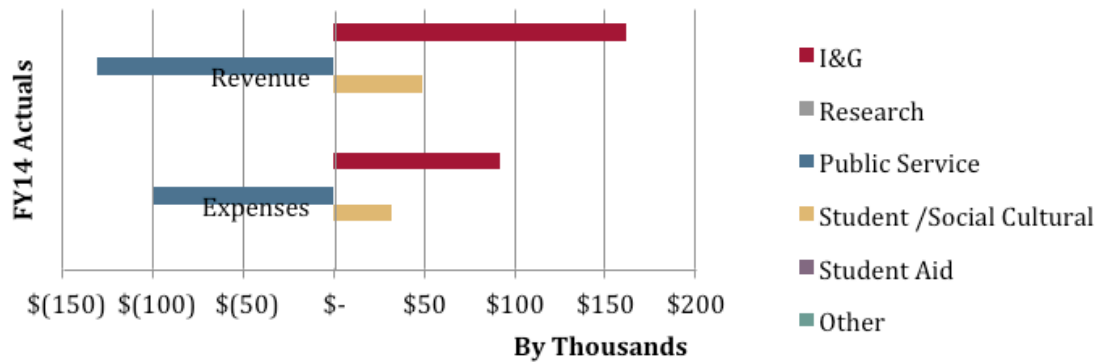
The inclusive budget for the Division for Equity and Inclusion is made up of the Division's own operational budget as well as the operational budgets for the LGBTQ Resource Center and ENLACE. While the LGBTQ Resource Center and ENLACE each support some of the goals of the Division as they pertain to addressing specific portions of the diverse student population, there are other entities that focus on diverse populations (i.e., AASS, El Centro de la Raza, AISS, Disability Resource Center, etc.) that are not under the umbrella of the Division. In addition, while DEI has overarching institutional goals, both ENLACE and the LGBTQ Resource have targeted work pertaining to a specific group. The budget graphic above includes the joined budget, but in order to get a more accurate picture of the budget that the Division for Equity and Inclusion utilizes for its university-wide work, the budgets have been separated.

15.6 Budget

15.6.2 Division of Equity and Inclusion, Budget, Operations Budget for the Division for Equity and Inclusion

DEI FY14 Actual Revenue

1%

99%

- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other

DEI FY14 Actual Expenses

0%

100%

- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other

All of the Division for Equity and Inclusion's budget is generated from Instruction & General (I&G). A small percentage comes from a grant from the Lumina Foundation for the Unidos Project. The budget supports salaries for the Vice President, an administrative officer, a graduate assistant and a part-time staff person to assist with the Men of Color Initiative. DEI provided support for activities and events that centered on advancing diversity on campus.
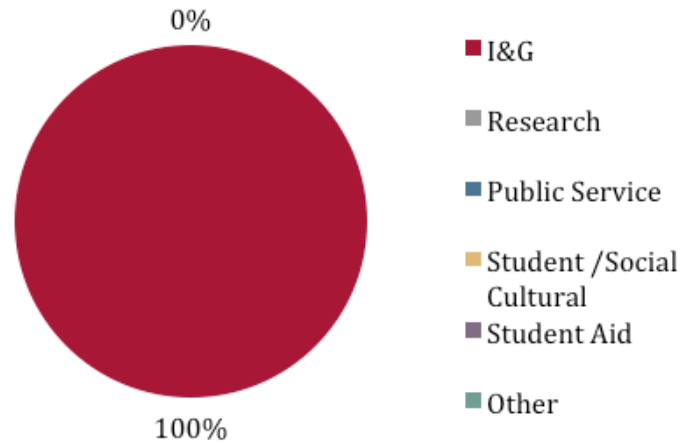
15.6 Budget - LGBTQ

15.6.3 Division of Equity and Inclusion, Budget, Operations Budget for LGBTQ Resource Center

LGBTQ FY14 Actual Revenue

0%

35%

61%

0%

4%

- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other

LGBTQ FY14 Actual Expenses

0%

34%

66%

0%

0%

- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other
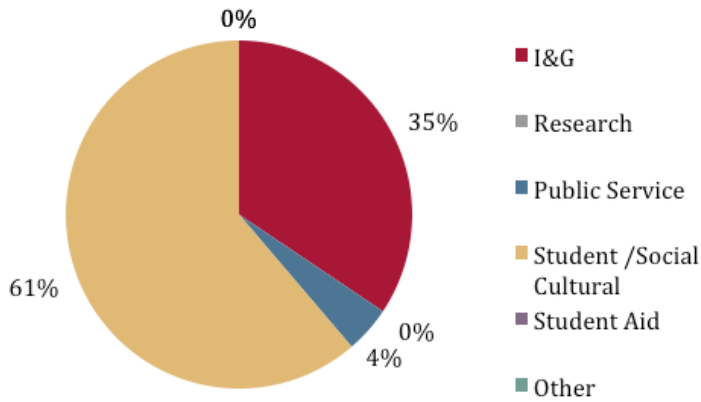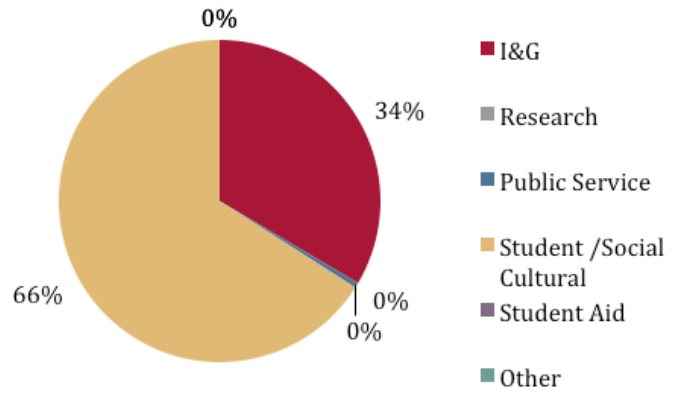
The LGBTQ Resource Center is supported primarily from Student Fees, however, it also receives funding from I&G and received a SAMHSA federal grant for suicide prevention.

15.6 Budget

15.6.4 Division of Equity and Inclusion, Budget, Operations Budget for ENLACE

ENLACE FY14 Actual Revenue

0%

35%

65%

0%

- ■ I&G
- ■ Research
- ■ Public Service
- ■ Student /Social Cultural
- ■ Student Aid
- ■ Other

ENLACE FY14 Actual Expenses

0%

34%

66%

0%

- ■ I&G
- ■ Research
- ■ Public Service
- ■ Student /Social Cultural
- ■ Student Aid
- ■ Other
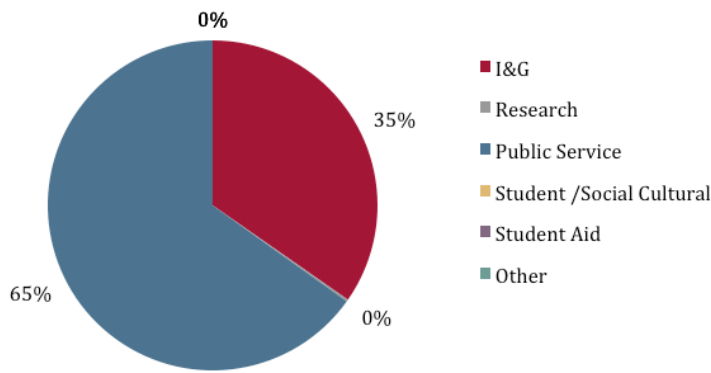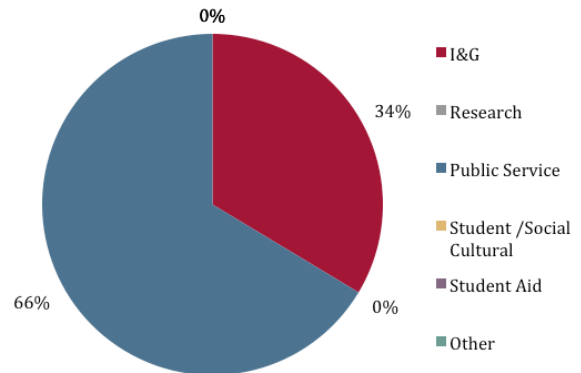
ENLACE has existed for 15 years and was originally funded by the Kellogg Foundation. Due to its success and focus, the legislature continued to provide the majority of support for the program when the grant ended. It continues to serve all regions of the state. The funding is funneled through the University of New Mexico and is distributed to each of five regions—Central, Eastern, Northeastern, Northwestern and Southern. A small portion of the funding comes

from I&G to support a small portion of the statewide director's salary and student-support activities at the University of New Mexico. The ENLACE project is focused on engaging families in the education of their children and provides student support through mentoring and tutoring at the high school level so that students graduate from high school and are prepared to pursue a postsecondary education.

15.7 *Major Activities*

Advancing Academic Enterprise

- Faculty Initiatives
- Faculty Mentoring Study
- Center for Teaching Excellence Workshop

Diversity Training

- Minority Hires
- Inclusive Excellence (Campus Climate) Survey
- Diversity Council

Highlight: Faculty Mentoring Study

The Division for Equity and Inclusion dedicates time and resources to enriching the faculty experience through indirect funding, professional development and support. In AY 2013-14, plans were established to begin a qualitative investigation into the formal and informal mentoring activities that faculty on our campus are engaged in. Focus groups of college deans, minority faculty, and female faculty were interviewed beginning late in Spring 2014, and continued into Fall 2014. The aim of the study is to establish a baseline of mentoring practices that currently take place, and to enhance the university infrastructure for those that are proven to have made an impact in the lives of UNM's faculty.

In addition, the Division began working with the Office for the Support of Effective Teaching (OSET) to create inclusion-focused orientations, workshops and trainings to assist instructors and faculty at all levels in the engagement and facilitation of students from all diverse backgrounds in their classrooms. An inclusive excellence session was held for new faculty at the New Faculty Orientation.

As part of its commitment to increasing the representation of traditionally underrepresented faculty here at UNM, the Division continued providing funds toward the recruitment of minority hires. The program collaborates with deans from UNM's various schools and colleges to provide tiered funding for three years. The Division pays the salary of the minority hire at a gradually decreasing rate (100% in year 1, 75% in year 2, and 50% in year 3), with the goal that the academic department takes on the responsibility for fully funding the hired faculty member the fourth year and onward to promotion to tenure.

Hiring Traditionally Underrepresented Faculty

The Division for Equity and Inclusion manages an endowment that provides funding to incentivize the hiring of Underrepresented Minority (URM) and traditionally underrepresented faculty (Hispanic, Native American, African American and women in male-dominated fields).

15.7.1 URM Faculty Hires Funding Initiative, Academic Year 2013-14 by College and Department
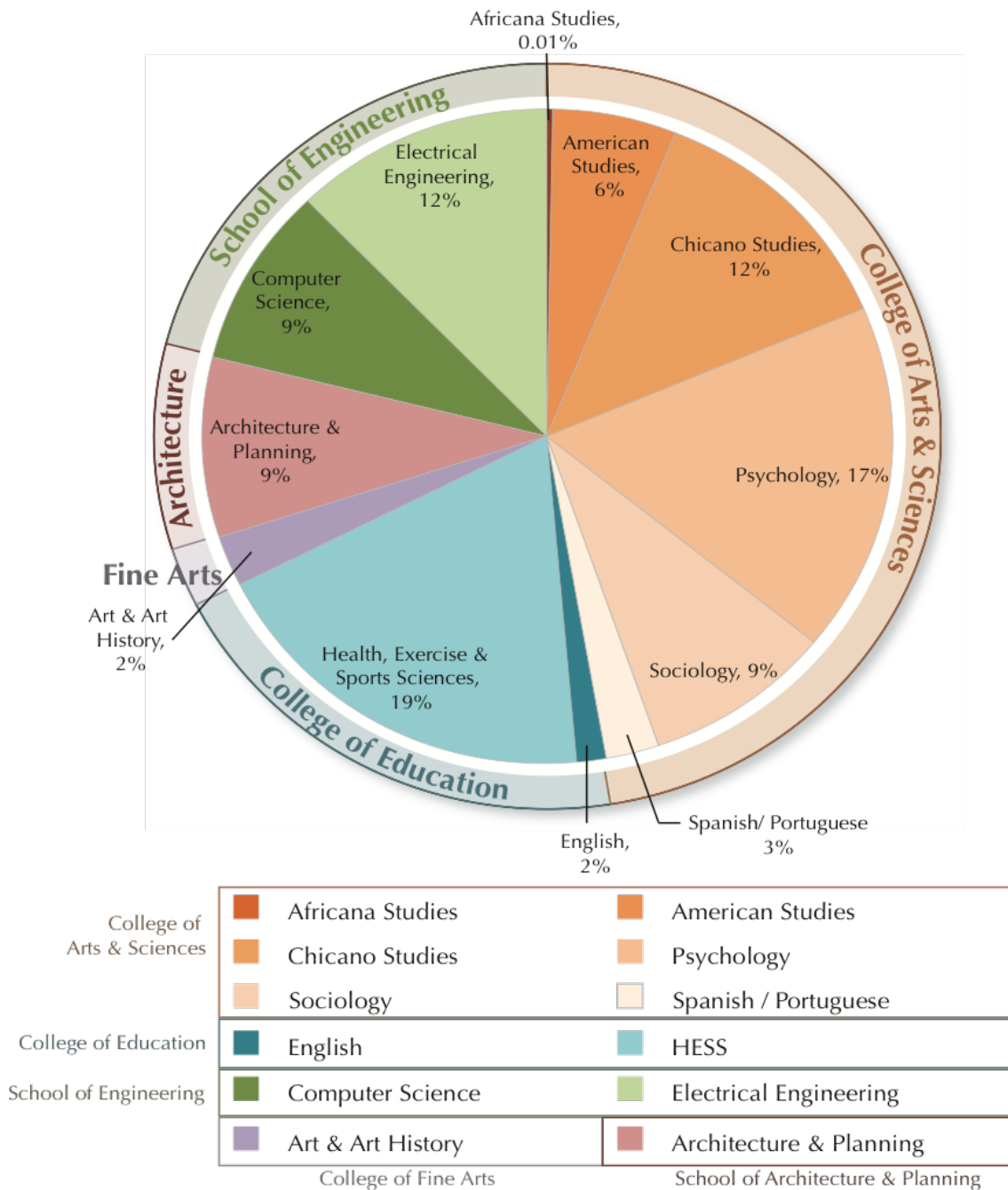
A total of fourteen faculty members were funded through the URM Hires Funding Initiative during AY 2013-14. The total funding amount was $322,166. The College of Arts & Sciences was allocated the largest percentage of the year's funds (47%, $152,300), supporting six of the individuals across six different academic departments and programs. Of this cohort, three identified as African American, seven identified as Hispanic, and one as Native American. The majority (eleven) were women.

15.7 Major Activities

Enhancing Student Success & Support

- Men of Color Initiative

- LGRTQ Resource Center

- Undergraduate Diversity Curriculum Requirement

- New Student Orientation

- Inclusive Excellence (Campus Climate) Survey – Diverse Learning Environment Component

Activities (Top 5-10 Activities)

- 2013 Luminaria Awards featuring keynote address by Dr. Derald Wing Sue

- Women of Color and Faculty of Color Initiatives

- Equity & Inclusion Action Plan (informed from the results of the 2013 Equity & Inclusion Campus Climate Study)

- "Stolen Education" Community Film Screening and Panel Discussion

- Diversity Council Conversations of the Heart: Anti-Racism Dialogues

- UNIDOS Community Resource Fair

- LGBTQ Resource Center's Universal Restroom Initiative

DEI has a campus-wide mission to promote equity for all members of the campus community. DEI focuses on university-wide student outcomes measures to assess efforts to advance the academic enterprise, to enhance student success and support, and to increase access and equity. The analysis of data by race and ethnicity and gender is central to assessing the impact of DEI initiatives and serves as a measure of progress for campus transformation. DEI strives to build partnerships with key departments to improve the collection, analysis, and reporting of institutional data. The aim is to obtain and provide data that reflect the overall social health of the campus by examining sub-populations (including, but not limited to, race and ethnicity, gender, and social class). These data will inform future resource allocation and support efforts that target students most in need and provide a means to measure progress and change in the areas of equity and inclusion at UNM.

Highlight: Faculty Mentoring Study

Highlight: Student-Focused Activities/Initiatives

In alignment with the overarching goals for student success at UNM, the Division for Equity and Inclusion strives to create and collaborate on initiatives that will increase retention, achievement, and graduation rates; all while supporting the cultural and social diversity that our students bring to campus. The Provost's Diversity Council, an advisory group initially convened in 2011, began action on its recommendation for curriculum changes that would promote a broad-scale understanding of the culture, history or current circumstance of diverse groups of people who have experienced historic or contemporary inequitable treatment. After delivering a number of presentations campus-wide, the leadership from the Diversity Council was able to gain the support of the necessary administrative bodies so that a three-credit course requirement for undergraduate students was approved for the 2014 incoming freshman class.

While early Spring 2014 revealed the launching of the "My Brother's Keeper" initiative from the White House, the concerns about the achievement and attainment gaps impacting our male students of color have been at the forefront in the Division for years. During this academic year, the Men of Color Initiative (MOCI) was expanded and partnerships were created with many other departments on campus to ensure the sustainability and scope of the efforts. Specifically, planning meetings began with the Office of Student Academic Success, the STEM-UP program, and the Athletics Department to establish an infrastructure for future programming.

The LGBTQ Resource Center continued its stellar efforts in making UNM a safe and welcoming place for LGBTQ students, staff, faculty, and their allies. Through such efforts as SAFE Zone trainings, the Sucidality Protocol project (funded through a SAMHSA grant), and outreach on all campuses within the UNM system, the LGBTQ Resource Center fostered the University's top ranking in the Campus Pride Index with a 4.5 out of 5 score. The Resource Center continues to provide invaluable services to the campus and the surrounding community through its advisement, advocacy, education, and support.

15.7 Major Activities

ENLACE reported a mean percentage of New Mexico high school graduation rates of ENLACE students across all five regions (Central, Eastern, Northeastern, Northwestern and Southern) at 96%. Out of those students that graduated from high school an average of 86% across all regions transitioned to higher education to seek a postsecondary degree. These outcomes are remarkable and demonstrate the success of ENLACE in engaging parents and students (Hispanic, Native American and Black) in pursuing their educational goals and taking charge of their academic success. ENLACE serves as a statewide and national model for improving the family engagement and educational success of underrepresented students (Hispanic, Native American and African American).

Highlight: Increasing Access & Equity

• ENLACE

• UNIDOS

• Inclusive Excellence (Campus Climate) Survey

• Diversity Council

The work of the Division for Equity and Inclusion is not limited to the physical campus. Part of the focus on equity and inclusion includes efforts to make higher education more accessible for the students in our state. Both the ENLACE Statewide initiative and the UNIDOS Project pay close attention to the education "pipeline" that feeds into the UNM system. With the mission to represent the voices of traditionally underrepresented children and families in the state of New Mexico, ENLACE has used the family center model to great success. Statewide, ENLACE has logged over 7,800 direct and 66,000 indirect contacts with K-12 students and families, and has reported 99% retention, 96% high school graduation, and 86% high school to higher education transition rates over the 2013-14 reporting period.

The focus on parental involvement and educational reform is shared by the UNIDOS project, which has also worked to ease the transition for elementary, high school, and community college students through dedicated partnerships between APS, CNM, and UNM. With more than 15 partnering organizations sharing and collaborating on the mission and vision of the project, UNIDOS efforts have resulted in moving the discussion of educational reform to center stage through a Latino Policy Summit and a Hispanic Education Legislative Summit. While both of these programs tout the success of Hispanic and Latino students at the core, the insights and best practices obtained through their efforts can—and will—be applied universally.

The Diversity Council (DC) which is made up of representative faculty, staff, student leadership and administrators works closely with the Division for Equity and Inclusion in establishing university-wide goals and assisting the Vice President in accomplishing our mission as an institution in which diversity is our strength.

15.8 Future Plans

Priorities

The Division for Equity and Inclusion's priorities were identified through the results of the Equity and Inclusion Survey and recommendations made by the consultants (Halualani & Associates). In addition, the Diversity Council has developed a set of priorities that were generated through their year-long research, review of university data and reports, and literature on best practices in diversity, equity and inclusion. These priorities will help guide the work of the Division. In addition, the Division received funding from the Lumina Foundation for the Unidos Project on Latino Student Success that has created partnerships with APS, CNM, UNM and external community organizations to address K-12 Latino student success and preparation for postsecondary school. The ultimate goal of the Unidos project is to increase the number of Latinos with postsecondary degrees and credentials. Goals and priorities of the Division for Equity and Inclusion are overarching and include the University and external community. They include all diverse groups, faculty, staff and students as well as the campus climate.

Activities

1. Implement Equity and Inclusion Action Plan (Student, Staff & Faculty Success)

2. Work on sustainability of the Unidos Project with Community Partners (student success & community engagement)

3. Obtain approval for diversity course requirement (curriculum)

4. Obtain approval for a commitment to diversity hiring criteria (hiring)

5. Initiate Faculty Mentoring Study (Faculty Success)

Chapter 16. Extended Learning

Message from the Vice Provost

Extended Learning represents the merger of Continuing Education (non-credit, public programming) with Extended University (UNM credit courses and degree programs delivered statewide and beyond with distance education technologies). Extended Learning also manages contracts for the state of New Mexico in the areas of early childhood and transportation.

In any given semester, approximately 25% of UNM credit students are taking at least one online course. Extended Learning's non-credit, continuing education programs serve over 10,000 community members across all age groups.

During FY 2014, continuing education was awarded $10,355,000 in new and prior year carryforward, contract funding. This was a $966,000 increase over the prior year reflecting 16% year over year growth. Major contracts that were renewed included the CYFD contracts for statewide PreK Consultants, Support for the Home Visiting, NewMexicoKids websites, the Childcare Resource and Referral databases and websites.

It is an honor and a pleasure to work with the staff of Extended Learning and the broader UNM community to extend the reach of resources across the state and beyond!

Vice Provost Monica Orozco

16.1 Mission & Vision

Extended Learning facilitates delivery of UNM courses and degree programs, professional development, and lifelong learning to students in New Mexico and beyond.
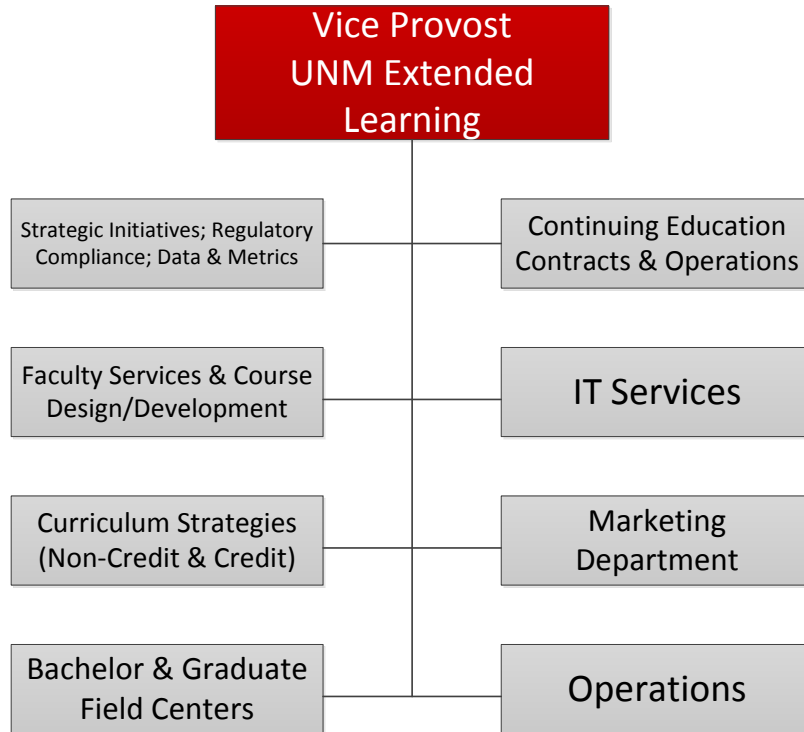
16.2 Organization & Facilities

16.2.1 Extended Learning Organizational Chart, updated January, 2015.

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                        ┌─────────────────────┐
                        │    Vice Provost     │
                        │   UNM Extended      │
                        │     Learning        │
                        └─────────────────────┘

┌──────────────────────────────┐        ┌──────────────────────────────┐
│ Strategic Initiatives;       │        │  Continuing Education        │
│ Regulatory Compliance;       │        │  Contracts & Operations      │
│ Data & Metrics               │        │                              │
└──────────────────────────────┘        └──────────────────────────────┘

┌──────────────────────────────┐        ┌──────────────────────────────┐
│ Faculty Services & Course    │        │      IT Services             │
│ Design/Development           │        │                              │
└──────────────────────────────┘        └──────────────────────────────┘

┌──────────────────────────────┐        ┌──────────────────────────────┐
│ Curriculum Strategies        │        │      Marketing               │
│ (Non-Credit & Credit)        │        │      Department              │
└──────────────────────────────┘        └──────────────────────────────┘

┌──────────────────────────────┐        ┌──────────────────────────────┐
│ Bachelor & Graduate          │        │      Operations              │
│ Field Centers                │        │                              │
└──────────────────────────────┘        └──────────────────────────────┘
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Facilities

Space & Facilities

Extended Learning has offices located in Woodward Hall, Dane Smith Hall, 1800 Sigma Chi, and 1634 University Blvd. NE. In addition, we maintain offices on the campuses of UNM-Gallup, UNM-Taos, UNM-Los Alamos, Santa Fe Community College, and San Juan College, and Kirtland Air Force Base.

Highlights

1. Updated 5 ITV send classrooms to Zoom technology allowing for delivery to desktops and mobile devices

2. Successfully relocated Woodward Hall staff due to flooding
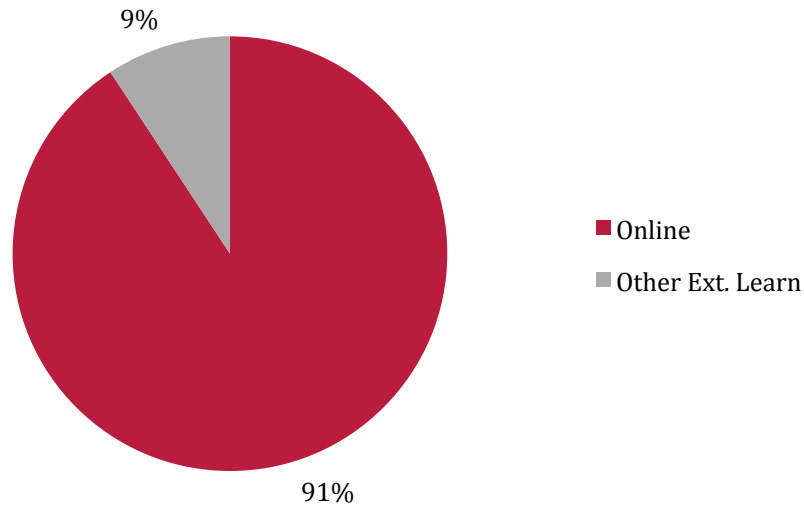
Challenges

1. Damage due to the flooding of Woodward Hall continues to provide a challenge for Extended Learning staff

2. Aging facilities and deferred maintenance across facilities, but particularly at 1634 University Blvd. NE and security pose challenges
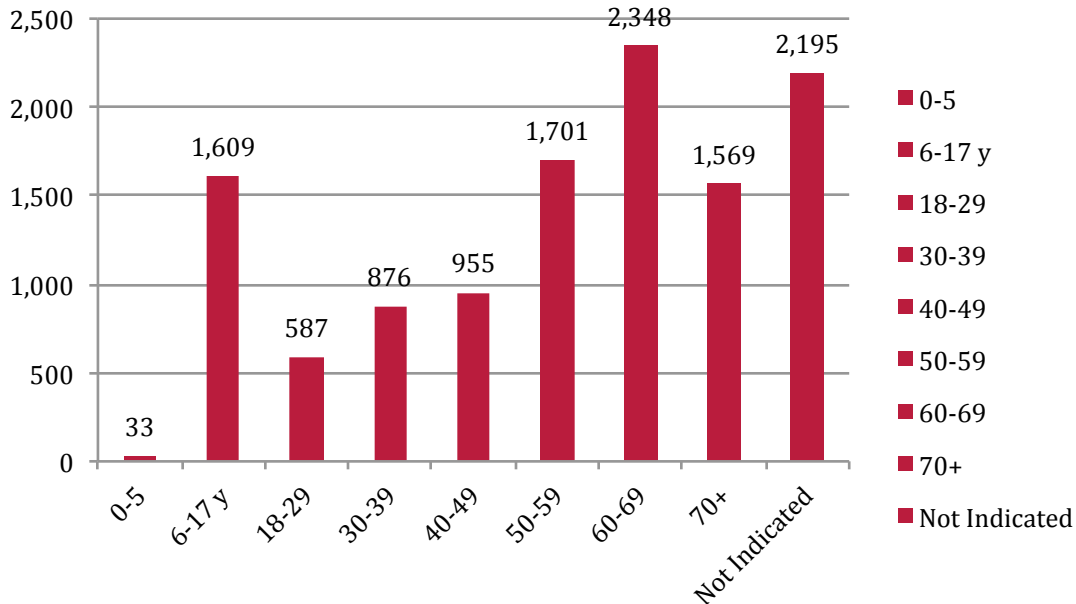
Priorities

1. Completion of flood mitigation and remodel in Woodward Hall and subsequent moving of staff

2. Increase security measures at 1634 University Blvd. NE

16.3 Enrollment

16.3.1 Extended Learning, Extended University, Enrollment by Percentage

9%

■ Online

■ Other Ext. Learn

91%

16.3.2 Extended Learning, Extended University, Enrollment by Age Group

■ 0-5	
■ 6-17 y	
■ 18-29	
■ 30-39	
■ 40-49	
■ 50-59	
■ 60-69	
■ 70+	
■ Not Indicated	

0-5: 33
6-17 y: 1,609
18-29: 587
30-39: 876
40-49: 955
50-59: 1,701
60-69: 2,348
70+: 1,569
Not Indicated: 2,195

Total Extended University (credit) enrollments for AY 2013-2014 (includes Summer 2013) were 36,682. Online enrollments accounted for 33,282 or 91% of those enrollments. Continuing Education enrollments totaled 11,873. Students aged 60-69 represent the highest enrolled demographic, followed by students between the ages of 30-39.

16.3 Enrollment - by College

16.3.3 Online, credit enrollments by college/school
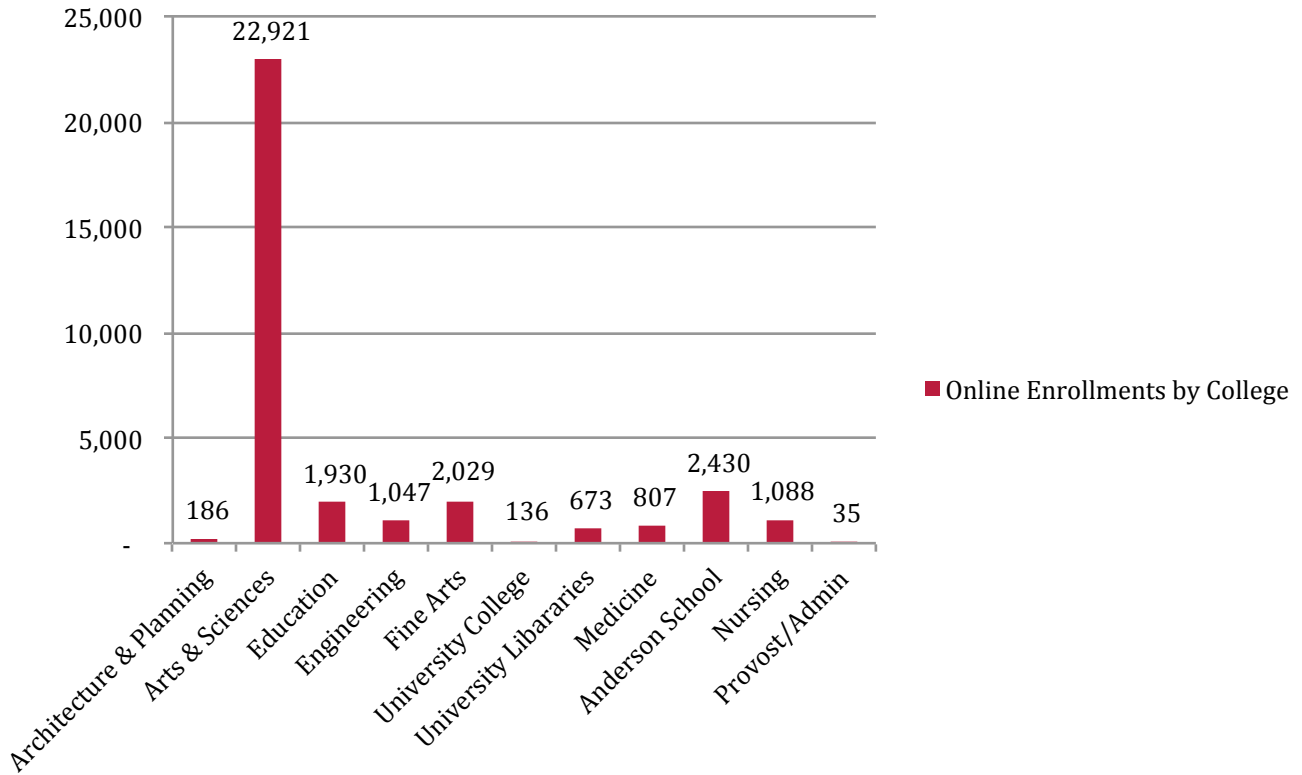
Online enrollments, like campus enrollments, are largely within Arts & Sciences (22,921). The Anderson School follows with 2,430. Fine Arts produced 2,029 and Education produced 1,930.

16.4 Degrees

16.4.1 Online contribution to degree completion

Legend: ■ Graduates with 12+ Hours Online and at least One Online Course in Final Term
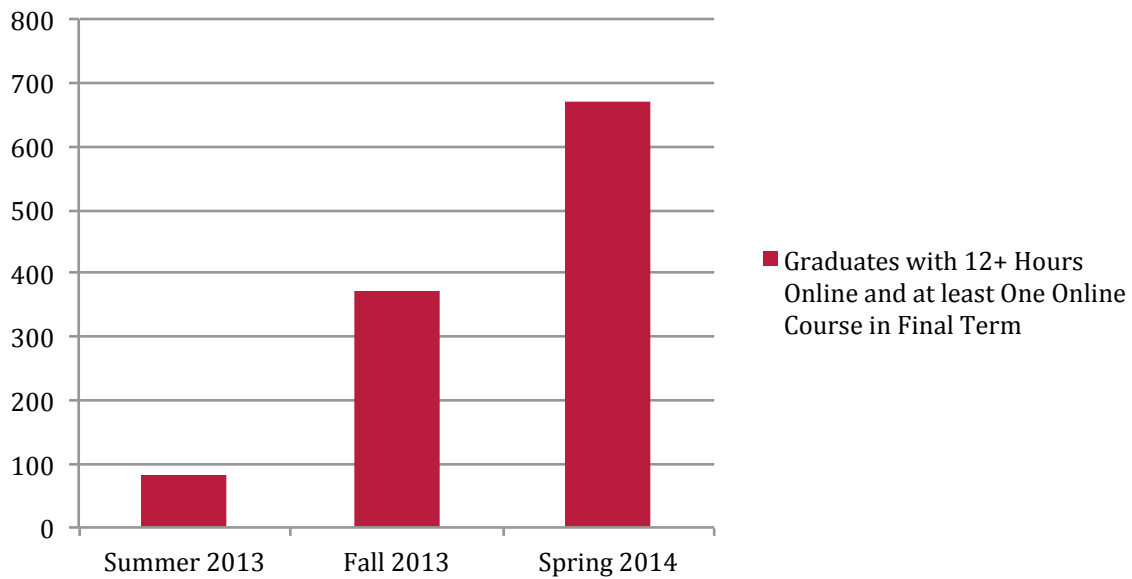
Many UNM students utilize online courses to complete their degrees. The chart above represents the number of graduates in each term that earned at least 12 credit hours via online courses and completed at least one online course in their final term. For Summer 2013, the number of graduates that met this criteria was 84. For Fall 2013, 373 graduates met this criteria. For Spring 2014, 672 graduates met this criteria.

16.5 Budget

16.5.1 Extended Learning, Budget, Extended University Net Change

EU FY13 to FY14 Actuals Net Change by Fund
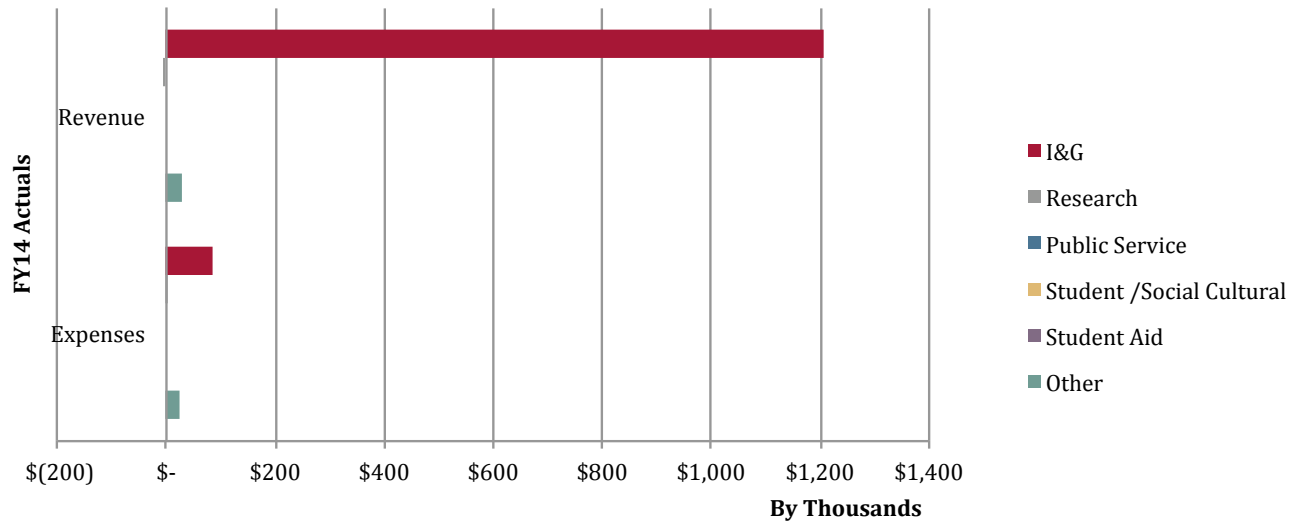
Approximately 95% of EU operations are conducted within Instruction & General (I&G) funding, with small assorted efforts making up the remaining 5% in other fund sectors. The positive net change of $1,217,769 in revenues reflects a division focus in FY 2013 and continuing in FY 2014 on base operations. This resulted in an accrual of surplus reserves in both years: FY 2013 at $452,548 and increasing in FY 2014 by $642,276. These surpluses are the result of delayed staff hiring and postponement of selected new initiatives,

pending conduct of a strategic assessment of division operations. Also, benefitting reserve balances were advantages secured through re-negotiation of certain standing commitments (example: savings of ~$116,000 by closing or re-organizing field services offices). The balance of the net change is due to online delivery fees exceeding revenue projections by ~$300,000 and incoming funds of ~$282,000 from CE towards marketing services.

16.5 Budget

16.5.2 Extended Learning, Budget, Continuing Education Net Change

CE FY13 to FY14 Actuals Net Change by Fund
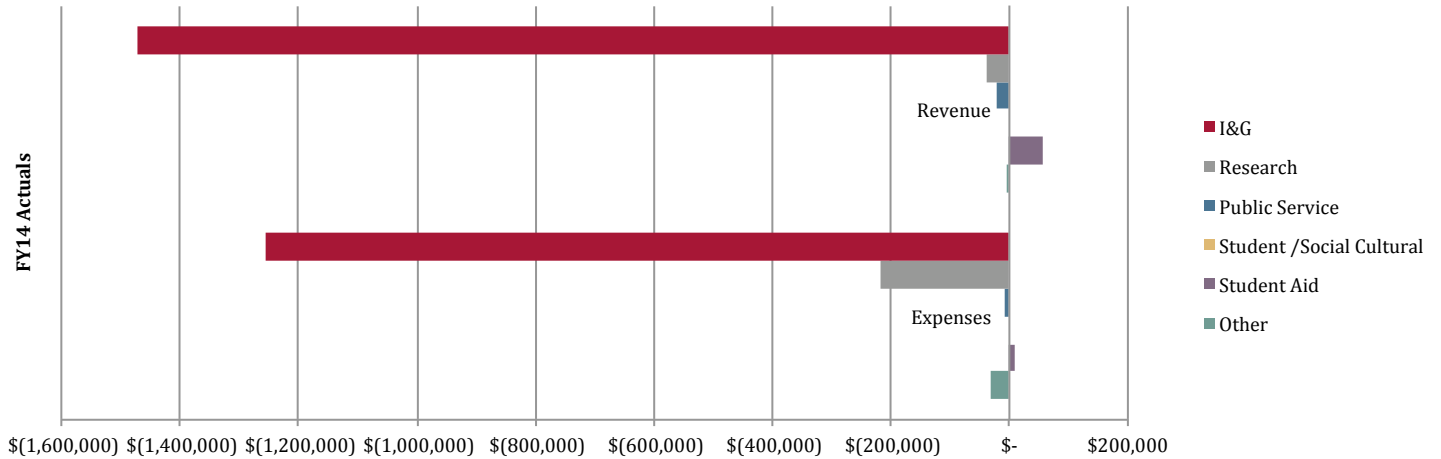
Although Continuing Education continues to carry a deficit position in the Current Unrestricted I&G Fund, across all funds CE has posted surpluses for FY13 and FY14 and has reduced its deficit position by $206,000 over this two year period. This was possible due to the fact that CE has experienced substantial growth in its Early Childhood Services Center contracts and has used those surpluses to pay down on its deficit. It is expected that CE will continue its work to make the Public Program Portfolio profitable once again.

16.5 Budget

16.5.3 Extended Learning, Budget, Extended University Actuals

EU FY14 Actual Revenue

0.3% 0.0%
0.0%   1.1%
0.0%

- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other

98.7%

EU FY14 Actual Expenses

0.0%
0.0%   0.0%   0.5%
0.1%

- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other

99.4%
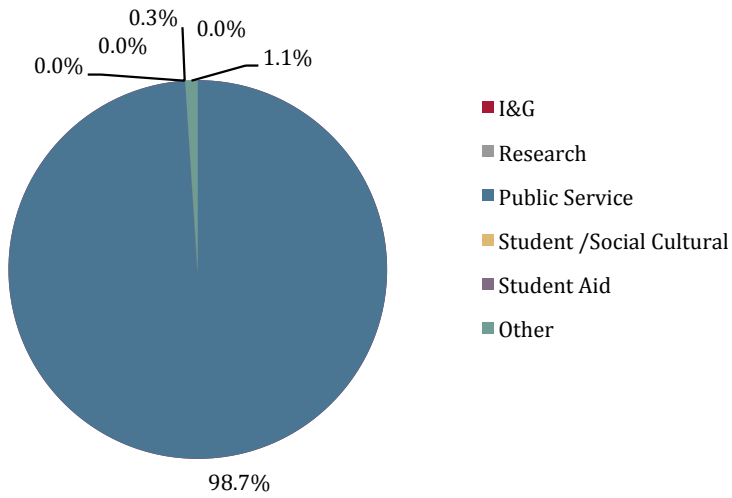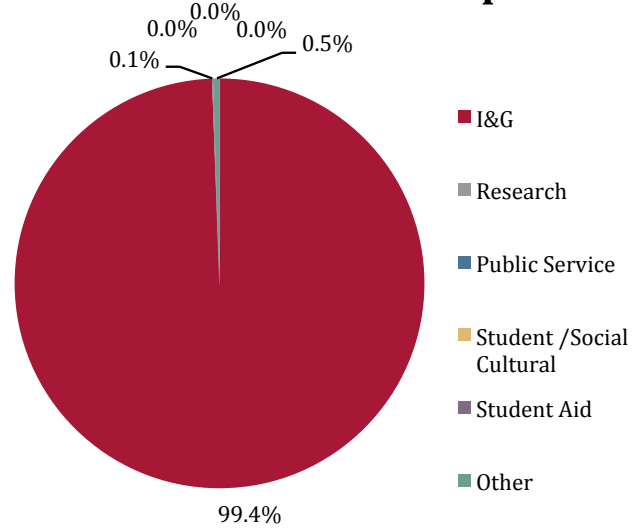
Expenses held relatively steady between the two fiscal years, with expenses slightly up in FY14 by ~$150,000.

16.5 Budget

16.5.4 Extended Learning, Budget, Continuing Education Actuals

CE FY14 Actual Revenue

11.7%
8.0%
0.0%
10.8%
21.3%
48.2%

- ■ I&G
- ■ Research
- ■ Public Service
- ■ Student /Social Cultural
- ■ Student Aid
- ■ Other

CE FY14 Actual Expenses

0.0% 1.2% 6.8%
5.1%
1.0%
85.9%

- ■ I&G
- ■ Research
- ■ Public Service
- ■ Student /Social Cultural
- ■ Student Aid
- ■ Other
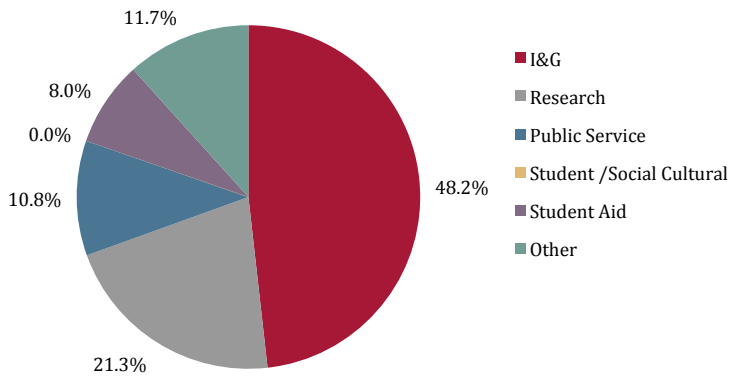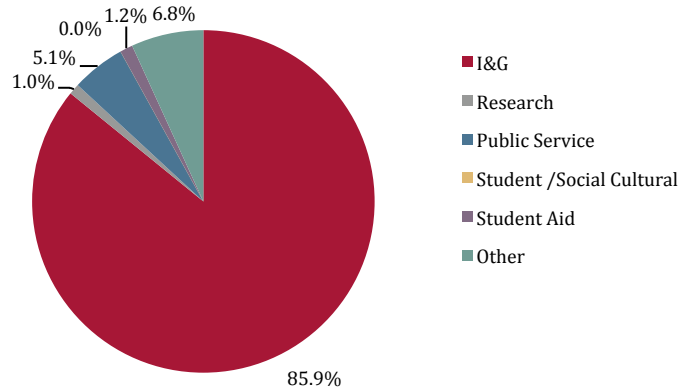
During FY14 Continuing Education experienced the greatest growth in Restricted (Research) Revenues. This was driven by the growth in State of New Mexico Contracts from the Department of Children, Youth and Families, Department of Public Education and the Department of Transportation. Growth in Restricted (Research) was $966,000 or 16% from FY13 to FY14.

This offset the decline $532,000 decline in Public Program revenue (I&G) during the same time period. It is expected that Restricted revenue will continue to grow through FY18 as CE is the beneficiary of $11 million in federal Race to the Top funds awarded to CYFD and PED.

16.5.5 Extended Learning, Budget, Extended University Original Unrestricted Budgets

EU FY14 Original Unrestricted Budget

Legend:
- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other
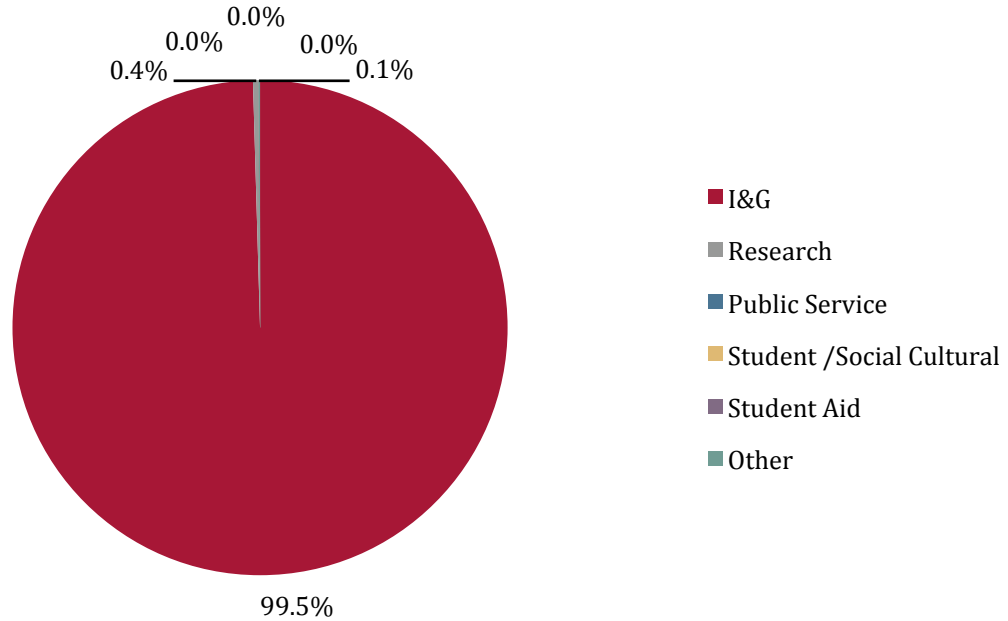
EU has three main sources of funds: 1) an annual allocation from the Provost of $4,158,138; 2) revenue from online course delivery fees estimated at $3,000,000 per year; and 3) a State of New Mexico appropriation in support of distance education of $541,900 per year. This funding carries 100% of the cost of the division's staff and operating expenses.

16.5.6 Extended Learning, Budget, Continuing Education Unrestricted Budget

CE FY14 Original Unrestricted Budget

Legend:
- I&G
- Research
- Public Service
- Student /Social Cultural
- Student Aid
- Other
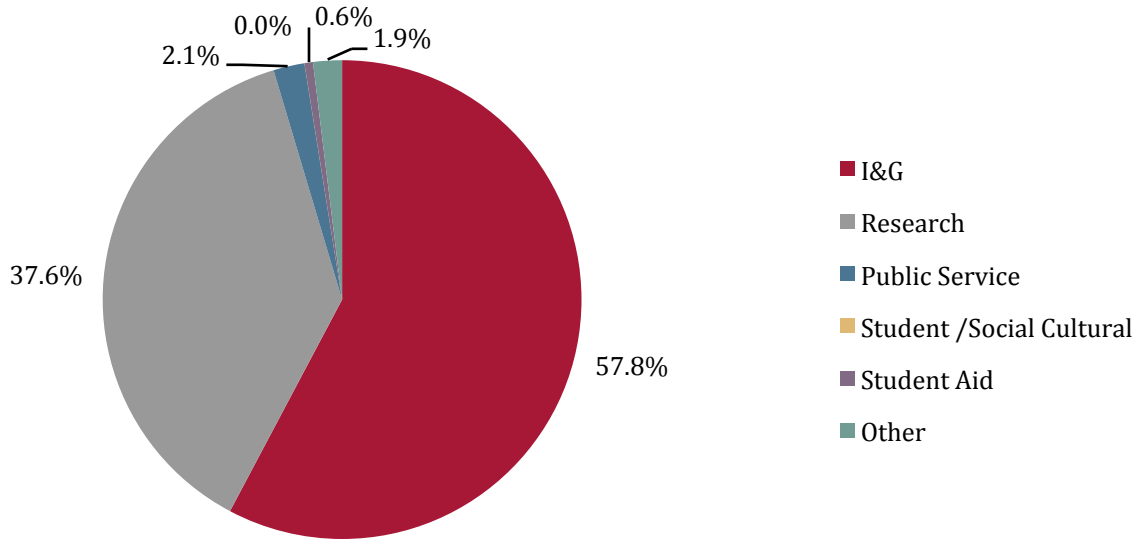
For FY14 CE budgeted $17,242,000 in expected revenues. Major components included Public Programs $2,817,000, Program Support $3,911,000 which are I&G Funding. Contracts which are classified as Research were budgeted at $10,355,000. The remainder of $109,000 is UNM Foundation support, classified as "Student/Social Cultural."

16.5.7 Extended Learning, Budget, Extended University Net Change in Fiscal Year 2014 and Fiscal Year 2015 Reserves

EU Net Change in FY14 and FY15 Reserves
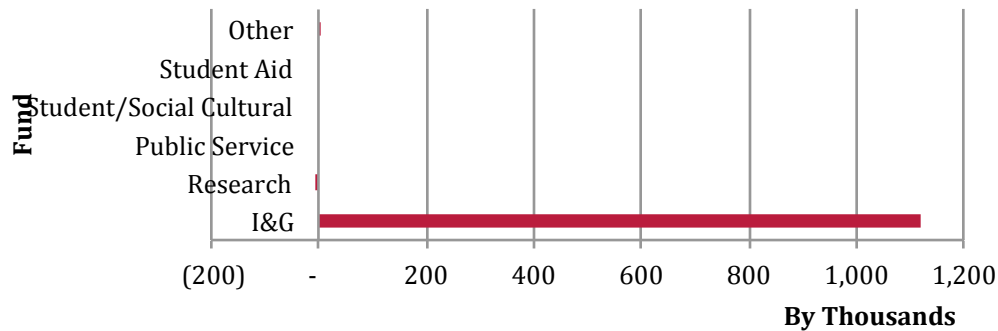
16.5.8 Extended Learning, Budget, Extended University Categorization of Fiscal Year 2015 Reserves
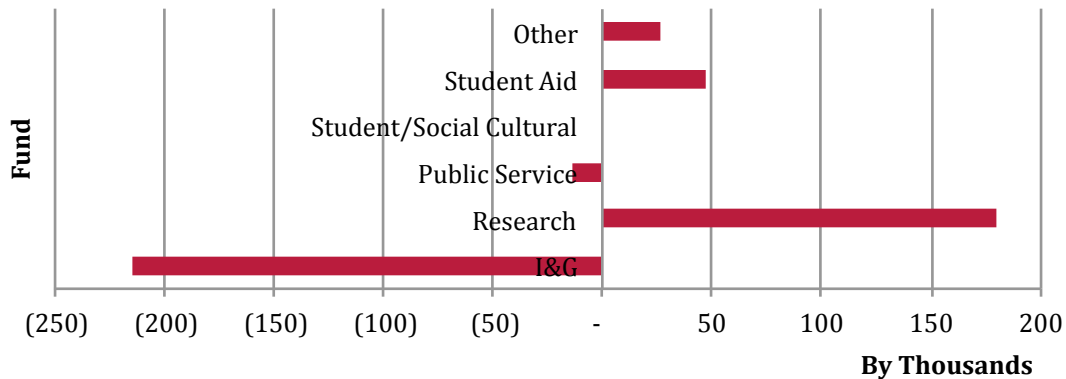
EU Categorization of FY15 Reserves
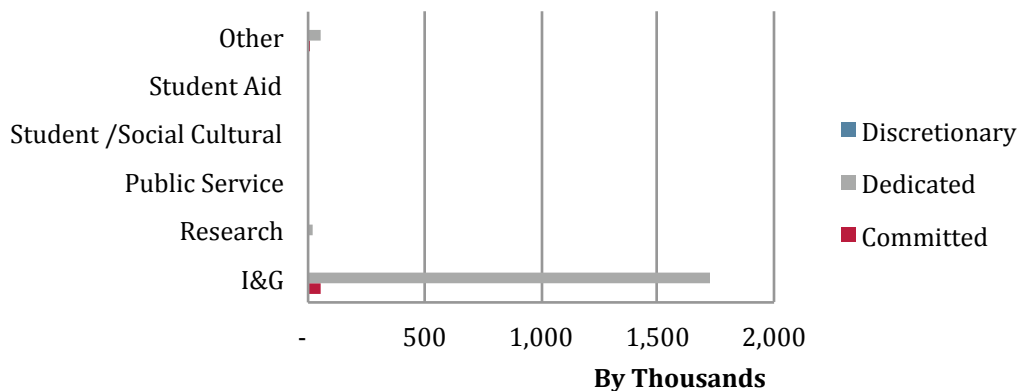
A reserve balance of $1,094,824 accumulated for EU by the close of FY14. The sum is a result of: 1) a number of planned hires that were not realized, separated employees not replaced, and position upgrades that we were unable to act upon; 2) Vice-Provost initiatives remained in a development phase through FY14; and

3) online faculty stipends and independend study development incentives were not used at previous rates. Groundwork in FY14 has positioned the division for action in FY15. The reserve funding will be used primarily to implement strategic program capacity building.
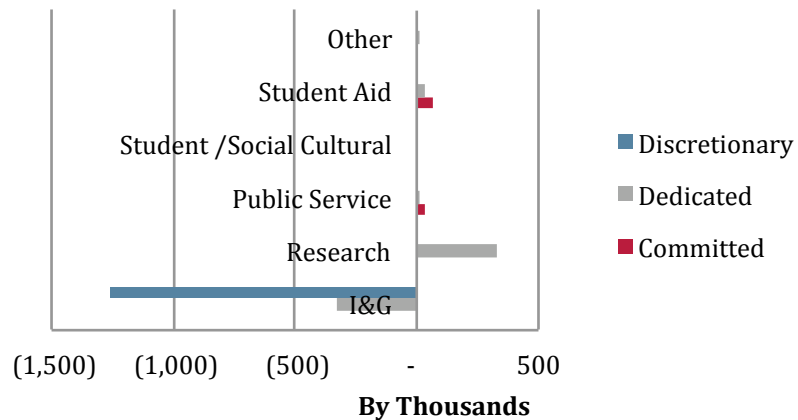
16.5.9 Extended Learning, Budget, Continuing Education Net Change in Fiscal Year 2014 and Fiscal Year 2015 Reserves

CE Net Change in FY14 and FY15 Reserves

16.5.10 Extended Learning, Budget, Continuing Education Categorization of Fiscal Year 2015 Reserves
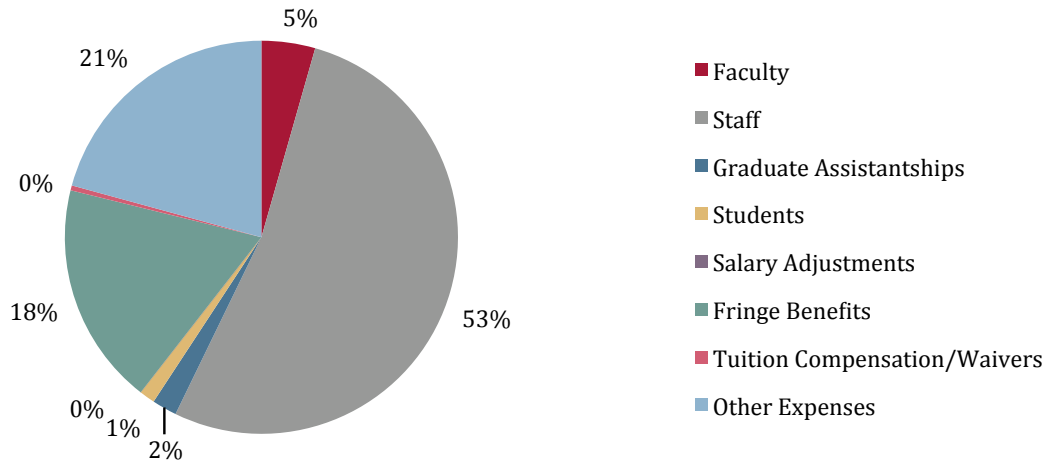
CE Categorization of FY15 Reserves

The Net Changes in reserves FY 2014 to FY 2015 indicates the concern that CE Public Programs continue to post shortfalls while the contract portfolio continues to provide enough net resources to subsidize the public program portfolio. In the long-term this is not a financially viable strategy. CE will have to work to right size the Public Program portfolio in order to get it back to profitability.
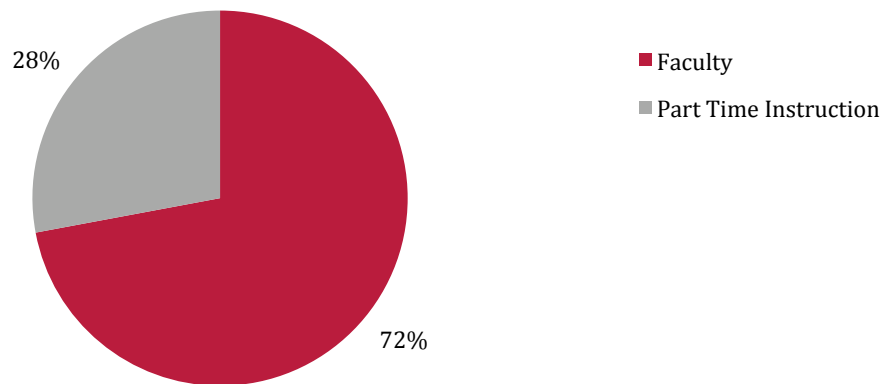
16.5 Budget

16.5.11 Extended Learning, Budget, Extended University Fiscal Year 2014 Actual Unrestricted Salary Expense

EU FY14 Actual Unrestricted Salary Expense

- Faculty
- Staff
- Graduate Assistantships
- Students
- Salary Adjustments
- Fringe Benefits
- Tuition Compensation/Waivers
- Other Expenses

16.5.12 Extended Learning, Budget, Extended University Fiscal Year 2014 Actual Unrestricted Faculty Salary Expense

EU FY14 Actual Unrestricted Faculty Salary Expense
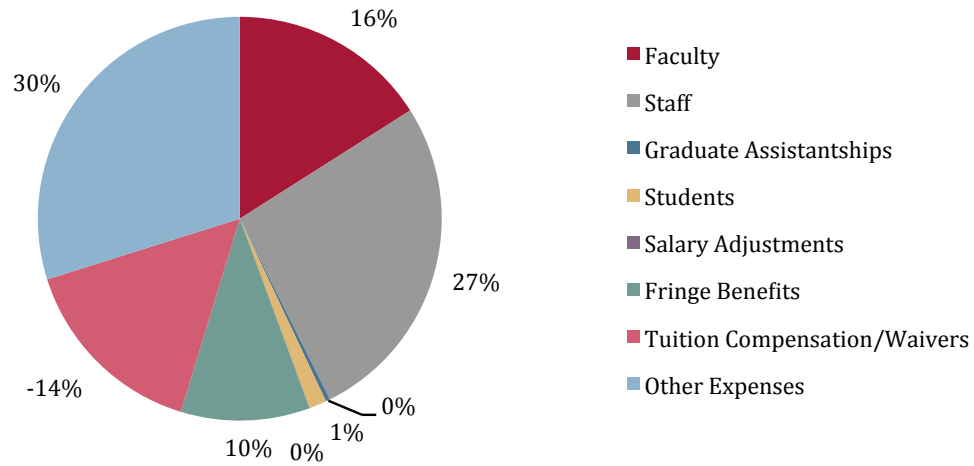

- Faculty
- Part Time Instruction

Extended University is led at the faculty level by Vice Provost Monica Orozco. Making up the balance of faculty unrestricted salary expense is instruction for Independent Study. Extended University's mission is predominantly powered by a cadre of professional and technical staff carrying out core functions of online course design, student services, program development, marketing, and managing the complex array of technology behind the delivery of online and technology-enhanced instruction. These thrusts are augmented by support from student employees that benefit from the real-world experience while pursuing their studies. Salary attributable to other expenses is for temporary, on-call staff, primarily used in instructional television delivery and general operations.
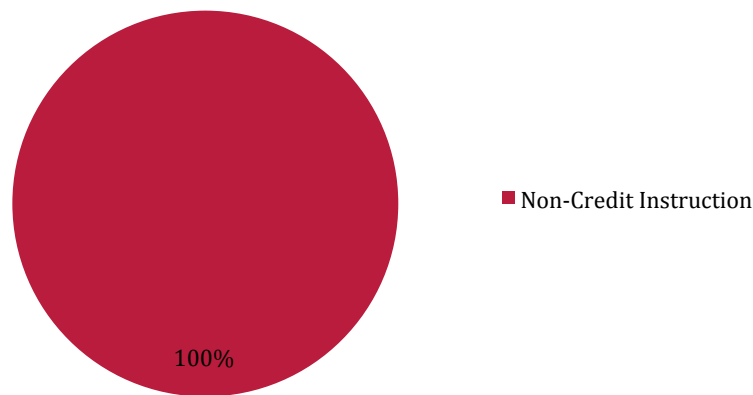
16.5 Budget

16.5.11 Extended Learning, Budget, Extended University Fiscal Year 2014 Actual Unrestricted Salary Expense

CE FY14 Actual Unrestricted Salary Expense

16.5.12 Extended Learning, Budget, Extended University Fiscal Year 2014 Actual Unrestricted Faculty Salary Expense

CE FY14 Actual Unrestricted Faculty Salary Expense

As indicted in the first chart, 16% of CE salary expense is related to faculty costs for providing noncredit instruction. At the end of FY 2014, 100% of that instructor cost was for non-tenured, short term faculty to teach all of the noncredit classes offered by CE. The bulk of CE salaries are professional staff salaries which comprise 27% of all compensation.

Highlight: Massively Open Online Courses (MOOCS)

Extended Learning provides faculty support and production assistance for massively open online courses (MOOCs). Extended Learning staff collaborated with Dr. Greg Heilemann during the fall of 2013 to develop Web Application Architectures, UNM's first MOOC offering via the Coursera platform. This initial offering in Spring 2014 had over 48,000 enrollments from 195 countries. Since that time, a total of 5 different MOOC courses have been offered and another two are currently being produced.

Activities

1. First UNM MOOCs were launched

2. State authorization work progressed such that UNM is now authorized to deliver online courses to 16 states outside of New Mexico

3. ITV classrooms were updated to enable reception anywhere via desktop or mobile devices: 5 main campus, 2-3 at each branch, and 5 at Continuing Education

4. Dr. Cody Wiley, of the Geography department, was awarded the 4th Annual Online Teacher of the Year Award

5. A variety of instructional technology tools were made available to all faculty on all campuses for the first time. These tools were previously limited to faculty teaching fully online courses at main campus.

16.7 Future Plans

The Extended Learning leadership team continues to focus on managing the merger of Continuing Education with Extended University. Priorities include improvement of the financial position for Continuing Education and expansion of online programming and enrollments for Extended University.

Activities

1. Provide seed funding for targeted online program growth (review of proposals in process)

2. Continue adding to the list of states that have granted authorization for UNM online course delivery

3. Summer 2015 pilot of large enrollment, lower division courses for a reduced tuition rate

4. Continue working to redistribute the online delivery fee in accordance with actual infrastructure use

5. Issue a request for proposals for online, non-credit programming

Chapter 17. International Initiatives

The Global Education Office (GEO) experienced exciting and rapid change in AY 2013-2014, which can be characterized in just a couple of words as a period of learning and growth. GEO continued to execute the early stages of planning and enhancing UNM's international presence abroad after assuming international recruitment and admissions responsibilities from Enrollment Management during the previous year and planning and enhancing UNM's presence abroad through strategic in-country initiatives (e.g. China and Mexico), while assuming new responsibilities in AY 13-14 for all study abroad programming, risk management, and international agreements and MOUs. GEO experienced substantial growth in all areas of its operations as it continued to work in partnership with schools and colleges, faculty, students, and administrators to leverage institutional strengths and relationships abroad in order to build a strong and sustainable institution-wide international education portfolio.

GEO's efforts to expand UNM's international footprint have opened doors of opportunity for the University around the world to collaborate in new ways and across innovative platforms. Some examples from AY 13-14 include opportunities for new types of joint and dual-degree programs, competitive tuition models, enhanced short-term special program offerings, and considerations for expanding UNM's physical presence and teaching, research, and service learning missions

Special Assistant Mary Anne Saunders

abroad. These prospects present new challenges and considerations, but also assure the institution of its global competitiveness and value. Critical to GEOs successes have been its ability to adapt to rapidly changing circumstances, and its entrepreneurial culture – qualities shared by many of our collaborators across campus. Maintaining this creativity and agility will be critical to capitalizing on our momentum and meeting the objectives contained within the UNM Vision 2020 goal to increase international programming by 20% by the first quarter of 2015.

17.1 Mission & Vision

The mission of the Global Education Office (GEO) at the University of New Mexico is to coordinate and promote participation of the university community in globalization efforts through the following activities:
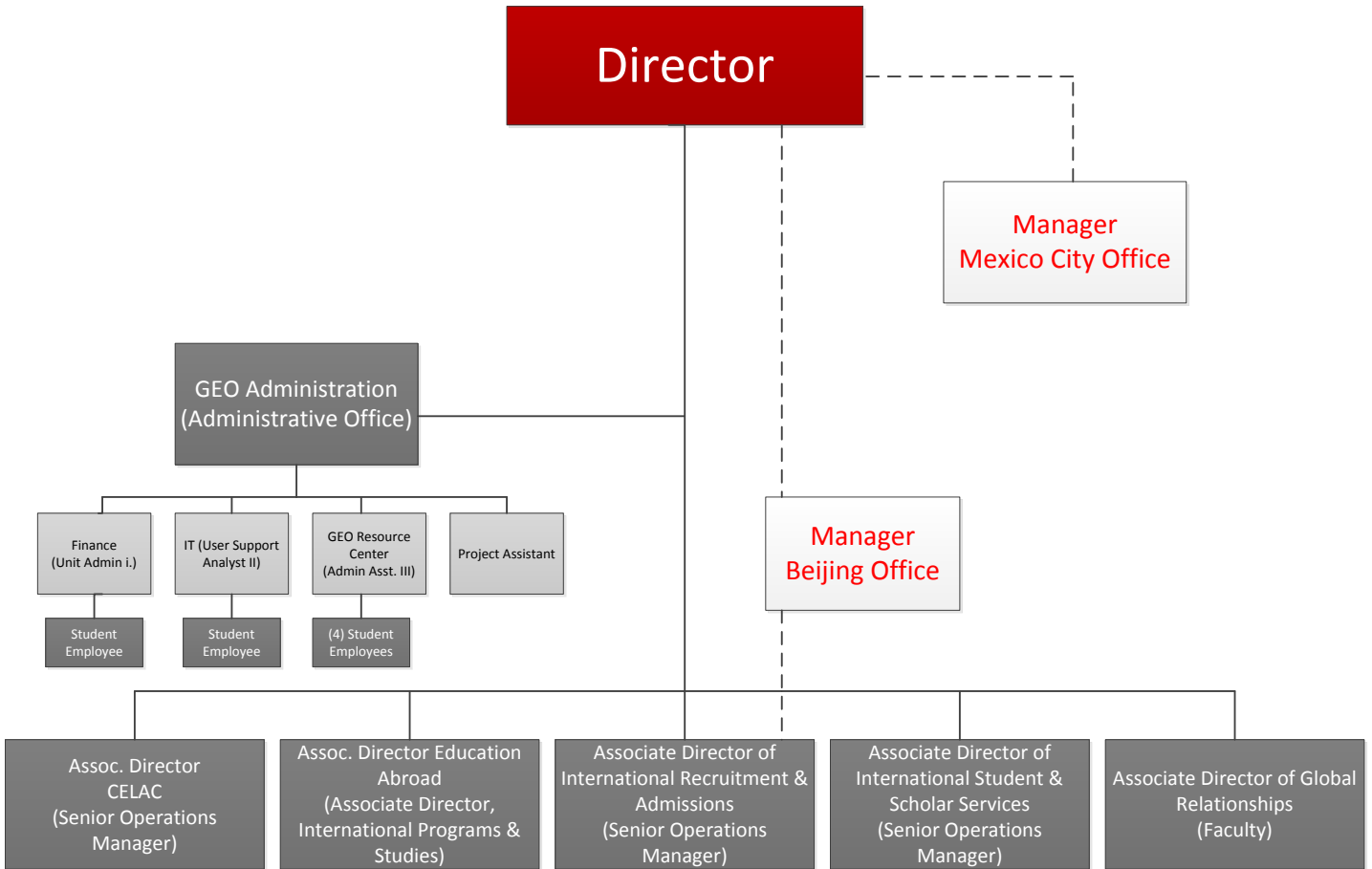
- Recruiting and admitting international students

- Providing immigration advice, adjustment support, and related information and services to international students and visiting scholars

- Providing intensive education in English as a Second Language (ESL)

- Advising domestic students seeking to study abroad

- Supporting UNM faculty who develop and teach courses abroad

- Serving as a liaison with U.S. government agencies, foreign embassies, sponsors and educational foundations that support international or study abroad students, scholars, faculty and staff

- Creating strategic partnerships with academic institutions around the globe

Key Results

- 5.73% increase in enrolled international students overall (Fall 2012-Fall 2013).

- 7.71% increase in UNM students studying abroad (Fall 2012-Fall 2013). National average for same time period was 3%.

- 68% increase in Center for English Language & American Culture enrollment (AY 2012-13 to AY 2013-14).

- Completed 43 new collaboration agreements with university partners around the globe (AY 2013-14).

- Ranked 4th in the U.S. for overall international student experience on the International Student Barometer (Fall 2013).

17.2 Organization & Facilities

17.2.1 Extended Learning Organizational Chart, updated January, 2015.

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                                    ┌──────────────────┐
                                    │     Director     │ ┄┄┄┄┄┄┄┄┄┐
                                    └──────────────────┘          ┆
                                             │                    ┆
                                             │          ┌──────────────────┐
                                             │          │     Manager      │
                                             │          │ Mexico City Office│
                                             │          └──────────────────┘
        ┌──────────────────┐                 │
        │ GEO Administration│                │
        │(Administrative Office)│─────────────┤
        └──────────────────┘                 ┆
                                             ┆
                                    ┌──────────────────┐
                                    │     Manager      │
                                    │  Beijing Office  │
                                    └──────────────────┘
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Finance (Unit Admin i.)	IT (User Support Analyst II)	GEO Resource Center (Admin Asst. III)	Project Assistant
Student Employee	Student Employee	(4) Student Employees	

Assoc. Director CELAC (Senior Operations Manager)	Assoc. Director Education Abroad (Associate Director, International Programs & Studies)	Associate Director of International Recruitment & Admissions (Senior Operations Manager)	Associate Director of International Student & Scholar Services (Senior Operations Manager)	Associate Director of Global Relationships (Faculty)

Facilities

GEO has offices located in Mesa Vista Hall with reception in room 2120.

Highlights

GEO completed a phase II renovation, which included a restroom remodel. CELAC completed a refresh of its classrooms to include new furniture, carpet, paint, and technology.

Challenges

Office space is inadequate for growth in staff and student employees, despite GEO's efforts to maximize utilization of space through office sharing. Growth in CELAC enrollment has produced greater need for classroom space on main campus.

Priorities

Identify alternate configurations and/or space to support GEO growth, which includes working in collaboration with central scheduling to identify alternative classroom space for CELAC. Develop 3 to 5 year growth plans in consideration of space needs.

17.3 Administration

Major Activities

1. In Fall 2013 the GEO Director and Special Assistant to the President held one-to-one meetings with the Deans to discuss specific aspects of internationalization within each school and college to gather information and inform overall strategy.

2. Started the GEO Advisory Board comprised of students, faculty, and administrators across campus, and community partners to enhance campus collaboration and communication and advise GEO on its strategic activities.

3. Completed 43 new collaboration agreements with partner institutions. Developed templates for standard international agreements and standardized the routing process. Compiled all international agreements and MOUs into physical archive and began efforts to digitize archive (SharePoint).

4. Revitalized the New Mexico Global Education Consortium, a collaboration of New Mexico 2 and 4 year public schools and colleges interested in collaborating on internationalization efforts.

5. Reviewed University policies related to risk management, which includes a review of travel, emergency response, and insurance policies related to faculty, staff and students travelling abroad. University Administrative Policy #2710-Education Abroad Health & Safety was revised and submitted for campus comment and review.

6. Wrote two proposals to the New Mexico Legislature for international initiatives funding. The first proposal was a Research Public Service Project (RPSP) proposal for $500K to fund the New Mexico Higher Education Consortium in collaboration with New Mexico State University (NMSU). The second proposal was also with NMSU and was contained in SB313, which would have provided $50K in funding to each institution for study abroad scholarships. The RPSP did not advance in the legislature and SB313 was vetoed by Governor Martinez.

7. Began development of Emergency Fund with the UNM Foundation to assist international students experienced economic hardship.

8. Developed international dignitary visit protocols and best-practices, which can be utilized by the whole campus. Hosted 16 international dignitary and/or institutional partner visits at UNM and provided support for approximately 10 additional visits officially hosted by the President's Office, Provost's Office, or UNM schools and colleges.

9. Increased awareness of UNM international initiatives through expanded media coverage. Between AY 2012-13 and AY 2013-14 GEO media coverage increased from 10 occurrences to 48 (380% change).

10. Began a comprehensive review of GEO websites and marketing to standardize messaging and align with the UNM brand. Began social media marketing outreach efforts.

Future Plans & Priorities

1. Identify and hire a permanent Director for GEO.

2. Work in collaboration with the GEO Advisory Board to establish short and long-range goals in a formal strategic plan, which also considers facility needs and aligns staff and financial resources.

3. Continue to enhance campus outreach and engagement efforts to leverage University strengths with current activities and through the establishment of country-specific interest groups. Develop action plans based on these activities.

4. Continue to enhance communications and marketing efforts to increase campus engagement in University international initiatives and educate stakeholders.

5. Continue to develop relationships with sponsoring organizations, governments, and institutions abroad that can lead to bidirectional student and faculty mobility and increased international student recruitment.

17.4 Center for English Languate & American Culture (CELAC)

Major Activities

1. CELAC enrollments increased 68% between AY 12-13 (231 students) and AY 13-14 (389 students). Some of the enrollment increase was fueled by government and private sector scholarships, including Brazilian Scientific Mobility Program (BSMP), Saudi Arabian Cultural Mission (SACM), International Research and Exchanges Board (IREX), Omani Government Scholarship, Dongguk University Exchange Program, the Consulate of Kuwait, and other short term partnership agreements, particularly in Latin America. CELAC hosted 11 of these programs, which accounts for 163 students.

2. Worked with central scheduling to identify additional classrooms needed to accommodate growth in enrollment.

3. Established a new partnership with New Media and Extended Learning in order to build three online courses for students abroad.

4. Implemented Web Content Management System for our new website. Increased student engagement by 28% using social media (Twitter and Facebook).

5. Revised Conversation, Reading, Grammar and Writing curricula and implemented instructor-led initiatives outside of the classroom to compliment the intensive-English language immersion experience.

Future Plans & Priorities

1. Continue to develop a growth plan and establish a strategic plan.

2. Hire two full-time staff members to support the Program Manager and Academic Manager.

3. Expand online course offerings (e.g. advanced TOEFL preparation, online writing course, and an online listening and speaking course, etc.)

4. Investigate further opportunities for specialized short-term programs through our university partnerships, particularly in Mexico and China.

5. Research and develop funding proposals to state and national entities.

6. Continue to collaborate with International Admissions and Recruitment to increase conditional admission students and marketing initiatives.

7. Promote CELAC through community outreach and off-campus events.

8. Develop student connections to the Albuquerque community through volunteer opportunities.

9. Visit and observe peer-institutions, such as University of Arizona (CESL)

17.4 Education Abroad

Major Activities

1. Renamed the Study Abroad unit the Education Abroad unit.

2. Assumed responsibility for Education Abroad programs in Spain and Latin America from the Latin American & Iberian Institute (transition began March 2012)

3. Introduced proposal to revise education abroad application fees to develop sustainable financial support for some of Education Abroad's activities related to increased safety and risk management duties and responsibilities. Full application fee revisions will take place in AY 2014-15.

4. Worked in collaboration with campus stakeholders to revise University Administrative Policy #2710-Education Abroad Health & Safety (in-process). Established a 24/7/365 emergency phone line (505.277.4GEO) to respond to emergencies.

5. Began initiatives to strategically develop study abroad program mix by examining incoming vs. outgoing exchange balances and strategically evaluated exchange partnership renewals. Cancelled 23 moribund exchange programs.

6. Expanded marketing and outreach for short-term faculty-led programs (fastest area of study abroad growth). Additionally, focused outreach efforts to underrepresented groups and collaborated with the campus resource centers. Conducted a survey and focus groups to understand barriers that students from underrepresented groups face when considering studying abroad. Education Abroad staff gave a total of 178 presentations during AY 13-14.

7. In response to survey findings and substantial cuts in the Regent's Scholarship program due to shortfalls in endowment returns, Education Abroad developed new scholarship opportunities for UNM students. $35K in scholarships funded by the Student Fee Review Board will be available in AY 14-15 (includes scholarships for graduate students). Began a pilot Study Abroad Savings Program in collaboration with the Provost's Office, which includes financial literacy training and fund-matching for participating students. Through existing competitive scholarship programs like Fulbright, Gilman, Boren, Critical Languages, and many others, we helped students obtain $350K+ in funding.

Future Plans & Priorities

1. Develop a five-year strategic plan to meet the education abroad goals contained in UNM Vision 2020.

2. Implement necessary protocols for risk management and emergency response based on new/approved Policy #2710.

3. Explore new program models for short and long-term education abroad programs, including service learning, internships, and other experiential learning projects.

4. Expand programs in areas of strategic interest to UNM.

5. Transition sponsored and special program core functions and immigration aspects of incoming exchange students to the International Student & Scholar Services unit of GEO.

6. Work with the Registrar's Office to streamline and improve transfer articulation process for returning study abroad students.

7. Improve data gathering and management processes and develop reliable key performance indicators. Implement feedback form instrument for every returning study abroad student to evaluate quality of study abroad programs.

8. Continue to identify and develop additional scholarship funds for study abroad students through the New Mexico Global Education Consortium, the New Mexico Legislature, the Student Fee Review Board, and other sources.

9. Continue to enhance and develop capabilities of Studio Abroad, the education abroad program management and web-interface software.

10. To help achieve UNM 2020 education abroad goals, the Education Abroad will propose the addition of a third RFP (3 of 3) to be reviewed by the Study Abroad Allocations Committee (SAAC). RFP 3 of 3 would promote development of study abroad programs that are integral to academic degree programs, encouraging students to complete core or program-specific requirements abroad.

17.5 International Admissions & Recruitment

17.5.1 Admissions Statistics Fall 2012 vs. Fall 2013: Newly Admitted International Students

	Fall 2012	Fall 2013	% Change
Undergraduate Admission	45	65	44.40%
Graduate Admission	129	178	37.98%
Total Admission	**174**	**243**	**39.66%**

Major Activities

1. Streamlined communications and follow-up process once contact is made with potential applicant utilizing a web-based customer relationship management tool. The result is a higher yield of confirmed new students from the total applicant pool.

2. Identified key areas of focus for recruitment initiatives and attended expos and fairs in: Brazil, Ecuador, Peru, Costa Rica, Panama, India, Mexico, and Saudi Arabia. Collected 4,970 contact cards from prospective students.

3. Hosted online Skype phone calls and video conferences between prospective and current students to encourage acceptance of admissions offers.

Future Plans & Priorities

1. Develop a short- and long-term strategic recruitment plan.

2. Enhance social media marketing initiatives across multiple platforms appropriate to specific strategic geographic areas.

3. Enhance International Admissions web presence and develop new marketing materials. Consider custom marketing materials for specific countries of interest.

4. Enhance and simplify online graduate application in coordination with campus partners.

5. Reclassify International Admissions Representatives to International Recruitment & Admissions Representatives to maximize resources and enhance recruitment efforts abroad.

6. Continue to evaluate and develop relationships with productive recruitment agents.

7. Consider participating in international ranking systems such as QS to improve global brand awareness.

8. Work with the UNM Alumni Relations Office to enhance outreach efforts to international alumni who can assist with building the UNM brand abroad.

17.6 International Student & Scholar Services

Major Activities

1. In Fall 2013, our office was responsible for providing services for 1104 enrolled international students from 89 different countries. Another 133 students were completing practical training assignments off campus. This represented a 5.73% increase in overall international student numbers over the previous year.

2. In addition to the international student population, the ISSS advisors served more than 200 visiting international professors and researchers who came to do research and or teach throughout the University.

3. Our rankings in the Fall 2013 International Student Barometer (ISB) continued to show improvement in student satisfaction over the 98% rating received in the previous year. UNM international student ratings resulted in ISB rankings of #4 in the U.S. for overall services; #2 in the U.S. for arrival services; and #7 globally for arrival services. Areas of improvement related largely to campus safety issues and wireless internet connectivity.

4. Established an international student and scholar services task force composed of students, staff, and faculty from a variety of campus units.

5. Enhanced support programming for international students to include expansion of the International Service Corps volunteer program and added workshops for international students in the areas of culture, work, and practical issues (health care, funding, taxes).

6. Worked in coordination with the Student Health Center on implementation of mandatory international student health insurance coverage.

7. Continuance of SEVIS compliance and immigration advisement, including extensive monitoring of student records.

8. Began the planning process to assume incoming exchange immigration processing and special and sponsored program responsibilities from the Education Abroad Unit.

9. Hired an additional advisor for a total of three advisors.

Future Plans & Priorities

1. Complete transition of incoming exchange immigration processing and management of special/sponsored programs from Education Abroad. Hire an additional advisor to account for the substantial workload.

2. Evaluate services and work on new projects recommended by the International Student Services Task Force and develop a strategic plan.

3. Debut the new international student buddy and mentoring program—"Lobo Friend."

4. Respond to changes in SEVIS and Homeland Security compliance and train advisors regularly.

5. Reorganize website for current international students and scholars to be more user-friendly. Include more information for students.

6. Identify and develop alternate and external sources of funding for the international student emergency fund.

17.7 Strategic Initiatives Abroad

Major Activities

China

1. Operated the first full year of a recruitment office in Beijing, attended recruitment fairs and expos, developed marketing materials and a website in Chinese, and developed relationships with University partners in various parts of China and Macau. As it takes a minimum of 18 months to initiate a recruitment pipeline in a foreign country, the earliest UNM may begin to see the results of efforts is Fall 2014.

2. Initiated and developed relationships with several institutions and completed five new collaboration agreements with Chinese partners: Beijing Jiatong University, China University of Mining & Technology Yinchuan College, Macau University of Science & Technology, Xiamen University, and Haibin Independent College of Beijing.

3. As a result of UNM's relationship building in China, UNM received an invitation to partner with a Chinese university to create a joint campus. GEO put together a cross-functional working-group consisting of faculty and representatives from University Counsel, the President's Office, Deans, and the Provost's Office led by Carlos Romero in order to investigate this opportunity. The working group continued investigative work into the next academic year.

Mexico

1. GEO evaluated the possibility of creating a physical presence for UNM in Mexico and began discussions with the City of Albuquerque and State of New Mexico on a joint economic development and higher education initiative in Mexico City in the fall of 2013.

2. By the spring semester of 2014, GEO learned additional funds would not be available for another initiative abroad and utilized cost-savings measures to build reserves to try to fund the first two years of the project.

3. Negotiations on an agreement with the City of Albuquerque and State of New Mexico began on the joint-initiative in March and GEO began the search for an in-country representative for UNM.

4. GEO initiated the steps to open a joint-office in Mexico City on July 1, 2014 and formally opened the office on August 19, 2014.

Future Plans & Priorities

China

1. Establish a faculty and administrator interest group to assess UNM's strengths as they relate to China and develop a strategic plan.

2. Continue to evaluate UNM's initiatives and its office in China with an emphasis on maximizing return-on-investment. Look for additional opportunities to reduce and contain cost.

3. Advancing recruitment efforts.

4. Continue the China working group in order to develop recommendations related to the joint-campus opportunity within the first three months of AY 2014-15.

Mexico

1. Open the joint economic and higher education office by August 19, 2014.

2. Establish a faculty and administrator interest group to assess UNM's strengths as they relate to Mexico and develop a strategic plan.

3. Utilize a mix of traditional recruitment and recruitment-based short-term special programs (academic, research, and career development) to build pathways to degree study at UNM.

4. Market English language programming (CELAC).

5. Develop funding mechanisms for the continuation of GEO operations in Mexico.

Overall Strategic Initiatives

1. Continue to develop relationships with embassies and partner institutions to create pathways for student and faculty global mobility and international student recruitment.

2. Create interest groups and strategic plans for possible initiatives in Brazil, India, and Turkey, in addition to China and Mexico.

3. Market CELAC and short-term recruitment-based programs to build UNM's brand globally and create highly productive recruitment pipelines to UNM.

4. Consider translating marketing materials into target country languages.

5. Continue relationships with sponsored student programs such as BSMP and provide specialized coordination for these individuals on campus.

17.8 Faculty & Staff

Between FY 2013 and 2014, GEO added over 5.75 FTE new staff positions, two independent contract staff, and numerous student positions.

17.9 Budget

17.9.1 Extended Learning: Extended University Original Unrestricted Budgets
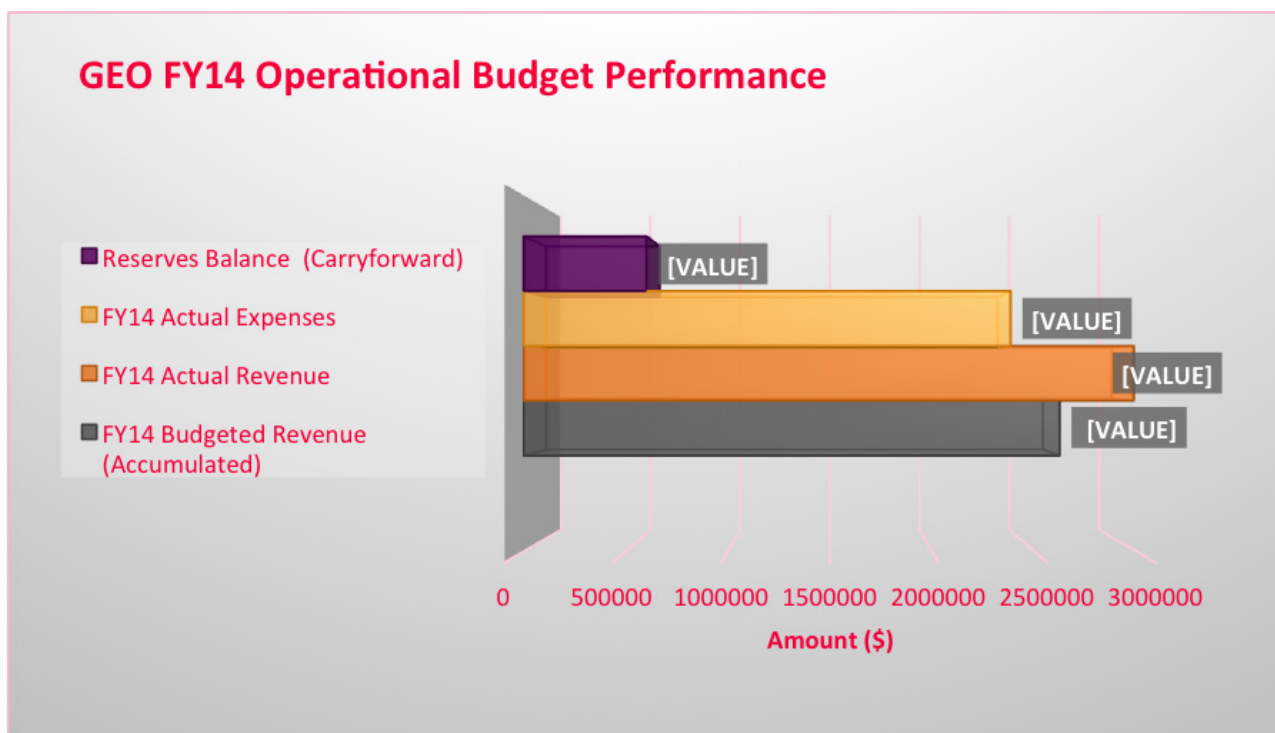
GEO posted a carryforward balance at the end of FY14 of $601,724 from its operational budgets due to three main factors: enhanced revenue performance, expense control measures designed to develop needed funding for expansion of initiatives abroad, and underspent budgets.

The Center for English Language & American Culture (CELAC) is a self-funded unit of GEO, which experienced enhanced revenue performance due to unanticipated growth in short-term, special programs and overall growth in regular enrollments. This produced a carryforward of $287,309. The short-term, non-recurring programs are hard to predict or anticipate when building budgets. CELAC has been conservative in adding new resources and expending additional funds beyond what is budgeted, even when the demand for service is greater. CELAC is working on a growth development plan, which will impact overall expense trends in the future. CELAC is additionally investing more heavily in additional personnel, equipment, classroom improvements, and programming.

GEO's other operational budgets that produce fee-based revenue also posted additional revenues over budgeted numbers due to increased international student enrollments and scholar numbers, which will also require growth funding in the next fiscal year. GEO additionally implemented cost-containment measures to build funds to support the expansion of UNM's strategic initiatives in Mexico for the next two years and fund $83K in critical term positions for the department that are the direct result of increased enrollments. One practice that was particularly impactful in AY 13-14 was only offering 50% per diems for GEO staff travel or only reimbursing for actuals. Effective FY15 GEO has implemented a per diem policy that allows for up to 100% per diem disbursement, which will impact expenses in the coming fiscal year. Some budgets were underspent due to position vacancies and late fiscal year movement on key technological and marketing projects delayed by the timeline necessary to ramp up full operations. It should be noted FY14 was the first full year of revamped international initiatives at UNM.

Chapter 18. International Initiatives

Message from the Vice President

The innovative efforts of UNM faculty and students integrate education and research in a cutting-edge environment with broad social and economic impact. This provides students with a state of the art curriculum with opportunities to participate firsthand in the creation of new knowledge and its real-world applications. Students, in concert with some of the nation's leading scientists and engineers, create a dynamic work environment that encourages innovation and academic excellence. While the sciences and engineering foster the creation of new technologies and cutting-edge approaches to technical issues impacting society, UNM scholars also play a leading role in the social sciences, humanities and arts with several internationally and nationally reknowned programs.

Vice President Michael Dougher

18.1 Mission & Vision

The mission of the Office of the Vice President for Research (OVPR) is to advance innovation and discovery. The core of this mission is the research, scholarship, and creative works of UNM faculty. The OVPR seeks to facilitate these activities, resulting in new knowledge and applications of value to academic communities and the public.

To accomplish its mission the OVPR oversees an annual operating budget of approximately $21 million. The Vice President for Research (VPR) guides institutional strategic planning for research and sponsored program development. The VPR is responsible for engaging campus constituencies in multidisciplinary research opportunities and the development of campus-wide initiatives to enhance UNM's visibility and role as a driver of economic development in the State of New Mexico. Finally, the VPR is responsible for developing university and industry partnerships. The OVPR oversees the Main Campus administration of the Facilities and Administration (F&A) budget, faculty research

initiatives and support services, national lab relations, federal relations on research activities; industrial and economic outreach, sponsored projects, Main Campus research administration and compliance staff. The OVPR oversees seven research centers, institutes, and programs cutting across colleges/schools and disciplinary lines. Many have national and international collaborations in academia, industry, and government.

18.2 Organization & Facilities

18.2.1 OVPR Organizational Chart
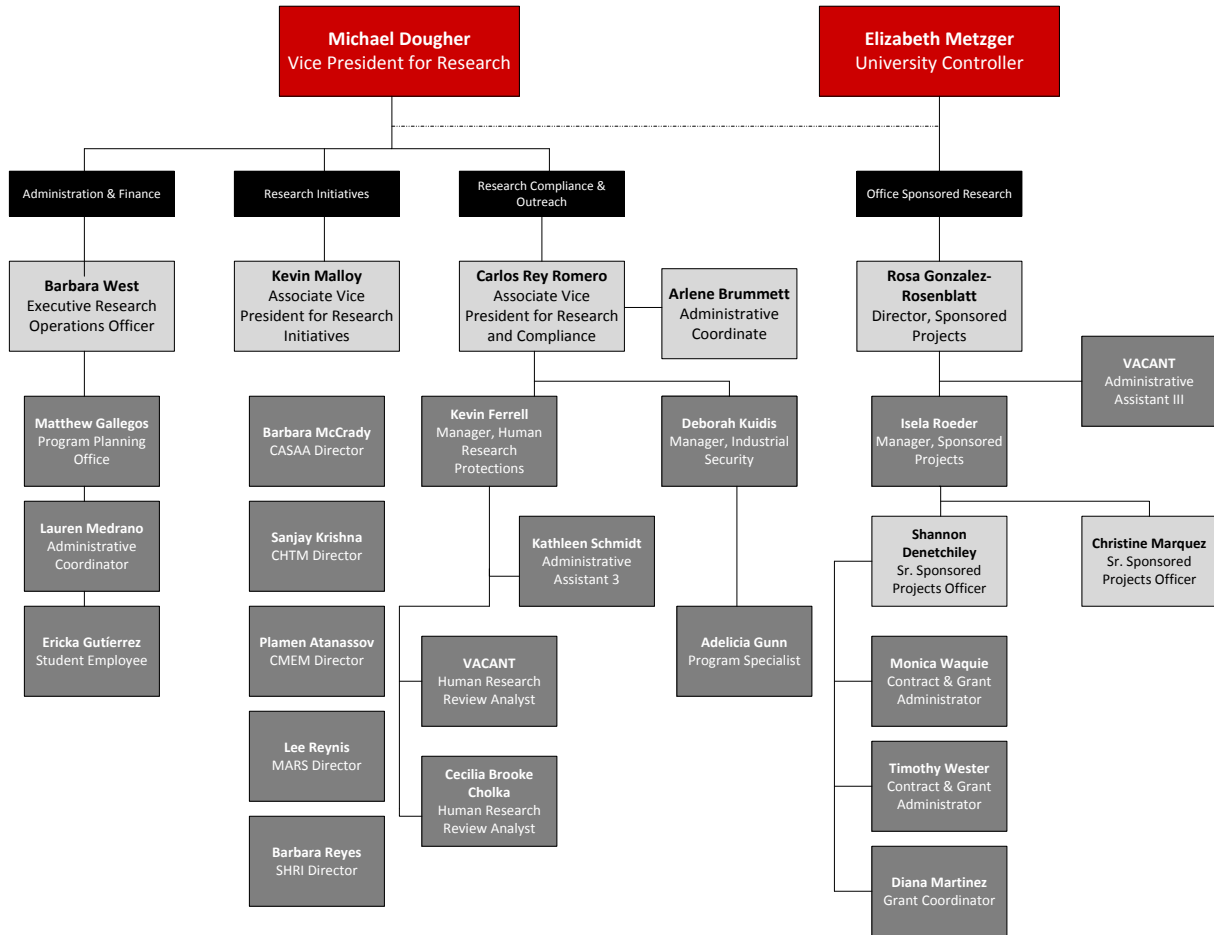
Facilities

The OVPR research centers and units are housed in a range of leased and non-leased facilities throughout the UNM Main Campus and the Science & Technology Park.

Highlights

1. Fire suppression upgrades completed in AML

2. Initiated change in budget model to support leased space

3. Addressed deferred maintenance issues in the Research Computing (Galles) building

4. Funded Animal Resource Facility (Castetter Hall) space study

5. Re-located research compliance functions in a centralized space

Challenges

1. Rents and Debt Service on research facilities

2. Need for upgrades to research facilities

3. Lack of research space on the Main Campus and Science & Tech Park

4. Availability of surge space

Priorities

1. AML renovations

2. Animal Resource Facility upgrades

3. Need for interdisciplinary research & lab space

18.3 Budget

18.3.1 OVPR, Budget, FY14 Original Unrestricted Budget

VPRED FY14 Original Unrestricted Budget
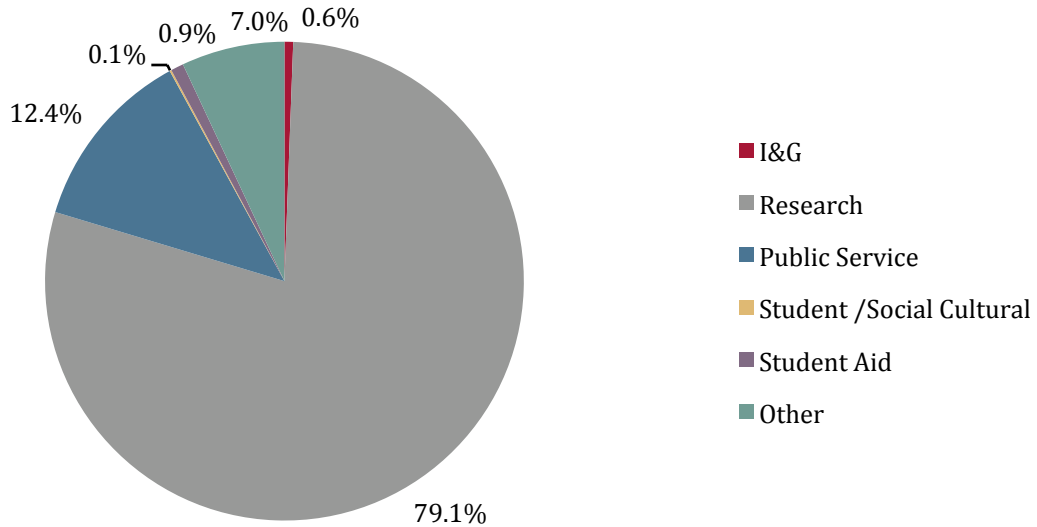
- The pie chart represents the OVPR Executive Office and direct-report units by fund type.

- In FY 2014 a new budget model was implemented to return more Facilities & Administrative (F&A) revenue to units after the OVPR expenses are accounted for.

- The majority of the budget is comprised of F&A revenue.

- OVPR Research Centers have endowed funds, state appropriations, and service center operations.

- In FY 2014, an equipment fund was established to support the needs of research on Main Campus.

18.3 Budget

18.3.2 OVPR, Budget, Fiscal Year 2014 Actual Unrestricted Salary Expense

VPRED FY14 Actual Unrestricted Salary Expense

Legend:
- Faculty
- Staff
- Graduate Assistantships
- Students
- Salary Adjustments
- Fringe Benefits
- Tuition Compensation/Waivers
- Other Expenses
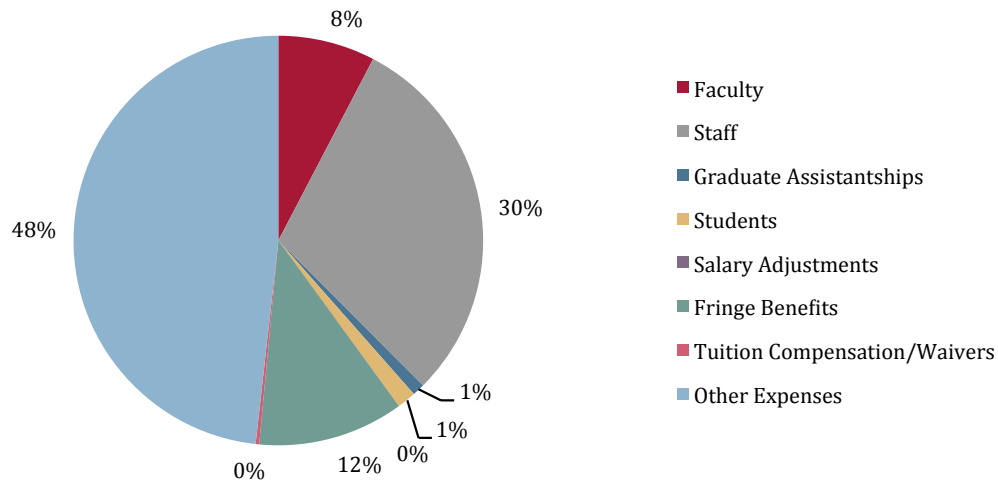
18.3.3 OVPR, Budget, Fiscal Year 2014 Actual Unrestricted Faculty Salary Expense

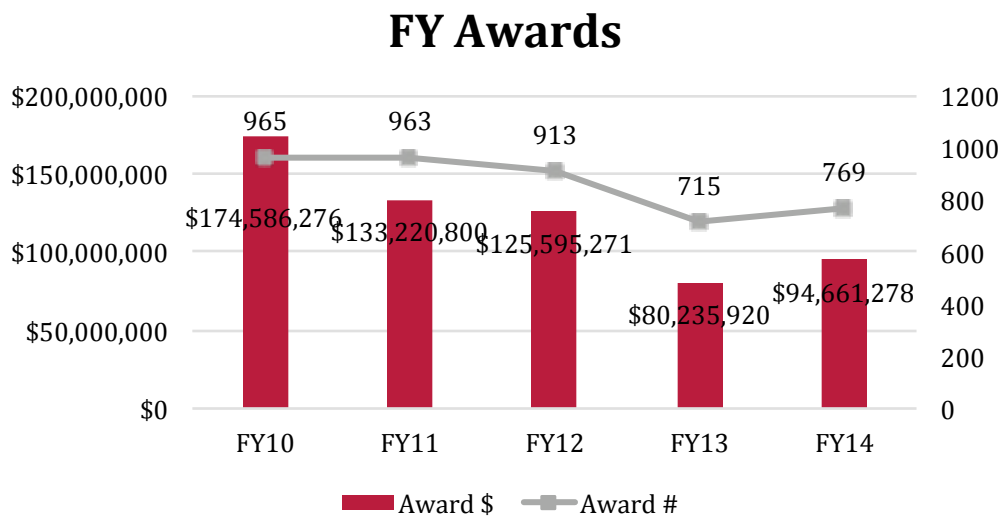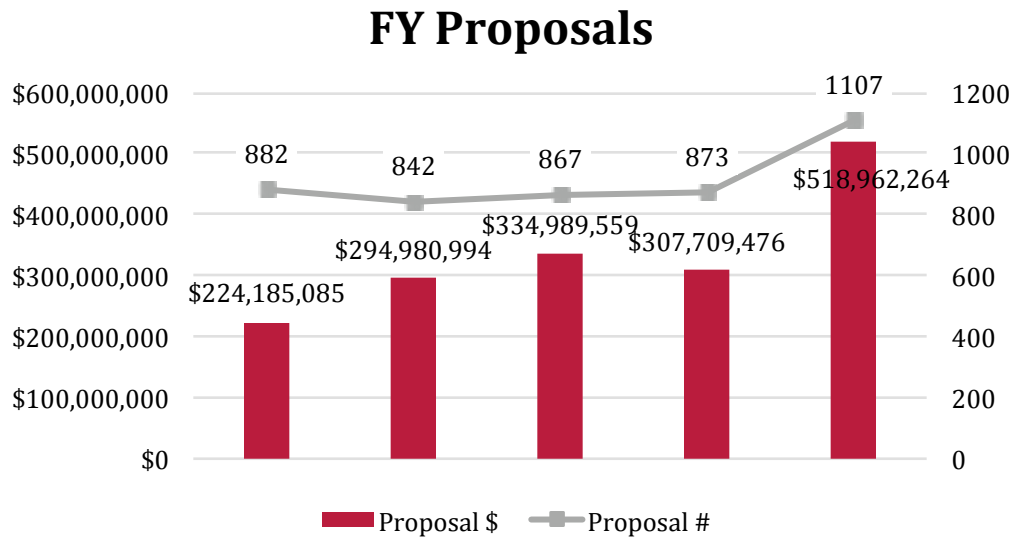## **VPRED FY14 Actual Unrestricted Faculty Salary Expense**

Legend:
- Faculty
- Summer Research
- Summer Instruction
- Part Time Instruction
- Post Docs
- Summer Administration
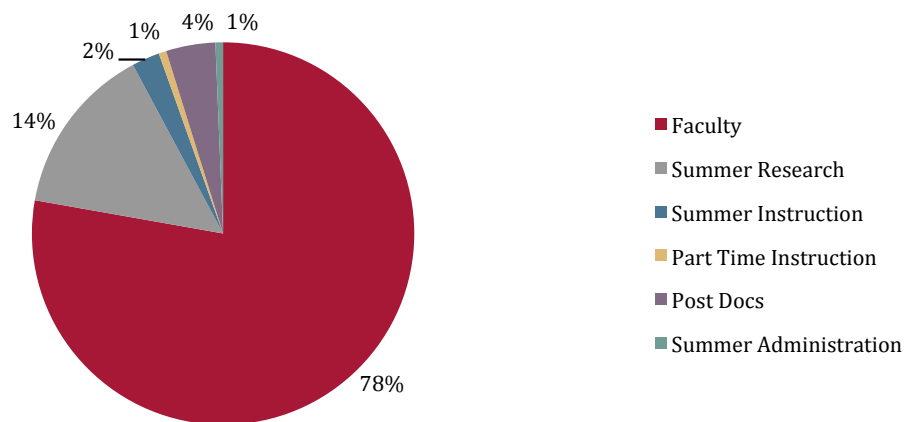
- The salaries noted above represent OVPR Executive Office and direct-report unit staff, faculty, and students.

- F&A cost recovery revenue is committed to support the administration of sponsored programs on the UNM Main Campus.

- Fringe benefit expenses are directly charged to OVPR offices and units.

18.4 Research Metrics

18.4.1 OVPR Proposals & Awards

FY Proposals

Legend: Proposal $ | Proposal #

Data labels:
- 882, 842, 867, 873, 1107 (Proposal #)
- $224,185,085
- $294,980,994
- $334,989,559
- $307,709,476
- $518,962,264

FY Awards

Legend: Award $ | Award #

Data labels:
- 965, 963, 913, 715, 769 (Award #)
- $174,586,276
- $133,220,800
- $125,595,271
- $80,235,920
- $94,661,278

X-axis: FY10, FY11, FY12, FY13, FY14

- Proposal submission increased in FY 2014 due largely to the activity of new faculty hires.

- Despite a highly comptetive funding environment FY 2014 Awards have slightly increased.

18.4 Research Metrics

18.4.2 OVPR Facilities & Administration Cost Recover and Expenditures

Facilities & Administration Cost Recovery (FY10-14)

Research Expenditures (FY10-14)
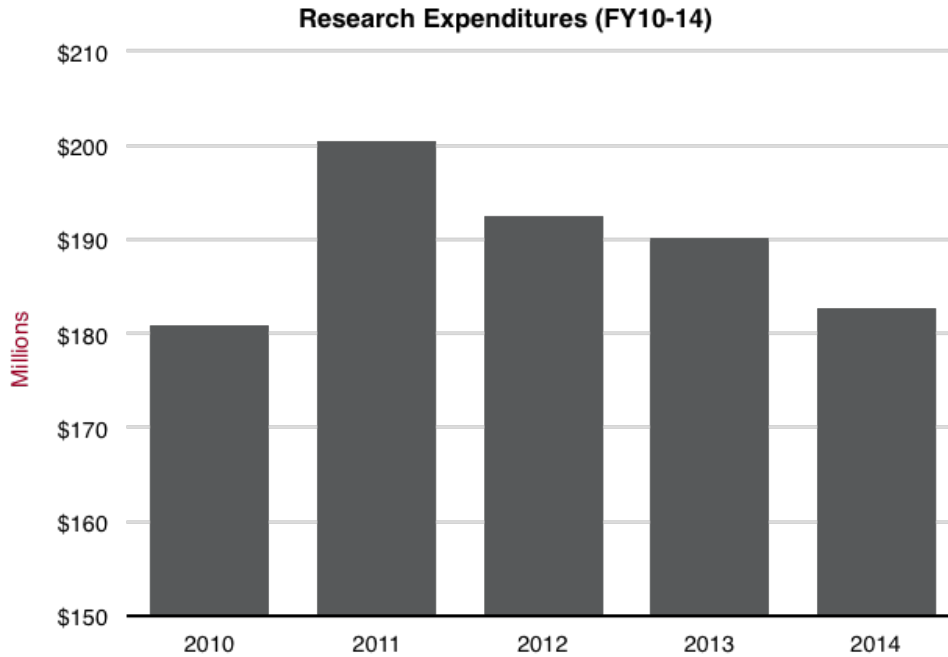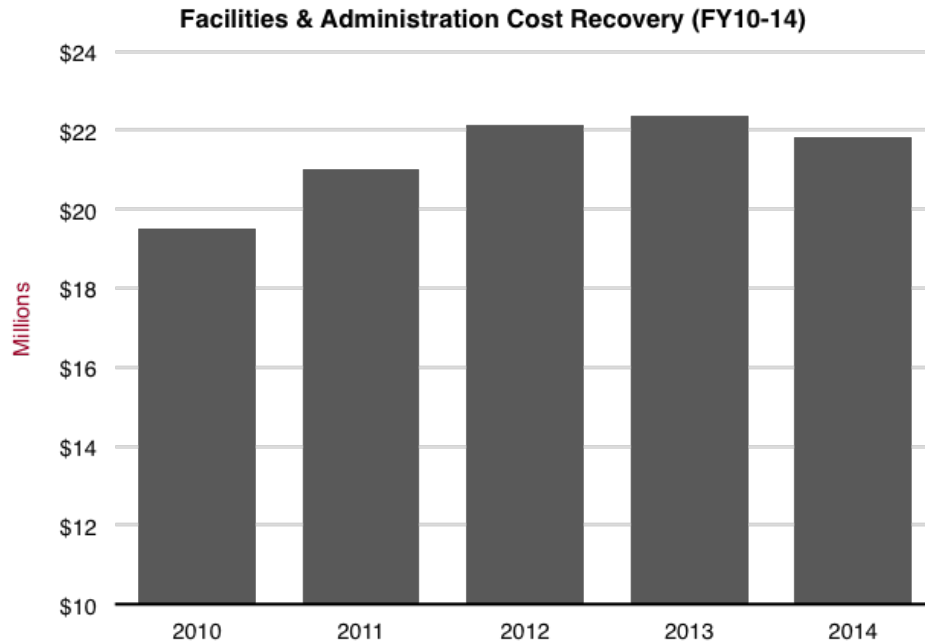
- F&A Cost Recovery remains stable following record years of revenue driven by American Recovery and Reinvestment Act (ARRA) funding.

- Research Expenditures are essentially flat and this trend is expected to continue.

18.5 Major Activities

Enhanced proposal and contract support services	
Tactics	**Objectives & Measures**
Re-organize Office of Sponsored Project Services • Appointed interim management team in Spring 2014 • Reviewed and updated internal standard operating procedures • Streamlined contract processing • Permanent management plan currently under implementation • Hiring a training specialist for all PI-related activities	• Streamline proposal submission process • Reduce contract negotiation times • Conduct faculty satisfaction surveys
Expand faculty research support efforts • Collaborated with colleges and schools on flexible staffing solutions • Increased the number of Faculty Research Support Officers and embedded them within units • Pivot and NSF Workshops for faculty	• Increased proposals and awards from underrepresented units • Deans, chairs, and faculty satisfaction survey
Continue process improvements in Main Campus Institutional Review Board (IRB) • Expand committee size and reduce review load • Hire an Asst. Director for Exempt and Expedited proposals	• Exempt and Expedited reviews within 15 days • Full reviews within 35 days • Exceed national norms

18.5 Major Activities

Increased internal support: equipment, seed funding, interdisciplinary proposals	
Tactics	**Objectives & Measures**
Established research equipment & renewal fund • Awarded $500K in Spring 2014 • Will award an additional $500K in both Fall 2014 and Spring 2015. Established strategic initiatives and seed fund • Start-up for joint hire and 3 cluster hires at CHTM • $20K OVPR investment coupled with funding from the CFA Dean's office, awarded 18 internal grants • $20K OVPR investment with COE funding • $500K over 2yrs to seed large interdisciplinary grants • In collaboration with Main Campus colleges and HSC	• Immense faculty gratitude and relief • Sustained or increased productivity from targeted labs • Enhance reputation for excellence in materials science • Center grant proposals and increased number of individual proposals going forward • Resulted in an externally funded award from the National Endowment for the Arts (NEA). • Resulted in two new grant submissions to DOE • Submission of large interdisciplinary grants

Expanded research partnerships & collaborations	
Tactics	**Objectives & Measures**
University Partnerships • Establish research collaborations with New Mexico Research Universities	• Collaboration on WIPP proposal • Streamlining procedures for inter-agency cooperation • Request research infrastructure funds from the State
National Lab Partnerships • Continue developing institutional partnership with Sandia National Laboratories and Los Alamos National Laboratories	• Dr. Fernando Garzon hired as Sandia-UNM Joint Hire in Materials Science & Engineering • Draft document on National Labs Professorship under review by Sandia Leadership; discussion has started on next joint hire searches • Sandia-UNM Energy Collaboration Workshop held Aug. 14-15; participants included: 32 UNM faculty, 52 SNL scientists
Industry Collaborations • Initiate new IP option and UNM Corporate and Industry Alliance • Coordinate with UNM Foundation to obtain private donor and foundation support for the UNM research mission	• New industry partnerships and increased industry and individual donor research funding

18.6 Future Plans

1. Continue process improvements in compliance and Office of Sponsored Projects (OSP).

2. Initiate further joint hires with Sandia National Labs, explore other opportunities with other partners.

3. Continue developing a sustainable model for funding and renovating research space.

Chapter 19. Student Affairs

Message from the Vice President

Led by Dr. Eliseo Torres, the Division of Student Affairs is the primary services provider for UNM's large and diverse student population. Our departments provide support services for students from all backgrounds, including first generation and non-traditional. Our programs and services help enhance our students' learning and living experiences and are focused on student's needs, educational growth, student success, academic achievement, and excellence.

Vice President Eliseo "Cheo" Torres

19.1 Mission & Vision

Mission - *Inspire learning and academic success!*

The Division of Student Affairs provides access, support, and encouragement to all students in pursuit of academic excellence in the University of New Mexico's diverse community. As a Division, we establish inclusive partnerships, programs, facilities and services, build leadership, enrich academic and career goals, and enhance the quality of life for potential and current students, and alumni.

Vision

The Division of Student Affairs at UNM encourages students to achieve their individual potential to become life-long learners and engaged members of a global community through the development of learning environments that inspire learning and academic success.

Core Values

- Academic Success: recruitment, retention, graduation, career development

- Leadership: accountability, opportunity sustainability

- Community: civility, health and safety, respect

- Excellence: diversity, equity, integrity

Departments and Programs

The Division of Student Affairs has 23 primary departments that offer services and programs to help students engage inside and outside the classroom, apply to UNM, attend orientations, get involved, matriculate, work towards graduation, and find jobs and careers as they graduate.

Student Life plans and facilitates learning and community engagement opportunities for students. It is comprised of the Children's Campus for Early Education, the Lobo Card Program, Residential Life, Student Activities, and the Student Union Building.

Student Services provides program grants and contracts to support students in all phases of their academic careers, with a focus on underrepresented and low-income first generation students. The departments include Accessibility Resource Center, Army, ROTC, Air Force ROTC, College Enrichment and Outreach Programs (CEOP), Community Engagement Center, Mentoring Institute, Office of Strategic Initiatives, Navy/Marine ROTC, Recreational Services, and Title V/STEM Grants – STEM Gateway, STEM Collaborative, and STEM Up.

Departments reporting directly to Vice President Dr. Torres include African American Student Services, American Indian Student Services, Career Services, Dean of Students, El Centro de la Raza, Student Health and Counseling, and the Women's Resource Center. In addition, Student Publications (a.k.a Daily Lobo operations) report fiscally and for human resources support to the Division of Student Affairs.

19.2 Organization & Facilities

19.2.1 Student Affairs Organizational Chart, updated May, 2014.
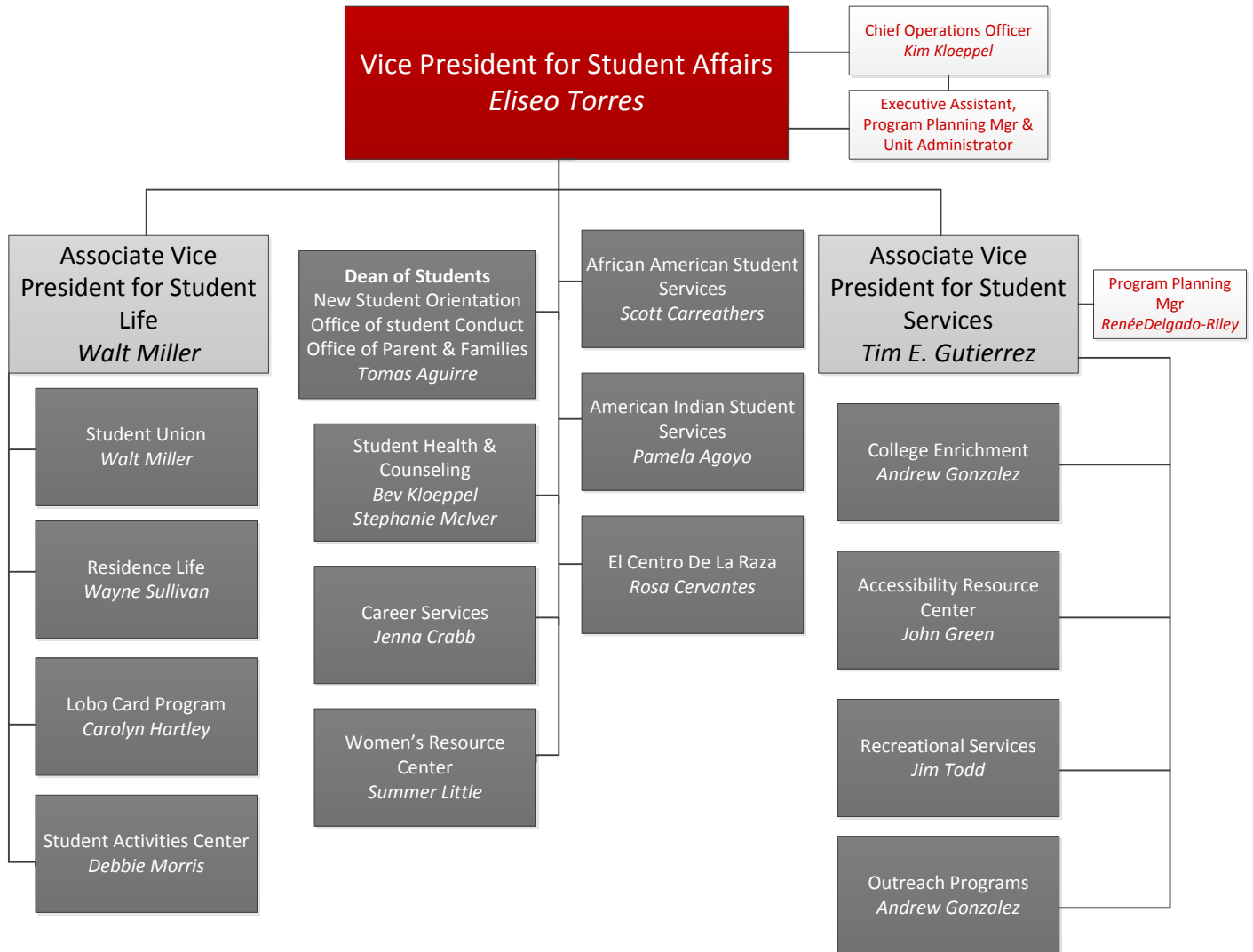

Facilities

With 23 departments, there is a consistent need to expand programs to meet the needs of UNM and the UNM 2020 initiatives. Facilities for the 23 departments are housed throughout main campus.

Student Affairs is funded by numerous revenue sources. The majority of the departments do not receive I&G funding and therefore are self-supporting for space and facilities utilities, maintenance, renovation and expansion and capital improvements. This creates ongoing challenges for Student Affairs facilities. These challenges are especially apparent for the Children's Campus, Johnson Center and Recreational Services, Student Union Building, and Student Health and Counseling facilities that are in need of major repair, renovation, and expansion with no designated funding source to plan for those needs. In addition, the costs of utilities continue to increase each year.

19.3 Faculty, Staff and Students

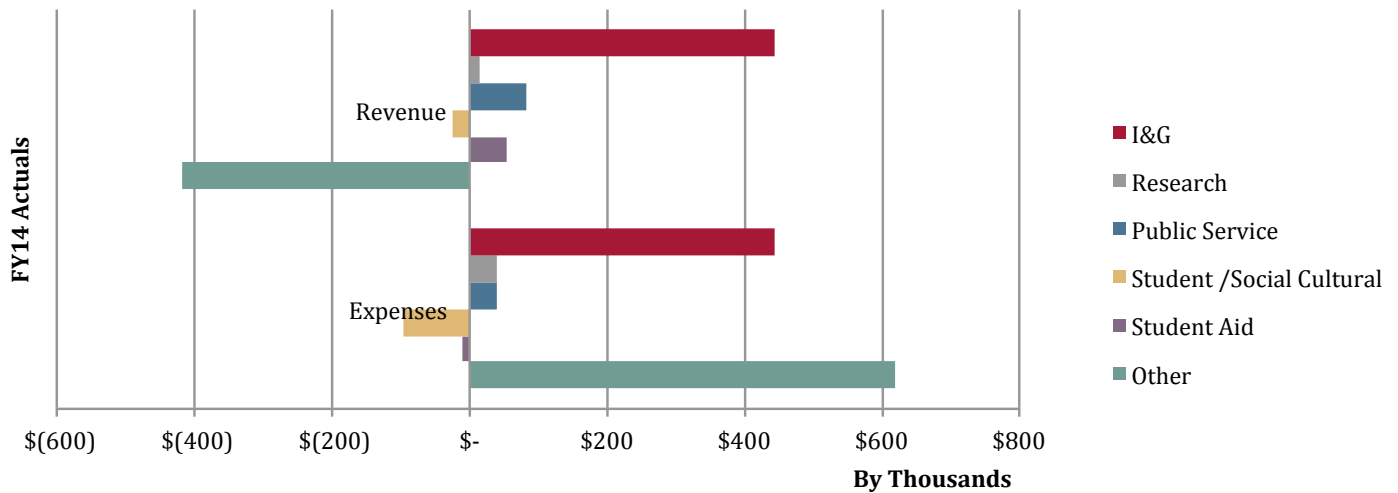19.3.1 Student Affairs Staff, Faculty, and Students, Labor, Fiscal Year 2015
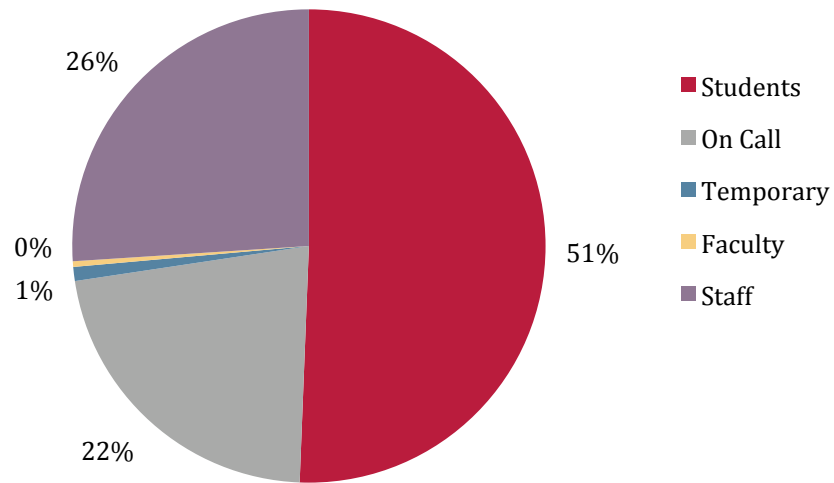
Position	Number	Percentage
Students	529	50.62%
On Call	230	22.01%
Temporary	10	0.96%
Faculty	4	0.38%
Staff	272	26.03%

19.4.1 Student Affairs, Budget, Actuals Net Change

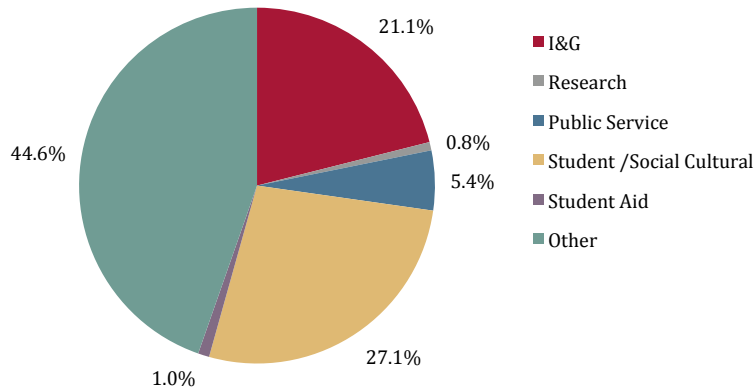## Student Affairs FY13 to FY14 Actuals Net Change by Fund

- Funding for Research increased from 2013 to 2014 due to new contracts and grants awarded to Student Services. Expenses increased from 2013 to 2014 because several expenses were pending in 2013 and paid out in 2014.

- Self-generated and other revenue decreased from 2013 to 2014 due to a change in reporting structure in student housing moving from Student Affairs to Institutional Support Services. Expenses were being analyzed and moved as the fiscal year ended.

- Funding for "Student/Social Cultural" decreased from 2013 to 2014; in 2013, the SFRB used balance forwards to fund several programs and initiatives.

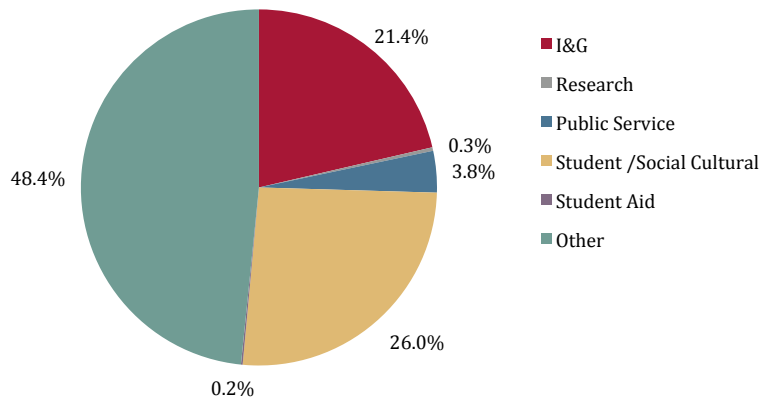- Student Aid had pending scholarship awards from 2013 to 2014.

19.4 Budget

19.4.2 Student Affairs, Budget, Actual Revenue and Expenses for Fiscal Year 2014

Student Affairs FY14 Actual Revenue

21.1%
0.8%
5.4%
44.6%
1.0%
27.1%

- ■ I&G
- ■ Research
- ■ Public Service
- ■ Student /Social Cultural
- ■ Student Aid
- ■ Other

Student Affairs FY14 Actual Expenses

21.4%
0.3%
3.8%
48.4%
0.2%
26.0%

- ■ I&G
- ■ Research
- ■ Public Service
- ■ Student /Social Cultural
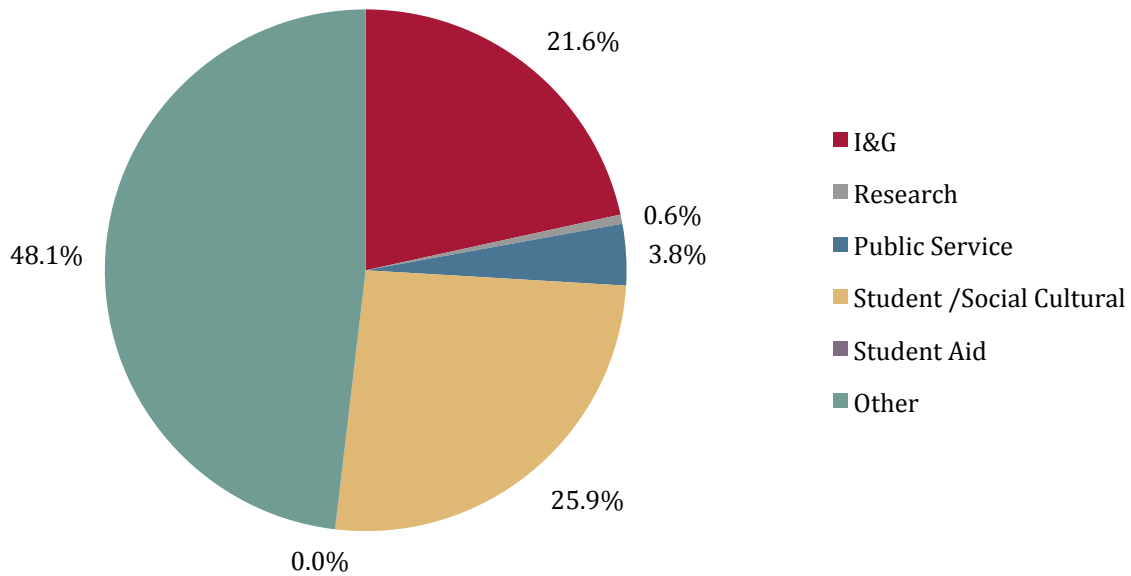- ■ Student Aid
- ■ Other

Student Affairs has numerous funding sources. The largest component of the funding is self-generated fees (45%). Career Services, Children's Campus, Lobo Card Program, Recreational Services, Residential Life, Student Health and Counseling, and the Student Union all generate revenue by charging fees to students, parents and the community for services. Another large component of revenue is through student fees (27%) distributed from the Student Fee Review Board. Some departments receive revenue from Instruction & General (21%) and contracts and grants; a few areas receive funding from RPSP legislative initiatives (5.4%).

Every Student Affairs department manages a budget that projects and monitors their revenues and expenses. Within each budget, revenue and expenses are closely monitored to ensure there is not a deficit balance. If there is a balance forward, the departments monitor this for future planning. Balance forwards may be used to expand existing programs, start new initiatives to promote academic and student success, or facility capital improvements.

19.4.3 Student Affairs Original Unrestricted Budget

## Student Affairs FY14 Original Unrestricted Budget

Each Student Affairs department develops, submits, and monitors a budget. The largest budgets consist of departments that are self-funded (other); they must generate their own revenue to cover their expenses (48%). These departments include: Career Services, Children's Campus, Lobo Card Program, Recreational Services, Residential Life, Student Health and Counseling, and the Student Union. The second largest area includes "Student/Social and Cultural," or student fees (26%). Twenty-two percent of the Student Affairs departments receive funding from I&G. A few departments receive revenue from public service (4%) and .6% from contracts and grants.
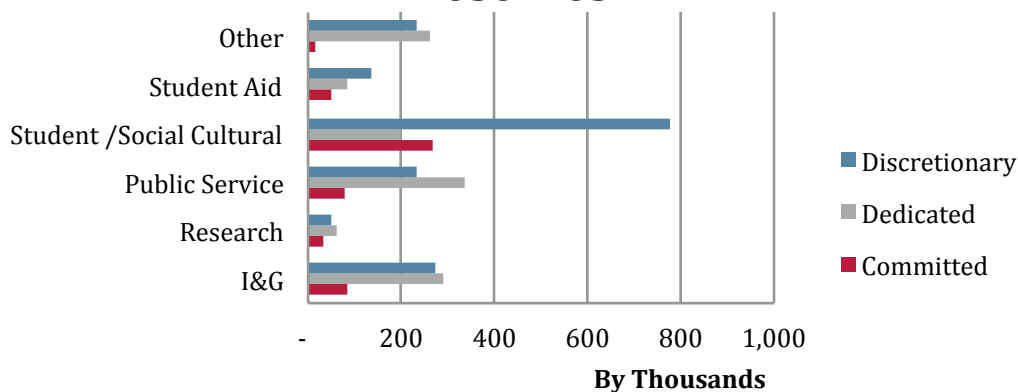
19.4.4 Student Affairs Reserves Net Change and Categorization of Reserves

Student Affairs Net Change in FY14 and FY15 Reserves
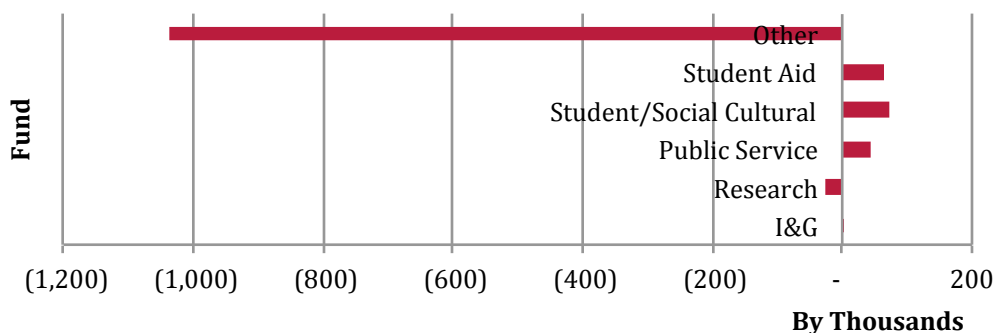
Student Affairs Categorization of FY15 Reserves

- Reserves for research decreased because several expenses were pending in 2014.

- Reserves for public service increased because several initiatives were in the planning stages and not fully implemented resulting in a larger balance forward.

- Self-generated and other revenue decreased due to a change in reporting structure in Student Housing and Dining Services moving from Student Affairs to Institutional Support Services.
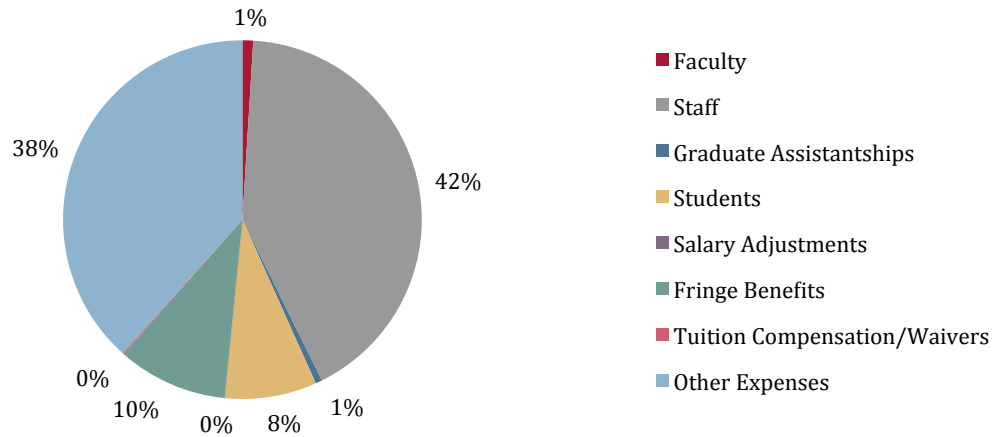
- "Student/Social Cultural" had an increase in reserves as transfers to student organizations did not get processed before the fiscal year-end.

- The Mesqite Scholarship generated additional funding in 2014 for Student Aid scholarships; awards were pending resulting in increased reserves.

19.4.5 Student Affairs, Budget, Fiscal Year 2014 Actual Unrestricted Salary Expense

Student Affairs FY14 Actual Unrestricted Salary Expense

- Faculty
- Staff
- Graduate Assistantships
- Students
- Salary Adjustments
- Fringe Benefits
- Tuition Compensation/Waivers
- Other Expenses

19.4.5 Student Affairs, Budget, Fiscal Year 2014 Actual Unrestricted Faculty Salary Expense

Student Affairs FY14 Actual Unrestricted Faculty Salary Expense

- Faculty
- Summer Instruction
- Part Time Instruction
- Non-Credit Instruction
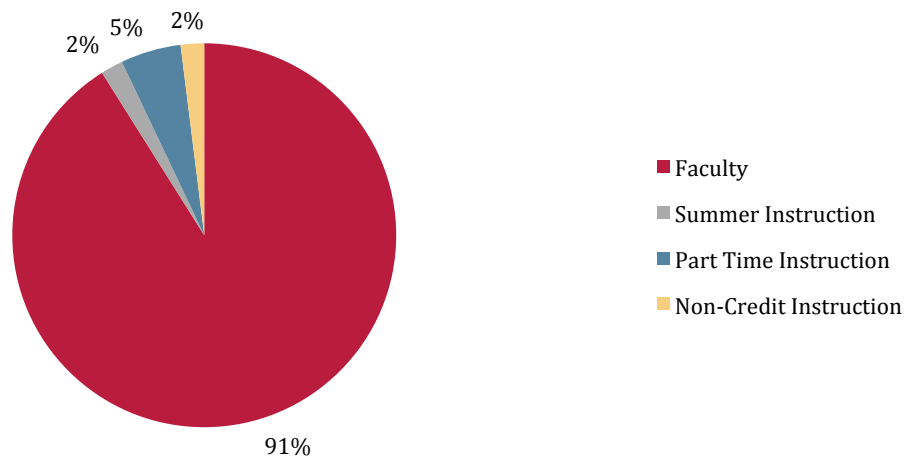
Salary expenses for staff are 42% of the total salary expense with 8% paid to student employees. Overall, Student Affairs pays 38% for "other" related staff benefits plus 10% for fringe benefits. Self-funded, public service, and "Student/Social Cultural"

departments must pay staff benefits from their budgets; I&G funds are not available for benefits for those departments.

Also note that the Vice President for Student Affairs is paid as a faculty expense.

19.5 Major Activities - Recruitment, Retention and Graduation

Each Student Affairs program affects recruitment and retention. Please refer to their departmental reports which detail their programs and initiatives. A few examples of departmental data are shown below:

19.5.1 Student Affairs, El Centro de la Raza Data and Results FY 2013-14

Goals and Tactics	Number
1. Recruit Latino students and provide critical information to students and families	
1.1 Information and outreach to UNM and prospective students	12,834
1.2 Advisement sessions	2,279
1.3 Leadership for students	315
1.4 Students in El Centro Mentoring program	160
1.5 Student Referrals	2,029
1.6 Scholarships and sponsorships	128
1.7 Cultural programming (students and families)	1,500
2. Positively impact the retention and graduation of Latino students through academic cultural/personal and professional programs	
2.1 Office visits/unique students (student, family and community contacts)	12,181
2.2 Website visits unique users (includes social media)	78,857
2.3 Information and outreach to non-UNM students, families, and community contacts	2,500
2.4 Identify, outreach, and provide critical programs and services that improve the success of underrepresented students (at-risk)	3,631
3. Use program assessment and evaluation for continuous improvement to ensure its relevance in academic, cultural, and professional aspirations of Latino students	
3.1 Program assessment participants	306

19.5 Major Activities - Recruitment, Retention and Graduation

19.5.2 Student Affairs, Air Force Reserve Officer Training Corps (ROTC)

Cadet Performance		
Retention Rate		
	UNM AFROTC Return Freshman	Air Force
FY 13	80%	84%
Average GPA		
	UNM AFROTC Return Freshman	Air Force
AY 13	3.25	3.14
Average Completion Rates		
	UNM AFROTC Return Freshman	Air Force
(in years)		
AY 2013	4.2	6.5
AY 2012	4.1	6.5
AY 2011	4.2	6.5

19.5.3 Student Affairs, Army Reserve Training Corps (ROTC)

Enrollment Data 2008-14							
*Est. as Host Program in 2003							
Year	2008	2009	2010	2011	2012	2013	2014
Enrolled	65	85	100	137	134	119	136
Contracted	26	19	23	56	61	78	72
Commissioned	7	15	6	11	13	16	17
Mission	14	14	14	13	13	15	15
10-Year Average	10.2						
3-Year Average	15.33						
5-Year Average	12.6						

19.5.4 Student Affairs - Army Reserve Training Corp (ROTC) Progression Rates

University of New Mexico	MS I to MS II	MS II to MS III	MS III to MS IV	MS IV to Commission	MS V, MS VI, COMP to Commission
1 YEAR	28.10%	45.50%	90.90%	76.90%	15.40%
3 YEAR	28.80%	34.60%	91.50%	59.50%	37.80%

19.5 Major Activities - Recruitment, Retention and Graduation

19.5.5 Student Affairs - Navy Reserve Officer Training Corp (ROTC) Student Average Metrics
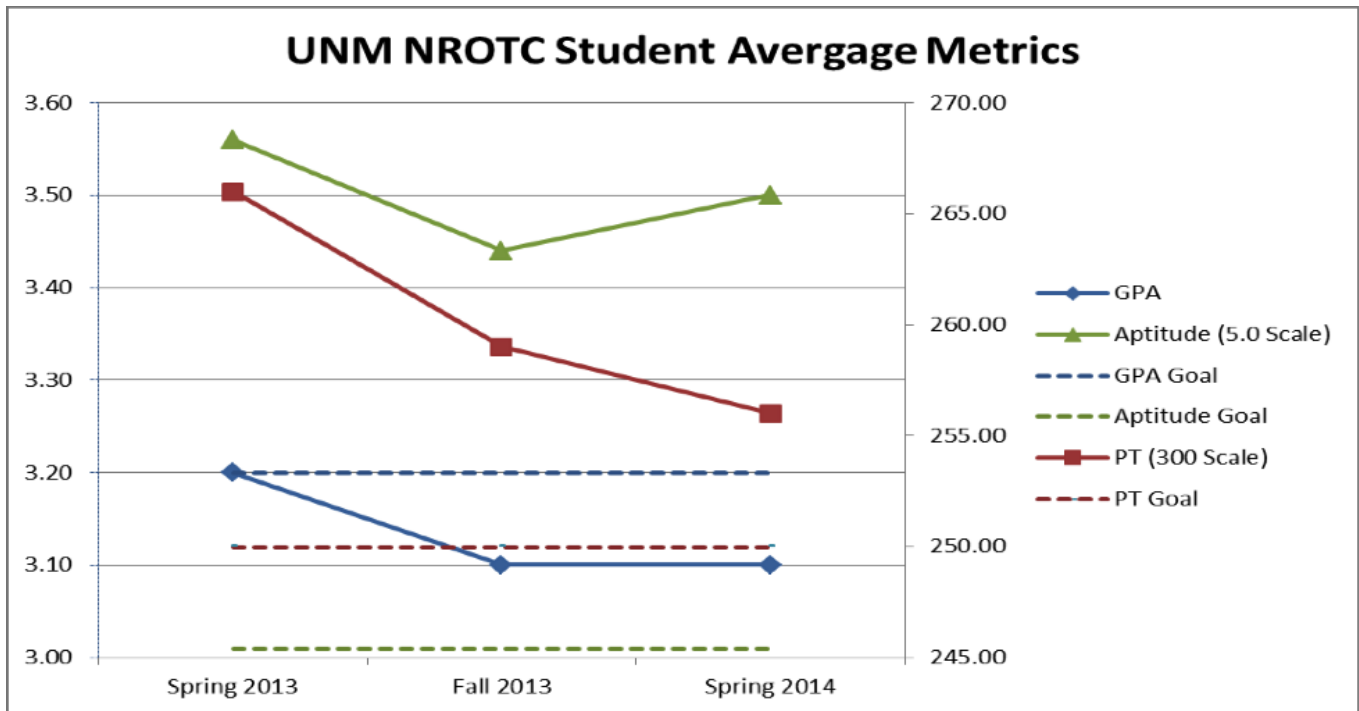

Metrics have been established to evaluate Navy ROTC students on three key categories: physical fitness (PT), academics and military aptitude. Since Spring 2013, we have demonstrated relative stability in these areas.
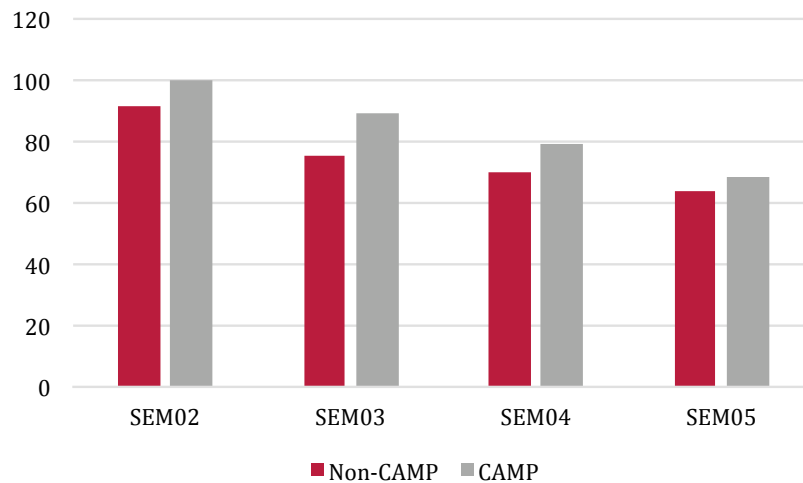
19.5 Major Activities - Recruitment, Retention and Graduation

19.5.6 Student Affairs - Student Support Services (SSS) Impact on Cumulative GPA from Year 1 to Year 2
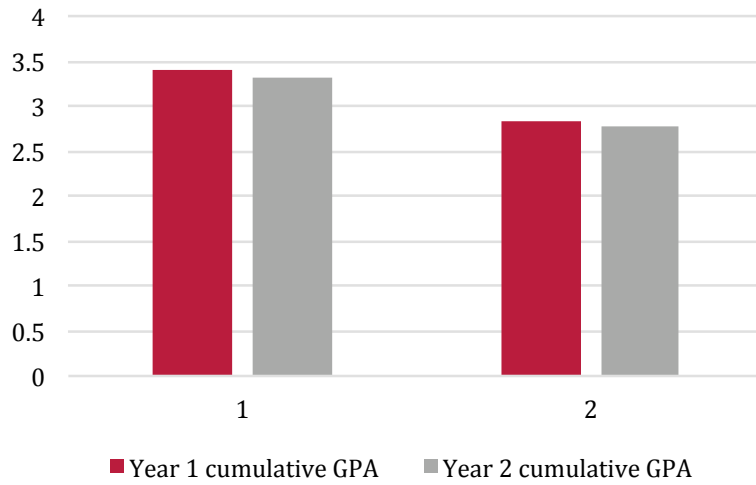
Students participating in multiple student services programs have a higher cumulative GPA than non-student support services students.

19.5.7 Student Affairs - Student Support Services (SSS) College Assistant Migrant Program (CAMP), Participation and Retention
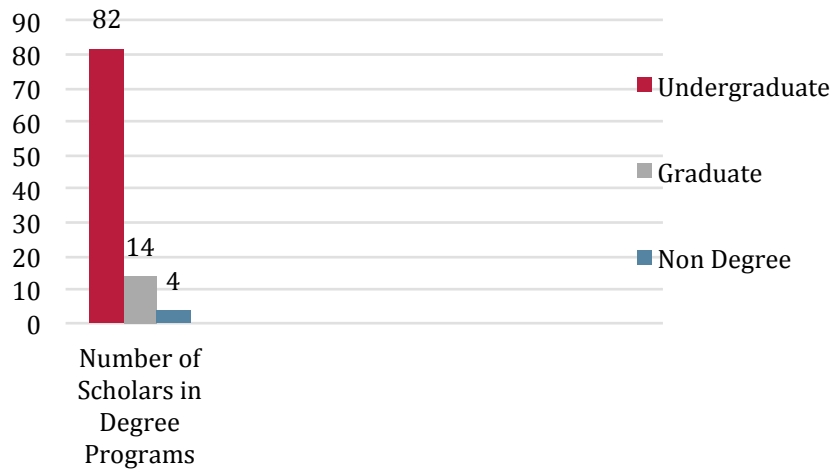

CAMP students have higher retention rates from semester two through semester five compared to non-CAMP students.

19.5 Major Activities - Recruitment, Retention and Graduation

19.5.8 Student Affairs - National Security Studies Program (NSSP) Scholar Participation
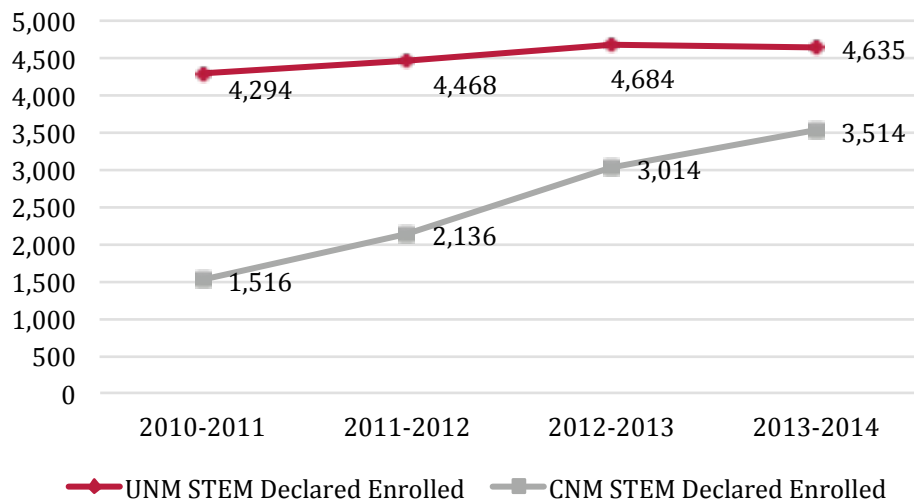

19.5.9 Student Affairs - National Security Studies Program (NSSP) Scholars in Degree Programs

19.5 Major Activities - Recruitment, Retention and Graduation

19.5.10 Student Affairs - CNM-UNM STEM UP Cooperative Enrollment

19.5.11 Student Affairs - CNM-UNM STEM UP Cooperative Declared First-Time Student Retention
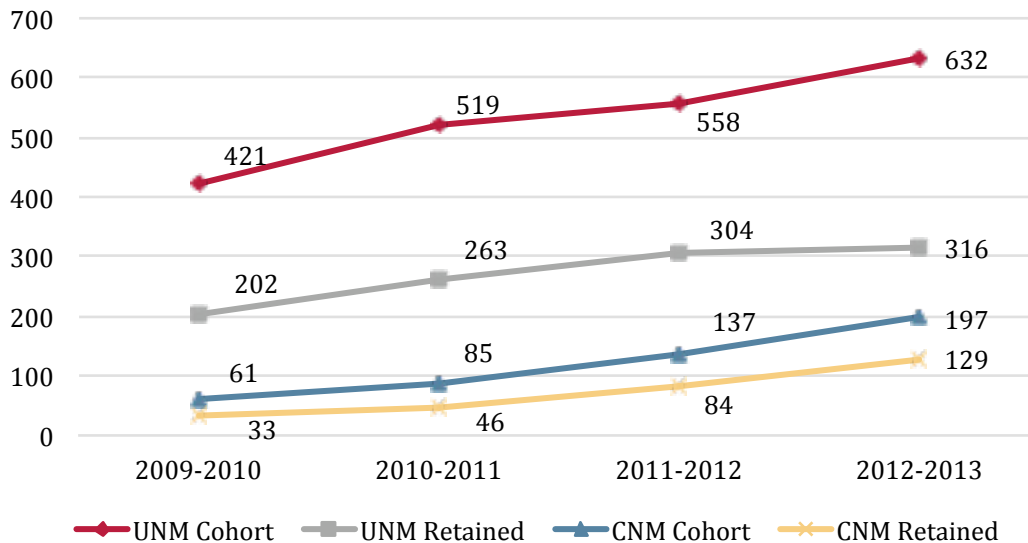
CNM-UNM STEM UP Cooperative

STEM Enrollment Trends at CNM-UNM:

- STEM student enrollment at CNM for 2013-14 has increased overall by 17%. Overall STEM student enrollment at UNM for 2013-2014 has increased 3.2%.

- Target population of Hispanic and low-income STEM Enrollment has increased 59% at CNM.

- Target population of Hispanic STEM Student Enrollment has increased 40.5% at UNM

19.5 Major Activities - Space & Facilities Capital Projects

The majority of the Student Affairs departments do not receive funding for facilities utilities, maintenance, renovation and expansion and capital improvements. This creates ongoing challenges for Student Affairs facilities. These challenges are especially apparent for the Children's Campus, Johnson Center and Recreational Services, Student Union Building, and Student Health and Counseling facilities that are in need of major repairs, renovation, and expansion with no designated funding source to plan for those needs. In addition, the costs of utilities continue to increase each year. These are the top identified capital projects:

1. Develop a site plan, with program and design plan for the proposed "Wellness Center" which will include Recreational Services and Student Health and Counseling, Health Education and Sports Science, Athletics and Employee Health.

2. Identify funding sources to expand Children's Campus for Early Education for students with children.

3. Plan and develop the Phase II expansion for the Student Union Building.

4. Develop the Cornell Mall and Smith Plaza for student-centered programs.

5. Develop outdoor recreational and student activity venues on south campus.

19.5 Future Plans

Priorities and Goals

- Increased collaboration and coordination for alignment with the 2020 strategic plan and academic affairs to improve student success; this is being achieved by focusing on the compelling case to live on campus to become a Destination University, Preparing Lobos for Lifelong Success, Promoting Institutional Citizenship, Enhancing Students' Health, and Ensuring Financial Integrity.

- Collaboration with Student Affairs has been building stronger collaborations with Academic Affairs to advocate, promote, and encourage student retention, graduation, and success. Efforts include Career Services and the New Mexico Leadership Institute. In addition, expansion of College Enrichment and Outreach Programs with STEM, Title V, DOE, Gateway, Early Start Program, college readiness programs and oversight of scholarship programs is a continuing effort.

- Foundations of Excellence and FYSC initiatives: All Student Affairs departments are involved and focused on these priorities and initiatives.

- Living Learning Communities (LLC) and Honors College – efforts to expand this are continuing.

- Grow and promote community learning and public service programs through Community Enrichment Center (CEC).

- Campus-wide increased safety awareness, education, training, and emergency preparedness.

- Create new funding streams and scholarships for students through fundraising for the Division, new grants, and the annual Mesquite Scholarship Golf Tournament.

- Continue to develop collaborations with OIA and IT, obtain access to university data to develop appropriate analytics and reports needed for assessment and evaluation for data-driven decision-making.

- Development of an assessment office which will work in partnership with OIA.

Data Glossary

Data Type	Table Title	Timeframe	Source
Budget	Net Actuals Change by Fund	FY13 to FY14	Academic Affairs Financial Officer
Budget	Actual Revenue/ Actual Expenses	FY14	Academic Affairs Financial Officer
Budget	Original Unrestricted Budget	FY14	Academic Affairs Financial Officer
Budget	Net Change in Revenues / Categorization of Reserves	FY14 and FY15	Academic Affairs Financial Officer
Budget	Actual Unrestricted Salary Expense / Actual Unrestricted Faculty Salary Expense	FY14	Academic Affairs Financial Officer
Official Enrollment Report	Headcount, Student Credit Hours, Full Time Equivalent	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Official Enrollment Report	Enrollment Status	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Official Enrollment Report	Headcount by Level	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Official Enrollment Report	Student Credit Hours by Level	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Official Enrollment Report	Full-Time Equivalent by Level	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Official Enrollment Report	Average Student Load	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Official Enrollment Report	Headcount by Level and Gender	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Official Enrollment Report	Headcount by Level and Classification	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Official Enrollment Report	Headcount by Level and Load	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Official Enrollment Report	Headcount by Level and Residency	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Official Enrollment Report	Average Age by Level and Gender	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Official Enrollment Report	Headcount by Race/Ethnicity and Level (Minimum Values)	Fall 2014, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Official Enrollment Report	Headcount by Race/Ethnicity and Gender (Minimum and Maximum Values)	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Official Enrollment Report	Major Summary	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Beginning Freshmen Class Profile	Headcount - New Beginning Freshmen	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Beginning Freshmen Class Profile	Percentage of Students Registered by Admission Plan	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Beginning Freshmen Class Profile	Average High School GPA	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Beginning Freshmen Class Profile	Headcount by Residency	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Beginning Freshmen Class Profile	Percentage by Gender	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Beginning Freshmen Class Profile	Race/Ethnicity Distribution	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Beginning Freshmen Class Profile	Race/Ethnicity Distribution, from New Mexico High Schools, Only Recent High School Graduates	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Beginning Freshmen Class Profile	ACT Composite Scores (including second table with percentages within score ranges)	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Beginning Freshmen Class Profile	SAT Combined Scores (including second table with percentages within score ranges)	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics

Beginning Freshmen Class Profile	SAT Math and Verbal Mean Scores	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Beginning Freshmen Class Profile	First-Time Enrollment by College and Major	Fall Semesters, As of Census Date, Sept. 5, 2014	Office of Institutional Analytics
Degrees	First Major and College	Award Year is Summer, Fall, and Spring	Office of Institutional Analytics
Degrees	Second Majors and College	Award Year is Summer, Fall, and Spring	Office of Institutional Analytics
Degrees	Race/Ethnicity and Degrees - Award Year 2010-11	Award Year is Summer, Fall, and Spring	Office of Institutional Analytics
Degrees	Race/Ethnicity and Degrees - Award Year 2011-12	Award Year is Summer, Fall, and Spring	Office of Institutional Analytics
Degrees	Race/Ethnicity and Degrees - Award Year 2012-13	Award Year is Summer, Fall, and Spring	Office of Institutional Analytics
Degrees	Race/Ethnicity and Degrees - Award Year 2013-14	Award Year is Summer, Fall, and Spring	Office of Institutional Analytics
Faculty	Fall 2010-2014	Data as of Oct. 31 of each year	Office of Institutional Analytics
Faculty	Tenured/Tenure-Track Faculty Demographics	Data as of Oct. 31 of each year	Office of Institutional Analytics
Staff	Regular Staff by Gender	Data as of Oct. 31 of each year	Office of Institutional Analytics
Staff	Regular Staff by Ethnicity	Data as of Oct. 31 of each year	Office of Institutional Analytics
Staff	Temporary Staff by Gender	Data as of Oct. 31 of each year	Office of Institutional Analytics
Staff	Temporary Staff by Ethnicity	Data as of Oct. 31 of each year	Office of Institutional Analytics
Staff	All Staff by Gender	Data as of Oct. 31 of each year	Office of Institutional Analytics
Staff	All Staff by Ethnicity	Data as of Oct. 31 of each year	Office of Institutional Analytics
Retention: Fall to Spring	All First-Time by Major, including Transfers	Fall 2012 to Spring 2013	Office of Institutional Analytics
Retention: Fall to Spring	All First-Time by College - Summary	Fall 2012 to Spring 2013	Office of Institutional Analytics
Retention: Fall to Spring	First-Time Full-Time by Major, not including Transfers	Fall 2012 to Spring 2013	Office of Institutional Analytics
Retention: Fall to Spring	First-Time Full-Time by College, Summary	Fall 2012 to Spring 2013	Office of Institutional Analytics
Retention: Fall to Fall	All First-Time by Major, including Transfers	Fall 2012 to Fall 2013	Office of Institutional Analytics
Retention: Fall to Fall	All First-Time by College - Summary	Fall 2012 to Fall 2013	Office of Institutional Analytics
Retention: Fall to Fall	First-Time Full-Time by Major, not including Transfers	Fall 2012 to Fall 2013	Office of Institutional Analytics
Retention: Fall to Fall	First-Time Full-Time by College, Summary	Fall 2012 to Fall 2013	Office of Institutional Analytics
Graduation: Intended	Fall 2006 by Major: Graduation Rates for First-Time, Full-Time Freshmen - Intended Major	Data from Freshmen Cohort Tracking, 8/22/2014	Office of Institutional Analytics
Graduation: Intended	Fall 2006 by College: Graduation Rates for First-Time, Full-Time Freshmen - Intended Major	Data from Freshmen Cohort Tracking, 8/22/2014	Office of Institutional Analytics
Graduation: Intended	Fall 2007 by Major: Graduation Rates for First-Time, Full-Time Freshmen - Intended Major	Data from Freshmen Cohort Tracking, 8/22/2014	Office of Institutional Analytics
Graduation: Intended	Fall 2007 by College: Graduation Rates for First-Time, Full-Time Freshmen - Intended Major	Data from Freshmen Cohort Tracking, 8/22/2014	Office of Institutional Analytics
Graduation: Intended	Fall 2008 by Major: Graduation Rates for First-Time, Full-Time Freshmen - Intended Major	Data from Freshmen Cohort Tracking, 10/20/2014	Office of Institutional Analytics
Graduation: Intended	Fall 2008 by College: Graduation Rates for First-Time, Full-Time Freshmen - Intended Major	Data from Freshmen Cohort Tracking, 10/20/2014	Office of Institutional Analytics
Graduation: Admitted	Fall 2006 by Major: Graduation Rates for Program-Accepted Students - First-Time, Full-Time	Data from Freshmen Cohort Tracking, 8/22/2014	Office of Institutional Analytics
Graduation: Admitted	Fall 2006 by College: Graduation Rates for Program-Accepted Students - First-Time, Full-Time	Data from Freshmen Cohort Tracking, 8/22/2014	Office of Institutional Analytics
Graduation: Admitted	Fall 2007 by Major: Graduation Rates for Program-Accepted Students - First-Time, Full-Time	Data from Freshmen Cohort Tracking, 8/22/2014	Office of Institutional Analytics
Graduation: Admitted	Fall 2007 by College: Graduation Rates for Program-Accepted Students - First-Time, Full-Time	Data from Freshmen Cohort Tracking, 8/22/2014	Office of Institutional Analytics

Graduation: Admitted	Fall 2008 by Major: Graduation Rates for Program-Accepted Students - First-Time, Full-Time	Data from Freshmen Cohort Tracking, 10/20/2014	Office of Institutional Analytics
Graduation: Admitted	Fall 2008 by College: Graduation Rates for Program-Accepted Students - First-Time, Full-Time	Data from Freshmen Cohort Tracking, 10/20/2014	Office of Institutional Analytics
Research	Research Expenditures by Fiscal Year	FY2005-2014	Office of the Vice President for Research