



# State of Academic Affairs

## Fall 2012

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# Academic Departments

**State of Anderson School of Management**  
*Submitted by Dean Douglas Brown*

**1. Description of Anderson School of Management**

Anderson is an Association to Advance Collegiate Schools of Business (AACSB) accredited school, last accredited 03/2011 for a full five years for both the general program and the accounting function. The school enrolls approximately 1,000 upper division students seeking BBA degrees, approximately 500 pursuing an MBA, 100 Masters of Accounting (MACCT), and 100 Executive MBA students. The general curriculum is a comprehensive exposure to all the principal fields of business. Beyond the core courses, there are 10 BBA and 12 MBA concentrations offered in specialized areas. Anderson offers several programs that are joint with other UNM schools, such as Fine Arts, Law, Pharmacy, and Engineering (Nanoscience program). The Executive MBA program is offered through Anderson's Management Development Center, which also offers a number of non-degree certificate programs.

Anderson currently employs 47 tenured and tenure track faculty, 7 full-time lecturers and a cohort of between 20 and 30 adjunct faculty (or "professional faculty" as we like to call them) and 37 supporting staff. Most academic disciplines are maintaining ratios of "participating faculty" that are in excess of required accreditation guidelines, but there are spot deficiencies and an overall ratio of 73.45%, which falls short of the AACSB minimum of 75%. Our Hiring Plan submission for 2013-2014 is designed to bring us back into compliance. Anderson's I&G budget for 2012-2013 is \$8.75 million with salaries accounting for 95% of total expenses. The department's budget and organization chart are exhibited below.

**2. Major Activities AY 2011-2012**

Below are Anderson's principal activities as expressed in relation to our goals:

- A. Complete curriculum review and implement first phase, including re-definition of Anderson strategy
  - The formal Curriculum Review process was completed with an over-riding conclusion: Anderson must create more value at the MBA level by creating more separation from the BBA curriculum and re-instituting a required MBA core curriculum at a strengthened level. The separation of instructors and instructional materials is well underway, and we will strive to have a re-defined MBA core by year end 2013.
  - Anderson's strategy remains as a commitment to the dual goals of access and excellence with a tilt towards access at the BBA level and a tilt towards excellence at the Masters level.
  - To create separation from the Undergraduate program and to create added value at the Graduate level, we have separated our Curriculum and Planning Committee into two components.

- B. Gain full commitment to proceed with a new building for Anderson – determine site, begin planning, identify timetable, and outline funding sources.
- UNM Administration appears to be committed to Anderson’s new building, and we are proceeding to take all steps necessary to launch the project. We held eight meetings this year to establish a timeline, define needs, and discuss features. Several of us visited eight new business schools elsewhere to glean ideas. Active fund-raising for the project must await design renderings to inspire donors.
- C. Continue growth in graduate enrollment and improvement in diversity at that level.
- MBA/MACCT enrollments grew by 13.8% over the previous year. We have not received diversity data as yet.
- D. Exceed annual fundraising goals of \$2.57 million.
- By our calculation, we have. While the year is still two months short of completion, we believe we can count over \$5 million in gifts received. Our cash from events and regular donors will be approximately \$1million, and \$2.5 million was received in cash for Anderson from the McKinnons. (The UNM Foundation chose to record the entire \$7.5 million McKinnon gift as a 2010-2011 event, despite the lack of a written pledge). In addition, during the year Anderson realized an in-kind contribution of upwards of \$2 million from the GSA/FBI in building improvements at UNM’s south campus. GSA has been slow to confirm the exact total in the wake of their officials’ Las Vegas caper.
- E. Support the expansion of Anderson’s multi-disciplinary programs, such as Nanoscience and Diversity Management.
- Enrollment in the NSMS program has grown to 70 students, and Anderson is collaborating with the schools of Law and Engineering to increase our academic presence in the oil and gas industry. An Arts Management minor was also established in conjunction with Fine Arts. Our principal academic thrust in diversity management has been with respect to workers with disabilities.
- F. Coordinate with University Advisement to produce improved pre-major advising.
- An active and productive linkage has been established with University Advisement. Anderson has created a transfer advisor to help ease of transfer from community colleges, as well as advisor training.
- G. Improve EMBA enrollment at Management Development Center to 60 for 2012-2013 class.
- Final results will not be available for another four to six weeks. Currently, we project a total incoming enrollment in the low fifties, exceeding last year by a few but falling short of 60. This activity will now be reporting to me directly, and we will step up marketing efforts to achieve a goal of 60 in 2013-2014.
- H. Implement Honesty Task Force recommendations.
- We decided to pilot test use of the Turnitin software and other elements of the program this year and plan full implementation during 2012-2013.
- I. Develop Departmental AOL standards and processes.
- Done.

- J. Take leadership role in providing opportunities for workers with disabilities.
- Following the June 2011 Access Means Business Conference, the Anderson School was recognized as an innovator in incorporating disability inclusion into its business curriculum (Department of Labor Financial Services Sector Summit: “Profit by Investing in Workers with Disabilities,” p. 11 <http://www.dol.gov/odep/pdf/20110719.pdf>). The focus for 2011- 2012 has been in exploring ways to further address this issue in a business context.
  - Progress:
    - The Southwest ADA Center housed at the Baylor College of Medicine in Houston, TX has allocated \$10,000 of grant funding to support development of technical assistance materials and in-kind resources for disability-related business materials (legal issues, tax incentives, market size, etc.).
    - These resources will be disseminated and discussed in fall 2012 Entrepreneurship, and Tax classes.
    - The resources will also be made available through Anderson’s Small Business Institute.
    - The Anderson School is planning on incorporating the Access Means Business course material into its core organizational diversity curriculum.
    - The Anderson School is exploring inviting guest speakers to campus during the fall 2012 semester to discuss best practices in disability inclusion at large employers. The guest speakers would be in conjunction with the core diversity curriculum.
- K. Other significant accomplishments:
- The National Security Agency and the Department of Homeland Security have re-designated the University of New Mexico as a National Center of Academic Excellence in Information Assurance Educations (CAEIAE). The Information Assurance program, within UNM’s Anderson School of Management, initially earned a five-year CAE designation in 2007. The new designation, CAE-R, which is more rigorous to attain, covers academic years 2012 through 2017.
  - Anderson chosen by UNM students to be the best school on campus.
  - Professor Rob Delcampo voted by students as the best teacher on campus.
  - Professor Joni Young honored as the top researcher in her field.
  - Professor Rich Brody honored as the top professor in his field.
  - Professors Ranjit Bose and Robert Luo both named as being among the top 50 researchers in their field.
  - Anderson’s Beta Alpha Psi accounting team won the top national prize in a case competition.
  - The Regional Computer Forensic Lab was completed and opened.
  - John Benavidez’s Marketing team won another national competition for its oil industry program for Gen Y.
  - The Ferrells student team won the national NASBA ethics video contest.
  - Anderson’s Advisement Center received a 96% favorable rating from Anderson students.
  - On-line class credit hours grew by 49% during the year.

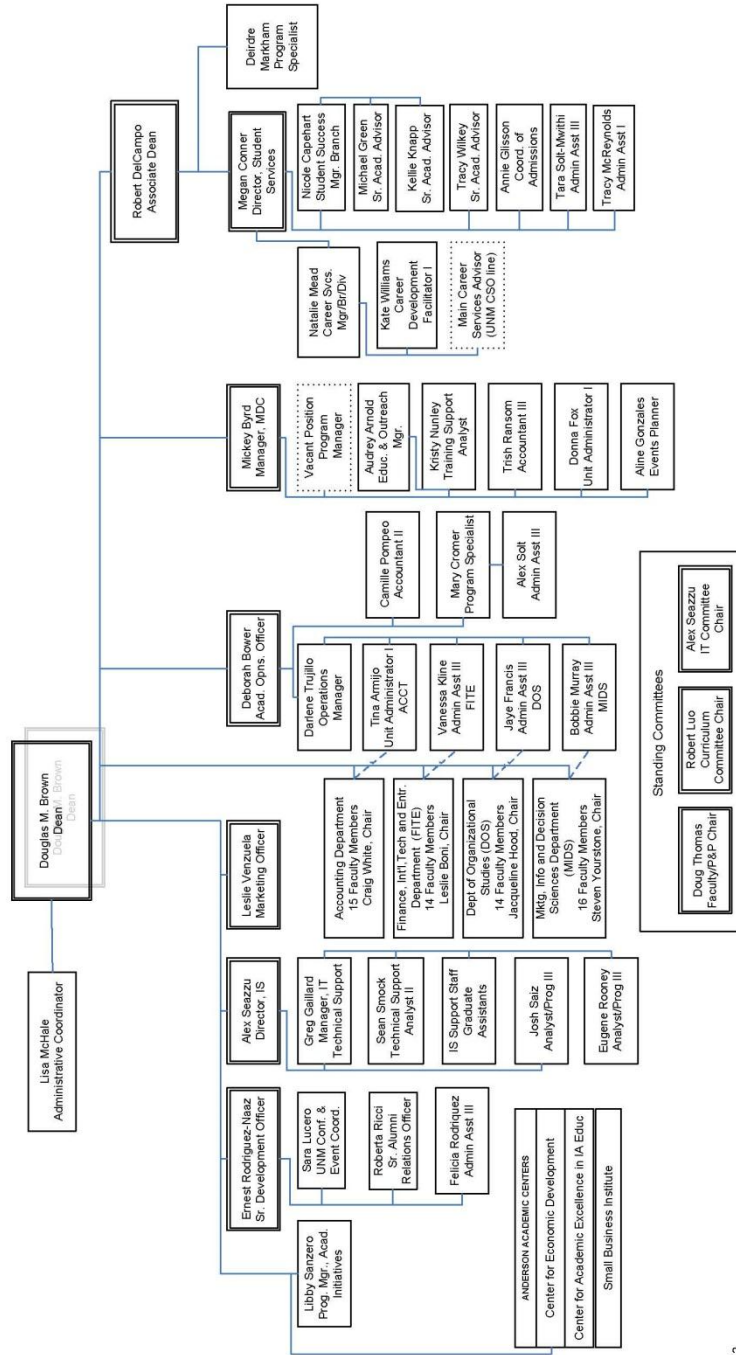
- Under Professor Raj Mahto's leadership, Anderson's Small Business Institute consulting service has grown from 2 clients to 40 over the last two years, and revenue raised has grown from zero to over \$20 thousand.
- Anderson's Alumni Council was launched successfully with campus reunions and receptions in Arizona and Texas.
- Meanwhile, we should not overlook the excellent results from our staff whose reports are always timely and complete and who put extraordinary effort into all they do.

### **3. Future Plans**

#### A. Preparing for longer term initiatives:

- Six new faculty members are joining us in 2012-2013, one of them moving up the ranks from a visiting professorship. This cohort plus fulfillment of hiring plans for 2013-2014 should position Anderson to maintain full participating faculty ratios and to deliver high quality teaching and research.
- The more rigorous learnings assessment established this year should result in improvement in outcomes.
- We plan to take several steps to encourage and reward excellence in research. In time, we may request adding an Assistant Dean to focus on this area.
- To improve communication and linkage in faculty governance, we decided that the head of Anderson's Policy and Planning Committee should double as Faculty Chair and that this person should attend our Leadership Council meetings (comprised of the department chairs plus Associate Dean).
- We have begun an effort to get more specificity and better codification of all academic standards, especially those concerning promotion and tenure.
- Anderson's over-arching long term initiative is planning for our new building. This exercise is forcing us to focus on growth rates, pedagogy and all related matters.

# 4. Organizational Chart



Revised 09/24/12



## 5. Budget



UNIVERSITY OF NEW MEXICO  
OPERATING BUDGET SUMMARY for FY 2011 - 2012  
Organization: ABI Anderson Schools of Management ASM  
Fund: 2U0224; Fund Type Level 2:  
Program:

### REVENUES

Instruction and General	\$8,342,304
Other Revenues	\$1,669,530
Allocations and Transfers, net	\$417,000
<b>Total REVENUES</b>	<b>\$10,428,834</b>

### EXPENSES

#### Compensation Costs

Faculty Salary Detail	\$7,049,835
Other Salaries	\$2,208,090
Payroll Benefits	\$462,299
<b>Total Compensation Costs</b>	<b>\$9,720,224</b>

#### Non-Salary Expenses

Supplies	\$288,670
Travel	\$9,850
Student Costs	\$291,000
Communication Charges	\$7,680
Services	\$21,720
Plant Maintenance	\$47,400
Banner Tax	\$9,606
Capital Expenditures	\$32,684
<b>Total Non-Salary Expenses</b>	<b>\$708,610</b>

<b>Total EXPENSES</b>	<b>\$10,428,834</b>
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<b>NET MARGIN</b>	<b>\$0</b>
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<b>Budgeted Use of Reserves</b>	<b>\$0</b>
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<b>NET RESERVES</b>	<b>\$0</b>
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## **State of the School of Architecture & Planning**

*Submitted by Dean Geraldine Forbes Isais*

### **1. Description of the School of Architecture & Planning**

The School's mission is "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."

The School of Architecture + Planning (SA+P) is the only institution of higher education in the state of New Mexico offering professionally accredited programs in Architecture, Landscape Architecture, and Community and Regional Planning. These academic programs grant the following degrees: Bachelor of Arts in Architecture, Bachelor of Arts in Environmental Planning and Design, Master of Architecture, Master of Science in Architecture, Master of Landscape Architecture, and Master of Community and Regional Planning. In addition, the SA+P offers a graduate certificate in Historic Preservation and Regionalism as well as a graduate certificate in Regional and Urban Design (formerly "Town Design").

The SA+P prides itself in a 40-year history of working directly with New Mexico communities. The Design and Planning Assistance Center (DPAC) is founded on the principle that all communities should have the ability to participate in designing and planning their future. Since 1969, DPAC has made positive impacts on economic and design development projects throughout many communities. The Resource Center for Raza Planning (RCRP) was established to contribute to the community development efforts of traditional communities in New Mexico. The Center promotes integration between higher education and traditional communities through the application of planning processes and techniques. RCRP conceives planning as multidisciplinary, intergenerational, directly responsive to community needs, and developed through ongoing, long-term relationships. The mission of the Indigenous Design and Planning Institute (iD+Pi) is to educate and inform indigenous design and planning by engaging faculty, students, professionals and community leaders in culturally responsive practices. Its three principle areas of activity are academic, professional, and tribal. The Center for Research in Advanced Fabrication and Technology (CRAF+T), creates a venue for dialogue between practicing architects and architecture students; monies generated through services offered through CRAF+T will enhance the School's fabrication laboratory.

The School's I&G budget for 2012-2013 is \$2,943,055. Of that amount, \$1,498,212 is allocated to the Architecture Program; \$720,233 is allocated to the Community and Regional Planning Program; and \$294,492 is allocated to the Landscape Architecture Program. The School also provides a Digital Print Lab and Digital Fabrications Lab. These student services are supported

100% by monies collected from Differential Tuition (\$200,000) and Student Course Fees (\$195,000).

Architecture, the largest of the three academic programs, has 20 regular contract faculty; approximately 14 temporary/part-time faculty per semester; 125 full-time undergraduate students and 80 full-time graduate students. The Community and Regional Planning Program has 9 regular contract faculty; approximately 5 temporary/part-time faculty per semester; 65 full-time undergraduate students and 50 full-time graduate students. The Landscape Architecture Program has 6 regular contract faculty; approximately 7 temporary/part-time faculty per semester; and 50 full-time graduate students.

The School's leadership team includes the Dean, 2 Associate Deans, 3 Academic Program Directors, 2 Graduate Certificate Program Directors (the HPR Graduate Certificate Program Director's salary is encumbered on endowment funds); 1 Director of iD+Pi (the iD+Pi Directors' salary is encumbered on grant funds).

The School is supported by a staff of 14, including: 1 Development Officer; 1 Sr. LAN Administrator; 1 User Support Analyst II; 1 Fabrications Lab Manager; 2 Senior Academic Advisors; 1 Accountant II; 1 Administrative Coordinator; 1 Academic Operations Officer; 1 Program Specialist; and 4 Administrative Assistant IIIs. Of these staff positions, 9 are supported by I&G funding; 3 are supported by Differential Tuition, 1 is supported by grant funds, and 1 is supported by endowment funds.

## **2. Major Activities AY 2011 – 2012**

In the process of developing a new vision for the School the following overarching goal emerged, to *“Build a culture of curiosity, inquiry, investigation, advocacy and creativity within the School that becomes the energy driving teaching, learning, research and outreach.”*

- A. Sustain robust resources for teaching, learning and leadership, a continuing effort.
- The Dean has an eye on capitalizing several opportunities (some might call them deficiencies) that exist close at hand. The challenge is how to fund and sustain them, thus the college is focusing on fundraising. This effort combines a sharpened focus on contracts and grants as well as private philanthropy.
  - In 2011-12 the UNM Foundation set the SA+P's fundraising goal at \$1 million, the college raised \$1.762 million, nearly doubling the goal and enabling several key initiatives to emerge, they are as follows:
    - Indigenous Design and Planning Institute (ID+PI), a long walk....
      - In 2009 the Surdna Foundation in New York asked the Dean to participate in two separate discussions concerning the development of a new funding area supporting community-driven design. Out of the discussions, Surdna created their “Thriving Cultures” Initiative and the Dean was invited to apply to the first call for proposals.
      - At the same time, the Dean had entered into discussions with SA+P Professor Ted Jojola about the lack of attention given to the native worldview by design and planning professionals. HUD was discussed

in regard to what they had and had not accomplished, also the growing, but still small number of architectural professionals among tribal people in the US and world-wide. These discussions clearly identified an unmet need in which the SA+P had expertise and a student body of native and non-native students interested in this developing area. It was decided to launch the Indigenous Design and Planning Institute and used my connection to the Surdna Foundation to secure a two-year funding commitment for \$250K, allowing the college to launch ID+PI at very little cost

- A year later ID+PI is an amazing success. If things go as planned President Frank and President Shelley, of the Navajo Nation, will sign a multi-million dollar MOA for ID+PI to serve as the planning and design facilitator of the Navajo Nation.
- CityLab, a UNM/ABQ collaborative laboratory in support of urban design and research
  - Nearly every major research University with a significant architecture school establishes a cooperative relationship with local city government to assist in researching and identifying the best solutions to city planning, development and design issues. That had yet to happen in Albuquerque. Such a collaboration enhances the reputation of both the City and the University.
  - Having worked with Mayor Berry on his ABQ- The Plan campaign, the Dean felt he was open to such a collaboration. In addition, it is an opportunity to have UNM graduate students involved in professional projects without violating rules of professional practice.
  - This project is in its infancy but has boundless potential. It is structured as a two-year lease where the City pays the lease and the SA+P covers telephone, IT and furnishings. SA+P will hold design studios and urban theory courses at the CityLab, as well as an exhibition and lecture series.

### **3. Future Plans**

#### **A. Build and sustain a competitive edge for the SA+P in the national and international marketplace**

- Professional Internships, a leg-up in a competitive world market (Student Success)
  - The Dean will use her national and international connections, as well as those of my colleagues, to expand the college's reputation and connections to other universities and multi-national architectural and engineering firms. The Dean also hopes to develop funding and professional opportunities for our faculty and students. Every student graduating with a professional degree should leave UNM with internship experience whether it is local, regional, national or international.

- Academic and Professional Conferences, building a national and global reputation while advancing our disciplinary knowledge (International Recruitment of Faculty and Students, Achieving AAU)
  - The School of Architecture and Planning will host two major conferences this year. The first conference co-sponsored with the Journal *Architecture and Urbanism in Latin America*, will be an international academic conference focusing on the US-Mexican border. The second meeting is a forum for Deans leading schools of architecture in the Mid-Continental US. Both conferences position the University of New Mexico as a thought-leader in higher education.
- Excellence, a challenge to the faculty (Incentives for Excellent Teaching)
  - The Dean has often heard faculty say that they or their programs would be excellent if only they had .... This year, the Dean plans to ask each of the degree granting program faculty to submit a proposal, with a budget, outlining an activity or initiative that will result in their personal and collective excellence in specific teaching and research areas. While it is uncertain what will emerge, it should urge the faculty to seek excellence for themselves, their colleagues, students and programs. The proposals must include a budget, staffing plan, timeline and assessment criteria.
- Interdisciplinary Ph.D., chasing new knowledge (Achieving AAU)
  - This will be a long and possibly expensive effort, however, a necessary evolution and distinction between design practitioners and academics in the design fields. Many research universities now offer this degree and it is predicted that it will be increasingly required in the future. This will not replace the professional masters rather distinguish those students interested in practice from those interested in research. The Dean will initiate the internal and external research and conversations in fall, 2012.

## **State of the College of Arts and Sciences**

*Submitted by Dean Mark Peceny*

### **1. Description of the College of Arts and Sciences**

Our overarching goal in the College of Arts and Sciences is to lead the drive to make UNM the national leader in delivering a research University education for the emerging American majority. Research-focused universities create new knowledge and advance new ideas that can transform our understanding of the human condition and of the physical, natural, and social worlds by advancing excellence in research, creative works, and graduate education. UNM, and particularly Arts and Sciences, does this in a particularly distinctive way because we have the opportunity to deliver an undergraduate curriculum 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.

The College of Arts and Sciences includes 20 academic departments, 10 interdisciplinary programs and 10 research centers or institutes that report directly to the College. We receive \$52.8 million in I & G funds and manage a total of \$74 million in unrestricted funds. We have 68 Assistant Professors, 211 Associate Professors, 148 Professors, and 8 Distinguished Professors for a total of 435 tenure-track faculty. There are 56 Lecturers, 29 Research faculty and 42 visitors with faculty ranks. There are 442 staff members in the College, including 167 administrative exempt staff, 60 non-exempt staff and 82 bargaining unit staff. The other members of the staff are on-call or temporary.

### **2. Major Activities of AY 2011-2012**

In spring 2012, the College of Arts and Sciences enrolled 6,329 undergraduate and 1,405 graduate students. This represents 29% of all undergraduates and 30% of the graduate students at UNM. Even these large numbers under-represent the role of the College at UNM. Another 3,000 lower division undergraduates intend to become Arts and Sciences majors and enroll in our classes. In fact, students from every discipline use Arts and Sciences classes. Thus, of the 654,386 Student Credit Hours generated on the Main Campus in fall 2011 and spring 2012, 362,480 (59%) were taught in Arts and Sciences. Forty-nine percent of all Bachelor's degrees awarded in 2010-2011 were awarded to graduates of the College of Arts and Sciences.

Last year, A&S faculty members submitted over 300 proposals, requesting over \$107 million in support. One hundred and twenty-nine different faculty members received 331 awards totaling over \$32 million. These faculty members came from 17 of the College's 20 departments as well as from museums, programs, centers and institutes. In AY 2012, our faculty generated over \$8.5 million in F&A, resulting in almost \$3.0 million being distributed by the OVPR to the college.

During 2011-2012 the College focused on expanding the ranks of the faculty so that we could better serve the teaching and research missions of the University. Over the past year, we hired 59 new tenured or tenure track faculty. This reflects a net increase of 38 above retirements and resignations and a 10% increase in faculty strength in the College. The majority of the new faculty are women and 45% are non-Anglo. In a year when most public Universities are still



suffering from additional rounds of state budget cuts we have been able to attract extraordinarily talented scholars in a buyer's market. We also added 13 new lecturers and shifted 11 teaching faculty to permanent lecturer lines. A central goal as we proceed will be to provide the mentorship and infrastructure these new faculty members need to maximize their contribution to UNM. This cohort can transform UNM. Our job is to do everything possible to give them the support they need to do exactly that.

Enhancing undergraduate student success has been, and will continue to be, a central goal of A&S. In this area, the College is working to produce a "5-in-5:" a five percentage point increase in four and six year graduation rates over the next five years. Critically important will be full implementation of new facilitated admission and graduation protocols for A&S. The removal of group requirements from the graduation requirements for the College will facilitate more rapid graduation. Equally important will be our efforts to facilitate the earlier admission of students to majors in A&S, work that has already begun this year and which should be fully implemented over the next year.

Math courses represent some of the most serious bottlenecks to student success at UNM. We have spent the past year planning the adoption of a math emporium model of instruction for Math 120 and we will be ready to open the Math Learning Lab (MaLL) for all sections of Math 120 in the spring. We will also complete our first experimental course in our 'Quant Across the Curriculum' (QuAC) initiative in an FLC course pairing a section of POLS 200 American Politics with a section of Statistics 145.

### **3. Future Plans**

University College is gearing up to dramatically increase the number of Freshman Learning Communities (FLC's) available for our students by expanding into the spring semester. We plan to use our 'Writing Across Communities' (WAC) initiative to help populate some of these new FLC slots. In contrast to writing across the curriculum initiatives being pursued throughout the U.S., our writing across *communities* initiative will focus intently on serving and reflecting on the diverse communities of the emerging American majority. I will be teaching one of the spring FLCs as a part of this initiative. The expansion of FLCs coupled with the advancement of the WAC initiative will be the most significant expansion of high impact student engagement initiatives for A&S in the year to come. We will also begin comprehensive discussions about reforming the way we deliver the core curriculum in A&S and hope to have a plan in place for changes we can begin implementing in 2013-2014.

Flagship Universities train the next generation of scholars who will create new knowledge and advance new ideas. To fulfill this mission, we must focus on growing our graduate programs in areas that make sense given our comparative advantages as an institution and the job opportunities available for our graduates who earn advanced degrees. We also must focus more intently on graduation rates, ensuring that students in our graduate programs graduate more quickly and at higher rates than they do today.

To accomplish this goal, we have invested \$100,000 of our Extended University (EU) money, in many cases with matching funds from department EU money, to fund new TA lines in the

College, to begin to replace lines lost in the rescissions of 2010-2011. We are also allocating additional new lines through OGS's excellence graduate assistantship program. In the year to come, we hope to identify opportunities to create new assistantships because this will be critically important for our efforts to recruit and retain graduate students.

One unfinished task from the past year is to work with other colleges to develop governance structures for cross-college interdisciplinary graduate programs. Programs like Nanoscience and Microsystems (NSMS), Optics, Water Resources Management and the Professional Science Masters' program provide excellent opportunities for growing our graduate student populations at UNM, but only if we can invest the resources necessary to ensure the survival and expansion of these programs. Within A&S, we hope to create a new inter-disciplinary Masters in Public Policy degree program that will offer students courses in Economics, Political Science, and Sociology that will provide skills in public policy analysis that can be used in a variety of public agencies and/or non-profit organizations.

The 59 new tenured and tenure track faculty members we have hired will advance research and creative works at UNM. We have no clear way of demonstrating that progress, however, because we presently have no systematic way of assessing the quality or quantity of the research contributions across the College. In large part this is because A&S includes and embraces the full diversity of the knowledge producing enterprise at UNM, from Quantum Information Physics to Medical Sociology to Rhetoric and Writing. There is no easy way to apply a single metric to measure the quality of research across all twenty disciplines. We can and will, however, ask departments to create their own explicit discipline-specific measures for assessing the quality of research in their field. This will allow us to chart progress within each department over time through annual departmental reports on the research accomplishments of their faculty.

An overarching goal, of course, is to make us a national leader in research in the fields in which UNM possesses a comparative advantage, traditional strength, and/or exciting new opportunities to develop cutting edge research. UNM will always have a comparative advantage in the humanities and social sciences 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. Our proximity to two of the three major Department of Energy National Laboratories will always provide us a comparative advantage in science and engineering fields that connect with the missions of the labs. The College made major new investments to build faculty strength in health-related research over the past year and will continue to hire new faculty in this area in the year to come. Departments have additional areas of strength that should be retained and reinforced. Until we develop appropriate discipline-specific measures of the quality of research, however, we won't be in the best position to assess which types of future investments will best position us to achieve the overarching goal of advancing research excellence at UNM.



**State of Continuing Education**  
*Submitted by Interim Dean Joe Miera*

**1. Description of UNM Continuing Education**

Based in Albuquerque, the University of New Mexico is the state's largest University. Its mission is to serve all the people of the state of New Mexico, and the community and outreach programs are just one of the many ways in which this mission is pursued and fulfilled.

UNM Continuing Education (UNM CE) is a self-sustaining unit of UNM, has one of the largest professional development and IT training programs in the state. In addition UNM CE also has the largest personal growth and enrichment programs in New Mexico. Continuing Education operates as the largest provider of non-credit courses in New Mexico. Continuing Education also manages the state contracts for early childhood assessments and data analysis. In addition during 2012 Continuing Education acquired the contracts from the state of New Mexico, Transportation Department to provide licensure and monitoring the state's driving instructors and driving schools. This program was transferred from the School of Law, Institute of Public Law to Continuing education. Most Continuing Education programs fall into either economic development in terms of workforce training or helping the P-12 system by supporting the professional development of the workforce serving newborns to PreK.

In terms of enrollments, UNM Continuing Education could qualify as one of the largest academic units of the University. Approximately 35 staff members are dedicated to CE public program offerings each semester. In addition UNM CE operates the Early Childhood Services Center on a contractual basis for the State of New Mexico, Children, Youth and Families Department and the Public Education Department. This group employs an additional 35 staff. Finally, UNM CE Operates the Traffic Safety Center on a contractual basis for the Traffic Safety Bureau of the Department of Transportation, State of New Mexico and contains an additional 5 staff persons.

For AY 2011-2012 Continuing Education operated on a \$10.0 million budget. The budget was distributed as \$8.3 million direct to program activities and \$1.7 million to program support.

During AY2011-2012 Continuing Education focused on creating a new model for CE at UNM. The process included a rapid redesign of Continuing Education supported by a redesign team of representatives from the entire university. The model included the concept of lifelong learning and programming that supported learning from youth to seniors with a specific emphasis on the Center Excellence in Adult Learning (CEAL).

The design of the CEAL was twofold. First, it would serve as the cornerstone for the broad range of educational services Continuing Education would provide. This program would be aimed at young adults that have at least 60 hours of college credit, who are looking for an accelerated program in which to complete their studies. This program would be the crown jewel in CE educational services that provide programming from youth to seniors.

Second, the program would allow CE entry into for credit educational services. Currently CE operates on a noncredit financial model, which is challenged with long-term financial sustainability.

Another possibility that was explored during AY 2012 is the possible reunification with Extended University. Prior to 2004, CE and EU operated as one combined unit. It is anticipated that exploration of this possibility will continue during AY 2012.

## **2. Continuing Education Programs for AY 2012**

During AY2012 UNM Continuing Education Provided Training, and was organized into the following program groups:

### **A. Continuing Education Programming**

- Business & Technology:
  - IT Business Applications.
  - IT Professional Applications.
  - IT Digital Arts.
  - Professional Development.
  - Certified Financial Planner.
  - Health & Human Services.
  - Community Engagement.
  - On-line Courses.
  - State Substance Abuse Counselor Training.
  - Volunteer Management Certification.
- Custom Training
  - SIPI Instructional Contract.
- Growth & Enrichment
  - Personal Enrichment.
  - Youth Program.
  - Story of New Mexico.
  - Osher Life Long Learning Institute.
  - DWI Awareness Program.
- Community Service Programs
  - UNM Conference Center.
  - Spanish Resource Center at the National Hispanic Culture Center.
  - Childhood Development Training Program.
  - Early Childhood Services Center Technical Support.

### **B. Early Childhood Training Center (Contracted by the State of New Mexico)**

- New Mexico Kids Programs
  - New Mexico Kids Child Care Resource & Referral.
  - NewMexicokids.org Website and Database.
  - NewMexicoPreK.org website and Database.
  - New Mexico Home Visiting Database.
  - New Mexico Training & Technical Assistance Program Support.
  - New Mexico PreK Professional Development Support.

### C. Cariño Programs

- Cariño Early Childhood Training & Technical Assistance Program.
- STAR Verification Monitoring Program.
- Aim High Program.
- Toy Resource Lending Library.

### D. Transportation Safety Center Programs (Contracted by the State of New Mexico)

- New Mexico Driving School Licensure & Monitoring Program.
- New Mexico Driving Instructor Licensure & Monitoring Program.
- Instructor Professional Development Support.
- New Mexico Aviation Department Publications Support.
- New Mexico Game & Fish Publications Support.

## 3. Future Plans

During AY 2013 it is anticipated that contracts in the Early Childhood Services Center will continue to experience funding erosion for the Cariño Programs. Simultaneously, programs within the New Mexico Kids and PreK programs will experience substantial growth as the state moves to consolidate operations statewide at the Early Childhood Services Center at UNM. Contracting officers indicate that if New Mexico is awarded 'Race to the Top' funds from the United States Department of Education, the New Mexico Kids and PreK programs will experience substantial program growth for a period of five years.

Within the Transportation Safety Center, contracting officers are indicating that the licensure and monitoring program will expand to include licensure and monitoring of the New Mexico Interlock program utilized for those convicted of first time DUI. In addition, it is expected that the state will contact with Continuing Education for expanded regulation promulgation and processing such new rules through the rule making process of the State of New Mexico.

Finally, during AY 2013 Continuing Education will continue to explore synergies for the reunification of Continuing Education and Extended University as well as continuing to develop and refine the Center of Excellence in Adult Education for launch in AY 2014.

**State of the College of Education**  
*Submitted by Dean Richard Howell*

**1. Description of the College of Education**

The College of Education (COE) is a comprehensive college of education with 16 teacher/counselor/administrator preparation programs and 22 other diverse educator programs, total of 38 degrees across six departments. The demographic data for students, student credit hours, and faculty & staff consists of 3,002 students enrolled in COE Degree Programs for AY 2011-2012 (3 semesters, unduplicated enrollments), with 1,305 undergraduate degree seeking students, and 1,226 graduate degree seeking students.

The College of Education also has 179 total faculty members, with 94 of those faculty being full-time, tenure track. There are 114 total staff members, with 78 being classified as full-time, regular staff. The College also has 118 student employees. Additionally, the college has 72,242 student credit hours (SCH) for AY 2011-2012; this is represented as 3 semesters of unduplicated enrollments. Of these student credit hours, 50,387 are undergraduate related, and 21,855 are graduate related.

The College has a total I & G budget of \$12.7 million, and \$4 million in research funding.

The College of Education produces approximately one third of all teachers, counselors and administrators for New Mexico. It is also acknowledged as a state leader in the areas of educational leadership, special education, scientific reading, bilingual education, sports administration, nutrition, educational psychology, exercise sciences, and teaching English as a second language. Graduates from the College of Education are considered leaders in assessment and evaluation for accountability purposes.

**2. Major Activities in AY 2011-2012**

A. Comprehensive Program Review

- Three-phase process initiated in spring, 2012 – completed Phase I: Program Review – productivity of all units in research, instruction, service. The review process is designed to provide the necessary information and data to set college priorities for resources, streamline curriculum, and focus our efforts on meaningful engagement with our diverse communities.

B. College-wide Assessment

- The installation and implementation of the TK-20 “higher education” assessment system commenced in spring, 2012 with all initial teacher licensure programs. The remainder of all college programs will take place in fall, 2012 (38 total).

- All students in the college will have portfolio-based, direct assessment data by the end of AY 2012-2013. Eventual goal is to provide “career portfolios” for all COE students that are accessible for up to 10 years after leaving the institution and which provide a storage location for all their current and future information for college completion and career advancement.
- C. Jump-Start Research Initiatives
- The College plans for a two-year, intensive investment in both interdisciplinary and individual research initiatives by providing seed funds for innovative research. Using the combined resources of the Provost’s office and COE discretionary funds, a total of \$700,000 (\$350,000 a year for two years) will be invested in campus-wide, multi-disciplinary research initiatives, as well as competitive individual research projects. The goal is to increase extramural grant funding, deepen relationships between COE faculty and other UNM faculty across campus, and to continue the emphasis on research in the College.
- D. Impacting Education Policy
- The Center for Education Policy Research (CEPR) has made a dramatic and important impact on NM education in just the first year of existence. CEPR’s work focuses on three areas: community, public schools, and higher education. It has substantive projects initiated in all three areas and is seen as a major innovator in the development of “impact” data for purposes of strategic decision-making. The latest efforts involve the development of new forms of data visualization and analytical approaches to complex educational and social data.
- E. State and National Leadership
- Family Development Program
    - Specialists in early childhood education with programs in 30 communities throughout the state of NM. Leaders in the latest “Race to the Top” federal grant program that resulted in \$25 million dollars coming to the state.
  - Native American Leadership
    - A new Masters and Doctoral program in Native American Leadership begins in fall, 2012. This is a unique collaboration between the Native American Studies program and the Educational Leadership program (COE) in collaboration with the Los Alamos Laboratory, the Southern and Northern Pueblo Agencies.
  - “Healthy U at the U”
    - An excellent health and wellness program that serves over 400 disadvantaged students (9-14 years of age) in the Albuquerque metro area. It is a collaboration with the City of Albuquerque, Bernalillo County, and UNM/COE.
  - STEM-H
    - COE is a primary partner in early organizational efforts for campus-wide focus on STEM-H. In discussions with Chancellor Paul Roth, HSC has committed to partnership in this effort, making it a unified UNM approach to the elevation of STEM-H in the University agenda.

### **3. Future Plans**

- A. Streamline curriculum to encourage more faculty to teach in each program's core curriculum.
- B. Move to "site-based" budgeting model to increase efficiency and responsibility by departments.
- C. Develop a central service center concept in the areas of finance, student services, information management, and human resources.
- D. Increase the effectiveness, timeliness, and faculty engagement in all aspects of advisement and career counseling (especially at the graduate level).
- E. Prepare the College for upcoming National Council for the Accreditation of Teacher Education (NCATE/CAEP) national accreditation in 2014-2015.
- F. Engage the critical issues of K-12 teacher evaluation and the grading of public schools through collaborative research with the Legislative Finance Committee (NM Legislature) and the NMPED.

**State of the School of Engineering**  
*Submitted by Dean Catalin Roman*

**1. Description of the School of Engineering**

Engineering is an Accreditation Board for Engineering and Technology (ABET) and American Council for Construction Education (ACCE) accredited school, with all nine undergraduate programs last accredited by the Accreditation Board for Engineering and Technology – Engineering Accreditation Commission (ABET-EAC) in 2010, Accreditation Board for Engineering and Technology- Computing Accreditation Commission (ABET-CAC) in 2011 and the ACCE also in 2011. The School enrolls approximately 1,200 undergraduate students seeking BS degrees, approximately 300 pursuing an MS, and 400 PhD students. Degrees are offered in thirteen areas: Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Computer Science, Construction Engineering, Construction Management, Electrical Engineering, Manufacturing Engineering, Mechanical Engineering, Nanoscience and Microsystems, Nuclear Engineering, and Optical Science and Engineering.

Research is a fundamental and enabling element that is integrated into virtually every program in the UNM SOE and is the basis for most MS and PhD degrees. The SOE participates in extensive cutting-edge research collaborations with universities worldwide, industry, and the national laboratories. SOE participates in three NSF Engineering Research Centers (national centers of innovative research, education and outreach): the Smart Lighting ERC, the Quantum Energy and Sustainable Solar Technology ERC, and the Biorenewable Chemicals ERC. Research centers associated with our School enjoy international reputations, are closely linked to interdisciplinary advanced degrees, and serve as catalysts for collaboration with partners in the public and private sector.

- A. Center for Biomedical Engineering (CBME).
- B. Center for Emerging Energy Technologies (CEET).
- C. Institute for Space & Nuclear Power Studies (ISNPS).
- D. Manufacturing Training and Technology Center (MTTC).
- E. Center for High Tech Materials (CHTM) – category 3 center.
- F. Center for Micro-Engineered Ceramics (CMEM) – category 3 center.

Engineering currently employs 100 tenured and tenure track faculty, and six full time lecturers. Total research funding in 2011 for Engineering was \$31.22 million, or about \$300,000 per faculty member. Total research overhead generated by the Engineering faculty for 2011 was approximately \$7.6 million. Intellectual property and start-ups developed by faculty and students contribute to the region's economic development, and there have been 203 patents issued and 23 start-up companies using Engineering innovations since 1995.

Our faculty were also nationally recognized in 2011 with two faculty receiving R&D 100 awards (the "Oscars of Innovation"), the Department of Civil Engineering faculty winning the Grand Prize for Connecting Professional Practice and Education from the National Council of Examiners for Engineering and Surveying, and Professor Yasamin Mostofi from the Department



of Electrical and Computer Engineering was awarded the highly prestigious NSF Presidential Early Career Award for Scientists and Engineers (PECASE).

## **2. Major Activities During AY 2011-2012**

The activities carried out during this past year were designed to lay a sound operational foundation that will enable the School to focus its energies on initiatives critical to increasing its impact and visibility within the University and beyond and to re-engage all its major stakeholders.

- A. Reorganized the School with the goal of becoming a high-functioning organization.
  - We aligned the school organization with key strategic priorities, ensured strong faculty governance, and sought to reward research performance.
    - The appointment of Associate Deans in the School was matched precisely with its mission.
    - The standing committees were focused on specific mission critical issues.
    - Meeting schedules were established to facilitate quality flow of information within the School.
- B. Adopted fair and unified policies.
  - Engaged the faculty and the School leadership in the development and adoption of policies that ensure fair faculty treatment across departments, are supportive of the mission of the School, strengthen faculty governance, and correct for perceived process failures:
    - Promotion and Tenure Policy.
    - Faculty Assembly By-Laws (to be adopted).
    - Teaching Load Policy.
    - Research Center Policy (to be adopted).
    - Administrative Compensation Policy.
    - Adjunct Compensation Policy.
    - Annual Chair Review Policy.
    - Annual Faculty Review Policy (including associated metrics)
- C. Developed a sound and transparent financial model.
  - Adopted a business-like financial model, which enables accurate assessment of the School's income and liabilities, facilitates long-term planning, and eliminates the state of conflict among departments and between departments and centers.
- D. Promoted strong engagement with key stakeholders and partners.
  - The School reached out to faculty and staff in order to encourage an atmosphere of collaboration and mutual trust; promoted a good working relation with leaders across the University; organized events and meetings to encourage alumni, potential donors, et al to get to know the School better; briefed the regents, legislators, and other regional leaders.
- E. Invested in improved communications.
  - It is important to having the School's message and accomplishments reach out to its stakeholders, to the community, to potential students, and to potential faculty and staff who might have an interest in UNM.  
Equally important is to enhance the flow of information among faculty and staff.



A number of early steps were taken to address these issues:

- A process of reporting notable events.
- The Dean's Report.
- Improved web presence.
- Revised marketing campaign.

F. Initiated an aggressive development effort.

- The target of \$3 million has been reached comfortably and early in the year. In the end, fortuitous circumstances helped the School exceed it by a large margin for a total of \$18 million.

G. Recruited and sought to retain top talent.

- We appointed and recruited talented researchers in key leadership positions; addressed equity problems; and advocated for merit-based compensation.
  - Two successful rounds of recruiting have been completed and they added significant talent in key leadership positions.
  - For the first time ever, we engaged in a School-wide recruiting effort, which was explicitly designed to prepare us for future joint recruiting initiatives with SNL.

H. Promoted multidisciplinary studies and research.

- The School and its leadership advocated policies that enhance the ability of the School and the University to engage in multidisciplinary research and programs. We engage other units in the University in the effort to seek the elimination of barriers to multidisciplinary engagement and we lead by example.

### **3. Future Plans**

A. Strategic Planning

- The School of Engineering at UNM has the potential to assume a position of leadership among engineering institutions in the nation. The effort to formulate an ambitious strategic plan is already under way and we expect it to take shape during the current year. The overarching goal is to *increase both the visibility and the impact* of the School at all levels and in a way that benefits all our stakeholders. Key defining themes of the plan are outlined below:
  - Identify, promote, and communicate what makes us unique.
  - Emerge as an engine for economic development.
  - Promote high-impact research relevant to our state and the world we live in.
  - Offer an academic experience that ensures life-long success.

B. Establish the Department of Nuclear Engineering

- Plans call for separating the Department of Chemical and Nuclear Engineering into two units:
  - Department of Chemical and Biological Engineering—an action that will consolidate our gains in the area of biomedical engineering and will promote stronger ties with medical science activities across the campus.

- Department of Nuclear Engineering—designed to acknowledge the fact that nuclear engineering has a strong presence in the state and with an eye on reaching high levels of visibility in an area that has a very small footprint at the national level.

#### C. Strategic Investments in Capital Projects

- The condition of the Farris Engineering Center represents a critical and immediate challenge due to its potential negative impact on the accreditation of three important programs. It also represents an unusual opportunity for a smart expansion of the engineering space needed for our growing research enterprise. We will be working with the University to secure the needed funds for a major renovation and expansion. As a separate concern, we plan to engage the University in a conversation about establishing a new south campus policy; a UNM Engineering presence on south campus is important to our entrepreneurial aspirations and to engagement with industry.

#### D. Enhance the School's Financial Health

- The School is intellectually and academically strong and has the potential for impacting the economic development of the region. Also, the School brings to the University significant revenues in the form of research grants, intellectual property having commercial value, and tuition income. Unfortunately, financial resources are limited making it difficult to address basic needs, particularly when new talent and resources are required (IT infrastructure and support, alumni development, matching funds, investments in new research centers and ambitious initiatives, etc.). A comprehensive set of measures will be adopted to remedy the current situation.

#### E. Academic Planning

- During the past year we performed individual reviews of all the programs whose graduation rate fell below ten. The idea was to determine whether any of these programs should be phased out or how their enrollments might be increased over time. This year, we will carry out a comprehensive reexamination of all academic programs, their goals, level of performance, financial considerations, impact on student success, support for multidisciplinary, opportunities for improving the educational experience and its outcomes, adherence to their mission, etc. The result will be a multi-year plan focused on student success and on teaching innovation.

#### F. Marketing

- It is generally acknowledged that there is a significant gap between what the School has to offer and how those outside perceive it. Our message needs to get out better. It has to be more targeted and more focused. A number of efforts are under way:
  - Briefings to key legislators and to members of the Board of Regents.
  - Redesigned web presence.
  - Broad dissemination of the strategic plan.
  - A reassessment of our marketing plans, both priorities and strategies.
  - A more aggressive outreach to our alumni base.
  - New strategies for graduate recruiting.

G. Equity and Compensation Adjustments

- We will continue to work with the University to find ways of addressing salary compression, equity concerns, and the high cost of retention and attrition. We will also look at creative ways to reward performance.

**State of the College of Fine Arts**  
*Submitted by Dean Kymberly Pinder*

**1. Description of the College of Fine Arts**

The College of Fine Arts (CFA) has endured a year marked by tragedy and transition. Interim Dean Jim Linnell became paralyzed in December after a tragic accident that then placed William Gilbert, Senior Associate Dean as Acting Dean from then until July 1. Associate Dean Holly Barnet-Sanchez then took on a number of Gilbert's duties. Both associate deans delegated numerous tasks to other faculty members. In February, Art and Art History faculty member and former chair, David Craven died suddenly of a heart attack. These events exacerbated an already unstable environment at the CFA due to years of interim leadership. Faculty and staff Paula Holub and Glinda Wyndorf worked together to hold everything together until the new Dean and some stability arrived in July, 2012. Nevertheless, many initiatives and faculty concerns have languished and morale is low. Everyone is eager for a new Dean to take the helm. Despite the last year of turmoil, most departments have flourished with new hires and increased student enrollments. Belinda Jentzen, CFA's Development Officer exceeded her UNM peers and raised 4.7 million dollars for the College. CFA faculty applied for over 5 million dollars' worth of research grants in 2011-12. The Advisement Department started working with pre-majors and is currently hiring a music advisor, which should increase student retention within the College. This departmentally-specific advisor will join the existing one in Art and Art History. This year CFA enrolled 1,461 pre-majors and declared majors with a 14% increase in student credit hours over the last five years. CFA graduated 125 majors.

The CFA is the face of UNM and its community outreach into New Mexico is extensive via visibility of Popejoy, the Museum and Tamarind, K-12 educational programs and student internships throughout its departments.

A. A Survey of K-12 Outreach:

- Theatre and Dance offers UNM Theatre Classes for young people on Saturdays during the academic year and the summer and produces a festival for high school students and teachers. All music education methods courses work with APS for field experience. Starting in the first semester freshmen year, we send UNM students out to work in music classrooms in Albuquerque Public Schools. Many of our undergraduate students work as assistants in APS music programs. The department also helps APS choirs and bands throughout the year prepare for All State Choir/Band and Orchestra auditions as well as large and small ensemble festival. The music faculty members do private tutoring/ free lessons for students with talent and work with their choirs, bands, and orchestras. The NM Kodaly Institute is a music pedagogy program serving more than 150 teachers from across the state. Overall, the CFA facilities are underutilized in the summer and could be used to provide K-12 learning opportunities at UNM via camps and seminars.

## 2. Major Activities During AY 2011-2012

### A. Art and Art History

- Art and Art History have struggled with leadership for some time. Few studio faculty have chaired and the last two chairs resigned abruptly. In light of these problems, tensions between Studio and Art History around leadership, definitions of research, and competition for resources continue. Nevertheless, the department had three new hires and increased student enrollment because strong faculty attract students. The last chair Kirsten Buick attempted to craft a long term vision for the department through hiring requests that would strengthen the ‘Art of the Americas’ focus in both studio and history.
  - Strengths:
    - Art History has articulated a strategic focus in Art of the Americas that provides a unique identity for our program.
    - The Photo and Printmaking areas continue to be mentioned in national rankings.
    - Land Arts of the American West has attracted support from the Lannan Foundation.
    - The Department is a leader forging interdisciplinary partnerships with other colleges.
  - Challenges:
    - Unstable leadership.
    - The ageing New Arts building facility has proven to be deleterious to faculty & staff health and does not support student growth.
    - Some senior faculty members do not support the changes in art practices evidenced by junior faculty which has affected search and review outcomes.
    - Low morale and high resentment due to salary disparities within the department.

### B. Cinematic Arts

- Cinematic Arts is the smallest of the CFA departments, is well run, harmonious and productive. CA’s small faculty members carry a disproportionate Student Credit Hour load. On this basis, they make a coherent argument for additional support. Of their various requests the case for a Native American filmmaker is particularly strong. While valid on their own merits, the requests from Cinematic Arts should be viewed in the light of a larger strategy for digital media in the college. Representatives from electronic arts, Cinematic Arts and IF&DM and Arts Lab that is charged with developing a strategic plan for the College digital media initiative based on a no growth funding model.
  - Strengths:
    - Consistent, effective, even passionate leadership from Chair Susan Dever.
    - A unified and harmonious faculty with a shared sense of community and a curriculum based in cultural diversity.

- Challenges:
  - The smallest of the CFA's four departments, CA struggles to contribute to the various committee requirements of the college.
  - The small number of faculty members limits student choices regarding professors.

#### C. Music Department

- There is a heightened focus on the Music Department this year due to the outside accreditation process which resulted in creating new offices in Hokona Hall. From the internal and external assessments it seems clear that Music has been successful over the past decade both in terms of growth and quality.
- The department has enjoyed stable leadership with the same Chair for 12 years.
  - Strengths:
    - Stable, long-term leadership.
    - Significant revenue stream based in the Extended University initiative.
    - Strong support from President Schmidly for the band program has increased its quality and prominence.
  - Challenges:
    - Growth has not been matched with sufficient increase or maintenance of the infrastructure.
    - Salary structure contains gross inequities amongst faculty of same rank.
    - The demise of the NMSO has placed increased stress on involved faculty and increased demand for support from UNM.
    - The department's focus remains over-weighted towards the European canon.

#### D. Theatre and Dance

- Theatre and Dance continues to raise the standards for faculty and students resulting in an increase in the national profile of the Department. Jim Linnell's advancement through CFA administration created some leadership problems when he left as chair. This problem coupled with contentious faculty have made new faculty difficult to retain. TH & D is currently reorganizing to improve this situation to prepare for future new hires.
  - Strengths:
    - Under the leadership of Dean Linnell, TH&D added Hartung and Carlisle Gym facilities and the current chair has worked to upgrade and maintain them despite poor resources.
    - The Department has steadily increased international programming such as those in China and Austria. The M.F.A. Flamenco concentration has the distinction of being the only one in the U.S., and possibly world.
    - The creative writing program stands to receive a major endowment from Gary Goodman in Jim Linnell's honor.

- Challenges:
  - Lack of enough technicians to maintain myriad of production needs.
  - Carlisle Gym in particular needs a major upgrade.

#### E. Arts Management

- The Arts Management minor just completed its first year with great success. Ramsey Lofton, Internship and Community Outreach Coordinator has used her extensive relationships in New Mexico to create a dynamic program with several different strains of outreach into local communities. Students get experience and make direct connections for future employment; there are currently 11 interns. This program has the potential to offer a graduate certificate via, mostly, online courses for arts professionals throughout the state. Partnerships with Anderson are being established also.

#### F. ARTS Lab

- ARTS Lab (a faculty research support center) and Interdisciplinary Film & Digital Media (an academic program) still struggle to fully integrate into the existing CFA culture and have suffered from contentious partnerships and ineffective leadership. The situation has improved greatly under Miguel Gandert's directorship. Currently, IF&DM gets a \$248,918 allocation of I&G from CFA and it pays for its entire staff with this allocation. The CFA and the University must create a sustainable interdisciplinary model of governance and support for both.
  - Strengths for ARTS Lab:
    - Director Tim Castillo is motivated and effective. He has brought in new faculty and fund opportunities.
    - Quality and quantity of grant applications have improved significantly with the hiring of a new grant coordinator.
  - Challenges for ARTS Lab:
    - Arts Lab is burdened with a highly problematic history of failed cooperation and governance.
    - The financial model relying on I&G from CFA and funds generated from grant writing is not viable especially without a clear F&A policy. These funds now go back to home departments instead of ARTS Lab.
    - The lab's technology intensive infrastructure will be costly to maintain/replace as it ages.
    - OVPR director, Julia Fulghum has been a strong supporter of the Lab. She has been removed from her position. It is unclear what level of commitment the new VP will take.
    - There is little support for the lab in the Provost office.
  - Strengths for IF&DMA
    - IF&DMA is a brand new facility.
    - Interdisciplinary partnerships across colleges.
    - Potential for film industry support via current and new partnerships teaching our students extremely viable cutting edge skills.

- Challenges for IFDM
  - The site at Mesa Del Sol creates a geographical and cultural separation from the CFA although shuttle bus service started this year.
  - Getting faculty from across the University to teach in program has been difficult because of unclear policies regarding interdisciplinary procedures like buy outs and review credit.

#### G. Art Museum

- The Art Museum, an important and valued unit of the college housing the largest collection of art in New Mexico, has weathered the absence of its director for two years.
  - Strengths:
    - Despite her long-distance leadership, Luanne McKinnon revitalized the Art Museum after a languid period under the directorship of Linda Bahm.
    - The national recognition for the Museum has increased sharply with the Man Ray and Eva Hesse shows McKinnon arranged.
    - Relations with Art & Art History have improved with the inclusion of faculty and graduate exhibitions in the Museum's schedule. This year the museum started a weekly lecture series by University faculty.
    - While the loss of the Johnson Gallery facility on Los Lomas has had an impact, the remodel of the facility and integration of the Museum's galleries has been a success.
    - The Museum has reinstated educational programming, research and publication by Museum staff as a significant priority.
  - Challenges:
    - The Museum staff has carried a heavy load during the extended absence of Director McKinnon soon after deep staff cuts in 2008. Currently there is a search for a new director. Michele Penhall and Sara Otto-Diniz will co-direct the museum until a new director is on board.
    - The museum has largely ignored the local arts community.
    - If the Museum director chaired the UNM 1% for arts committee the Museum could be a leader in state arts community.

#### H. Bainbridge Bunting Visual Library

- As Director of another large collection the Bainbridge Bunting Visual Library, Cindy Abel-Morris continues to bring the visual resource collections into the digital age by pursuing contracts for specific digital archives and hiring staff to market the collection to the University, while maintaining the archival photographs and slides.



## State of the Office of Graduate Studies

Submitted by Dean Gary Harrison

### 1. Description of the Office of Graduate Studies

The Office of Graduate Studies (OGS) provides university-wide oversight of graduate and professional degree and certificate programs and graduate policies; administers assistantships, fellowships, scholarships, grants, and awards; and coordinates academic, teaching and professional development support through its special initiatives. With an annual operating budget of \$1,009,072.00 (\$875,116.00 less \$133,946.00 pulled by the Provost in August 2011)<sup>1</sup> and an overall budget of \$5.4 million including grants, fellowships and endowments, OGS employs one faculty member as Dean, 18 staff, and 18 graduate assistants. As the administrative and academic affairs hub for UNM's eighty-three graduate units, OGS serves over 5,874 graduate students, excluding M.D. students. It oversees four special initiatives—the Graduate Resource Center (GRC), the Project for New Mexico Graduates of Color (PNMGC), the Teaching Assistant Resource Center (TARC), and the Graduate Ombuds office, as well as three interdisciplinary programs—Water Resources, Optical Science and Engineering, and Nanoscience and Microsystems.

#### A. Administration

- Dean Gary Harrison, Unit Administrator Margaret Gonzales, and Executive Director of the GRC, Dr. Lawrence Roybal oversee all OGS operations. The Dean serves on the New Mexico Council of Graduate Deans, Executive Cabinet, Deans' Council, and several UNM committees and task groups. Margaret Gonzales manages the OGS budget and more than \$2 million in scholarships and grants funded by Title V PPOHA, NSF, Fulbright Hays, Ford Foundation, and the New Mexico HED; she advises PNMGC and works with graduate units across the campus on graduate student funding and fiscal issues. Lawrence Roybal manages the GRC; he serves on several UNM committees, including the Provost's Committee for Academic Success and the Graduation Task Force Student Engagement Committee; he is active in campus, community, state, and national outreach initiatives and serves as OGS ambassador to our ethnic centers and programs.

#### B. Operations

- OGS operations are distributed among three units: the Assistantship Contract Team, the Program Advancement and Completion team, and Data Management.
- Assistantship Contract Team (ACT).
  - The three-member ACT led by Edwina Chavez-Salazar, Graduate Contracts Manager, manages more than 1,850 assistantship contracts annually, including those for Health Sciences, Law and UNM branch campuses. With Financial Aid, Bursar, Payroll, OIPS, and the Student Health Center, ACT administers \$1.5 million in graduate assistantships, \$3M in tuition waivers, and \$1M in

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<sup>1</sup> This parenthetical explanation was added *ex post facto* on 8-29-12 in order to make this budget statement consistent with new reports. GH

health insurance benefits. As an Employment Data Center, ACT takes part in campus-wide initiatives to upgrade UNM business processes.

- Program Advancement and Completion Team (PACT).
  - The three-member PACT led by Robben Baca, Academic Affairs Specialist, advises faculty, graduate advisors, and graduate and professional students on degree completion. Working with Enrollment Management, Faculty Senate committees and graduate units, PACT awards about 1,650 graduate degrees and post-graduate certificates annually; ensures compliance with, reviews, and facilitates changes to UNM requirements and policies; and coordinates UNM and state processes for new graduate degrees.
- Data Management.
  - The Data Manager, Anne Landgraf, works with OIR, Enrollment Management, and graduate units to collect and report graduate program and student data to UNM and external entities, including Peterson's and ETS. She oversees the OGS website and works with Financial Management Systems (FMS) to provide technical support for OGS computing. A member of the College Academic Reporting Group (CARG), she works broadly to improve data management processes for UNM.

### C. Special Initiatives

- OGS sponsors four “special initiatives” that provide academic support, mentoring, professional development and mediation and dispute resolution services for graduate students.
- The Graduate Resource Center (GRC)
  - The GRC offers group and individual academic and professional support, both *in situ* and online, to more than 700 graduate and professional students a year for nearly 4,000 contact hours; it also hosts the Latina/Latino Graduate and Professional Fellowship Program and the Graduate and Professional Student Academy, connecting faculty mentors to targeted graduate students. Along with the GSFI, led by Dr. Elly van Mil and jointly sponsored by OGS and OVPR, GRC hosts more than fifty workshops a semester to help accelerate graduate degree completion and to train graduate students in research compliance, RCR, grant and proposal writing, and principal investigator responsibilities.
- Project for New Mexico Graduates of Color (PNMGC)
  - In collaboration with GPSA, GRC, and UNM's ethnic centers, PNMGC reaches more than 1200 graduate and professional students, faculty, staff, and community members a year with peer mentoring, leadership training, and events, including critical issues roundtables, workshops, symposia, and an annual awards ceremony for faculty of color.
- Teaching Assistance Resource Center (TARC)
  - TARC offers courses and workshops to enhance graduate student teaching for more than 50 domestic and international teaching assistants a year and collaborates with OSET to hold teaching workshops.

- Ombuds Office
  - A new initiative entering its second semester, the OGS Ombuds provides consulting and mediation services to UNM graduate students, meeting with 25 students and holding 5 mediations in its first semester of operation in spring 2012.
- OGS Research Support
  - OGS supports graduate research by administering the HED Fellowships, the NSF Graduate Research Fellowship Program (GRFP), the Research, Project and Travel (RPT) and Graduate Research Supplement (GRS) grants, by supporting our three interdisciplinary programs, and by partially funding the salary of Dr. Elly van Mil who coordinates the GSFI. The following table indicates the total amounts provided in AY 2011-12 for graduate research.

**Table I: OGS Research Funding AY 2011-12**

HED Fellowships	\$244,800.00
RPT Grants	\$105,335.64
NSF GRFP	\$243,000.00
GRS	\$10,000.00
ID Support	\$82,778.00
GSFI Salary	\$20,000.00
<b>Total</b>	<b>\$705,913.64</b>

## **2. Major Activities Started or Continuing in AY 2011-12**

Below are some of the major activities that OGS has initiated or that have gained momentum in AY 2011-12:

### A. Assistantships and Contracts

- OGS conducted assistantship workshops for graduate directors, advisors, and students and hosted a graduate advisement roundtable and a Graduate Studies Summit in spring and summer. Working with key UNM units and the EDC Committee, OGS is building more efficient processes for completing contracts, ensuring timely submission of contracts, and administering required background checks for graduate students who need to have them.

### B. Data Management

- OGS's data manager has been charged specifically developing a robust data environment for OGS, as well as posting on the web an OGS Fact Book or dashboard; she is working with CEPR to generate and analyze data to drive sound policies on graduate education.

#### C. Graduate Recruitment

- An OGS task group met to identify best practices for targeted graduate recruitment, leading to a new attractive four-panel brochure and an enhanced OGS website to present a better face to prospective students. The GRC in April hosted a “Jump Start” for 21 graduate prospects, holding a mini-orientation and a networking luncheon where prospective students met with faculty from their intended programs, and it participated in the STEP program.

#### D. Academic Integrity and Research Ethics

- OGS formed an ad hoc task group on academic integrity and research ethics and launched on the OGS website an “Academic Integrity” tool kit as a pilot for possible implementation across campus.

#### E. Promoting Graduate Success

- OGS created new awards to recognize mentoring and to fund basic research and professional development activities. OGS awarded its first minority doctoral fellowships and, in collaboration with Enrollment Management, developed a “Graduate Success Scholarship” program to award meritorious students with financial need.

#### F. Graduate Teaching

- OGS has begun revamping the TARC curriculum, laying the foundation for a certificate program in graduate teaching; OGS transitioned the TARC courses to the discipline neutral “Informatics” program in the University Libraries. TARC has integrated its workshops with OSETs and hosted a symposium for faculty and graduate students on classroom management.

#### G. Interdisciplinary Programs

- The Dean has met regularly with other Deans, interdisciplinary program directors, and EVP, Mike Dougher, to plan for administering interdisciplinary programs at UNM.

### **3. Future Plans (this year and beyond)**

Working with all of our teams and special initiatives, the future for OGS is to emphasize our office as a collaborative center recognized for its positive support of graduate students, faculty, and graduate programs at UNM. We have the following objectives:

- A. Enhance levels of training, communication, data/information and customer service, which will include working with Payroll, the Bursar, Financial Aid, and the Student Health and Counseling Center to build more efficiencies into the assistantship contracts processes; working with Enrollment Management to implement a fully paperless system for tracking graduate student progress; and expanding training for graduate directors, advisors and students.
- B. Facilitate and support diversity in graduate recruitment primarily, but not exclusively, for high achieving minority and international graduate and professional students, while increasing the quality of graduate and professional students matriculating at UNM. This will include working with Enrollment Management and IT to develop a fully paperless admissions process for all graduate programs as well as to implement follow up letters for admitted graduate students using Hobson’s Direct; working with the GRC and graduate

units to hold joint recruitment fairs and “jump start” mini orientations for potential matriculates; and promoting 3+2 or 4+1 programs.

- C. Promote a culture of academic integrity and research ethics at UNM by working with graduate and administrative units to identify and promote best practices for building awareness of and fostering academic/research integrity and maintaining our academic/research integrity “tool kit” for distribution across UNM graduate (and undergraduate) programs.
- D. Foster, promote, recognize and reward graduate and professional student success by expanding the reach of the Graduate Resource Center (GRC) and (in collaboration with the OVPR) the Graduate Student Funding Initiative (GSFI) for workshops, research symposia, and fellowship programs; supporting the Project for New Mexico Graduates of Color (PNMGC), especially with regard to peer mentoring, professional leadership training, and research symposia; and working with the UNM Foundation and Provost to enhance awards and assistantship support for graduate students with meritorious accomplishments and/or high academic potential; hosting collaborative events, advisement, information sharing and networking for graduate student recipients of national fellowships (AAUW, Ford, Fulbright, NSF, NIH, NEH, RWJF), as well as postdoctoral fellows at UNM.
- E. Recognize, support, and promote excellence in graduate student teaching and mentoring by revamping the TARC and I-TARC courses to introduce more rigors and an assessment system, introducing an ESL component to I-TARC, and implementing the non-transcripted certificate program in ‘Teaching the Basic College’ course.

**State of the School of Law**  
*Submitted by Dean Kevin Washburn*

**1. Description of the School of Law**

The School of Law historically has a very strong program that has produced many of the current public leaders of New Mexico, such as U.S. Senator Tom Udall, Chief Justice Petra Jimenez Maes, Attorney General Gary King, U.S. Attorney Kenneth Gonzales, Chief Judge Celia Foy Castillo of the Court of Appeals, State Auditor Hector Balderas, incoming Chief Judge of the U.S. District Court Christina Armijo, and many of our state legislator leaders, as well as two of our Regents (Carolyn Abeita and Gene Gallegos). We take the responsibility to develop leaders very seriously.

The School of Law and its constituent institutes and centers comprise a large, highly diverse academic unit at UNM. Offering a Juris Doctor (J.D.) degree, and with a total student body of about 350, the Law School's legal education program is nationally recognized for its required clinical legal education component (students undertake live client representation under law faculty supervision), innovative classes that combine law practice skills training with doctrinal instruction, and its Indian law and environmental law and natural resources certificate programs. The School of Law regularly employs about 30 tenure or tenure-track faculty members, several lecturers, and at least another two dozen adjunct faculty per semester, to consistently attain a 10:1 student-to-faculty ratio.

Its clinical legal education program requires the operation of the equivalent of a labor-intensive, live-client law practice (equivalent to operating a 48-person law firm 12 months a year); it has continuously done so for more than 40 years. It offers certificate programs in Indian Law and Natural Resources Law and its scholarly publications include the New Mexico Law Review, Natural Resources Journal, and Tribal Law Journal. The Law School faculty is one of the most ethnically and racially diverse faculties in the country. UNM Law is one of the 30 most selective law schools in U.S. with one of the most diverse student bodies in the U.S. (50% racial or ethnic diversity, including 25-33% Hispanic student enrollment; 10% American Indian student enrollment; and 50% gender diversity).

As the only law school in New Mexico it has a large public service mission. Under the New Mexico Constitution, the Dean is required to chair the judicial selection process for the State of New Mexico. Under statutes and other authority, the Dean is also tasked with chairing the Judicial Compensation Commission and serving on numerous other boards, committees and commissions, such as the New Mexico Sentencing Commission.

Through its centers and institutes the Law School employs numerous research faculty, program directors and staff attorneys who operate educational programs for state court judges, tribal court judges, and the New Mexico Bar. It operates policy centers to address issues related to children's law and natural resources law. In partnership with the American Indian Law Center, the Law School hosts a nationally recognized annual Pre-Law Summer Institute for American Indians. These high-profile public service programs are funded by special appropriations or contracts and

grants. In addition, it operates the only large academic law library in the state, which is open to the public 80+ hours per week, serving thousands of pro se public patrons each year. These operations are managed and supported by roughly 100 staff members at any given time. The law school's current physical plant spans three buildings. The combined budget of the Law School is approximately \$15 million, with roughly 60% of that coming from I & G revenue. The Law School's numerous, and varied funding sources, and correspondingly diverse and varied educational and public service programs, result in operational complexities that make the Law School more similar to the medical school environment than to other academic units on main campus.

## **2. Major Activities of AY 2011-2012**

In the past year, the Law School continued to focus on the major initiatives it has pursued in recent years: (1) rebuilding the law faculty following a major wave of retirements (building faculty strength); (2) strengthening its program of legal and instruction (academic plan); and (3) reorganizing and streamlining its administrative and operational organizational structure. It also initiated (4) an effort to modernize and refurbish the clinical education classroom wing of Bratton Hall.

### **A. Faculty Renewal**

- In AY 2011-2012 the Law School hired seven faculty members:
  - Aliza Organick (tenured, self-identified as an American Indian); clinical law.
  - Yael Cannon (tenure-track); clinical law.
  - Kevin Tu (tenure-track, self-identified as an Asian American); business and commercial law.
  - George Bach (tenure track); constitutional law.
  - Alex Ritchie (tenure track); oil and gas law.
  - David Stout (lecturer); legal writing instructor.
  - Anthony Renzo (lecturer, self-identified as an American Indian); legal writing instructor.

### **B. New writing requirements implemented; DC Program Inaugurated**

- Several years ago, we initiated a comprehensive review of our writing curriculum including the use of focus groups of attorneys and judges who hire our graduates as well as recent graduates and current students. This past year was the first year in which the changes we made to the curriculum with regard to the writing requirements that were implemented. After the first year required writing classes (Elements of Legal Argumentation I and II), we now require that all students take both a drafting course and a writing seminar. They must also take a two-credit class on legal research during their second year. Rather than design a generic drafting class, we created a variety of drafting classes from different areas of the law – many of which are taught by adjunct faculty who practice in that area. For example, the drafting classes we offered included Family Law Drafting, Children's Law Drafting, Pretrial Practice, Business Planning, Estate and Retirement Planning, Appellate Law in Practice, Appellate Decision-Making and Federal Motions Practice.



- Another major change in the curriculum is the addition of a three-year Washington, D.C. Semester Experiential Pilot Project. We will be sending six students to Washington, D.C. during the fall semester. They have obtained various fieldwork placements in government agencies, non-profit organizations, and Congress. They will be working a minimum of thirty-five hours a week for which they will receive twelve hours of credit. They will also be taking a seminar entitled “Lawyering in the Public Interest”, which will be taught by our D.C. alumni Anne Noel Occhialino and Emeritus Professor Ted Occhialino.

#### C. Staff Realignment

- Continued implementing a large staff reorganization that was undertaken after many senior staff retired in 2010 following changes in the state pension plan. Rather than simply filling vacancies with the same positions as before, we assessed what positions we needed, not just at present but also in the foreseeable future. We resolved some long standing staffing needs by shifting resources toward newly emerging areas and pared down areas no longer as relevant for future initiatives. We increased support for advancement and development; human resources; facilities; and marketing and communications. We also consolidated management of information technology, telecommunications and the copy center into a single operational unit. We merged administrative support for contract and grants under a single unit (previously the law school and its centers administered their contracts and grants separately). At the close of AY 2012 the reorganization, which took 18 months, was fully implemented.

#### D. Facilities Renovation and Renewal

- We are working very hard to improve the physical plant of the School of Law. We are remaking “the Venue,” our law school snack bar, to make the law school a more attractive option for meals to foster greater interaction between and among faculty and students. We are also undertaking a complete renovation of our nationally-ranked law school clinic. This renovation is overdue and should improve the quality of the education for the clinic. We intend to use this opportunity next year to draw attention to this significant strength of the School of Law. The remodel will be completed in time for the School of Law to host the Mountain West Regional Clinical Conference in early October. An open house event during the conference will showcase the new facilities. We are also rebuilding the basketball court behind the law school; this is a small item, but is of interest to alumni who spent time on the court, and we hope that it will be a source of community-building in the future.

### **3. Future Plans**

We have several important initiatives ahead. First, we are subject to an American Bar Association Sabbatical Accreditation visit in the fall of 2014, and we will begin preparation for that important event by beginning our self-study this fall. This work will provide us a natural mechanism for strategic planning.

We will use the coming year to develop our new faculty and insure that they are acclimated well. The faculty defines the culture of an institution. It is important to us to insure that the best parts of our culture remain. We have a challenge in helping seven new professors/instructors integrate into our faculty. At the college level, we have tasked a recently-tenured professor with a faculty



development role to support our new tenure track faculty and insure their successful development. We also plan to continue with faculty renewal with the possibility of hiring additional faculty this coming year.

We will advance our Environment and Natural Resources Program by integrating our new Oil & Gas professor with the program and offering more courses in this area. We will also be revisiting our Utton Center and working to insure that it better serves the educational mission of the School of Law and works more closely with existing faculty.

We also hope to improve our teaching assessment and outcomes measures. This year, our Faculty Teaching Assessment Committee will undertake a review of our measures, including student evaluations and seek to develop them further.

Last year, we implemented a faculty-affiliate program to increase interdisciplinary work between School of Law and faculty across Lomas Boulevard. Our first affiliated faculty members hailed from Arts and Sciences, including Melinda Harm Benson (Geography), Timothy Goldsmith (Psychology), Kathy Powers (Political Science), and Andrew Sandoval-Strausz (History). Each of the affiliated faculty was invited to all faculty colloquia and was asked to present a faculty colloquium at the School of Law. This year, each one presented a colloquium, and it appears that two or more of them made connections with law school faculty with whom they plan joint scholarly projects. We will develop this program further by adding the number of faculty affiliates next year.

We are studying several proposals to increase our international footprint. First, we are moving to expand our Mexico programs. One of our longstanding programs is the Mexican Foreign Diplomat program in which one member of the Mexican Foreign Service each year spends an academic year in residence at our law school, largely pursuing the first-year course of study. Because this is low-cost and not very resource intensive, we are seeking to expand the program to two diplomats each year. Our local Mexican Consul, Mauricio Ibarra, has also invited us to initiate a program to educate Mexican prosecutors by inviting the 10 PGR (Federal Prosecutor's Office) attachés in the U.S. to a week-long program in Albuquerque to learn more about the adversarial system. We are seeking funding for this program. Ultimately, we wish to have Mexican prosecutors and perhaps other lawyers here for a long-term academic program, following our Mexican Diplomat model. Our Summer Law Institute (for American law students) in Guanajuato, Mexico continues to survive despite continuous negative media attention about violence in Mexico. In order to expand opportunities, the faculty is considering a summer abroad program in Madrid, Spain, located at a Spanish law school, Universidad Rey Juan Carlos. We anticipate, if the faculty approves, beginning this program for the summer of 2013. We may seek University resources as seed money for this effort.

#### **4. Conclusion**

Our law school is incredibly strong and held in wonderful esteem by our existing students, our alumni, and the judiciary. This year, two of our recent graduates obtained clerkships with federal circuit court judges, one level below the US Supreme Court. We are pleased that our efforts are being respected in this very important constituency. We are also making inroads into other important constituencies, particularly in the outer areas of New Mexico where there is significant economic power. These efforts are making the law school much stronger.

## **State of the School of Public Administration**

*Submitted by Director Uday Desai*

### **1. Description of the School of Public Administration**

For more than 42 years, the School of Public Administration has prepared students for leadership and management positions in the public and non-profit sectors in New Mexico and the nation. More than 1,500 students have received a Master degree in Public Administration (MPA), from SPA.

SPA's current budget is \$970,000. The School has seven core faculty, including three full Professors, four Assistant Professors; one vacant faculty position and the Director. SPA has two full-time staff, a Graduate Academic Advisor/Associate Director and a School Administrator. The SPA also employs one work-study student.

The School has approximately 220 students in Albuquerque and seven distance sites (Farmington, Gallup, Taos, Los Alamos, Santa Fe, Los Lunas and Rio Rancho). About twenty-five percent of our students at seven distance sites are served via ITV.

The SPA student body is comprised of over 60% women and well over 60% of all students are minority. The SPA has one of the largest percentage Native American student enrollments of any graduate program at UNM.

### **2. Major Activities for AY 2011-2012**

- A. SPA went through its seven year reaccreditation by its national accreditation body, the National Association of Schools of Public Affairs and Administration (NASPAA).
  - This major enterprise included preparation of a comprehensive self-study report and a site visit by an external team of colleagues.
- B. A final proposal for new graduate degree program in Masters of Health Administration (MHA) was completed.
  - The proposal was submitted to Faculty Senate for review and approval. It was approved by two Faculty Senate committees and the full Faculty Senate and then was considered and approved by the UNM Board of Regents.
  - It also began its journey through the external (to UNM) approval process (Council of Graduate Deans, Academic Council, HED and the State Board of Finance).
- C. SPA finalized two new five-year (3+2) BA-MPA degree programs:
  - One degree program is in Economics and Public Administration, and the second in University Studies and Public Administration.
  - Both were submitted for approval by the Faculty Senate. We expect the Faculty Senate to approve both these programs in fall 2012.
- D. The Faculty continued its year-long discussion regarding the current "capstone" requirement for MPA degree and its serious negative impact on SPA student graduation rate.

- As a result of these discussions, the faculty approved a new course, Designing Applied Research, to help prepare students to successfully complete their Professional Papers in a timely manner.
    - The new course was also required as a prerequisite to the Professional Paper. Four sections of the new course were offered in AY 2011- 2012.
    - Data for students who enrolled in this course in fall 2011 semester indicate that their ProPaper completion rate was significantly greater than for those before the new course was required and offered.
  - In AY 2011-2012, SPA graduated 41 students, the largest number of graduates in one year in over a decade. SPA graduated 26 students per year for the five years from AY 2001-2005 and 27 students per year in five years from AY 2006 -2010.
- E. SPA faculty conducted two faculty searches, one for a position in Native American governance and the other for a general PA.
- SPA was not able to fill either position.

### 3. **Future Plans**

- A. SPA will continue and redouble its efforts to increase graduation rates.
- Faculty curriculum committee will develop a proposal outlining several “capstone “options” with the aim of increasing the graduation rate, for the full faculty consideration during the next academic year.
  - Next year SPA faculty is likely to adopt a new “capstone requirement policy.” A new “capstone” policy may provide more than one capstone option to students. In addition, next year there will be a school wide (faculty and students) discussion of the impediments to graduate. These discussions will be informed by relevant data, e.g. graduation rate by sub groups (e.g. on campus vs. distance students) and the temporal dimension of completion (at what point in their programs students are most likely to drop out) and major causes of incompleteness by subgroups.
  - The graduation rate will be a continuing long-term focus. In addition to curricular changes, it will require considerations of providing additional resources to support SPA students in completing their degree in a timely manner. This is especially important for SPA since 25% of our students are at distance sites and require greater resources (e. g. in writing studios and statistics labs) to help them complete their degree.
  - As the funding sources (e.g. employer tuition subsidies) for our students continue to erode, tuition support for students has become increasingly critical in their ability to complete the degree in a timely manner. The SPA, working with the UNM Foundation, will increase its efforts in the next year and beyond to develop non-state funding.
- B. Implementation of MHA and two 5 year BA-MPA programs will be important activities next academic year.
- Implementation of the MHA program will require significant efforts next year, including outreach to the healthcare provider community, student recruitment and development of internship opportunities.

- Two BA-MPA programs will require efforts in coordination with the Economics department and BUS program, including recruitment and admission and enrollment of students in the program.
- C. Next year and beyond, SPA will work with several departments (Economics, Sociology, and Political Science) in the College of Arts and Sciences to develop a new Master's of Public Policy program.
- Discussion about the curriculum for such a degree program started last year. Two meetings of A&S and SPA faculty members took place last year.
  - SPA faculty will have ongoing discussions about the MPP degree curriculum in the next academic year.
- D. SPA has already established an internship program with the city of Albuquerque. It has been working with the VA hospital in Albuquerque to develop an internship agreement.
- The school expects to conclude this agreement in 2012 -2013.
  - SPA will also work to develop internship agreements with state government agencies, non-profit organizations and local governments.
- E. SPA's students' profile has been changing in the last few years, with increasing number of students with little or no professional job experience.
- These students now make up about 30% of the total enrollment. These generally younger students enrich the school's programs. They also need greater financial support, increased internship opportunities and career placement service.
  - Next year and beyond, SPA will work closely with the UNM Foundation to raise funds to support these students.
- F. SPA hopes to have authorization for three new faculty searches next year: one replacement for a faculty member who left at the end of this year; one in NA governance, and one in general PA.
- Successful completion of these searches will be important in building the faculty strength in SPA. It will also be important in maintaining and perhaps even improving SPA's national ranking.
- G. SPA faculty already has a strong research profile.
- Several faculty members have received or applied for external funding for their research, two SPA faculty members have been given senior fellow appointment in UNM's RWJF Health Policy Center.
  - In the last couple of years, several SPA faculty members have published their work in top-ranked journals in the PA field, and presented papers at national and international conferences and venues. SPA will continue to encourage and support the faculty in their research.

**State of University College**  
*Submitted by Interim Dean Kate Krause*

**1. Description of University College**

University College focuses on undergraduate education. Therefore, the ASA&R priorities that we address are Student Success, Academic Plan implementation, the Honors College, Attracting high-achieving students, and tangentially (because our programs target high school to college transition) the K-12 educational pipeline.

More than 90% of entering freshmen are University College students. They remain enrolled in UC until they have met the admission requirements of another degree-granting College or decide to earn the only degree granted in UC, the Bachelor of University Studies (BUS). The 8,500+ students who are officially enrolled in UC include more than 3,500 freshmen, more than 3,000 sophomores and just over 2,000 juniors and seniors. Most of those juniors and seniors are striving for admission to another college, not a BUS degree.

We offer several programs for incoming freshmen that are designed to help our students transition to the University. Our Freshman Academic Choices feature courses that are small-enrollment learning communities and seminars exclusively for these students.

Additionally, the University College offers interdisciplinary programs, including the interdisciplinary BUS degree, the Honors Program and the Research Service Learning Program. Most of those programs “rent” courses and faculty from other divisions. The only faculty housed in University College are those with tenure homes in Native American Studies and University Honors.

Our budget of \$2,403,174 supports the following programs:

The Bachelor in University Studies	1 Assoc. Dean, 2 Advisors	\$142,551
The Freshman Academic Choices: Freshman Interest Groups, Learning Communities and Living & Learning Communities	3 Program Managers	\$534,617
National Scholarships and International Fellows, Undergraduate Research Symposium	1 Program Specialist	\$72,000
Research Service Learning Programs (RSLP)	1 Program Manager + PTIs, Grad Students	\$114,551
Native American Studies (NAS)	6 Faculty, 1 Admin	\$330,514
University Honors Program (UHP)	1 Assoc Dean, 8 Faculty, 1 Admin	\$901,004
Water Resources Program (WRP)	1 Director, 1 Admin	\$107,522

Our total budget also includes general administrative costs incurred in the Dean’s Office and resources shared by these programs including an Operations Manager and a LAN Administrator.

## **2. Major Activities of AY 2011-2012**

Many changes were initiated in University College in the last academic year, and we look forward to implementing those changes and more in the coming year.

- A. Some interdisciplinary academic programs were removed from University College (for example, CHMS) and others are in the process of moving to new academic homes (for example, Water Resources).
- B. An Honors College was approved by the Faculty Senate in spring 2012. That program is now developing curriculum and degree program requirements. Attracting high-achieving students to UNM is one of several reasons for establishing the Honors College.
- C. An evaluation of the Freshman Academic Choices was conducted using ten years of student data. That data show that these programs have statistically robust positive impacts on UNM's 6-year graduation rate. The evaluation supports plans to expand those choices and has informed data work being conducted in cooperation with CEPR. While we do not characterize our results as "fixing K-12 problems" one provocative finding suggests that grade inflation in poorer high schools sets their students up for difficulties at UNM.
- D. University College has worked closely with Advisement and Student Success staff this year to support their initiatives, including the Coaching Initiative, the VISTA scholarship extension, the Lobo Reading Experience, and the Data Workgroup projects. All of these serve University College's mission to make sure that every student who is admitted to UNM is supported and challenged in ways that help that student achieve his or her potential.
- E. A staffing reorganization was proposed for the Freshman programs. That reorganization is on hold, but the process helped clarify the roles that staff in UC play in implementing our Learning Communities.

## **3. Future Plans**

The things we started in AY 2011-12 lay the groundwork for major changes in the coming year.

- A. Restructuring University College
  - UC evolved in a piece-meal way, with units added as needed and sometimes only because they did not fit elsewhere. To the larger University community, UC seemed more a catch-all than a cohesive college with a compelling vision. This year several steps were taken to restructure UC to bring about cohesion and advance our vision. The organizing principle is that disciplinary silos should not constrain students' educational journeys, so long as those journeys are defined by clear academic standards and articulated and assessed outcomes. The new College will offer interdisciplinary degrees and programs and supportive learning communities that present integrated multi-disciplinary curricula.



- Specific components of this restructure are the following:
  - Removal of UHP
    - The University Honors Program had been a unit of UC. Its removal leaves our unit with a narrower focus. The remaining units will emphasize the College's interdisciplinary focus and its vision of offering academic opportunities designed to maximize all students' potential to succeed at UNM and beyond.
  - Freshman Programs
    - The freshman programming in UC was highly variable in terms of content and evidence of success. One program, the Living and Learning Communities, will be eliminated because it served few students and did not have a track record of improving outcomes. The college is working with Residence Life to develop new dorm-based programs for fall 2013.
    - Our program evaluation revealed that participation in an FLC leads to better academic outcomes, even when we control for socio-economic variables, demographics and high school preparation. As part of a University-wide effort to improve retention and graduation rates, we will double our offerings in this program. In addition to increasing the scale of the program, we are considering new versions of the learning communities model. This effort is part of the larger campus-wide project focused on the freshman year. UC will play a critical role in the Foundations of Excellence initiative, developing curricular and extra-curricular experiences that enrich the freshman experience and contribute to retention.
  - Staffing Changes
    - We significantly changed our staff to add an Associate Dean and to reduce our senior program management staff. We will hire two lower-level staff to take on the clerical duties that had been done by senior staff. This new configuration will allow us to be more nimble in making programmatic changes. The new Associate Dean will increase our contact with and visibility among our partners in other colleges and units.
  - Curriculum Development/Degree Name Change for the Bachelor of University Studies
    - The original BUS degree will be changed to two degrees: one that accommodates students who have accumulated many credit hours but have not satisfied a single major's requirements and one that is more intentionally designed to accommodate new interdisciplinary inquiries. We have received preliminary approval to create a new degree that would be academically rigorous and explicitly interdisciplinary. We will be working on curriculum design for those degrees.



B. Development of the Honors College

- The Honors College has developed curriculum for interdisciplinary core courses and requirements for the major and minor to be conferred by the College. The Faculty Senate must approve the details of the proposed new courses and the new major and minor. We have submitted several curriculum approval forms to the Curriculum Workflow process and are awaiting responses from Faculty Senate. We are also meeting with Enrollment Management to develop a comprehensive recruitment strategy to attract the best New Mexican high school students to the new Honors College. Finally, we will increase the number of tenure-stream faculty members in the Honors College, which will allow us to offer the courses needed for the new curricula.

**State of University Libraries**  
*Submitted by Dean Martha Bedard*

**1. Description of University Libraries**

University Libraries (UL) is the largest academic library system in the state with the most print and electronic resources as well as the most space for students. University Libraries is a member of the prestigious Association of Research Libraries (ARL), ranking 83 out of 115 members.

The University Libraries system is comprised of Zimmerman Library, Centennial Science and Engineering Library, Fine Arts and Design Library, Parish Memorial Library for Business and Economics, and the Center for Southwest Research and Special Collections. The library hosts an extensive set of web pages that provide online services and electronic collections 24/7. The UL also licenses electronic resources for the UNM Extended University and UNM branch campuses, and provides information services at the UNM West Campus in Rio Rancho.

University Libraries supports student learning and faculty teaching and research and offers credit courses in the area of information and data management. The UL has 34 faculty, 90 staff, and 102 student employees. The total UL budget is \$14,334,560. With the addition of Organizational Learning and Instruction Technology (OLIT) program in July 2012, the UL will add additional credit course offerings and will number 40 faculty members.

Studies support the hypothesis that a strong library system plays an important role in student success. Students who use the library, check out books, take library classes, and work in the library are more likely to stay in school; and campuses where libraries invest more in staff and collections show statistically significant higher retention and graduation rates. In addition, University Libraries are an important resource for at-risk students.

**Collections**

- Over 3 million cataloged volumes
- Over 64,000 electronic journal subscriptions
- 2,300 print journal subscriptions
- 577,506 ebooks
- 689,000 government documents
- 14,925 linear feet of manuscripts and archives
- 235,000 maps
- 48,000 audio, film and video items
- Over 77,000 items in 447 digital collections

**Technology & Facilities**

- 73 laptops for loan
- 300 desktop computers
- Printers, copiers and microform readers where over 500,000 sessions are initiated annually
- 6 learning labs for library instruction
- 47 group study rooms
- Library-funded wireless connectivity in all locations
- 116 hours a week of open facilities to serve students

**Instruction and Reference**

- 803 classes taught
- 13,363 students in the above classes
- 24,000 reference questions answered
- 15 service points including the virtual Ask a Librarian service
- Information Management course offered online for credit

## 2. Major Activities of AY 2011-2012

University Libraries has four strategic priorities designed primarily to promote student success and build faculty strengths in teaching and research. The UL has reassigned faculty and staff and aligned faculty and staff hiring plans to help meet these strategic priorities.

### A. Collections & Discovery

- The goal of our *Collections & Discovery* priority is to minimize the distinction between discovery and delivery of collections so that anything library users can discover will be delivered to them with as few barriers as possible.
- The UL:
  - Developed the EBSCO Discovery Service which allows users to search a mix of 125 library-produced and commercial databases simultaneously.
  - Expanded the purchase-on-demand program to immediately purchase and add materials to the library requested by students and faculty.
  - Added links to thousands of e-books.
  - Enhanced access to resources for students and faculty using mobile devices.

### B. Learning Spaces

- The goal of our *Learning Spaces* priority is to make University Libraries an essential environment for students and faculty to discover and learn through contemplation, connection, collaboration, and creation. The UL will provide the people, spaces, tools, and support that make this possible.
- The UL:
  - Opened a brand new Accessibility Services Room in Zimmerman Library to better serve the needs of students with disabilities at UNM.
  - Merged juvenile books from the former College of Education Tireman Library and the UL to create a new Juvenile Literature collection and study space.
  - Combined the Parish reference and circulation desks to better serve students.
  - Participated in the decision and planning involved in placing the Math Learning Lab (MaLL) in the Centennial Science & Engineering Library.

### C. Research Data

- The goal of the *Research Data* priority is to develop a showcase academic data repository service.
- The UL:
  - Developed the infrastructure to support massive data projects.
  - Provided faculty access to a data management plan tool.
  - Developed a data management archive.
  - Published data projects in LoboVault.

### D. “New” School (merger of UL and OLIT credit course offerings)

- The goal of the “*New*” *School* priority is to graduate students with interdisciplinary knowledge and skills combining organizational learning, instructional technology, and information and data management. Employers will value our graduates’ knowledge and skills and hire our graduates.

- The UL:
  - Developed the information and data management curriculum.
  - Taught the Walter E. Dean Environmental Information Management Institute.
  - Welcomed the Organization Learning and Instructional Technology (OLIT) program as it moved from the College of Education to University Libraries.
  - Began teaching select courses.

### 3. Future Plans

University Libraries will continue to implement and assess the four strategic priorities and to enhance collections and improve services.

#### A. Collections & Discovery

- The UL will:
  - Expand our collections by developing consortial partners and joining the Hathi Trust ebook collective.
  - Implement the Espresso service making it possible for students and faculty to print books on-demand.
  - Begin the process of replacing the libraries' acquisitions, circulation, cataloging, and public search system (LIBROS) with a fully integrated system and discovery tool.
  - Further expand access to library resources by mobile devices.
  - Launch new UL web pages designed to enhance discovery of information resources and library services.

#### B. Learning Spaces

- The UL will:
  - Work with partners to establish and launch the Math Learning Lab (MaLL) in the Centennial Science & Engineering Library.
  - Open the Digital Scholarship Services Center to serve faculty teaching and research needs.
  - Develop virtual labs for faculty use.
  - Further expand mobile access to library services.
  - Fulfill student requests to expand service hours to 24/5 during the academic year in Zimmerman Library.

#### C. Research Data

- The UL will:
  - Recruit data contributors.
  - Enlist external partners.
  - Establish agreements with the Research Consortium.

#### D. “New” School (merger of UL and OLIT credit course offerings)

- The UL will:
  - Name the “New” School to reflect the combined missions of the UL and OLIT.
  - Merge curricula.
  - Form partnerships with sciences, museum studies, and digital arts programs.
  - In addition, the information literacy program that teaches students how to conduct library research will develop an online version of the curriculum.

# Administrative Units

**State of Academic Administration**  
*Submitted by Associate Vice President Curtis Porter*

**1. Description of Academic Administration**

The role of Academic Administration is to provide administrative and financial support to the Provost and the core offices associated with the Provost.

The Academic Administration unit within the Provost's office includes the Associate Vice-Provost for Academic Administration, the Chief of Staff/Planning Officer and the Financial Officer. Also reporting to the AVP are the Office of Institutional Research, the UNM Press, KUNM radio and the Harwood Museum.

The budgets and FTE employees associated with this area are as follows (AY 2012 Actuals):

	<u>Expenditures</u>	<u>FTE</u>
Provost Office	\$1,300,512	13.0
Office of Inst. Research	\$376,259	6.0
University Press	\$3,713,012	30.8
KUNM	\$1,602,576	26.0
Harwood Museum	\$1,133,497	16.0

**2. Major Activities of AY 2011-2012**

A. University Council on Academic Priorities (UCAP)

- With support of staff in the Office of the Provost, Provost Abdallah and Architecture and Planning Dean Geraldine Forbes Isais led a year-long exercise on University academic priorities. They convened a group of campus leaders comprised of academic Deans, senior administrators, faculty, staff, and students to form the University Council on Academic Priorities (UCAP). UCAP's goal was to develop a list of critical priorities for the University to address in the near future, and to suggest concrete actions for doing so, that would position us for reaching our desired state in 2020.
- The purpose of UCAP was to provide a forum for the academic leadership of the University to take a broad-based look at U.S. higher education in general, and UNM in particular. The intent was not to produce a strategic plan but develop a precursor or preamble to one. UCAP's approach was to identify crosscutting themes and vital issues that would affect all parts of the University in the near and medium futures and to suggest ways to achieve mutual success.

### **3. Goals**

#### A. UCAP Goals for AY 2013

- Refine and integrate the academic plan to align with the President's new strategic plan for the University. Additionally, we will begin the process of developing linkages between our academic goals and the University's Facility Master Plan.

#### B. Capital Priorities/Projects

- The Provost's Office continued its multi-year strategy to prioritize and identify funding for minor and major capital projects on main campus. Unfortunately, the failure of the 2010 General Obligation bond delayed completion of important projects like Chemistry and Biology. Passage of the 2012 GO Bond will be critical to moving forward our major capital agenda. Additionally, in cooperation with the Budget Office, approximately \$1.5 million in minor capital projects were funded and completed.

#### C. Capital Priority Goals for AY 2013

- Continue our efforts to justify and lobby for funding of our major capital priorities including Chemistry, Farris Engineering & Physics & Astronomy.

#### D. Classroom Management

- The new Program of Classroom Management was created to manage the \$500 thousand in annual renewal funds and to develop long-range plan to ensure our centrally scheduled classrooms are properly supported over time; a part time classroom manager was hired to manage this program.

#### E. Classroom Management Goals for AY 2013

- Prioritize and expend available classroom renewal funds. Also, to make significant progress in developing a business plan for supporting classroom operations and renewal needs.

#### F. Space Allocation

- University Business Policy #5200 'Allocation and Assignment of Space,' was updated to reflect significant changes in structure and leadership of the University with regard to space management. Most notably, the make-up of the Main Campus Committee now includes a representative from Faculty Senate, Student Affairs and the two student government presidents.

#### G. Space Allocation Goal for AY13

- With the shortage of space on main campus, the Main Campus Committee must develop strategies to link space allocation decisions to the academic plan and University strategic plan.

### **4. Budget and Finance Overview**

The Provost Office is the financial point of contact for Academic Affairs, which entails overseeing, reviewing, analyzing and verifying all schools/colleges/units fiscal and budgetary reports. We are responsible for advising the faculty and staff of these schools/colleges/units about University policies and procedures, as well as helping assist units on improvement of current fiscal procedures. We prepare all final fiscal and budgetary reports for Academic Affairs, which include Categorization of Reserves, Mid-Year Projections and Budget Development.



#### A. Projects

- In the past year a committee was created to review the current UNM Course Fee Policy 8210. The committee was to look at the current policy and make suggestions about how to revise the policy, so there is a better understanding of what course fees should be used for. With the recommendations of the committee we revised the policy and submitted these changes to the Policy Office, which should be approved by the President this fall. We also created an informative webpage linked to the Provost Office website, which includes forms and flowcharts explaining the course fee approval process.

### **5. Future Plans**

- A. In UNM's current Policy and Procedures Manual under the Tuition and Related Fees section 8210, 8215 and 8240 there is no defined policy for differential tuition. The current practice for creating or increasing differential tuition for a school, college or program is to submit a memo to the Provost for approval, which is then presented to the Board of Regent's for final approval.
- B. In AY 2013 we would like to create a committee with the Associate Provost for Curriculum and other academic faculty, staff, and students to review the current Tuition and Related Fees policy. From this committee we would like to get a general consensus on how Academic Affairs envisions the use of differential tuition as a part of the overall funding of the institution. We would also like to get an insight on how we could improve the current process of approving differential tuition. After we get recommendations from the committee we hope to add a section in the UNM Policy and Procedures Manual for differential tuition, and create a more transparent process in which fees are requested and approved. Having a defined policy and procedures for differential tuition will provide a clearer picture of student costs and more accountability for the approval of differential tuition.

### **6. Associate Vice Provost for Academic Affairs**

- A. Much was accomplished in AY 2012 regarding the state's funding formula for higher education. The AVP was Chair of the Task Force that got Phase I in place and moved the state in the direction of performance, or outcomes funding. While Phase II of the new formula remains in flux, this office will continue to monitor its development during AY 2013 and insure that UNM and the other research universities are treated equitably.
- B. This office also played key roles in the development of the Provost's Analytic Dashboard which went "live" on June 1<sup>st</sup> and the financial analysis portion of the Provost's academic planning effort (UCAP).
- C. A great deal has changed since the Office of Institutional Research (OIR) began reporting to the AVP last July. Realigning reporting responsibilities made the office more efficient, but the major achievement was realigning the budget to create the position of University Business Office and then hiring two incumbents.

During AY 2013 the office will be restructured in order to provide the most efficient data and analytic services to the Provost, the President and the entire academic community.

- D. The UNM Press continues to be one of the most respected university presses and is outperforming its peers in these uncertain economic times. A rigorous “cost-benefit” analysis will be completed in AY13 to determine what level of support the University should provide in the future.
- E. KUNM remains a major community (and state) asset. Fundraising was up in AY 2012, and the major challenge for AY 2013 is planning for the demolition of Onate Hall and finding a new home for the station.
- F. The Harwood Museum in its Vision statement declares that it ... “brings Taos art to the world and world art to Taos.” A major exhibition next year will feature portraits of contemporary and historic members of the Taos art community.

## **State of Academic Personnel**

*Submitted by Associate Provost Jane Slaughter*

### **1. Description of Academic Personnel**

The responsibilities of the Associate Provost for Academic Personnel range from oversight of a number of important units whose functions have direct impact on multiple dimensions of Faculty Life (i.e. Faculty Contracts Office, CARS, and Dispute Resolution), to responding to individual faculty and administrative personnel requests for assistance of all sorts (hiring, leaves, policy interpretations, etc.). The goal of this office is quite simply to improve faculty experiences at UNM, and to reinforce and initiate new activities that strengthen the work of existing faculty and ensure that we are recruiting the best possible candidates in future hiring initiatives. The major task of this office is to build faculty strength. Listed below are both past, ongoing and new efforts that suit our major goals and fit within the Regents' mandates.

### **2. Major Activities of AY 2011-2012**

#### **A. Building Faculty Strength in Hiring and Retention:**

- Over the past year we have created more efficient and transparent procedures for hiring in the Faculty Contracts office:
  - Electronic forms, document tracking systems, cross-training of staff.
  - An on-going effort between the Faculty Contracts Office and OEO will streamline and clarify hiring and contract practices and procedures.
  - On-going monitoring of actions and policies to ensure compliance with federal, state and University-wide regulations.

### **3. Future Plans**

We are developing and strengthening initiatives to recruit and retain faculty – for example to publicize/utilize a recently completed study by our office of our Family Friendly Policies (it compares us very favorably with our peer institutions), to continue to effectively use our existing spousal hiring policies, and to facilitate joint hiring and interdisciplinary hiring. All of these efforts will draw faculty to our institution, and also fit well within other parameters of the Academic Plan.

- #### **A. A newly emerging program suggested by the Associate Deans in the College of Arts and Sciences in partnership with our office addresses specifically the experiences and needs of new faculty. The Provost's office will provide support and guidance for a campus-wide effort to develop appropriate activities and collaborations throughout the semester, building out of our New Faculty Orientation, and adding monthly programs and activities that individual Colleges can create and help sponsor.**

- B. Efforts to identify more precisely the nature and diversity of faculty workloads (building from faculty Handbook policies) and to utilize the ongoing Faculty Workload project which would add a metric for research to the teaching and service components already in existence.
- As a sub-topic, we are attempting to get a better sense of the use of SACS and other kinds of non-standard awards for especial work beyond the normally described work-load. This effort will provide better assessments of faculty workload and extra compensation.
  - We have developed and will continue to refine additional kinds of faculty appointments (lecturers, term faculty, etc.) with the goals of stabilizing and strengthening teaching and learning of our under-graduate students and attracting strong faculty for that enterprise.
  - Efforts to encourage and measure interdisciplinary research and collaborative scholarship are situated in various campus units, and our section of the Provost’s Office is involved in many of these activities. We hope to examine and identify the challenges and benefits of interdisciplinary hires and make necessary adjustments in policies and guidelines. Specifically, we are considering how faculty in such circumstances can be evaluated and rewarded (for example, in tenure and promotions, and other recognitions of success).
  - Awards/Rewards for faculty growth and development of knowledge in areas of interdisciplinary and collaborative research
- C. Over the past year funds from the Associate Provost for Academic Personnel have helped to sponsor a number of multi-disciplinary lectures focused on international issues, Medieval Studies and World/Global History. We also have supported activities of our campus Newberry Library Consortium group in Native American Studies.
- D. This office also initiated an on-going program of small, seed grants for faculty working on interdisciplinary/collaborative projects. In partnership with the OVPR we are particularly interested in providing support for federal grant requests that represent “transformational ideas” and crossing disciplines to create new knowledge in unique ways. (A successful NSF grant, and the development of a pilot project that would lead to the creation of an Art and Humanities Institute on campus are existing examples of such activity).

The budgets and FTE employees associated with this area are as follows (AY 2012 Actuals):

	<u>Expenditures</u>	<u>FTE</u>
Faculty Dispute and Resolutions	\$48,945	2.0
Faculty Contracts	\$302,006	6.5
CARS	\$465,147	7.0

## **State of Curriculum**

*Submitted by Associate Provost Greg Heileman*

### **1. Description of Academic 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).
- Office of Support for Effective Teaching (OSET).
- Office of Student Academic Success (SAS).
- Accreditation and Academic Program Review (APR).
- University Outcomes Assessment Office.
- LOBO Center for Student-Athlete Success.
- Center for Academic Excellence & Leadership Development (CAELD).
- University Advisement.
- Parent Association (support staff for this group).
- Provost's Liaison to IT Services.

### **2. Center for Academic Program Support**

#### **A. Description of Unit**

- 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.
- CAPS comprises five programs, each fostering expertise within a particular aspect of peer-led learning pedagogy and/or curricular area, while also operating in concert to serve the entire UNM undergraduate population. These include Math/Science Tutoring, the Online Tutoring Program, the Study Strategies & Workshops Program, Supplemental Instruction, and the Writing & Language Center.
- The number of unique students using CAPS services has historically increased every year along with visits and contact hours. In 2011-12, for the first time, unique students declined (as, in part, a direct result of the end of Title V funding for SI) but average hours and visits per student increased, as did courses tutored. CAPS tutors reached students in more disciplines, and those students took advantage of CAPS services more frequently.

FY	Visits	Contact Hours	Unique Students	Average Visits per Student	Average Hours per Student	Courses Tutored
2010-2011	41,280	48,723.2	6,469	6.4	7.5	309
2011-2012	38,820	48,043.1	5,774	6.7	8.3	767

B. Major Activities Started or Continuing AY 2011-12

- CAPS Mobile: In spring 2012, CAPS launched its mobile interface, allowing students to easily access tutoring and workshop hours while on-the-go.
- Language Learning Center (LLC): In spring 2012, CAPS opened a new location in partnership with the LLC.
- CAPS STEM location reorganization: The SUB tutoring location offers Math and Science drop-in labs four evenings a week.
- Embedded online tutors: In partnership with New Media & Extended Learning, CAPS provides tutors within the virtual environment for online courses.
- Faculty Office Hours: Building on a program already in place, CAPS increased its efforts to connect with faculty members by expanding the faculty office hours initiative.
- Collaborations with Advising: CAPS and University Advisement Center developed workshops facilitated by both staffs that aided students in not only choosing subsequent semester coursework, but also in how to intentionally insert CAPS services into their schedule in a meaningful way (impact TBD).

C. Future Plans

- Incorporate the new state funding formula in its standard reporting. This will allow us to assess the impact of CAPS on at-risk student, and CAPS will also be seeking means of reporting impact on other aspects of the formula.
- Increase the profile and scope of the online programs to match projected growth in online instruction. CAPS will work with New Media & Extended Learning and Extended University to accommodate the growth in online instruction called for in the Provost's Academic Plan.
- Increase faculty involvement in CAPS programs. This will include increasing faculty office hours at CAPS. CAPS will also be working towards creating a faculty advisory committee with significant input into CAPS operations, further increasing CAPS' alignment with the UNM Curriculum.
- Improve retention to the third-semester. In addition to participating in the Foundation of Excellence, CAPS will be working within the Student Success Center at Casas del Rio to develop new pedagogies to support UNM freshmen; an increase of \$18,000 in recurring I&G funds would allow CAPS to build a stable program with this space.
- Build stable programming at Accessibility Resource Center and the Veteran's Resource Center. In the upcoming year CAPS will work to develop stable programming to serve the student populations represented by each center; an increase of \$3,600 in recurring I&G funds would allow CAPS to build stable programs within these spaces.
- Grow and develop programming to better support workforce development.

### **3. Office of Support for Effective Teaching**

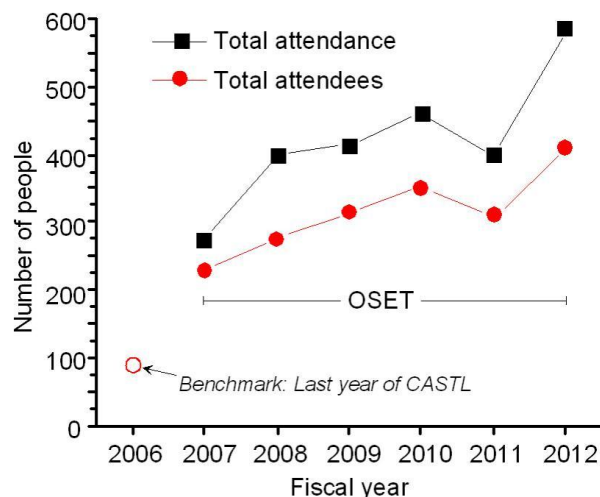
#### **A. Description of Unit**

- The Office of Support for Effective Teaching (OSET) serves as the faculty-development office for the main campus, separate from the School of Medicine. Office functions focus on the instructional (teaching and learning) aspects of faculty professional development. OSET was founded in September 2006 during reorganization of faculty and graduate-teaching-assistant support functions and largely supersedes the Center for Advanced Scholarship in Teaching and Learning (CASTL).
- Concisely stated, OSET’s mission is to engage and empower UNM instructors to develop diverse learning opportunities to enhance the success of diverse students through the following activities:
  - Best-practices based workshops, course-design institutes, and other forums focusing on topics identified by faculty needs, including programs that are customized for departments.
  - Organizing the annual Success in the Classroom: Sharing Practices that Work conference and GetSet & ReSet professional-development day.
  - Providing logistical and, in some cases financial, assistance to faculty-initiated learning communities and communities of practice, including promotion of the scholarship of teaching and learning.
  - Supporting teaching-award and small-grants programs of the Faculty Senate Teaching Enhancement Committee (FSTEC) and accountability to the Committee, which is charged as the advisory board for OSET.
  - The OSET Director serves on various committees (including chair of the Learning Environments Committee), action teams, and task forces in order to both share expertise in faculty development and to assist with implementation of new initiatives.
  - Individual, confidential consultation with faculty about challenges and aspirations in teaching, which frequently includes classroom observations.

#### **B. Major Activities Started or Continuing AY 2011-12**

- After a downturn in AY11, participation in OSET workshops, institutes, and conferences rose to the highest attendance numbers (588) and number of attendees (414, adjusted for those attending multiple events) during AY12 (see graph below).
- OSET completed its two-year project, Developing Collaborative Learning Communities in Large-Enrollment Courses to Promote the Success of First-Generation Students, funded by the Walmart Minority Student Success Initiative through the Institute for Higher Education Policy (IHEP). The project focused on faculty-development with part-time instructors (PTIs) teaching “killer courses” and the pilot implementation of peer-learning facilitators (PLFs) to assist and enable instructors to implement more active, collaborative learning during class time.





- With the endorsement of the Learning Environments Committee and a successful capital-projects request through the Provost Office, OSET oversaw the conversion of Dane Smith Hall 224 into UNM’s first centrally-scheduled studio classroom. The 54-seat-capacity classroom opened in January 2012 and was the site of instruction of 15 class sections from 9 departments during Spring 2012.
- OSET Director Smith was author and co-PI of a successful Title V-HSI-STEM grant as an Academic Affairs-Student Affairs partnership. The five-year, \$3.8M Department of Education grant supports the Project for Inclusive Undergraduate STEM Success, which has been branded as “STEM Gateway.”

#### C. Future Plans

- Complete the construction of the Collaborative Center for Excellence in Teaching for Learning (CETL) during the current academic year. This will provide new opportunities for integration of faculty-development, teaching-assistant development, and online-instructional training activities currently dispersed between OSET, the Office of Graduate Studies, and New Media and Extended University.
- Continue to work on STEM Gateway programs to improve student success in introductory math and science courses, which are very prominent on the “killer course list. It is estimated that STEM Gateway work represents about a third of OSET’s total staff effort.
- OSET/CETL will play an important role in the Foundations of Excellence self study.
- OSET plans to extend its program evaluation beginning in AY13.
- Completion of the Collaborative Teaching and Learning Building in fall 2013 requires development and implementation of instructional-development programs for an increasing number of faculty to use learning-studio environments for maximum effect on student learning and motivating student achievement.
- With financial sponsorship from the Deans of five main campus colleges and schools, OSET is supporting a faculty learning community on the Intersection of Culture and Learning: Implications for Teaching, Faculty Growth and Student Success.

#### **4. Center for Effective Teaching**

##### A. Major Activities Started or Continuing AY 2011-12

- During the academic year, the Provost's Office worked with various entities on campus in order to develop and propose an organizational structure for a new Center for Effective Teaching at UNM. In addition, we have created an advertisement for the director of this center, and we hope to have it posted by the end of October 2012.

##### B. Future Plans

- Complete the reorganization of the Center for Effective Teaching, and obtain support for the faculty and staff necessary to run the center.

#### **5. Office of Student Academic Success**

##### A. Description of Unit

- The Office of Student Academic Success (SAS) was created October 1, 2011 for the purpose of coordinating campus-wide student success efforts at the University of New Mexico that are aimed at increasing retention and graduation rates.

##### B. Major Activities Started or Continuing AY 2011-12

- Staffing
  - Hired a Director for this office, Ms. Jennifer Gomez-Chavez.
- Freshmen Experience Redesign
  - Initiated a meeting with interested parties across campus involved in the "freshmen experience."
  - After Kate Krause came on board, she took on the redesign of the freshmen programs in UC.
- Lobo Reading Experience – worked to reinvigorate the program this year:
  - Coordinated a rapid selection of a book for this year (the process was severely delayed).
  - Charged the Student Success "Office" with working to integrate this into curricula and programs next year in meaningful ways. Progress is well under way in those efforts.
- Coordinated George Kuh Visits
  - Began discussion with Dr. Kuh in the spring on student success initiatives at UNM.
  - Coordinated Dr. Kuh visit in June (more than 100 people across campus attended the public talk, and 20 people participated in the focused discussion). The end result was a decision to focus on redesigning the freshmen year during the 2012-13 academic year.
  - Worked with group that held UNM Mimi-Student Success Summit that day after Dr. Kuh's visit. This was followed up by a larger Student Success Summit in the fall 2012 semester.

- First Year in High Gear (John Gardner Institute Foundations of Excellence program)
  - Coordinated engagement discussions with the John Gardner Institute.
  - Worked to join program, and bring a team to the Launch.
  - UNM will use this program next year in a campus-wide effort to improve our freshmen experience and therefore freshmen retention.
- Academic Coaching - STAY (Success Through the Academic Year)
  - Initiated an academic coaching program. This included training of trainers (by LifeBound), followed by training of coaches.
  - The advisors trained as academic coaches were asked to contact all freshmen that had not registered after the fall and spring semesters. This work contributed to a 2.5% increase in freshmen retention (to the third semester this year).
  - A group of 175 incoming freshmen students were identified for the coaching project during the 2012-13 academic year. This population was selected to include students from rural NM communities with one or two remedial needs.
- Graduation Express
  - Goal is to improve 6-year graduation rates by identifying a cohort that is close to graduation, and providing intensive incentives and advice to this cohort.
  - A model predicted a 6-year graduation rate of 44.3% for the 2006 cohort. We were able to achieve a rate of 45.7%.
- Graduation Project
  - Goal is to reach out to students who have dropped out and have 98 or more credit hours.
  - Since 1996, a total of 2,879 students have participated in this project with a 72% success rate.

#### C. Future Plans

- First Year in High Gear (John Gardner Institute Foundations of Excellence program)
  - Work to complete the self-study, create an action plan and begin the implementation of that plan.
- Academic Coaching - STAY (Success Through the Academic Year)
  - The estimated freshmen retention rate for the population described above is 50% (estimate), and the goal is to achieve a 65% retention rate for the students in this population that receive coaching.
- Graduation Express
  - A model we have constructed predicts a 6-year graduation rate of 44.0% for the 2007 cohort. The goal is to achieve a rate of 47%.
- Graduation Project
  - Enroll 20 additional students.
- Early Alerts
  - Begin implementation of early academic alerts system via the Starfish advising solution.

- Student Center @ Casas del Rio
  - Support the space dedicated toward student academic success in this dorm.

## **6. Division of Accreditation and Academic Program Review**

### A. Description of Unit

- The University of New Mexico has been continuously accredited through the Higher Learning Commission of (HLC) the North Central Association since 1922. The Higher Learning Commission is one of six regional associations that provide accreditation for institutions of higher learning in the United States. HLC accreditation provides assurance to the public that an institution has been found to meet stated requirements and criteria. The accreditation process provides public certification of acceptable institutional quality and an opportunity for critical self-analysis, quality improvement, evaluation, and consultation from other higher education professionals. The HLC accreditation covers all of UNM's campuses and programs. The institution's last comprehensive accreditation review occurred in April 2009, resulting in a full 10-year reaffirmation of accreditation.
- At the present, there is only a small amount of money in the accreditation budget (\$1000). As the activities for the next accreditation cycle begin to ramp up next year, we will need to develop a multi- year budget plan to accommodate expenses with the Quality Initiative Efforts that will start in 2013-14 and then the preparation and site visit associated with the accreditation visit that will occur in 2018- 2019.
- UNM's Academic Program Review (APR) provides an opportunity for academic programs to examine their achievements and goals and plan for the future and undergo a comprehensive program evaluation. More than just a compliance activity, this approach encourages programs to examine their achievements and goals, and to be future-focused, which is especially important during times of budget concerns.
- In addition to preparing a self-study, programs invite a team of distinguished colleagues to review the program and provide evaluative and consultative feedback on the quality of the program as well as other relevant issues identified by the program. Members from UNM's administration and Faculty Senate also participate in the reviews. Although some manner of program review has been a part of UNM's culture for most of its history, this comprehensive approach incorporates both undergraduate and graduate curriculum and is focused on continuous improvement and planning for the future.

### B. Major Activities Started or Continuing AY 2011-12

- Successfully planned, coordinated and facilitated six APR site visits, two during the fall 2011 semester, and four during the spring 2012 semester. Planned, scheduled and held seven Action Plan Meetings, three during fall 2011, and four during Spring 2012. Held seven APR Orientation meetings, five during Fall 2011 and two during Spring 2012. Prepared and distributed the Mid-Point Review documents to four programs during fall 2011.

- Initial planning for the next HCL Reaffirmation of Accreditation visit has commenced. We have selected the Open Pathway model, and we have confirmed that Foundations of Excellence self-study will serve as Quality Initiative project.

#### C. Future Plans

- The Provost's Office formed an Academic Program Review Improvement Task Force. UNM's APR process has been in place for many years, with the most recent version established in 2005. A Task Force was formed in order to examine the current process, with the goal of enhancing its effectiveness. In addition, the Provost's Office was recently the subject of an internal audit process, which included a review of our APR process. The audit report provided some recommendations for strengthening and improving our current APR process.
- The task force started working on implementing some of these recommendations over the summer 2012. The task force was charged with:
  - Developing requirements for streamlining and automating the process.
  - Developing mechanisms for formal evaluation and continuous improvement of the APR process itself.
  - Establishing guidelines for developing deliverable action plans.
  - Establishing a reporting and tracking process for action plan items.
  - The end goal is to make the UNM APR process more useful as an improvement mechanism for academic programs, and more effective as a means of clearly identifying and prioritizing needs. In addition, we will have a plan in place to submit APR Self Study Reports on-line beginning fall 2013.

## 7. University Outcome Assessment Office

### A. Description of Unit

- The Outcomes Assessment Office promotes the effective use of assessment of student learning outcomes for the purpose of evidence-based improvement of student learning. This office:
  - Tracks institution-wide development of measurable student learning goals and outcomes in nearly 400 academic programs of study, some 200 courses in the undergraduate General Education Core Curriculum, on five campuses.
  - Provides guidance on the effective practice of assessment through faculty development workshops, an extensive web site of tools and resources, and consultations and feedback.
  - Organizes, implements and reports on institutional learning assessment through the Collegiate Learning Assessment (CLA) exam.
  - Builds and maintains the University's web-based software system (Tk20 CampusWide IRD) and trains institutional faculty and staff in its use for the development and measurement of student learning outcomes and the use of outcomes data to support learning improvement.

- Convenes and staffs the University’s Provost’s Committee on Assessment to review and recommend policy for assessment of student learning outcomes institution-wide, and to build leadership for the effective practice of evidence-based improvement of student learning.

B. Major Activities Started or Continuing AY 2011-12

- Piloted university’s assessment management software (Tk20 Campus Wide IRD) in 46 College of Education degree programs and expanded software rollout to an additional 40 degree programs in multiple academic departments.
- The Provost’s Committee on Assessment was expanded for wider representation and began planning with Faculty Senate for programmatic assessment of the General Education Core Curriculum.
- Assessment of student learning outcomes has been extended to selected co-curricular programs New Student Orientation, and Academic Advising.
- Analysis of the University 2010-2011 CLA exam results was issued publicly. Planning is underway for administration of the CLA exam in AY 2013-2014.
- The OA office offered three faculty workshops on best practices in assessment of student learning outcomes, and is scheduled to offer these workshops again this year.

C. Future Plans

- Continue to build the infrastructure in Tk20 to accommodate moving all academic and co-curricular programs onto Web-based software for tracking the assessment of student learning outcomes.
- Train programs on use of Tk20 Campus Wide IRD for assessment of student learning outcomes. We are developing a “train the trainer model” to expedite roll-out of the software.

Training rollout estimate:

	OA Ofc training	Train the Trainer	Total trained
2011: Pilot	7 programs	39 programs	46 programs
2012: Phase 2	50	20	70
2013: Phase 3	70	40	110
2014: Phase 4	70	80	150
2015: Phase 5	70	100	170
Total=	267 programs	279 programs	546 programs

**8. LOBO Center for Student-Athlete Success**

A. Description of Unit

- The LOBO Center for Student-Athlete Success is responsible for overseeing the educational development and progress towards graduation for 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 the student-athletes in acquiring a quality education as well as programs to promote personal development.

## B. Major Activities Started or Continuing AY 2011-12

- Enhancement of the Student-Athlete Freshmen Year Experience Course which included the development and implementation of a peer mentoring program, the introduction of a robust writing component, development of a community service module and opportunities for student-athletes to connect on-site with campus service providers.
- Orientation 2.0 involved the further development of the new student-athlete orientation program which included an athletic community building component, UNM website and Smarthinking training, In-depth NCAA eligibility training and the inclusion of an evaluation instrument at the conclusion of the program.
- Life Skills workshop series added a program which offered student-athletes the option to attend a session on nutrition, financial management, media communication, career development or parenting.
- Student-Athlete Advisory Committee sponsored social gathering at the end of the fall and spring terms in order to increase student-athlete engagement between sports.
- The Student-Athlete Welcome Back event was improved to include competitive and fun activities which provided student-athletes with the opportunity to engage with new student-athletes and student-athletes from different sports.
- Football Study Halls were enhanced this past year to an assigned study hall system as opposed to large evening study halls which drastically improved the study hall environment during peak evening hours.
- Career Development programming was enhanced to include a career panel of professionals who answered student-athletes questions and the provided career assessments.
- On-Site College Advisement was offered this past year during regular and evening hours. College advisors from both Arts and Sciences and University College held advisement hours in the Lobo Center for Student-Athlete Success during opportune times, accommodating student-athletes demanding schedules.
- Enhancement of the Learning Support and Enhancement Program to include pre-screening of incoming student-athletes, increased focus on content and learning skills support, development of individualized learning plans and the addition of a program intern available for student-athletes with diagnosed learning disabilities.

## C. Future Plans

- Orientation Improvements. Upgrade the current orientation program to include a presentation on student-athlete eligibility as well as the addition of a student-athlete specific orientation evaluation. Data from NSO leaders' interviews along with evaluation data from student orientation and student-athlete orientation will be assessed to evaluate progress.
- Study Hall Improvements. Changes to the study hall program will be implemented in order to improve the study hall environment.
- Mentoring Improvements. Changes to the program include the development of a kick off program for all new student-athletes, introducing them to the mentoring program. A more comprehensive training program will also be developed to strengthen and ensure the consistency of support student-athletes are receiving.



An assessment tool will also be developed to evaluate the program with the understanding that comparative data will not be available. Both mentors and mentees will be evaluated at the end of the term to ensure program goals are met.

- Tutoring Improvement. Tutoring will be enhanced this year in order to improve the quality and quantity of tutorial services available to student-athlete. New intentional study group have been developed targeting at-risk student-athletes in math, science and Spanish. A plan has also been developed in conjunction with CAPS to improve communication amongst the CAPS site manager, student-athletes and academic support staff. Assessment of the success of this program will be based on student-athletes evaluations as well as an evaluation of the volume of student-athletes using CAPS tutoring.

## **9. Center for Academic Excellence & Leadership Development**

### **A. Description of Unit**

- The Center for Academic Excellence and Leadership Development (CAELD) provides programs to enhance the academic, personal, and professional development of high-achieving students at the University of New Mexico. CAELD's primary mission is to prepare students for the next steps after graduating from UNM, by strengthening each student's potential to become a competitive candidate for graduate schools and professional opportunities. The Center focuses on four areas: academic excellence, research, leadership, and community service.
- The Center also directs the National & International Scholarships and Fellowships and keeps the students informed on the opportunities for nationally prestigious scholarships such as Rhodes, Marshall, Truman, etc.

### **B. Major Activities Started or Continuing AY 2011-12**

- CAELD Orientation (for incoming freshmen who received Regents, National Scholars, Presidential, and UNM scholarships) August 19, 2011 – 73 attendees.
- Provided three Leadership Camps (max 20 attendees).
  - November 12, 2011 – 19 attendees.
  - March 3, 2012 – 21 attendees.
  - April 21, 2012 – 19 attendees.
- Sent a UNM student representative to the Naval Academy Foreign Affairs Conference.
- Eight students selected to be in the Domenici Conference Student Panelists program.
- Rhodes Scholars panel discussion (April 24, 2012) – invited four Rhodes recipients to discuss “Affordability of Higher Education” as a part of UCAP event – approximately 70 attendees.
- National & International Scholarships and Fellowships (NISF) Nominations:
  - Two nominees for Merage American Dream Scholarship (December 2011).
  - Four nominees for Goldwater Scholarship (January 2012).
  - One nominee for Jack Kent Cooke Graduate Art Awards (February 2012).
  - Four nominees for Truman Scholarship (February 2012).

- Six nominees for Udall Scholarship (March 2012) – One selected as Udall Scholar.
- UNM NISF Nominees Reception:
  - October 11, 2011: Including 11 Rhodes and Marshall Nominees – 39 attendees.
  - February 9, 2012: Including 21 Nominees for Merage, Goldwater, Cooke, Truman, Udall, and Fulbright scholarships - 70 attendees.

#### C. Future Plans

- CAELD:
  - Recruit incoming freshmen. Goal is 75 attendees at CAELD orientation for recipients of Regents, National Scholars, UNM, and Presidential Scholarships.
  - Provide leadership development for high achieving students. This will involve providing two 3-credit-hour Leadership Development classes through University Honors Program and University College.
  - Promote career (workforce) development. This will include consultation with at least 20 students in order to help them prepare for graduate school, and updating the internship opportunities list (for summer 2013).
- Undergraduate Research Initiatives Goals:
  - Coordinate a research conference in collaboration with graduate research conference.
  - Quality improvement of undergraduate research presentations.
  - Offer three Undergraduate Research (UR) workshops and information sessions for the purpose of preparing presenters.
  - Promote undergraduate research in freshman classes (Offer UR 101 class through Freshman Academic Choices in 2013-14).
- NISF:
  - 10% increase in the number of attendees at scholarship information sessions.
  - At least one scholarship finalist for Rhodes and Marshall.
  - UK Nominees mock interview and Rhodes Scholars panel discussion – September 14, 2012.
  - Hold UK Scholarships Reception for 6 nominees – October 16, 2012.
  - Send three nominees for Merage American Dream.
  - Send two nominees for Jack Kent Cooke Graduate Art Awards.
  - Create selection committees for Merage and Jack Kent Cooke scholarships.

## **10. University Advisement Office**

### A. Description of Unit

- The University Advisement Office is responsible for all advising activities across main campus.

B. Major Activities Started or Continuing AY 2011-12

- A team from the National Academic Advising Association (NACADA) visited UNM in February 2012 in order to review and make recommendations on how advising processes can be improved at UNM. The report itself, as well as progress made on implementing the recommendations can be viewed at: [pca.unm.edu/reports.html](http://pca.unm.edu/reports.html). One of the most important recommendations involved the adoption of a campus-wide advising software system of record. A year-long evaluation process was completed last year, and a purchase of a new advising system, Starfish CONNECT, was completed.

C. Future Plans

- In collaboration with various departments, the Director of University Advisement will be working over the next three semesters to implement most of the recommendations that resulted from the NACADA Site Visit. The most important during the upcoming year will involve a pilot project for the new advising software system, with campus-wide deployment in the fall 2013 semester.

## **11. Parent Association**

A. Description of Unit

- UNM's Parent Association (PA) is free and open to all parents of current students and alumni. The association encourages families to play a supportive role in higher education, promotes initiatives that increase success and services as a forum for parent and student networking. The association awarded its first scholarship during the 2009-10 academic year.

B. Major Activities Started or Continuing AY 2011-12

- Primarily a lot of dysfunction, along with executive and board member resignations. Movement of the PA from Student Services, to Enrollment Management, and finally to the Curriculum within the Provost's Office.

C. Future Plans

- Hire a staff person to support the work of the PA.
- Reform the PA board if possible, or find/form another entity willing to work with UNM in this capacity.
- Transition the unit back to Student Services.

## **12. Provost's Liaison to IT Services**

A. Description of Unit

- Coordinate IT matters involving all aspects of academic technology within the Provost's Office and across the academic units at UNM.

B. Major Activities Started or Continuing AY 2011-12

- Held weekly meeting with Deputy CIO, Moira Gerety, in an effort to better coordinate with UNM IT.
- IT Summit – worked with Senior Provost, Mike Dougher, to put this summit on, in an effort to smooth relations with various units across campus and UNM IT.

- iTunes Steering Committee – participated in meeting to the point that we got this project moving in the right direction. We should have an iTunes U presence by in the fall, with some content provided by the Provost’s Office.
- Worked to hire IT Academic Liaison, Stephen Burd, in the Provost’s Office, and align him with various IT-related committees on campus.

C. Future Plans

- IT Summit – Work with the Educational Advisory Board to provide a moderator for the next fall 2012 summit. Meet with IT personnel and others academic units in order to obtain buy on a way forward for academic IT.
- Work closely with faculty senate and others on campus to review the teacher evaluation instrument (currently IDEA), with the goal of possibly moving to a system that produces more useful data.

**State of Enrollment Management**  
*Submitted by Associate Vice President Terry Babbitt*

**1. Description of the Division of Enrollment Management**

The Division of Enrollment Management includes several units providing enrollment services directly supporting student success. Additional tasks supported from the Academic/Student Affairs and Research Board of Regents committee: building faculty strength, providing a clear picture of student costs, Honors College, attracting high-achieving students and UNM's role in fixing K-12 problems.

The Office of Admissions recruits new freshmen, transfers and non-degree students. They also process admission applications and credentials for these students plus graduates and students readmitted to the university among others. They receive 30,000 applications and communicate with 100,000 prospective students annually.

The Financial Aid Office processes applications/awards for federal and state aid as well as maintaining regulatory requirements and rigid administration rules to ensure UNM students receive financial assistance. They also administer scholarships and conduct financial aid outreach. The office received 37,000 financial aid applications and distributed more than \$270,000,000.

The Office of the Registrar manages the student registration system and academic records including course scheduling, catalogue production and maintenance, graduation certification, transfer course articulation, degree audit system, grade processing, transcript administration and athletic certification. More than 55,000 transcripts are produced for current and former students.

Veterans Resource Center provides support to prospective and current student Veterans interested in attending UNM and other institutions. The VRC has been awarded national support from competitive grants like VetSuccess and prestigious recognition from *Military Friendly Schools*. The center assists over 1,000 veterans and dependents.

The Enrollment Management Reporting Team provides strategic and regulatory student data including extensive enrollment, persistence and completion information for dashboards and other internal and external uses.

One-Stop enrollment services located in Mesa Vista Hall North and the Communication Center provide students with a true "one-stop" experience focused on customer service with little or no wait for personal assistance and on-line chats for virtual access. The areas had 25,000 visits in person, responded to 136,000 phone calls and conducted 20,000 live chats last year.

The division employs 110 staff and 45 students with a budget of \$5,700,000.

## **2. Major Activities of AY 2011-2012**

Enrollment Management goals were identified from the Regents Academic/Student Affairs and Research Committee work plan.

### **Goal 3 – Understand full picture of student expenses**

Amount of financial assistance available, on average

Student work income available, on average

Lottery Scholarships: what are the benefits and options to consider?

Results: Throughout the fall and spring semester, EM provided hundreds of charts, graphs and illustrations describing the student expense variables clearly representing the various financial assistance and sources with differentiation and explanation of the complex gift aid, student loan and institutional financial aid impact. Effective participation on the Tuition and Fee Team resulted in approval of the Provost academic budget and contribution to institutional need-based aid.

### **Goal 9 – Attracting high achieving in-state and out-of-state students**

Quality/Value

Results: Key data elements were detailed by Enrollment Management for the Honors College Task Force that supported the initiative by describing the recruitment need and value for an Honors College to attract top students. Also, EM has initiated a proposal to shift resources from recruiting certain groups of very expensive students such as nonresident National Hispanic Scholars and a large number of Bridge Scholarship students with lower academic profiles to stronger performers on the ACT and SAT from New Mexico. The shift of emphasis has not cost UNM recognition as we will have the largest group of National Merit Finalists in our history on campus this fall.

In addition, the following student success and enrollment initiatives were priority goals for Enrollment Management units:

- A. Develop and implement strategy to meet UNM enrollment goals.
- B. Update student persistence data to support the student success initiative.
- C. Communicate extensively with current beginning freshman cohort on general terms of registration dates, reminders, tips for assistance.
- D. Evaluate financial aid leveraging opportunities for neediest students to prevent drop out.
- E. Develop proposal for meaningful student employment experience – across campus.
- F. Recommend restructure of institutional merit scholarships to increase high ability student matriculation.
- G. Enroll 1,100 in Veterans or dependents on educational benefits (fall 2011).
- H. Enhance efforts to recruit and graduate transfer students.
- I. Plan continued implementation of admission requirement enhancements with emphasis on addressing concerns of the fourth college preparatory math requirement.

- J. Support international recruitment initiatives.
- K. Develop academic coaching strategy for broad implementation.

The most impactful accomplishments for the 2012 academic year include Enrollment Management's contribution to identifying student success challenges, confirming many of those impediments through data and acting in support of initiatives to improve student outcomes. Examples include introducing the academic coaching concept; communicating with the freshman cohort to improve return rates; advocating for need-based financial aid to improve student performance; and collaborate and support other Provost initiatives to enhance student success. Also, Enrollment Management provided major support in creating the Provost's Dashboard.

### **3. Future Plans**

Several goals will continue in the 2013 year including student success, providing a clear picture of student costs, and attracting high achieving students from the ASAR work plan and enrollment planning that maximizes the input and output components of the state funding formula. EM is heavily involved in student credit hours completed and all three categories of outcome incentives. EM's 2013 goals were constructed with these enterprise wide priorities in mind. In addition to the ongoing responsibilities associated with continuing initiatives, EM 2013 goals include the following high impact strategies that will positively influence the broader University and specifically student success.

- A. Develop and implement plan to meet UNM enrollment goals.
- B. Implement meaningful student employment experience.
- C. Support *Foundations of Excellence* first-year initiative.
- D. Implement strategy to maximize merit-based aid to increase the matriculation of high ability students.
- E. Utilize need-based aid to improve student success.
- F. Enroll over 1,200 Veterans or dependents on benefits in the fall 2012 semester.
- G. Upgrade the existing degree audit tool to improve the student academic pathway.
- H. Develop the next phase of improving admission requirements.

The division will also be enhancing current tools that assist in University strategic enrollment planning that include enrollment models that include "smart growth" variables such as distance education, course levels and retention. Scenario planning is included that can distinguish funding levels in workload calculations. This predictive modeling will be integrated with school and college planning as well.



**State of the Division of Equity & Inclusion**  
*Submitted by Vice President Jozi De Leon*

**1. Description of the Division of Equity & Inclusion**

The Division for Equity and Inclusion was created to strengthen organizational capacity to serve UNM's diversity by leading efforts that address diversity, equity and inclusion and build sustainable partnerships to connect the work being done across the University. The Division must build partnerships to address its work focused in three main areas: advancing the academic enterprise, increasing student success and promoting a healthy and inclusive campus climate. DEI accomplishes its major goals in the following manner:

A. Advance the Academic Enterprise through inclusive Excellence

- Works with various entities to incorporate diversity in curricular and co-curricular activities.
- Works with Deans, department chairs and search committees to continue to diversify the faculty to enhance inclusive excellence in teaching, research, service and outreach.
- Research faculty issues to determine appropriate faculty-oriented goals.
- Support faculty through various initiatives.

B. Foster Student Success

- Since a large number of underrepresented students begin their postsecondary education at 2 year institutions, DEI works with others to ease the transfer of underrepresented students.
- Works with K-12, PED and other community groups to ensure the graduation and college readiness of underrepresented students.
- Works with UNM entities to ensure that underrepresented students are retained and graduate.
- Works with various entities to address disparities in student success (i.e., Men of Color Initiative, underrepresentation of students of color in graduate programs, underrepresented students and females in STEM, etc.).

C. Promote a Healthy and Inclusive Campus Climate

- DEI provides opportunities for creating greater understanding through workshops, training, dialogues, talking circles, forums and town halls.
- Hate/bias incidents are received, responded to and reported as required by the Clery Act.
- The Division collects, reviews, analyzes and reports data on University diversity and its implications in achieving equity and inclusion.

D. Units Reporting to DEI

- ENLACE, Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Resource Center, Office of Equal Opportunity.

E. Personnel

- Jozi De Leon, Ph.D., VP, Equity and Inclusion – Full-time.
- Lorena Blanco-Silva, Unit Administrator – Full-time.
- Chalane Lechuga, Ph.D., Research Associate – Full-time.
- Sonja Robinson, Graduate Assistant (20 hours).
- Christopher Ramirez, Graduate Assistant (10 hours).

F. Budget

- \$324,284 (Office of the VP for Equity and Inclusion only).

**2. Major Activities of AY 2011-2012**

- A. Wrote a plan for the recruitment and retention of African American students and worked with African American Student Services to implement the plan (Student Success).
- B. Established and funded the Students on Becoming Outstanding Learners (SOBOL) Program for African American students through Africana Studies (Student Success).
- C. Funded Distinguished Speaker Series in African Studies featuring five Caribbean Writers & Scholars (Building faculty strength).
- D. Worked with Alumni Association, African American Student Services and Africana Studies to establish the Black Alumni Association, the first alumni association for alumni of color.
- E. Co-chaired Provost's Diversity Council charged to develop a Diversity Plan (Academic Plan).
- F. Published an electronic Diversity Report Card (Assessment).
- G. Worked with Provost and Deans on hiring faculty from underrepresented groups (Building faculty strength).
- H. Wrote and serve as Principal Investigator for the Lumina "Unidos" Project on Latino Student Success funded at \$600,000 over four years (K-12 issues).
- I. Completed transfer study and established transfer committee with various partners across campus (Student Success).
- J. Completed study of faculty attrition and retention over last 10 years (Building faculty strength).
- K. Held two Women of Color Faculty meetings, one each semester (Building faculty strength).
- L. Held American Council on Education Women's Leadership Network for New Mexico meeting in conjunction with the NMHEAR Conference.
- M. Established Men of Color Initiative to address access and success of underrepresented male students at UNM (Student Success).
- N. Held a very successful Diversity Celebration and Fundraising Event in partnership with the White Privilege Conference organizers and invited Angela Davis as Keynote Speaker; 500 people attended the event.
- O. Worked with faculty senate to select and support two Diversity Post-Doctoral fellows (Building faculty strength).
- P. Completed a study on the needs of international students to better understand how to integrate their needs into DEI mission (Student Success).

### **3. Future Plans**

- A. Expand outreach and support to faculty.
- B. Work with others to incorporate, structure and expand faculty mentoring.
- C. Continue underrepresented faculty recruitment and retention efforts.
- D. Work closely with the Diversity Council.
- E. Build and expand collective impact through connections with Lumina “Unidos” Project partners and improve Latino student success in high school and their transition to college with the goal of increasing the number of degrees attained by Latino students.
- F. Establish University-wide equity goals through Equity Scorecard.
- G. Assess campus climate through a survey.
- H. Strengthen and create leadership and other opportunities for women.
- I. Work with partners to implement existing diversity plan developed by the Diversity Council.
- J. Work with faculty on diversity requirement in common core.
- K. Apply and receive funding for the Men of Color Initiative.
- L. Integrate international students in DEI work.

**State of Extended University**  
*Submitted by Vice Provost Jerónimo Domínguez*

The following is provided in response to the request for information for the Provost's report on the State of Academic Affairs.

Extended University's (EU) activities are most closely aligned with the task categories: Student Success, Building Faculty Strength, and Academic Plan.

**1. Description of Extended University**

Extended University (EU) was established in the fall of 1999 and charged with the responsibility of comprehensively managing UNM's distance enterprise. EU operations launched in January 2000, taking primary responsibility for online courses and programs, Interactive Television, face-to-face instruction at centers located at UNM's Branches and several community colleges, Correspondence, as well as Summer School, Evening & Weekend Degree Programs (EWDP), and Intersession. While EU's business plan initially emphasized the offering of upper-division and graduate courses, it has always facilitated delivery of a variety of lower-division courses and efforts in this domain are expanding with the application of EU-hosted technologies to break through the limitations of time and place for traditionally taught classes. The majority of students enrolling in EU-facilitated offerings are main campus students taking online courses and courses supported in Evening Weekend Degree Program (EWDP), Intersession, and Summer School. Collectively, EU through all of its delivery modalities was responsible for over 100,000 SCH of the almost 700,000 SCH generated at UNM during AY 2012. EU provides core IT (Information Technology) services for UNM's academic community as well as interactive and information technology for both the physical and virtual classrooms. EU IT units support all of the Albuquerque campus colleges, UNM Extended University Bachelor and Graduate Centers and all UNM branches. These initiatives include the institution's enterprise learning management system, Blackboard, managing all technical and user support associated with this system. EU also oversees the Testing Center.

A. The major goals of EU include:

- Contribute to improved retention and graduation rates and time-to-degree.
- Increase transfer rates.
- Develop articulation agreements and 2+2 programs with community colleges.
- Provide access to UNM courses and degrees throughout New Mexico and beyond.
- Develop comprehensive summer offerings, including face-to-face and online opportunities.
- Contribute to increasing UNM's overall enrollment growth and SCH production.
- Focus on improving the overall quality of EU's offerings.
- Improve customer satisfaction of both faculty and students.

B. EU's AY 2012-2013 budget includes:

- \$7.7 million - Operational expenses.
- \$3.0 million - Summer School, Intersession, EWDP instructional dollars.
- \$11.3 million - Base funding for academic units.
- EU employees number 72.75 FTE, 35 graduate and undergraduate student employees, and over 30 on-call employees. EU maintains a technology infrastructure that supports its online and ITV environments.

## **2. Major Activities of AY 2011-2012**

A. During AY 2011-2012 EU focused on:

- Developing a variety of online courses and programs (over 749 online sections were offered.).
- Implementing a performance-based incentive model for academic units.
- Expanding 2+2 relationships with independent colleges.
- Making progress towards increasing the number of degree programs.
- Launching the enterprise learning management system upgrade project, requiring a significant architectural shift from the existing learning management system. This is an institutional IT two-year implementation project that supports stakeholders across all colleges and all campuses and branches.

## **3. Future Plans**

A. EU's plans for the future include the following goals:

- Continue to invest in its technology infrastructure and in emerging technologies, enhancing web-based services within the virtual learning environment to include expanded collaboration tools.
- Expand research and development activities which identify and test new and emerging technologies and teaching strategies to improve the overall quality of course development and support and training for faculty.
- Staff a comprehensive online student support department focusing on new students and student success.
- Continue to partner with Enrollment Services to provide a "one-stop shop" concept.
- Continue to partner with UNM's Library and the Center for Academic Program Support (CAPS) for improved faculty and student support services.
- Establish a closer partnership with the Office of Graduate Studies to support development of future online faculty.
- Expand faculty initiatives, supporting research-based pedagogical best practices in online course quality standards and in the use of technologies to support effective teaching and learning.
- Develop programs globally, initially focusing delivery to students in Mexico, Spain, South America, and India in the fields of Chicano/Hispano/Mexicano Studies, Organizational Learning and Instructional Technologies, Education, and Engineering.

- B. Future initiatives include EU partnering with several schools and colleges, notably, the College of Education (COE), the College of Arts & Sciences (A&S), and the School of Engineering (SOE), in creating access to UNM's courses, degree programs, and the development of certificate programs for international students. EU will continue to focus on creating access to courses that are over-subscribed, as well as high-dropout and gateway courses. Additionally, EU will work to provide access for both traditional and non-traditional students during convenient hours through the EWDP. The summer experience will be developed to create access to courses that will attract new students and assist current students in maintaining financial aid and in making progress towards completing their degrees on time. Extended University also understands that technology has an impact on retention and graduation. Classrooms and learning spaces that are equipped with innovative teaching and learning technologies are essential to impacting student learning and success. Collaborative learning is necessary and adds value to the educational experience of students. EU is committed to ensuring that faculty and students have access and support to the most current and innovative academic teaching and learning technologies. With the advancement in "free" courses at other universities, UNM must also look at how to be a player in this arena.
- C. EU has a track record of effective marketing and this capability will be directed to reach new student populations across the state and beyond while supporting UNM's mission of retention and graduation. In addition, EU Marketing will work collaboratively with all academic departments and service units to effectively brand the University following the standards established by UNM's Strategic Communication Department.

#### **4. Post Script: Remaining Competitive in Today's Higher Education Environment**

- A. Distance Education, specifically online courses and programs, has changed the culture at institutions of higher education. While the campus experience is important to many students, particularly traditional students 18-22 years in age, family/work responsibilities or lifestyle cause a growing segment of students to require their institution of higher education to provide greater flexibility and convenience in the path towards a degree. Also, in rural states such as New Mexico, many students are unable to attend classes at the main campus, or do so only with great difficulty. Increasingly wholly online and web-enhanced classes are responding with solutions. Job, family or financial obligations, or the choice to stay close to home now require institutions of higher education to reach out to these students and make courses and services available to them where they live.
- B. Review of UNM's history confirms a long standing commitment in creating access to UNM degrees and courses at a distance. Over the past ten years over 1,300 students have been able to earn Bachelor and Master's degrees close to home. The University is well positioned to continue and increase this record of success, with judicious investments in infrastructure, academic planning, and faculty/student support services. This recommendation is borne out in *The Innovative University, Changing the DNA of Higher Education from the Inside Out* (Christensen and Eyring, 2011). The authors clearly point out that online education is now an essential part of the culture of higher education.

Progress towards improving graduation and retention rates is going to be positively or negatively affected by whether or not an institution responds appropriately. The environment of higher education is changing. Institutions such as MIT, Stanford, the University of Washington, Harvard, are making their content available to everyone, free, online; iTunes is changing the way colleges and universities put their content online; and, cloud computing is the present, not the future. UNM's remaining competitive requires building more wholly online degree programs, effectively supporting faculty and students, and marketing the institution as a modern University responsive to the students of today and tomorrow.



## **State of International Initiatives**

*Submitted by Associate Provost Natasha Kolchevska*

### **1. Description of the Division of International Initiatives**

The Associate Provost for International Initiatives (AII) oversees three UNM units:

The Office of International Programs and Studies (OIPS) has 3 units. The first unit is the Global Education Office, or GEO, which facilitates UNM study abroad. The second unit is the International Scholar Services, or ISS, which works with incoming students and scholars. Finally, the third unit is the Center for English Language and Culture, or CELAC, which is responsible for English language programs for international students. There are currently 15.99 FTEs in OIPS. The I&G budget for OIPS w/o CELAC during the 2012-2013 year is \$374,070. Additionally, CELAC's budget is \$553,100 but it is largely self-financed.

The Latin American and Iberian Institute (LAI) coordinates numerous teaching and research projects that focus on Latin America and the Iberian Peninsula; awards student fellowships and provides funds for faculty and curricular development, as well as working with OIPS to identify and assist with student exchanges and faculty-led initiatives. The Latin American and Iberian Institute consists of 11.3 FTEs, and has an I & G budget of \$890,389 for 2012-2013.

The Spanish Colonial Research Center (SCRC) works in partnership with the National Park Service to facilitate research on Spanish Colonial Heritage sites in the state, the region, and internationally. The SCRC consists of 4.0 FTEs, and has an I & G budget of \$196,042 for 2012-2013.

The office of International Initiatives also supports a 0.5 FTE administrative assistant.

### **2. Major Activities of AY 2011- 2012**

#### **A. Study Abroad**

- The AII has overseen the creation of a new office that combines the study abroad resources of OIPS and LAI. Housed in OIPS, the GEO (Global Education Office) has purchased and implemented a new software program—Terra Dotta—that simplifies the application process for students and tracks all data related to study abroad programs through OIPS.
- In addition, the AII has constituted several new faculty/staff committees:
  - The Study Abroad Allocations Committee (SAAC) reviews proposals for the allocation of funds (\$147k in 2011- 2012) for faculty-led programs;
  - The Study Abroad Health and Safety (SAHS) committee advises the AII on UNM policy 2710 and other matters related to student safety, health and travel warnings. Regent's goals: 1, 2, 3, 9.

#### B. Recruitment of International Students

- In spite of the lack of any dedicated resources, the AAII has promoted the importance of international students in UNM's overall academic mission to Deans and Regents; met biweekly with staff from OIPS and Enrollment Management to clarify admission standards and other best practices; secured \$100 thousand to fund an international recruitment effort which, while only a small portion of what is needed for a successful effort, is a step in the right direction. Worked with LAII Director Tiano and staff, VP Torres, and Mexican Consul Ibarra to develop strategies for recruiting and supporting students from Mexico and other parts of Latin America, including students from Brazil's Science without Borders and the CON AHEC consortium. Regent's goal: 9.

#### C. Faculty support

- The AAII has provided support and communication for faculty with ideas and projects for study abroad and increasing student recruitment. There is a list-serve with contact information for about 400 faculty members with international interests. For the first time in several years, there will be an international component to the new faculty orientation, as well as other information-sharing and de-briefing opportunities for experienced and new international faculty to get together. Regent's goal: 2.

#### D. Dual degrees

- We continue to develop dual or joint degree graduate level programs with our international partners. Regent's goals: 6, 9, 11.

#### E. Memoranda of Understanding

- We are currently developing a registry and guidelines for generating and renewing MOU's with international partners.

### 3. Future Plans

A. Organize a summit on international initiatives in fall 2012 with 2 outside speakers who will address and help the faculty—through a series of workshops—develop a vision for international efforts.

B. Incentivize faculty participation in international student recruitment by providing per diems to faculty to engage with current and potential feeder schools when they are abroad.

C. Incentivize students to participate in exchange programs at schools where we have imbalances (more international students coming to UNM than going out) by awarding a larger proportion of Regent's scholarship funding to those students; restore cuts to Regent's scholarships.

D. Work with community organizations (Hispano Chamber of Commerce, Albuquerque Visitors Bureau, etc.) and businesses to identify and move forward on cooperative projects.

#### E. Long Term

- Mission statement:
  - Develop a mission statement on global education as it is reflected in UNM's teaching, research and service activities. Regent's goals: 2, 6.

- Study Abroad:
  - Work closely with the SAAC to continue to improve the academic content of UNM's study abroad programs so that they reflect learning goals that are consistent with UNM's academic mission. Regent's goals: 5, 6, 7, 8, 9.
- Recruitment:
  - Work with President Frank's new Assistant for Global Education to develop and implement a comprehensive international student recruiting strategy. Regent's goal: 9.
- Faculty:
  - Involve faculty in both international student recruitment and development of a comprehensive global curriculum. Regent's goals: 2, 7.

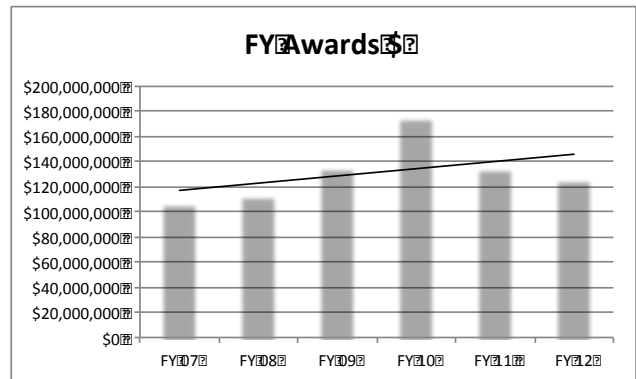
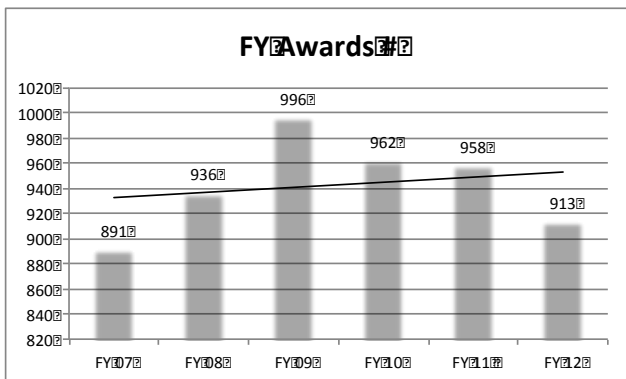
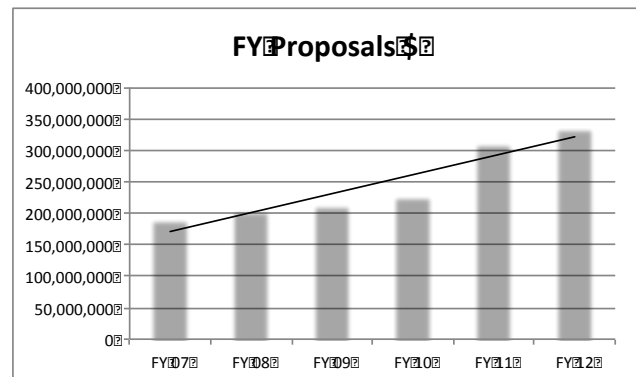
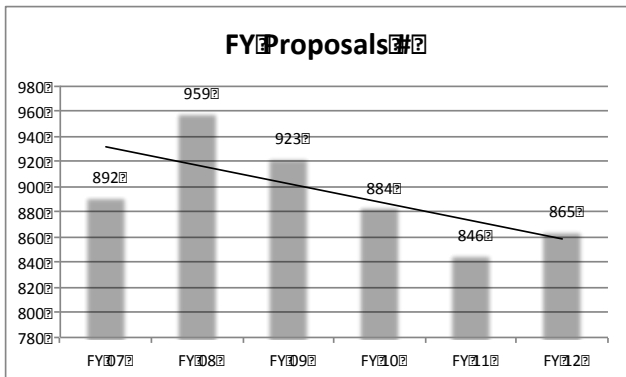
**State of the Office for Research & Economic Development**  
*Submitted by Interim Vice President John McGraw*

**1. Description of the Office for Research and Economic Development**

The Office of the Vice President for Research is responsible for the Main Campus administration of: the F&A budget; faculty research initiatives and services; national lab relations, federal relations on research activities; industrial and economic community outreach; pre-award services; Main Campus research administration & compliance staff; and direct-report centers, institutes and programs.

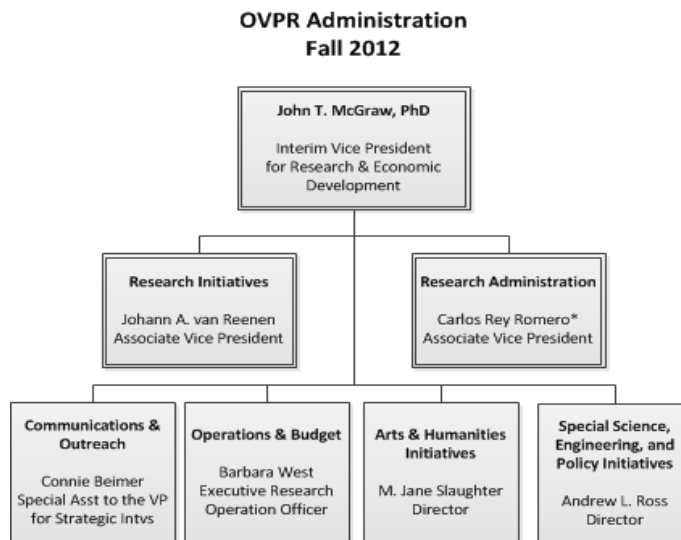
In regard to the budget, this was a record year for F&A Expenditures at \$22,129,896 for Main and Branch Campuses. Main Campus revenue was \$21,787,041. Operational expenses are broken down as follows: Pre-Award 22%, VPR Operations 21%, Post-Award 19%, STC Patent and Operating Costs 12%, Compliance 9%, Research & IP Legal Services 7%, Banner Tax & Annual Leave 3%, Electronic Research Administration 2%, and Federal Priorities 1%.

**A. Proposals & Awards AY 2007-AY 2012**



## B. Personnel

- Dr. Julia Fulghum formally stepped down as Vice President for Research & Economic Development on May 31, 2012.
- Johann van Reenen, Associate VP for Research Initiatives served as acting vice president effective June 1, 2012 thru July 15, 2012.
- Dr. John T. McGraw, Professor of Physics and Astronomy, was appointed Interim Vice President for Research & Economic Development effective July 16, 2012. During the interim period, Dr. McGraw will be responsible for the administration of the Main Campus research enterprise and will work closely with UNM leadership in guiding institutional strategic planning for research, outreach and sponsored program development.
- Please refer to the abbreviated organizational chart below for an overview of the OVPR senior administration.



\*Dual Report to University Controller

## 2. Major Activities of AY 2011- 2012

The activities outlined below were started under the administration of Dr. Fulghum and have been completed or will continue during the interim period.

Activity	Short Description	Alignment w/ ASA&R Task	Status
Overview of the Office of the Vice President for Research 2008-2012	Was a comprehensive report that outlined the operational, financial, and strategic aspects of the OVPR from 2008-2012	Providing a clear picture of the research enterprise	COMPLETED AY11-12
New Proposal Development and Award Guide	The new Proposal Development and Award Guide ( <a href="http://research.unm.edu/frss/index.cfm">http://research.unm.edu/frss/index.cfm</a> ), which provides an overview of all aspects of proposal preparation, submission, compliance, etc. This searchable .pdf is a living document that will be updated as local or federal procedures and policies change. The document is reviewed and update monthly.	Building faculty strength / Providing a clear picture of the research enterprise	COMPLETED AY11-12
Student Hiring on Contracts & Grants	Over the past year the OVPR has actively worked to resolve various issues with student hiring. In particular the OVPR worked with the Office of Graduate Studies to address concerns with the processing of graduate student contracts. The OVPR also drafted charts for PIs, research staff, and students to explain the different mechanisms through which graduate and undergraduate students can be written into proposals and/or hired. A copy of the chart is available at: <a href="http://research.unm.edu/policiesprocedures/unmpolicies.cfm">http://research.unm.edu/policiesprocedures/unmpolicies.cfm</a> .	Student Success	COMPLETED AY11-12
Memorandum of Understanding with Sandia National Laboratories	A formal Memorandum of Understanding (MOU) between UNM and SNL was signed on September 23, 2011. This MOU differs from past agreements in that it has a number of goals for the two institutions to jointly meet. The MOU is available at: <a href="http://research.unm.edu/partnerships/UNM-SandiaMOU911.pdf">http://research.unm.edu/partnerships/UNM-SandiaMOU911.pdf</a> . Over the course of AY 2011 and AY 2012, the OVPR and SNL leadership have actively engaged in further developing the UNM-SNL partnership.	Building Faculty Strength / Student Success	COMPLETED AY11-12
Develop templates to facilitate industry-sponsored research	With STC.UNM and OUC, the OVPR facilitated the development of templates to encourage industry-sponsored research. We now have templates for industry-sponsored research agreements and non-disclosure agreements (NDAs) that can be processed within 5 days with no modifications. PI's will need to develop the budget and scope of work in collaboration with their industrial partners, but other aspects of negotiations should be simplified if these templates are used as a starting point. The templates are available at: <a href="http://research.unm.edu/business/">http://research.unm.edu/business/</a> .	Building Faculty Strength	COMPLETED AY11-12

Debt Payment for AY 2012	The OVPR maintained a balanced budget and continued reducing the debt to remain on schedule to eliminate the debt by AY 2015.	Providing a clear picture of the research enterprise	<b>COMPLETED</b> AY11-12
Implementation of CayuseSP Proposal Management Software	After a multi-year transition Main Campus is well on its way to effectively utilizing electronic Research Administration (eRA) to facilitate proposal submission, award tracking and research compliance. The eRA Manager is leading the implementation of Cayuse and enhanced reporting and tracking of research metrics. Cayuse424 has been used for proposal submissions on the main and branch campuses since March 2010. The system has reduced time and the paper work required for proposal submission, and facilitated proposal development through the creation of a central portal.	Building Faculty Strength	<b>PROGRESS MADE</b> <b>CONTINUING</b> AY12-13
Expansion of Graduate Student Funding Initiative	<p>An ongoing service to graduate and professional students to provide assistance with all aspects of preparing proposals.</p> <p><u>2012 Spring and Summer Registrations:</u></p> <p>209 students registered for 1617 sessions</p> <p>173 students participated in 822 sessions</p> <p><u>Certificates Awarded:</u></p> <p>Summer 2012: 49 total certificates awarded to 41 individuals</p> <p>Spring 2012: 26 total certificates awarded to 19 individuals</p> <p>Fall 2011: 57 total certificates awarded to 44 individuals</p>	Student Success	<b>PROGRESS MADE</b> <b>CONTINUING</b> AY12-13
Main Campus IRB Bottlenecks	IRB proposal processing remains an on-going concern. With input from certain Main Campus deans the OVPR began to address faculty concerns with IRB bottlenecks. The OVPR worked with the Human Research Protection Office (HRPO) to increase assistance and training opportunities for faculty and students who need IRB approval. The OVPR is aware that significant additional effort is required, particularly given the large number of new faculty who will arrive in AY 2013.	Building Faculty Strength	<b>PROGRESS MADE</b> <b>CONTINUING</b> AY12-13



Evaluation of the future of research space and infrastructure on Main Campus and the Science & Tech Park	Throughout AY 2011-2012 the OVPR has actively met with researchers to discuss current research space and infrastructure issues on Main Campus and Science & Technology Park. Through the OVPR's involvement in the campus Space Allocation Committee a broader discussion has been initiated to begin addressing the issue.	Building Faculty Strength / Providing a clear picture of the research enterprise	PROGRESS MADE CONTINUING AY 2012-2013
K-12 STEM Outreach	In early 2012, the STEM Education Outreach Programs Director, Karen Kinsman, was asked by the VPR's office to assist in the coordination of a UNM STEM Initiatives Project. The UNM STEM Initiatives Project Work Group was convened to identify ways that UNM, as a cohesive community and as New Mexico's flagship institution of higher education.	Define UNM's role in fixing K-12 problems	PROGRESS MADE CONTINUING AY 2012-2013

### 3. Future Plans

The activities below are the next phase of continuing project or new initiatives planned for Academic Year 2012-2013.

Activity	Short Description	Alignment w/ ASA&R Task	Period of Work
Extend Coverage of FRSS Service to Fine Arts & Humanities & Social Sciences IRB	The OVPR will expand the duties of FRSS to include a dedicated member to assist research efforts in the College of Fine Arts to duties in the College of Education and Student Services. A Professional Intern was hired to assist with Graduate Student and Main Campus IRB.	Building Faculty Strength / Student Success	SUMMER/FALL 2012
Finalize the implementation of CayuseSP Proposal Management Software	During the Fall 2012 semester the implementation of CayuseSP is completed. The transition timeline is being developed to move from Cayuse424 to CayuseSP. Once activated, training space is identified and training dates will be set up to allow principal investigators and research staff to train on the new system.	Building Faculty Strength	FALL 2012
Establish Main Campus IRB Committee	The OVPR will coordinate the establishment of a Main Campus IRB Committee to review certain cases directly and prevent delay of student research, especially in the Arts & Humanities	Building Faculty Strength	FALL 2012
Explore establishing bridge funding for research assistantships	The OVPR will begin to explore developing a plan to establish bridge funding for research assistantships on Main Campus. Under this system the OVPR would be a guarantor on the funding graduate students during contract and grant funding gaps. Such a system would ensure continuation of contracts for students and eliminate repayment issues in OGS.	Student Success	FALL 2012
Chemical Safety Re-Design	The OVPR will continue to participate in the on-going discussion with Safety & Risk Services to enhance the safety of chemical use on campus. In particular, the OVPR has been tasked with coordinating the discussion on the establishment of "... clear points of authority and oversight and communication with a hierarchy of accountability	Building Faculty Strength / Student Success	FALL 2012

Maximize FRSS & Pre-Award coordination in support of faculty research	Increase outreach and training initiatives on campus to ensure success and assist new faculty with proposal development/support. This will ease administrative burdens for new faculty and provide support for principal investigators.	Building Faculty Strength	FALL 2012/SPRING 2013
Expansion of Graduate Student Funding Initiative	The GSFI will continue offering traditional classroom sessions and also offer a new series of online trainings for interested graduate students.	Student Success	FALL 2012/SPRING 2013
Evaluation of the future of research space and infrastructure on Main Campus and the Science & Tech Park	The OVPR will work with the Provost's Office and the Office of Planning & Campus Development to organize a clear strategy addressing research space and infrastructure issues. The strategy will align with larger discussions related to the UNM Master Plan and Academic Planning.	Building Faculty Strength / Providing a clear picture of the research enterprise	FALL 2012/SPRING 2013
K-12 STEM Outreach	The UNM STEM Initiatives Project Work Group will continue to expand and strengthen communication among existing STEM efforts on campus.	Student Success	FALL 2012/SPRING 2013
Debt Payment AY 2013	Once again the OVPR plans to maintain a balanced budget and make another debt payment in AY 2013.	Providing a clear picture of the research enterprise	SPRING/SUMMER 2013

**State of the Division of Student Affairs**  
*Submitted by Vice President Eliseo "Cheo" Torres*

**1. Description of the Division of Student Affairs**

The Division of Student Affairs provides student service programs that help enhance learning and living experiences for students at the University of New Mexico. Services and programs are focused on student's needs, educational growth, student success, academic achievement and excellence. The Division provides support services for students of all backgrounds, including first generation, non-traditional and ethnically diverse students.

Estimated total budget for Student Affairs is \$39 million broken down as follows:

<b>Division of Student Affairs Funding Resources 2011-2012</b>		
<b>Funding Source</b>	<b>Amount</b>	<b>%</b>
I&G	\$3,689,509	10%
RPSP	\$661,400	2%
SFRB	\$8,595,805	22%
Contracts & Grants	\$779,300	2%
Self-generated	\$24,226,919	63%
Other Funds	\$574,822	1%
<b>TOTALS</b>	<b>\$38,527,755</b>	<b>100%</b>

**2. Major Activities of AY 2011-2012**

- A. Increased collaboration and coordination for alignment with living and learning communities for student academic success through several initiatives including:
- Dean of Students' new freshmen programs and initiatives and the continuation of the freshman orientations to keep students engaged as they start their academic journey to academic success.
  - Emphasis on STEM to recruit and develop students in the STEM fields.
  - Student Life initiatives, including engaging faculty representation or the Director of Student Housing and Dean of Students searches; increased partnership with Living and Learning Program to expand to be two semesters and have engages two national consultants to review UNM current living and learning community program; continued research on Honors College and facilities/services especially in Student Housing; and reallocated ACC funds to build out Academic Support Center in the Casas del Rio project.
  - Student Services including STEM UP, STEM Gateway and the McNair proposal rewrites.

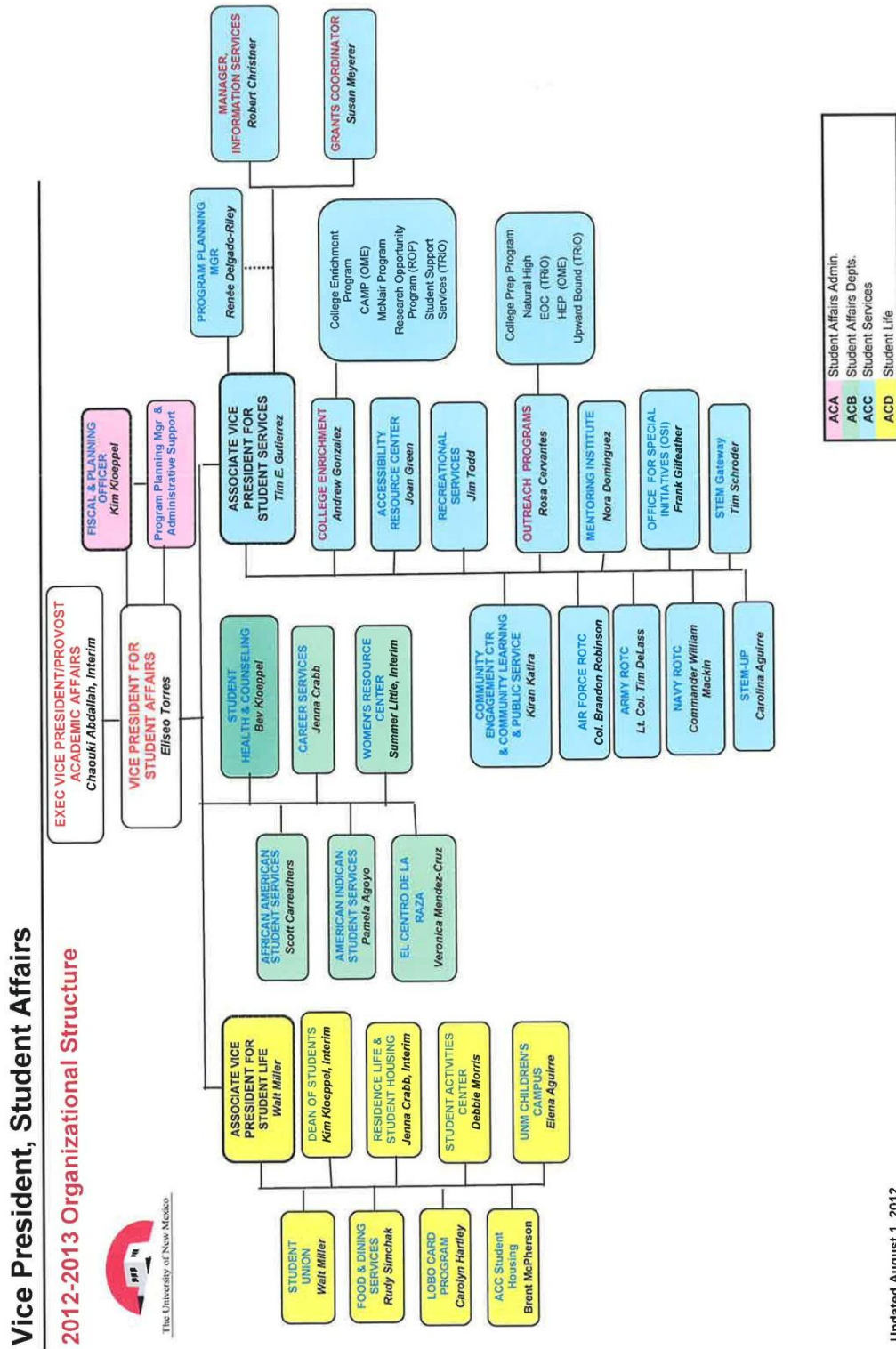
- B. Coordination with UNM Residence Life and American Campus Communities residence halls to provide recommendations for student safety at Lobo Village and collaborative training for UNM Resident Advisors and ACC Community Advisors.
- C. Continued collaboration with University departments for dual-credit, New Student Orientations transfer and non-traditional students and the Graduation Express/Graduation Project initiatives.
- D. Expand College readiness Programs for pre-college students and students entering as UNM freshmen.
- E. Develop and establish a residential campus community master plan for student housing and dining services and collaborate with Honors Program plan.
- F. Continue to grow the community learning and public service programs in order to meet additional student enrollment from commuter to residential campus community.

### **3. Future Plans**

The following future initiatives focus on student success, building faculty strength, providing a clear picture of the research enterprise, Honors College, and defining UNM's role in fixing K-12 problems, which are in line with the ASA&R Board of Regents committee priorities.

- A. Expand Children's Campus for early Education for students with children.
- B. Develop the site architecture and design plan for the proposed Recreational Center and Student Health and Counseling Center, and possibly combining both projects into a Wellness Center.
- C. Develop the Cornell Mall and Smith Plaza for student-centered programs.
- D. Develop outdoor recreational student activities venues.
- E. Plan and develop the Phase II expansion for the Student Union Building.
- F. Re-engage the renovation of Mesa Vista and Student Services facilities.
- G. Complete the searches for the Dean of Students and Director of Campus Housing.
  - Note: Because of the doubling of residential students, the completion of the above-mentioned projects is essential.

#### 4. Organizational Chart



Updated August 1, 2012