

# Office of Academic Affairs

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*State of Academic Affairs*

*Fall 2013*

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# Table of Contents

Introduction_____	3
State of Anderson School of Management_____	6
State of the School of Architecture and Planning_____	10
State of the College of Arts and Sciences_____	15
State of the College of Education_____	18
State of the School of Engineering_____	26
State of the College of Fine Arts_____	32
State of Graduate Studies_____	38
State of the Honors College_____	42
State of the School of Law_____	46
State of the School of Public Administration_____	50
State of University College_____	54
State of University Libraries_____	59
State of Academic Administration_____	64
State of Academic Personnel_____	68
State of Curriculum_____	71
State of Enrollment Management_____	85
State of the Division of Equity and Inclusion_____	89
State of Extended University_____	92
State of International Initiatives_____	96
State of the Office for Research and Economic Development_____	101
State of the Division of Student Affairs_____	107

# Introduction

## Charge

The 2013 State of Academic Affairs Report is the second collection of updates on the state of affairs from the main campus college deans, office of Academic Affairs and the vice presidential areas within the University of New Mexico (UNM). The respective leaders were charged with providing a brief description of their units, including information on function, budget, and personnel, major activities of Academic Year 2012-2013 (AY 2012-13), and plans for the future.

This report is intended to provide a clearer picture of the contributions of these units to:

1. Student Success
2. Building Faculty Strength
3. Providing a clear picture of students costs
4. Providing a clear picture of the research enterprise
5. Assessment
6. Academic plan
7. Recognizing and providing incentives for excellent teaching
8. Honors college
9. Attracting high-achieving students
10. Define UNM's role in assisting K-12 institutions
11. Achieving the UNM 2020 academic goals

The University of New Mexico, as a public, doctorate-granting, very high research activity university, is facing a number of challenges in trying to fulfill its multiple missions to its students, their parents, its faculty, the citizens of the State of New Mexico, and the community at large. Most of these challenges are not unique to UNM, and while some have been with us for a while, recent economic pressures are leading us to re-examine our functions, if not our mission. While the demand for college education and degrees has never been greater, the iron triangle of access, quality, and cost continues to challenge and limit our ability to deliver on our mission. It was said well by Frank Bruni in *The New York Times*, when he wrote, “We must make college practical but not excessively so, lower its price without lowering its standards and increase the number of diplomas attained without diminishing not only their currency in the job market but also the fitness of the country’s work force in a cutthroat world.” This last point bears repeating. It is no longer sufficient to graduate more students; we must make sure that they possess key

information-processing competencies. We then have a new challenge: to do better at measuring what we teach and at imparting key information-processing competencies.

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



# Academic Colleges

## State of Anderson School of Management

*Submitted by Dean Douglas Brown*

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

Anderson is an AACSB (Association to Advance Collegiate Schools of Business) accredited school, last accredited in March 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 Bachelors of Business Administration (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 in collaboration with other UNM schools and departments, such as fine arts, law, pharmacy, and nanoscience. 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 48 tenured and tenure-track faculty, 8 full-time lecturers, a cohort of between 20 and 30 adjunct faculty (or "professional faculty" as we like to call them), and approximately 37 supporting staff. Most academic disciplines are maintaining ratios of "participating faculty"—an AACSB designation that includes all full-time tenured and tenure-track faculty, as well as lecturers—that are in excess of required accreditation guidelines, but there are spot deficiencies and an overall ratio of 70.71% (down from 73.25% last year), which falls short of the AACSB minimum of 75%. The Hiring Plan submission for 2014-2015 is designed to bring us back into compliance. Anderson's Instruction and General (I&G) budget for AY 2014-15 is \$10.4 million with salaries accounting for 95% of total expenses.

### **2. Major Activities of AY 2012-13**

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

- A. In June 2013, Anderson completed the design competition for a new building with the selection of an architect. Interior space needs were identified and the focus shifted to solidifying the site selecting and proceeding to a preliminary architectural drawing. The elevation of the process allowed Anderson to begin raising funds. An early fundraising goal, which was set at \$1.5 million, was exceeded. Over \$2 million in funding have already been raised.

- B. While graduation and employment rates will not be known until Fall 2013, Anderson worked to maintain metrics of graduation rate (91%), MBA employment rate (94%), and undergraduate diversity (which already mirrors the metro population).
- C. A formal mentoring program was initiated to augment student success. That program spread to the Alumni Association, and the response was encouraging.
- D. A goal to achieve an Executive MBA new enrollment of 60 students was not reached. The estimated enrollment is no more than 35. This shortfall led to a re-alignment of duties and departmental re-structuring to put Anderson in position to return to 60 or more EMBA enrollees in the near future.
- E. To encourage research, a program was initiated to provide tangible recognition and rewards for new work. Each new Peer-Reviewed Journal publication of AY 2012-13 was circulated and celebrated throughout Anderson. Also, a compilation of Anderson's published research in AY 2011-12 was gathered in a bound volume that is on display in the reception area.
- F. Several efforts related to Anderson's goal to develop additional interdisciplinary programs were accomplished or in development: a course in Oil and Gas basics was scheduled for Spring 2013; curriculum for an Arts Management course was under development; and, finally, a PhD program in Management of Technology, in concert with the School of Engineering, was in the early stages of development.
- G. Other significant accomplishments:
- Anderson produced and distributed specific requirements for faculty promotion, tenure, and junior faculty mentoring. This initiative was designed to alleviate ambiguity in the tenure and promotion process.
  - Anderson gained consensus and developed a revised MBA curriculum in response to the most recent AACSB visit. The plan will likely be approved at the Anderson faculty retreat in August 2013.
  - The National Security Agency and the Department of Homeland Security re-designated UNM as a National Center of Academic Excellence in Information Assurance Education (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 difficult to attain, covers academic years 2012 through 2017.
  - Anderson was chosen by UNM students as the best school on campus.
  - Professor Rob Delcampo was voted by students as the best teacher on campus.
  - Professor Joni Young was honored as the top researcher in her field.
  - Professor Rich Brody was honored as the top professor in his field.
  - Professors Ranjit Bose and Robert Luo were both named as being among the top 50 researchers in their field.
  - The number of students participating in the Anderson internship doubled in AY 2012-13. Anderson now has a robust program with over 50 companies all offering



paid internships. Students get academic credit and supervision from both an on-site and faculty sponsor.

- U.S. News ranked Anderson as 7<sup>th</sup> in the nation for the percentage of MBAs who are hired within 90 days of graduation.
- The Anderson Alumni Council continued to be active and the Anderson Alumni Office welcomed a new Senior Alumni Relations Officer. The Alumni Office hosted the first Alumni Reunion weekend. Anderson's 2012 Hall of Fame event raised over \$60 thousand for Anderson programs and had a record attendance of over 600 guests.
- Anderson students continued to participate in local, national, and international competitions:
  - ♦ 2011 Energy Tomorrow: America's Challenge, First Place
  - ♦ 2012 Honda Civic Coupe Marketing Competition, Honorable Mention
  - ♦ First place in Best Practices at the Beta Alpha Psi national conference
  - ♦ Association of Latino Professionals in Finance & Accounting (ALPFA) student group won a regional chapter award
  - ♦ First, Second, and Third prize awards in different categories in CANVAS Cyber Competition
  - ♦ First place in the national marketing case study sponsored by the American Petroleum Institute
  - ♦ IBSG students won a mock UN competition
  - ♦ Marketing students won the ADDY award for the Chevy Sonic campaign
  - ♦ Digital marketing class won a national marketing campaign competition
  - ♦ Second place in the Daniels Fund Consortium Case Competition
  - ♦ First place in the NASBA Center for Public Trust National video competition
  - ♦ Anderson student, Sonny Liu, received the Clauve Outstanding Senior Award in Spring 2012.
  - ♦ 2013 API Adventures in Energy Case Competition, First Place
- The highly successful UNM Technology Business Plan competition continued for the seventh year. This competition encourages UNM students to collaborate on teams that commercialize technology products developed at UNM, Sandia National Labs, Los Alamos National Lab and other organizations. The UNM Entrepreneurial Challenge continued for the second year. This competition provides support to new businesses which cannot be funded through conventional investment. Winning teams for these competitions received a total of \$55,000 in prize money.
- The Anderson School held a variety of career-related events for students. These included the Sixth Annual Native Career Fair co-sponsored by Anderson and the American Indian Business Association (AIBA). This event builds bridges with the Native American business community and allows Native and Non-Native

organizations recruitment opportunities with Anderson students. The Anderson Career Services office sponsored career weeks and job fairs at Anderson and in coordination with the main campus office. All these events give students the opportunity to network with employers, gain experience in interviewing, and learn how to prepare for a successful job search.

- Dr. Steven Walsh was promoted to the rank of Distinguished Professor at UNM.
- Anderson's Advisement Center received a 96% favorable rating from Anderson students.
- The Anderson staff once again performed admirably in 2012-2013, with timely and complete reports, and extraordinary effort in all they do
- Through the Daniels Fund grant, Anderson continued to provide development of business education teaching resources, to provide workshops and programs on teaching business ethics, and to create competitions and recognition events for principle-based ethical leadership and practice. In Spring 2012, the school started its first NASBA (National Association of State Boards of Accountancy) student Center for the Public Trust Chapter.
- Dr. Linda Ferrell and Dr. O.C. Ferrell served as board members for the National Association of State Boards of Accounting.
- Dr. Manuel Montoya was named as a faculty fellow for the Latino Graduate Student Fellowship.
- Last year the Small Business Institute (SBI) managed 35 different projects for 32 different organizations. The organizations receiving SBI help had positive feedback about student work.

### 3. Future Plans

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

- Seven new faculty members are joining us in AY 2013-14, one of them moving up the ranks from a visiting professorship. This cohort, plus fulfillment of hiring plans for AY 2014-15, should position Anderson to maintain full participating faculty ratios and to deliver high-quality teaching and research.
- The more rigorous learning assessment established this year should result in improvement in outcomes.
- Anderson plans to take several steps to encourage and reward excellence in research. In time, the addition of an Assistant Dean to focus on this area may be requested.
- Anderson's over-arching long-term initiative is planning the new building. This exercise is bringing a focus on growth rates, pedagogy, and all related matters.

## **State of School of Architecture + Planning**

*Submitted by Dean Geraldine Forbes Isais*

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

The School of Architecture + Planning (SA+P) is the only institution of higher education in the state of New Mexico (NM) 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.

The mission of the SA+P 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 NM and the region. The faculty of the School is committed to increasing public awareness of the importance of the built and natural environments and the relationship of design to societal needs and aspirations.”

The SA+P prides itself on a 45-year history of working directly with NM 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 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 Resource Center for Raza Planning (RCRP) was established to contribute to the community development efforts of traditional communities in NM. 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 SA+P's I&G budget for AY 2013-14 is \$3.4 million. Of that amount, \$1.5 million is allocated to the Architecture Program; \$795,623 is allocated to the Community and Regional Planning Program; and \$555,046 is allocated to the Landscape Architecture Program. The School also provides a Computer & Print Lab as well as a digital and analogue Fabrications Lab. These student services are supported 100% by monies collected from Differential Tuition (\$201,834) and Student Course Fees (\$215,000). Currently, the total research contract and grant activity is approximately \$900,000.

The School's leadership team includes the Dean, Associate Dean for Research, Associate Dean for Outreach and Public Engagement, three Academic Program Directors, two Graduate Certificate Program Directors (the HPR Graduate Certificate Program Director's salary is encumbered on endowment funds); and a Director of iD+Pi (the iD+Pi Director's salary is encumbered on grant funds).

Architecture, the largest of the three academic programs, has 17 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 7 regular contract faculty; approximately 7 temporary part-time faculty per semester; and 50 full-time graduate students. The School is supported by a number of staff, including a development officer, a Fabrications Lab manager, senior academic advisors, and many others.

## **2. Major Activities of AY 2012-13**

A major emphasis for AY 2012-13 was to increase the profile of the SA+P at both national and international levels. The following activities contributed to the promotion of the school:

- A. Lecture Series Fall 2013 and Spring 2013: The SA+P hosted 12 lectures in AY 2012-13; the lecture series is supported by endowment funding.
- B. The NEW Mexico: The SA+P hosted the Third Annual Architecture and Urbanism in Las Americas (AULA) Symposium in September. The conference included 19 renowned architects and planners from Mexico and the US. The symposium provided a rich opportunity for SA+P faculty, students, and professionals from the community to reflect on the built environments, bringing together prominent scholars and practitioners from both sides of the border.

- C. Mid-Continental Schools of Architecture: The SA+P hosted the Mid-Continental Schools of Architecture meeting in May. The meeting included twenty-one administrative leaders from seventeen research universities representing nine states to discuss regional and accreditation topics.
- D. A new website for the SA+P was designed, constructed, and uploaded to the internet.
- E. City Lab: Working directly with Mayor Richard Berry and his staff, the CityLab is a collaborative mentorship and studio effort between the City of Albuquerque and the SA+P, promoting economic development and excellence in design, and providing students an opportunity to contribute to the future of Albuquerque. The City of Albuquerque provided space in downtown Albuquerque to conduct the CityLab studio and presentations of work open to the public.
- F. City Symposium: The Future of the City, a symposium at the SA+P, was held in April. The purpose of the symposium was to involve a community of scholars at UNM from a variety of disciplines to explore potential interdisciplinary collaboration for research focused on urban issues. Presenters from engineering, economics, geography, law, medicine, sustainability studies, BBER, and water resources discussed issues related to the future of the city from the perspective of their discipline. The keynote speaker, Geoffrey West, from the Santa Fe Institute, was involved with research on complexity theory applied to urban issues.
- G. The SA+P jumpstarted an Internship and Career Placement program with 16 prestigious firms in New York, Boston, Chicago, and San Francisco. Ongoing efforts will continue to assist students in securing out-of-state internships.
- H. A student survey regarding advisement services in the SA+P was conducted.
- I. The Dean initiated a Research and Development Program for faculty and staff. Twenty-four projects were funded; several of these projects will lead to externally funded research projects.
- J. The Dean's Office provided funding to academic programs (Architecture, Community & Regional Planning, and Landscape Architecture) to support faculty-directed student travel, enabling faculty to lead class field trips outside of Albuquerque to study architecture, planning, and landscape architecture nationally.
- K. The Dean conducts a School Assembly annually to report the state of the SA+P and the budget, including Differential Tuition and Student Course Fees.
- L. The newly appointed Associate Dean for Research is working closely with the office of the Vice President for Research to develop workshops and training sessions on research processes and procedures. The SA+P is cultivating a collaborative effort with the University of Arizona to develop a research registry that will promote inter-collegial and interdisciplinary research activity.
- M. Professor Alf Simon was appointed to oversee Outcomes Assessment Reporting for the SA+P and will serve as the SA+P CARC (College Academic Reporting Committee). Professor Kuppu Iyengar was appointed to coordinate the Outcomes

Assessment Reports for the SA+P and serves on the Provost's Committee for Assessment.

- N. Academic Plan: During AY 2012-13, strategic planning retreats and meetings were conducted with the SA+P leadership team and faculty; as a result the following vision statement was formulated: "The vision is to develop leaders in understanding, visualizing, designing, and planning responsible and inclusive futures/places for people in water-scarce and culturally rich regions." In addition, three distinct priorities were identified: 1) arid lands; 2) indigenous design and planning; and 3) health and environmental design. In support of these important areas of emphasis, the SA+P leadership team also identified working methodologies, including: 1) community engaged scholarship; 2) innovative technology; and 3) experiential learning. The SA+P 2013-2023 Strategic Plan, focusing on three-, five-, and ten-year projections, will be finalized in AY 2013-14. The SA+P plans to implement an interdisciplinary PhD program in the next three to five years. This plan will also address recognizing and providing incentives for excellent teaching.
- O. The SA+P FAME initiative continues. The Freshman Architecture Major Experience is an additional pathway for high-achieving high school students to enter the undergraduate architecture program. Freshmen accepted to the FAME program take a specially designed University 101 class. In addition, articulation agreements with selected community colleges have been established. These institutions are: San Diego Community College, Orange County Community College, Doña Ana Community College, and Santa Fe Community College.
- P. The SA+P is in the process of building relations with ACE Charter School. During Summer 2013 a course in Printers and Laser Cutting: Introduction to Digital Fabrication for Teens was offered through UNM Continuing Education to introduce students ages 14-18 to the profession of architecture.
- Q. Currently, the SA+P is focused on excellence in teaching, increasing research activity, and understanding and evaluating student achievement.

### 3. **Future Plans**

- A. City of Albuquerque: The SA+P will continue the design and planning collaborations with the City of Albuquerque in order to promote economic development and quality of the built environment.
- B. Rio Rancho: The SA+P has consulted with the City of Rio Rancho leaders and has been invited to participate in design and development plans for the City of Rio Rancho.

- C. Bernalillo County: The SA+P has consulted with Bernalillo County leaders and has been invited to participate in the assessment of the county's rural and urban development needs.
- D. The SA+P will play a lead role in organizing and chairing the next Deans of Americas meeting in Antigua, Guatemala, in 2014.

## State of the College of Arts and Sciences

*Submitted by Dean Mark Peceny*

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

The overarching goal in the College of Arts and Sciences is to do everything possible to make UNM the national leader in delivering a flagship university education for the emerging American majority. Flagship universities generate new knowledge and promote 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 the College of Arts and Sciences do 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, 12 interdisciplinary programs, and 11 research centers or institutes that report directly to the College.

In AY 2012-13, A&S received \$61.6 million in base allocations from the Office of Academic Affairs. During AY 2012-13 A&S oversaw \$68.6 million in unrestricted expenditures and \$20.5 million in unrestricted reserves.

There are 131 Assistant Professors, 133 Associate Professors, and 160 Professors, 13 of whom are Distinguished Professors. In total, there are 424 tenure-track faculty in the College. There are 78 lecturers, 41 research faculty, and 68 visitors with faculty ranks. Post-doctoral fellows constitute 215 additional faculty. There are 412 staff members in the College, including 163 administrative/ exempt staff, 65 non-exempt staff and 81 bargaining unit staff. The other 103 members of the staff are on-call or temporary.

### **2. Major Activities of AY 2012-13**

- A. In Spring 2013, the College of Arts and Sciences enrolled 6,104 undergraduate and 1,309 graduate students. This represents 31% of all undergraduates and 30% of the graduate students at UNM (excluding the Anderson School of Management, the College of Pharmacy, and the schools of Law and Medicine). Even these large numbers under-represent the role of the College at UNM. Another 2,479 lower division undergraduates intend to become A&S majors and enroll in A&S classes. In



- fact, students from every discipline use A&S classes. Thus, of the 655,582 Student Credit Hours (which include both undergraduate and graduate SCH) generated on the Main Campus in Fall 2012 and Spring 2013, 387,531 (59%) were taught in A&S. Thirty-two percent, or 1,657, of the 5,228 main campus bachelor's degrees awarded in AY 2012-13 were awarded to graduates of the College of Arts and Sciences.
- B. Over the past two years, the College has focused on expanding the ranks of the faculty to better serve the teaching and research missions of the university. During AY 2011-12, 59 new tenured or tenure-track faculty were hired. This reflected a net increase of 38 above retirements and resignations and a 10% increase in faculty strength. In AY 2012-13, 25 tenured or tenure-track faculty were brought into the College, which matched losses from retirements and resignations. Central goals for A&S will be to sustain the new level of faculty strength and provide the mentorship and infrastructure these new faculty members need to maximize their contribution to UNM. This cohort is already transforming UNM. It is the job of UNM's leaders to do everything possible to give them the support they need to continue that transformation.
  - C. 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 5-in-5: a five percentage point increase in four and six year graduation rates over the next five years. The new facilitated admission and graduation protocols for A&S are already making it possible for students to graduate more quickly than in the past. The advantages of these new policies will become more apparent over time as additional student cohorts enter UNM under the new rules. New academic advisors have been added and are creating a new structure for advising that should allow for seamless communication between the central advisement office and departments.
  - D. The Math Learning Lab (MaLL) opened in January 2013 and now all students enroll in sections of Math 101, Math 102, and Math 103 that use a flipped classroom model of instruction to teach intermediate algebra. This past summer, sections of these courses were created for students who otherwise would have been placed in Introductory Studies (IS) Math 100, a non-credit bearing course taught by CNM instructors. Innovations in other courses have led to significant advances in student success in courses like Math 162: Calculus I, where pass rates increased from 40% in Fall 2009 to 62% in Fall 2012.
  - E. A&S is moving forward with a number of initiatives that will improve instruction in core writing, including: a stretch English 101 for students who might otherwise be placed in IS English; Learning Communities linking English 219 Technical Writing to Engineering classes; eComp, an online writer's studio for core writing classes; and writing-intensive Learning Communities tied to English 102 that build upon the Writing Across Communities initiatives at UNM. University College has doubled the

- number of Freshman Learning Communities, with a majority of those Learning Communities involving English composition courses as a critical partner.
- F. In the area of graduate education, significant progress has been made in finding additional resources to support graduate students. The Bilinski Foundation has recently provided a \$400,000 gift to UNM to fund dissertation completion fellowships in the humanities. When this is combined with the Mellon Dissertation Completion Fellowships, which are expected to be renewed in the next calendar year, there will be unprecedented resources to support the completion of dissertations in the humanities. A renewal of the PIBBS grant is also anticipated, which supports graduate students in STEM fields. Five more teaching assistant lines were added to provide additional support for graduate students while simultaneously advancing efforts to expand the number of Learning Communities available to undergraduates. Local barriers appear to have been surmounted during the creation of a new Masters in Public Policy degree program. For the year to come, a new Special Assistant to the Dean for Graduate Education was added to provide unprecedented college-level coordination in the area of graduate education.
- G. In the area of research, A&S faculty members submitted over 250 proposals last year, requesting over \$75 million in support. One hundred different faculty members received 213 awards totaling over \$26 million. These faculty members came from 14 of the College's 20 departments, as well as from museums, programs, centers and institutes. In AY 2012-13, A&S faculty generated almost \$9 million in facilities and administrative costs, resulting in over \$3 million being distributed by the Office of the Vice President for Research & Economic Development to A&S. Departments in disciplines without substantial opportunities for sponsored research also made significant advances in research and scholarship, though it is difficult to make direct comparisons across the different types of scholarship represented by the 20 academic departments.

### **3. Future Plans**

- A. One overarching research goal continues to be to make UNM a national leader in the fields in which UNM possesses a comparative advantage, traditional strength, or exciting new opportunities to develop cutting-edge research.
- B. 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
- C. Latin America and to Hispanic and Native American communities within the U.S. The proximity of UNM 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.

- D. 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.
- E. The 84 new tenured and tenure-track faculty members, starting their UNM careers this fall, are advancing research in these areas, but it is still too early to judge their full impact on the research mission of the College.

## State of the College of Education

*Submitted by Interim Dean Viola Florez*

### **1. Description of the College**

The College of Education (COE) is a comprehensive college of education with 16 teacher, counselor, and administrator preparation programs, and 22 other diverse educator programs, for a total of 38 degrees across six departments.

There were 2,864 students enrolled in COE Degree Programs for AY 2012-2013. 1,244 of those were undergraduate degree-seeking students; 1,620 were graduate degree seeking students. Student Credit Hour production for AY 2012-2013 reached 66,355 hours, including 47,974 undergraduate and 18,381 graduate hours.

There are 185 total faculty, including 91 full-time and tenure-track faculty, in COE. There are 114 staff members in COE, including 76 full-time, regular members. Furthermore, there are 125 student employees. COE's I&G budget for last year was \$12.7 million. Research funding totaled \$4 million.

The College prepares one-third of all teachers, counselors, and administrators in NM with special focus on educational leadership, special education, literacy and reading, bilingual education, sports administration, nutrition, educational psychology, exercise sciences, teaching English as a second language, and in assessment and evaluation.

### **2. Major Activities in 2012-2013**

- A. Curriculum Review. Promoting student success is critical to the mission of the College of Education at UNM. During the 2013-2014 academic year faculty will be engaged in a systematic evaluation and description of the curriculum within their programs. This process will ensure that the curriculum required for degree/licensure completion not only meets state and national accreditation requirements but also has a formal set of intended learning outcomes that articulate the knowledge, skills, dispositions and values that every student should demonstrate upon graduation.
- B. College-wide Assessment. The College continued with full implementation of the Tk20 "Higher Education" learning outcomes assessment system for 2012-13. Currently, 41 degree programs and concentrations, over 300 faculty (including full-time, part-time and graduate assistants), and over 3000 students are configured to use Tk20 in the College.

- C. Summer Research Initiatives. Beginning in Summer 2012 and repeating in Summer 2013, the College and the Provost's Office combined resources to provide \$350,000 per summer of seed funds for initiating both interdisciplinary and individual investigator research projects. A competitive proposal and review process was developed and implemented to ascertain quality and potential contribution for both summer initiatives. In Summer 2013, it was requested that projects have a specific focus on issues in New Mexico. The overall goals of the summer research initiative for both 2012 and 2013 included increasing opportunities for extramural funding, deepening relationships between COE faculty across disciplines within COE as well as across campus, and to continue emphasizing research in the College.
- D. Impacting Education Policy. The Center for Education Policy Research (CEPR) has established itself as the premier education research organization in the state. CEPR has continued to strengthen its important relationships and policy work with the national organizations including the National Governor's Association, Council of Chief State School Officers; national foundations including The Daniels Fund, the Kellogg Foundation, Atlantic Philanthropies, the Lumina Foundation, and the Kresge Foundation; federal agencies including the U.S. Department of Education, and the U.S. Department of Labor; key state agencies including the Legislative Finance Committee and Legislative Education Study Committee.
- E. New Online Degree Program Implementation - *Master's Degree in Elementary or Secondary Education*. With a focus on Teacher Leadership, the newly developed Masters Degree in Elementary or Secondary Education is fully online and available to licensed K-12 teachers interested in elevating their capacity as teacher leaders in their school and school district settings. The courses are taught by teacher education and educational leadership faculty. In addition to students specifically interested in the Teacher Leadership focused MA, the online delivery of the degree program affords all students in Teacher Education to access their core courses online, which benefits students residing in rural areas of New Mexico.
- F. *Masters Degree in Educational Leadership and Education Specialist Certificate*. The COE Educational Leadership Program offers a fully online MA in Educational Leadership (with or without Administrative Licensure) and an Education Specialist Certificate leading to Administrative Licensure. The program is currently exploring quality internship supervision approaches through the use of technology for increasing the availability of these programs throughout New Mexico and at the national and international levels.
- G. International Student Teacher Exchange. The STARS Assistant Student Teacher Exchange program is a partnership between the College of Education and the Austrian American Educational Cooperation Association (AAECA) affiliated with the Austrian Ministry of Culture and Education. In its second year of implementation,

five elementary teacher candidates completing their second semester of coursework/student teaching, spent the Month of May, 2013 in primary, middle and secondary schools in the city of Vienna and in small towns in the Burgenland, a province in south eastern Austria. The program provides rich and meaningful educational and cultural experiences not only for the UNM teacher candidates, but for the Austrian teachers and their students.

#### H. State and National Leadership

- Family Development Program. A Center for Excellence in Early Learning serving statewide communities throughout New Mexico for 28 years. As a prominent national and state leader for early childhood education, the Family Development Program provides a highly visible public face for UNM's strategic commitments to innovative cradle to career strategies that will assure long-term investment in the children who are New Mexico's future. Over the past 3 years, the Family Development Program has leveraged their legislative recurring dollars (\$425K annually) to secure an additional \$1.3K in private contracts, grants and major support from the W.K. Kellogg Foundation aimed at building strong partnerships for school success that begin at birth.
  - Rural Native American Leadership Development. The new Masters Degree Program in Native American Leadership began with the Fall 2012 semester. The collaboration between Native American Studies faculty, the COE Educational Leadership Program faculty, the Math and Science Academy of Los Alamos National Laboratories, and the Southern and Northern Pueblo Agencies has brought together diverse and unique expertise for delivery of this degree program. The cohort, consisting of 12 students, meets at the San Felipe Elementary School located on the San Felipe Pueblo. The purpose of the program is to develop leadership capacity in Pueblo schools and communities in order to address their local issues and challenges.
  - Native American Leadership. A new Masters and Doctoral program in Native American Leadership began 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 National Dance Institute, Bernalillo County, and UNM/COE.
- I. Albuquerque Public Schools Leadership Development. The Alliance for Leading and Learning (ALL), a partnership between the Albuquerque Public Schools, the COE Educational Leadership Program and the New Mexico School Leadership Institute, is supported by a U.S. Department of Education Leadership Development grant. Now in

its third year, the grant has been funded for two more years. The transcribed minor offered consists of five core courses and a six credit-hour internship leading to administrative licensure. The program focuses on creating school leaders for Albuquerque Public Schools (APS) and the challenges of the principalship in this urban district. All of the courses are co-taught by Educational Leadership instructors and school principals from the APS system. Program evaluation data has been collected by McREL, analyzed and reported to the U.S. Department of Education. This cohort model is a nationally recognized model for preparing leadership in urban school settings. It has been identified by the U.S. Department of Education as an “exemplary program” and by the New Mexico Legislative Finance Committee in their report entitled “Teacher and Administrator Preparation in New Mexico” as “...a promising practice worth replicating across the state.”

- J. National Network for Educational Renewal (NNER). NNER is a local partnership with national partners that support teacher quality through university & school partnerships. The past year of activities in the College of Education has focused on the improvement of student academic performance through more community-based activities. Some of the most successful work in the community has been with local organizations working on P-20 educational renewal efforts.
- K. College faculty affiliated with Mission Graduate, an initiative supported by NM Central United Way and key leaders from business, education, government, county, and city officials, who are members of a Vision Council, who are working together to attain the goal of graduating 60,000 more graduates from college by 2020. This goal can only be attained if K-12 efforts are appreciated and supported; therefore, strong partnerships are honored and encouraged. The Vision Council serves as the key leadership for alignment of other constituencies, such as UNM, CNM, CEPR, ECAP, ABC Partnership, ABEC, and local community organizations involved with educational renewal efforts.
- L. The involvement of the business community via a local community organization called ABEC (Albuquerque Business Education Compact) is a direct link to community businesses. This organization consistently supports activities by providing funding and backing to state economics, education, health, and community wellness.
- M. The Lumina Foundation grant submitted by the University has been funded with college faculty involved in the implementation of the grant deliverables. The main focus of this grant is to recruit and retain Latino/a college graduates at UNM and NM Central Community College – Lumina Unidos Project.
- N. Teacher Corps Project. The Teacher Corps program at the University of New Mexico is in its second year of implementation and growing. Teacher Corps is a partnership between UNM’s Community Engagement Center, Teacher Education Department and a number of community-schools within Albuquerque. The Teacher Corps program came from a need to transform Teacher Education to be more responsive to



- community perspectives on education, which include the need to listen to and learn from parents, to increase parental and community engagement in schools, and the need to address the achievement gap from an assets-based approach.
- O. New Mexico Online Licensure System. IPD continued to support the New Mexico Online Licensure System (NMOLS) by providing communication support and training for users within the system. This included many tasks such as maintaining the webpages associated with this system; answering email and phone inquiries from teachers, administrators, independent reviewers, and the Public Education Department; and monitoring teacher's portfolio submissions as they moved through the system to ensure feedback for the teachers in a timely manner. One fulltime staff member and three part time staff members were involved with this system to support the submission of 9,000 plus of teacher dossiers and portfolios. IPD also conducted three state wide trainings for 175 plus independent reviewers within the NMOLS. Participants were level III teachers from across the state that demonstrated their ability to calibrate n all materials successfully in order to review dossiers.
- P. Transition to Teaching. The Transition to Teaching (T2T) grant built a pathway for 351 qualified individuals to obtain a teaching license while teaching in high need districts and participating in intensive professional development. IPD specifically conducted five workshops on effective teaching and designed an additional set of online modules to enhance teaching skills. Additionally, IPD offered support and training for participants as they submitted their online portfolio a level 1A teaching license. Funding for this program ended in October 2012.
- Q. Professional Offerings Support
- Over the course of three years, IPD worked with National Commission on Teaching and America's Future (NCTAF), specifically the Teachers Learning in Networked Communities (TLINC) program, to assist with the development of linking educators through social networking. The outcome of this work is the creation of edweb.net, a networking site that allows educators from across the country to connect with each other in the formation of Learning Communities, webinars, and other virtual forms of professional development.
  - In conjunction with both QualComm and NCTAF:TLINC, IPD has supported student teachers in Farmington by providing access to QualComm devices and bandwidth to create an online community composed of the 15 student teachers, the faculty and cooperative teachers. This project included nine other universities from across the country.



### 3. Future Plans

- A. 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.
- B. Prepare the College for upcoming National Council for the Accreditation of Teacher Education (NCATE/CAEP) national accreditation in Fall 2015. Program coordinators from licensure programs will work with program faculty to examine course based and field experience based data that are in the Tk20 Higher Ed assessment system. Together, faculty will analyze the data and begin to tell their program's story in the program review through the evidence provided from key assessments.
- C. Increase the effectiveness, timeliness, and faculty engagement in all aspects of advisement and career counseling (especially at the graduate level).
- D. Host the 2013 National Network for Renewal (NNER) Conference in Albuquerque. Recognized as one of the most culturally diverse cities in the country, Albuquerque is an ideal setting to celebrate how diverse communities have informed the city's tremendous heritage. Additionally, cultural diversity helps drive Albuquerque's current renewal efforts—*community engagement for improved student learning*.
- E. Over the past several years, Albuquerque has placed significant importance and targeted efforts in placing the community at the core of renewal, and the city believes that the success of students is the shared responsibility of *everyone* in the community. This belief is foundational to the 2013 NNER Conference, and its message is evident in the four conference strands: Civic Engagement of Community, Schools, Higher Education Community-Based Research & Inquiry; Purposeful Partnerships for Collective Impact; Learning, & Sustainability; and Engagement for Equity & Excellence.
- F. Successes
  - Over the past year, there have been several successes that have strengthened school/university and community partnerships, especially collective impact work with the common agenda of improving education for everyone. College faculty have been major leaders and conveners of this partnership work. Described below are some of the successes that have made a difference.
  - The ABC Partnership has contributed much to the collaborative work in the community, especially the efforts to unite the city and county resources to support community schools. Many of these schools are located in low economic/high need areas of the City, hence, many city and county services are made available to the students and families. Access and equity to educational opportunities is critical and community schools provide full services, including breakfast, health clinics, and other essential social services.
  - ECAP (Early Childhood Accountability Partnership) has organized many of the key early childhood organizations in the community to address critical issues

facing children and families. The major focus of this partnership has been the development of a student roadmap to successful learning and readiness for schooling. The collective work of many organizations within the community has been impressive, and as a result this partnership has developed benchmarks for early learning.

- ABEC\_(Albuquerque Business Education Compact) is an organization of business folks who are dedicated and committed to the improvement of education for all students. They continue to support local education initiatives by providing monetary support and various support services to the Albuquerque community. Their focus in the future will be the support to middle schools that have been identified as Community Schools by the school district. Therefore, the majority of the funding will go to two community schools beginning fall, 2013.
- UNM-NER Site - The continued support and leadership from the National NNER Network, located in Seattle, Washington has provided some financial support for the Teacher Corps project and other teacher quality efforts. The national partnership efforts have contributed to the local community engagement accomplishments. The focus of the work is aligned to the mission and core values of the national network. The simultaneous renewal process is evident across all sectors of this community engagement work. The educational renewal efforts of the local site is recognized as the consistent convener and “glue” that keeps the many efforts moving forward. This is definitely a success for the UNM-NNER site.

#### G. Challenges

- The College of Education will be involved this year in the re-imagining of teacher education as it pertains to preparation of new teacher candidates and the advance professional development opportunities for practicing teachers. The College will work collaborative with the university administration in the planning and implementation of new ways of preparing teachers and school leaders.
- Engage in the Self Study Written Report for the NCATE Accreditation of the College academic programs directly impacting preparation of teachers and school leaders.
- Strengthen community engagement partnerships to create new ways of enhancing relationships with communities and school districts locally and regionally.

## **State of the School of Engineering**

*Submitted by Dean Catalin Roman*

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

The School of Engineering (SOE) at UNM is a high-performing academic unit important to the University and the state. It trains students for high-paying jobs that are critical to economic development and on demand on the worldwide labor market. It carries out world-class research that leads to economic development in the state, is instrumental in the training of future generations of researchers, teachers, and policy makers, shapes careers and personal aspirations for numerous students, and advances the state of the art in technology, science, and engineering. It enables advances in other disciplines and plays a critical role in fostering interdisciplinary and multidisciplinary research and training. It is a valued partner to industry, national laboratories, and a wide range of international institutions.

UNM Engineering is accredited by the Accreditation Board for Engineering and Technology (ABET) and American College of Clinical Engineering (ACCE), with all nine undergraduate programs last accredited by ABET-EAC (Engineering Accreditation Commission) in 2010, ABET-CAC (Computing Accreditation Commission) in 2011 and ACCE also in 2011. The School enrolls approximately 1255 undergraduate students seeking BS degrees, approximately 305 pursuing an MS, and 407 PhD students. In addition, 554 University College students with interests in engineering and computer science were transferred to engineering at the end of this academic year in an effort to provide better mentoring and increase the success among this group of 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 SOE program and is the basis for most MS and PhD degrees. Engineering faculty participate in extensive cutting-edge research collaborations with universities worldwide, industry, and the national laboratories. The SOE is affiliated with four National Science Foundation Engineering Research Centers (ERC)—national centers of innovative research, education, and outreach. These ERCs are: Smart Lighting, Quantum Energy and Sustainable Solar Technology, Biorenewable Chemicals, and Nanomanufacturing Systems. There is only one university in the country affiliated with more ERCs than UNM Engineering. Research centers associated with the SOE enjoy international reputations, are closely linked to interdisciplinary advanced degrees,

and serve as catalysts for collaboration with partners in the public and private sector.

- Center for Biomedical Engineering (CBME)
- Center for Emerging Energy Technologies (CEET)
- Configurable Space Microsystems Innovations and Applications Center (COSMIAC)—new
- Center for Water and the Environment—new
- Center for High Tech Materials (CHTM)—category three center
- Center for Micro-Engineered Ceramics (CMEM)—category three center

Engineering currently employs 100 tenured and tenure-track faculty, and seven full-time lecturers. Total research funding in AY 2012-13 for the SOE was \$31.22 million, or about \$315,000 per faculty member. Total research overhead generated by SOE faculty for AY 2012-13 was approximately \$7.6 million. Intellectual property and start-ups developed by faculty and students contribute to the region's economic development; there have been 203 patents issued and 27 start-up companies using SOE innovations since 1995.

## **2. Major Activities of AY 2012-13**

This section outlines some of the planning activities and initiatives that the SOE and its faculty engaged in during AY 2012-13.

### **A. Administrative changes**

- The Academic Council was established to parallel the existing Research Council.
- A strong alumni and development group was assembled.
  - The position of Assistant Dean for Internship Programs was created in response to the needs of industrial partners and stimulated by the success of the National Science Foundation (NSF) Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP) grant.
- Planning was completed for the split of the Chemical and Nuclear Engineering Department.

### **B. Academic planning**

- The development of the SOE Academic Plan for Excellence has been the main mandate for the newly formed Academic Council. The key objectives of the plan are to:
  - ♦ Eliminate barriers to student success through curricular and administrative changes that promote retention and facilitate student progress from initial enrollment through degree completion.
  - ♦ Improve learning by integrating meaningful professional experiences throughout the curriculum.

- ♦ Increase both the number of students and the quality of students at all levels in SOE degree programs.
- Key elements of the emerging plan are as follows:
  - ♦ Elimination of bottlenecks in undergraduate programs, for example, by focusing on the math preparation of the incoming class.
  - ♦ Admission of all students interested in engineering or computer science directly into Engineering.
  - ♦ Streamlining processes for progress of graduate students in SOE programs.
  - ♦ Creation of shared-credit programs.
  - ♦ Improved recruiting of graduate students both at the MS and PhD levels.
  - ♦ Development and implementation of new strategies for recruiting of undergraduate students, including an event with high school counselors.
  - ♦ Expansion of participation in the undergraduate research experience.
  - ♦ Expansion of the range of opportunities for internships.

#### C. Research enterprise

- The efforts to promote an expansion of the research enterprise are at the core of the mission assumed by the SOE Research Council. The council's activities fall into several areas outlined below.
- Policy formulation activities focused on:
  - ♦ Creation and management of new research centers (approved)
  - ♦ Research faculty appointments
  - ♦ Industrial partnership program
- Formulation of a preliminary SOE Economic Development Plan that recognizes the important role Engineering plays in this arena and proposes ways to further enhance SOE's level of participation and impact.
- Nurturing of new research centers—two were recently approved.
- Research engagement with other UNM units, for example, the recently funded Experimental Program to Stimulate Competitive Research (EPSCoR), and preparation for Materials Research Science and Engineering Center (MRSEC).
- Engagement with the national laboratories, through workshops, colloquia, and joint recruiting.

#### D. Internationalization

- The School is heavily involved with the University efforts to recruit internationally, to establish new academic agreements with universities across the globe and, especially in Latin America, to develop strong relations with industrial organizations outside U.S., and to exploit the opportunities created by the newly established recruiting office in Beijing.
- The visits to Brazil and Argentina opened new venues for collaboration with both universities and government entities. A new spirit of collaboration has been established with the Mexican Consulate in Albuquerque. Special recruiting

agreements are being negotiated with Brazil and others were signed with the Pakistani Embassy.

- In general, international initiatives are increasing: the number of dual degree agreements increased and efforts are on the way to establish an international internship program.
- E. Farris Engineering Center: The most immediate need for facility improvements is the renovation of Farris Engineering Center. Failure to accomplish this jeopardizes the accreditation of three important programs in the School. The project continues to enjoy a high level of support in Santa Fe and the School is working closely with the university planning units to formulate a set of design specifications that are responsive to the needs of the SOE's academic programs.
- F. Graduate Recruiting: This is a very important concern for the SOE and its faculty. While the number of PhD students is similar to that of many highly ranked schools, there is a need to continue to improve the quality of the doctoral student body. At the MS level, there is spare capacity that could be exploited in order to expand the PhD recruiting pipeline and to strengthen the financial position of the SOE. Efforts to revamp the outdated graduate application system are underway. GRE lists have been purchased to support recruiting efforts and the SOE is interacting with the UNM China office to educate its staff on the needs of the SOE. A Global Engineering Scholars Program is being developed to attract new MS students from across the globe.
- G. Marketing: A School eNewsletter has been added to improve communication about both regular happenings and notable achievements. Efforts to deploy the new web site are under way, a direct marketing campaign to recruit high school students has been designed, and the undergraduate recruiting brochures have been redesigned.
- H. Finances: The departmental and center budgets are adequate and in line with historical expense patterns, but there is a need for increased levels of discretionary funds to support independent initiatives. Unfortunately, the SOE continues to struggle with the burden of startup packages that are draining its reserves and discouraging investments in critical areas, such as marketing, IT infrastructure, improved data analytics, and web support.
- I. Development: UNM Foundation reports that the SOE has reached about 90% of the ambitious \$3.4 million goal. We have been able to reconnect with key alumni who have been out of contact with the school. We are also in the process of building up alumni groups. Finally, the SOE continues to work closely with key presidential prospects.
- J. NSF Faculty Early Career Development (CAREER) Awards
- Meeko Oishi, Assistant Professor in the Department of Electrical and Computer Engineering

- Mark Stone, Assistant Professor in the Department of Civil Engineering
  - Tom Hayes, Assistant Professor in the Department of Computer Science
- K. Fellows
- Majeed Hayat named SPIE and Optical Society of America Fellow
  - Vince D. Calhoun named AAAS and IEEE Fellow
  - Luke F. Lester named IEEE and SPIE Fellow
- L. Major Awards
- UNM Civil Engineering Professor Timothy Ross received a Fulbright Award
  - Dr. Bruce Thomson was named the 2013 New Mexico Public Sector Engineer of the Year
  - Professor Sanjay Krishna received the Young Scientist Award for 2013 from the International Symposium of Compound Semiconductors
  - Professor Sanjay Krishna and his company SKINfrared were nominated for the BizTech Innovation Award from Albuquerque Business First
- M. Major Grants
- Professor Schamiloglu was awarded his seventh Defense University Research Instrumentation Program (DURIP) grant
  - Professors Ghani and Hayat Received a Department of Defense's Defense Threat Reduction Agency (DTRA) grant to fund a large-scale cyber-infrastructure test bed study of disaster recovery paradigms
  - Professors Hayat, Mammoli, and Ghani won a \$1.05 million grant from DTRA to support smart grid research
  - The UNM Nuclear Engineering Program was awarded prestigious Department of Energy grants to support students and improve infrastructure
- N. Participation in the Fourth ERC: NSF Nanoscale Manufacturing Research Center
- O. Patents: 73 patents filed by and 30 awarded to SOE faculty
- P. New Startups
- Dynamic Photonics Inc. (Hayat/Zarkesh-Ha)
  - Human Recombinant Protein and Vaccine Initiative for Africa (Sibbett)
  - Sandia Electro-Optics Corporation (Graves/Shreve)
  - Batterade, LLC (Atanassov/Sibbett)
  - Alpine Biosciences, LLC (Brinker/Willman joint UNM/HSC)
  - *neoVita* Biosystems, Inc. (Edwards).
- Q. Other Notables: New international smart grid project
- R. Enrollments
- Enrollments increased at all levels, except MS
  - Degrees granted increased across the board
- S. Research Expenditures: \$30.3 million in AY 2012-13

### **3. Future Plans**

Planning activities were weaved throughout the report, either by identifying ongoing activities or by referencing explicit planning initiatives in a number of areas. This report concludes with a summary of the key priorities facing the SOE, which seeks to:

- A. Increase impact on economic development through the expansion of the research enterprise
- B. Grow in enrollments at all levels
- C. Improve student success through mentoring, internships, research involvement, new pedagogy, etc.
- D. Lead the internationalization efforts with an eye on both recruiting and economic development
- E. Build on the track record of recent development successes



## **State of the College of Fine Arts**

*Submitted by Dean Kymberly Pinder*

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

The National Endowment for the Arts ranked New Mexico first in the nation for fine artists in the workforce, third for actors, and fifteenth for musicians. Given the rich and deep arts traditions in New Mexico and the fact that the arts are a central part of the state's cultural economy, as recounted in numerous regional and national studies, UNM's College of Fine Arts (CFA) has a very influential position as our faculty, students, and alumni participate in arts communities and organizations throughout the state. Curricular engagement with local, indigenous, and historical arts traditions in New Mexico is essential to many of our curricular offerings. CFA houses seven units, including four academic departments, a museum, a gallery, and a library. The College is committed to faculty and student research productivity that will strengthen departments and increase graduation rates and better comprehensive professional mentoring for arts majors to increase graduates' job viability. With over 2000 performances, lectures, and exhibitions annually, CFA is a prominent part of Albuquerque's vibrant arts community and a public face of UNM. The College has four academic units, five theaters and performance halls, four exhibition venues, and over 30 ensembles and student groups. This year the new dean, Dr. Kymberly Pinder, with three new associate deans, Dr. Regina Carlow, Keith Lemmons, and Dr. Mary Anne Santos-Newhall, took the helm. The CFA has 110 full-time faculty, just as many part-time faculty, 98 staff, and 120 graduate assistants. The annual I&G allocation was \$9.5 million. CFA enrolled 1383 pre-majors and majors. Advisement has made great strides in nurturing our pre-majors since we began tracking them in 2011. Programs such as monthly meetings and lunches give these students a head start on their requirements so they can successfully progress in their CFA major. These efforts with pre-majors had some challenges last year, due to some confusion regarding the defunct arts major in Arts and Sciences. University College changed 61 self-identified A & S Art majors to "undecided" rather than moving them to CFA. Associate Dean Regina Carlow has greatly improved assessment compliance so that University matrices can better serve our faculty and students. Retaining and mentoring faculty is also a priority, and new Associate Dean Keith Lemmons has focused on streamlining and clarifying many review procedures by updating the timetable and creating sample books and templates for promotions and all faculty-related documentation.

## 2. Major Activities of AY 2012-13

### A. New Faculty:

- CFA conducted eight searches this year. Art and Art History hired three new faculty, two printmakers and one painter.
- The photography area ranked fifth among M.F.A. photography programs, according to this year's *U.S. News and World Report*.
- Unfortunately, the search to replace the deceased David Craven's Latin American Art Historian position failed due to an inadequate candidate pool. This area is a nationally-known strength of Art History and part of a strategic focus in Art of the Americas, so this position must continue to be held by a high-performing scholar. To that end, this search will be re-launched this Fall for an open-rank position.
- DesignIntelligence recognized our new sculpture professor Randall Wilson as one of the 30 Most Admired Educators in 2013. He was nominated for a New Teacher of the Year Award in his first semester at UNM last Fall.
- The Music Department hired four new faculty members.
- Theatre and Dance students learned from a visiting playwright and four Flamenco dancers.
- UNM's Art Museum, which houses the largest collection of fine art in New Mexico, will be led by a new director.

### B. Research:

- Responsibilities for research and technology within the College went to new associate dean Dr. Mary Anne Santos-Newhall. She has worked tirelessly with OVPR, faculty, and outside foundations to articulate and bolster the College's research mission.
- CFA faculty applied for over \$4 million worth of research grants and received just shy of half of that goal, with notice pending on an additional \$379,995.
- Some highlights include a \$250,000 Mellon Foundation grant for Land Arts; the Tamarind Institute's NEA grant for an artistic exchange project between indigenous artists here and in Australia; Mesa Del Sol Chair of Digital Media Andrea Polli worked with the Center for Emerging Energy Technologies to receive a \$1.2 million NSF grant; and Sandia Labs funded the Arts-in-Medicine (AIM) program to study art making and pain medication use at the Veterans Administration Hospital, which led to a \$500,000 federal grant proposal concerning drug rehabilitation, veterans, and the arts. The Arts Learning Lab whose faculty is the core source of most of our grants continues to create collaborative opportunities with other institutions and communities regionally, nationally, and internationally.

#### C. K-12 and Community Outreach:

- In 1992, Dean Dotson established the CFA Outreach Program that has included internships and, recently, the Arts Management (AM) minor. These internships placed students in such local organizations as Creative Albuquerque, Warehouse 508 and the Kimo Theater, where they can gain professional experience and networking opportunities.
- In its second year, the Arts Management (AM) program served 50-60 students each semester. All courses were available online. Its curriculum provided crucial professional training for artists and business people, impacting local cultural economic development. A joint AM hire with Anderson is in the College's current hiring plans.
- Within departments, many faculty and programs are also engaged with communities outside the University and Dean Pinder has set these initiatives as priorities for the CFA. The Music Department has historically been a leader in this area. Its faculty helps Albuquerque Public Schools choirs and bands throughout the year prepare for All State Choir/Band and Orchestra auditions, as well as large and small ensemble events like the Sandia Music Festival. The NM Kodaly Institute is a music pedagogy program serving more than 150 teachers each summer. In addition to the existing children's programs, such as UNM Theatre Classes for Young People, Music Prep serves over 2000 children in the area and about 1000 each week on campus including working in APS. This summer the College launched the new outreach website [myarts.unm.edu](http://myarts.unm.edu) and nine CFA Arts Camps that gave instruction in many areas from animation to violin.
- Professor Pamela Pyle started The New Mexico Chamber Music Festival in collaboration with the city of Albuquerque. Other annual events include the Spring Student Opera, the Experiments in Cinema Film Festival, the International Composers Symposium, the Word Afire Festival of New Plays, the curated MFA Exhibition in the UNMAM and the new Latin American Concert and Lecture Series. On April 19th over 200 students participated in the first annual ArtsUnexpected, which presented simultaneous arts performances in 12 locations on campus. The following week, work by CFA artists and filmmakers was projected each night on the SOA+P Building.

#### D. Working Across Departments and Colleges

- ARTS Lab and Interdisciplinary Film & Digital Media had a series of productive retreats regarding their roles at UNM. In its fifth year, IFDM has 161 majors and minors from many departments, most are in the CFA. Miguel Gandert's directorship of IFDM has brought coherence to the curriculum and partnerships such as with Reelz Production and the National Parks Service. At least two graduates have started their own media companies.

- The late Spring pullback and decision to move interdisciplinary programs into University College and OGS destabilized many of the efforts to support and restructure these programs. The Mesa del Sol facility got limited bus service restricting class offerings. The facility is still underutilized. The dean and director continue to encourage other units and centers to consider office space there.
- ARTS Lab Director Tim Castillo faced many staff challenges this year. Missing F&A funds for research in the CFA were recovered. A clear policy from OVPR, however, is still needed to fairly allocate F&A for interdisciplinary centers. Despite these problems, ARTS Lab is collaborating with the DOD, IAIA, NEH and COE, among others, on current grants using dome technology to visualize everything from nutrition to poetry. The lab is looking forward to reconnecting with engineering through incoming new faculty. IFDM and Electronic Arts faculty continue to bring students into the lab. Ageing facilities and lack of tech upgrades, however, increasingly put the lab at a disadvantage for grants. A new area, Art and Ecology, continues to grow and seek interdisciplinary connections.
- Claudia Valdes received a grant to work with the Mind Research Network on sensorial perception and immersive media.
- The Director of the Bainbridge Bunting Visual Library successfully collaborated with University Libraries to increase Bunting's visibility and use across campus.

#### E. International Presence

- Each year our faculty enables our students to have opportunities abroad. Through new CFA Travel Grants, 26 students traveled outside New Mexico to perform and compete. Dean Pinder considers these experiences to be essential to any education, but especially for New Mexicans who do not often leave the region.
- Some highlights: this Spring Professor Donna Jewell and UNM students danced in the multimedia spectacle "Hannibal" with the Lawine Torren Dance Theater in Austria; Art-in-Medicine director Dr. Patrice Repar has expanded relationships in South Africa through the University of Cape Town; AIM was also featured on CNN in July. Two Theatre alumni Japhe Weideman and Brian J. Bustos has received international recognition when they were nominated for Tony Awards this year. Music students and faculty performed this year in Germany, Italy, Brazil, Sri Lanka, and Mexico. Art and Art History faculty lectured, exhibited and held residencies in Spain, Italy, Australia, Japan, and Canada.
- The M.F.A. Flamenco concentration has the distinction of being the only one in the world and UNM hosted the 26<sup>th</sup> Annual Festival Flamenco. Professor Andrea Polli organized ISEA2012 last September that brought international artists and scholars to Albuquerque and created "Machine Wilderness" exhibitions around the region for the entire year. The Tamarind Institute hosted artists from Brazil,

Australia, New Zealand and Mexico, among others, to work with its master printer. The exhibition “Afro: Black Identity in America and Brazil” also traveled to São Paulo. Tamarind sells lithographs created here in print fairs around the world.

#### F. Development and Marketing

- CFA’s Development Officer exceeded her goal by 225% and raised \$4 million for the College. She ran two successful matching campaigns, increased Dean’s Circle membership by 35%, and completed 22 new endowments for students. This year there will be fundraising workshops for faculty and a new board of alumni and donors.
- CFA’s new webdesigner revamped the CFA site and now consistently posts events on all UNM websites. Dean Pinder increased the webdesigner’s FTE to 1.0 to make the marketing of the CFA a priority. For the first time the CFA also had a brochure. He created a multimedia campaign that included a button link on the UNM website for the summer camps.

#### G. Facilities

- Due to the poor condition of most of the CFA’s nine buildings, Dean Pinder asked Professor Steve Block to chair a CFA Facilities Task Force. In recent years, sinking floors, hazardous mold and inadequate ventilation have been on-going problems. Like science labs, the art studios utilize chemicals and processes that, without proper handling and facilities, create health risks. This year wireless internet was installed in the Mattox grad studios, the upgrade of the ventilation in the Art Building was completed, and new floors in the music areas and the Waters Center for Dance at the Carlisle Gym were installed; however, the Task Force has identified an extensive list of additional repairs and upgrades to be the basis for a strategic plan for a new Center for the Arts building as outlined in the UNM 2020 report. Currently, most programs are turning students away because our facilities are insufficient. The greatest challenge to CFA’s future successes is its outdated and languishing facilities.

### 3. **Future Plans**

- A. Led by Associate Dean Carlow, the Curriculum Committee will continue to amend the Core requirements and reduce required credit hours for majors in certain CFA areas. Using Arts Management courses as models it will also develop a CFA Core course that provides professional career training for all majors.
- B. Many new graduate programs have been established in recent years and this year there will be an overall review of the CFA graduate offerings.
- C. Streamlining and creation of a strategic plan for the Arts Management program to accommodate more faculty and students.
- D. Expansion of non-degree offerings such as the summer camps and institutes.

- E. The Facilities Task Force will finalize an academic plan for a new CFA building using a UNM2020 matrix.
- F. Belinda Jentzen will retire midyear. The dean will work closely with the new Development team to prioritize such initiatives as Faculty Enrichment Endowments and faculty training and Dean's Circle growth. Increase alumni communication.
- G. Increasing CFA's presence downtown and in the ABQ community.
- H. Capitalize more on the existing connections with Spanish-speaking countries for recruitment and exchanges.
- I. The Art Museum will focus on support for publications and exhibitions through its new membership program and planned events. It will strive towards crafting a viable application for American Association of Art Museums accreditation.

# State of Graduate Studies

Submitted by Dean Julie Coonrod

## 1. Description of Graduate Studies

UNM averages 6200 post-bachelor, degree seeking students per year. Graduate Studies awards student funding to all post-bachelor programs. Graduate Studies provides broad oversight of eighty-three graduate units (4500 students/year) awarding all graduate and professional degrees and certificates with the exception of Anderson degrees, J.D., M.D., Pharm.D, DNP, and DPT. As need arises, however, Graduate Studies collaborates with all programs for policy concerns and dual degree programs. On average, 210 doctoral degrees, 890 masters degrees, 22 MFA, and 30 graduate certificates are awarded annually. Graduate Studies annual operating budget is just under \$900,000 with an additional \$1.6 million for assistantships distributed to the colleges.

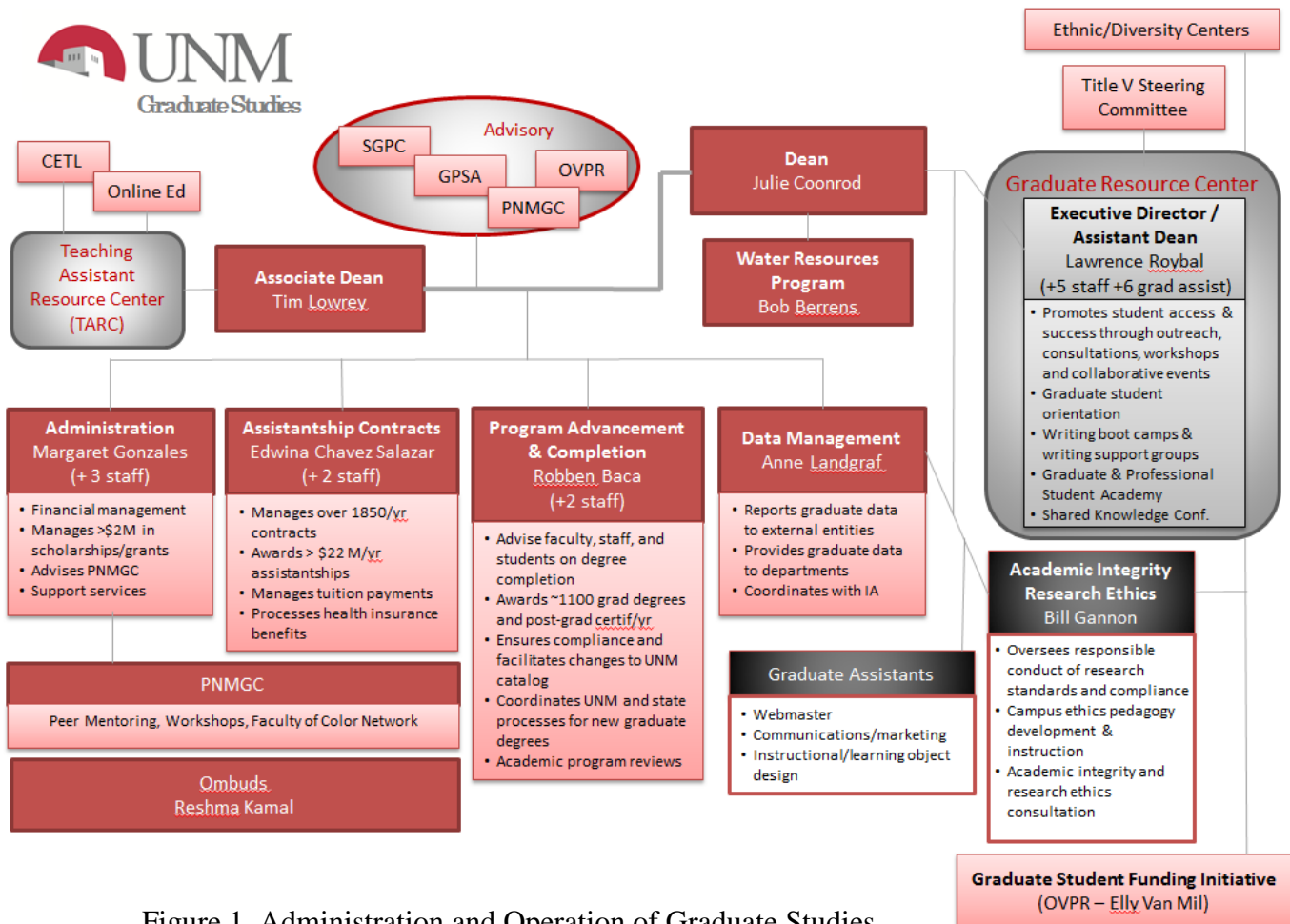


Figure 1. Administration and Operation of Graduate Studies



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

## **2. Major Activities of AY 2012-13**

Continuing activities are summarized in Figure 1, with Graduate Studies main mission of promoting graduate student success.

### **A. New hires**

- Dean Julie Coonrod started January 1, 2013 after a competitive internal search process led by the Office of Academic Affairs.
- Associate Dean Tim Lowrey started April 1, 2012 after a competitive internal search process led by Graduate Studies.
- Dr. Bill Gannon, Academic Integrity and Research Ethics Director, moved from the Office of the Vice President for Research in January, 2013 because of the close relationship between responsible conduct of research training and graduate students.
- Robert Berrens, Professor of Economics, was selected as the new Water Resources Program Director after a competitive search during the spring semester.
- Dr. Berrens assumed his new duties this summer as Bruce Thomson, Regents Professor of Civil Engineering, retired.

### **B. Water Resources Program acquired**

- The Water Resources Program is an interdisciplinary graduate program with no full-time faculty.
- Faculty from over a dozen departments in six different colleges participate to provide a wide variety of classes and advising opportunities to students that tackle relevant water problems from a variety of perspectives including science and policy.

### **C. Graduate online application**

- Working closely with Admissions, IT, GEO, and Purchasing, a request for proposals for an online solution to the decentralized graduate application was released in late March.



- A committee reviewed the proposals and invited two vendors to campus in May for demonstrations.
  - Meanwhile, Dean Coonrod met with each college/school to get input on what individual programs might require. Further, multiple small meetings were held with graduate program advisors from across campus.
  - A contract with Hobsons was initiated in June. The ‘go live’ date is estimated for October.
- D. Graduate assistantship project: Edwina Chavez Salazar is working closely with IT, Financial Services, Enrollment Management, and HR Process Improvements to improve the processing of assistantships, tuition payments, and health insurance payments.
- E. Electronic processes improvement
- Graduate Studies is working with IT to eliminate shadow databases and improve business processes.
  - Further, Graduate Studies is working with the Registrar’s Office to update the catalog in degree audit so that the Programs of Studies can be dramatically simplified.

### 3. **Future plans**

- A. Development of strategic growth plan
- Graduate Studies will work with the colleges to help develop plans for strategic growth.
  - Specifically, departments with capacity for growth and strong job placement potential will be the focus. While all departments do not have the capacity for additional students, the quality and diversity of graduate programs can grow campus-wide. Graduate students are the pipeline to the future and represent the legacy of UNM’s education.
- B. Closer work with Vice President for Research
- As federal budgets are stressed, research funding is difficult to sustain. Graduate Studies will work closer with the VPR to identify assistantship recipients that will provide leverage for additional funding.
- C. Strategic awards of assistantships
- D. Graduate Studies will continue to award Excellence & Success assistantships, as well as travel grants, to all colleges. Additional awards, however, will be made to departments that are able to leverage graduate student funding and have capacity for increased enrollment.
- E. Increase collaboration with NM Tech and NMSU: Cross-enrollment for graduate students will allow our students to take graduate courses at other state institutions while graduate students at other institutions will be able to take graduate courses at UNM without need to apply to the other institution.

F. Institutionalize Graduate Resource Center

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

G. Graduate School Designation

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

## **State of the Honors College**

*Submitted by Dean Kate Krause*

### **1. Description of the Honors College**

The Honors College was officially opened this academic year, although Honors has a long history at UNM. For decades the University Honors Program (UHP) offered small, interdisciplinary seminars to high-achieving UNM students. Several task forces over the years had proposed converting the UHP into an Honors College. In Spring 2012, the Faculty Senate approved the most recent Honors College Proposal. Over the course of AY 2012-13 approvals were sought, and gained, for the most critical features of the new Honors College.

The Honors College will build on the strengths of the UHP while providing more opportunities for students to participate in an Honors education. Further, the level of student participation in the Honors College will be much easier to track. No official enrollment numbers were tabulated previously because UHP was not a degree-granting entity. Enrollment in Honors Seminars included approximately 1000-1200 students each semester; however, fewer than one hundred students typically graduated with UHP Honors each year. Neither count accurately describes the general level of Honors participation at UNM prior to its establishment as a college. The enrollment total is higher than the number of individual students enrolled, because the enrollment total includes each Honors course a student enrolls in, even for students enrolled in multiple courses in a given semester. The number of students graduated, however, only includes those who complete the 24-credit hour requirement, and excludes any student who participated in Honors but did not complete the requirement.

The Honors College will also make it much easier for students to participate in Honors in ways that align with the student's degree plan and future goals. As mentioned above, graduating with UHP Honors required 24 credit hours, as well as a two-semester senior project or thesis. Most of those credits did not contribute to a student's major or degree program at UNM, although the 100-level seminars counted toward the Humanities Core Requirement. As described in more detail below, students will be able to earn a bachelor's degree in Honors, a minor in Honors to complement a major in another college, or graduate with a transcribed Honors designation by completing a 15-credit hour curriculum. Furthermore, lower division Honors courses will satisfy Core Curriculum requirements in all core areas except Foreign Languages.

The Honors I&G budget of \$772,268 supported ten full-time faculty members last year, many temporary part-time instructors, a program coordinator, a department administrator, and several

student employees. Honors also benefited from generous support from alumni, most of which was used for student scholarships and specified Honors activities.

## **2. Major Activities of AY 2012-13**

Conversion of the University Honors Program to a degree-granting college required several separate but related strands of effort this past year:

- A. Working with Enrollment Management, high-achieving high school students were aggressively recruited. The dean sent out a recruitment letter to each student who applied to UNM who had an ACT score (or the SAT equivalent) of 26 or higher. Current Honors students phoned potential students to answer questions and provide a student's perspective. New brochures, postcards and other promotional materials were developed and distributed. The Honors website was completely redesigned. Enrollment Management arranged campus visits and contact with faculty in departments around campus. While final numbers will not be available until fall semester starts, all indications are that the number of high-achieving students attending UNM is up. Honors participation in New Student Orientation is significantly higher than in the past. In Fall 2011 approximately 325 freshmen enrolled in a 100-level Honors course. The Honors College is on track to far exceed that number: just midway through the summer of 2013, 300 freshmen were registered for Fall 2013 Honors 100-level courses. Course offerings in the Honors College are being adjusted to accommodate these students.
- B. With generous support from the University, four new assistant professors will join the Honors faculty. Two faculty members who had served Honors as Lecturers converted to tenure-stream positions and two new faculty members were hired from outside the University. The Honors College now has six assistant professors, three associate professors, and one full professor. The long-serving Associate Dean of Honors, Rosalie Otero, retired this spring, and Ursula Shepherd, Honors' sole full professor, will serve in that position.
- C. Several significant curriculum changes were ushered in through the Curriculum Workflow process. A primary motivation for creating the Honors College was to develop pathways for Honors participation for students from all degree programs. This was accomplished by developing Core Curriculum courses in Honors and providing for a transcribed Honors designation upon completion of 15 credit hours in Honors. An interdisciplinary bachelors' degree and a minor were created that would be accepted by other UNM colleges in satisfaction of their graduation requirements. The BA degree was approved by all required Faculty Senate bodies and by the Board

of Regents in Spring 2013. The minor, the 15-credit hour designation, and six Core Curriculum courses were also approved in the Curriculum Workflow process this spring.

### **3. Future Plans**

As a new college, Honors will have much to do in the coming year to implement the many changes approved this year:

- A. To assure adequate offerings for students seeking a BA or a minor, multi-semester course offering plans will be developed. In the past, Honors course offerings were decided on a semester-by-semester basis. The new Honors College will have to put in place long-term curriculum planning. New governance structures to accomplish this are being developed.
- B. An Assessment Director has been appointed who will conduct learning outcome assessment for all Honors Core Courses and for the Honors BA. Honors had not had an institutionalized assessment process in the past, but the faculty have now included learning outcomes and assessment plans in their new courses.
- C. Procedures for offering Honors courses by non-Honors faculty will be developed as outlined in the Honors Proposal. This will be necessary to offer sufficient capacity to serve the expanded student body. This will require close collaboration with units across campus.
- D. Applications, student progress and other record-keeping needs will be computerized. Honors has traditionally used paper applications and paper files for its student record keeping. As a college with multiple participation options, that system will no longer work. In the future, Honors student information and degree progress will be integrated into Banner, LoboTrax or LoboAchieve as appropriate.
- E. A more efficient plan for staffing the Honors office is being developed with Human Resources. Currently there are *no* professional advisors serving Honors, as Honors students also received advising in their home colleges. Now that Honors is the home college for some students, professional advising will be necessary. In addition, the current department administrator has (informally) announced her intent to retire. The only other full-time staff person is a program coordinator. Honors will need to increase its administrative support staff in order to serve the students.
- F. Conversations with the UNM Architect are taking place regarding the possibility of a new space for Honors. As Honors grows, space in the plaza level of Student Health will eventually be insufficient to accommodate it. Changes are being made there to accommodate growth, and the number of beds in the Scholars Wing at Hokona have been increased, but eventually an integrated residential space would be an ideal solution.

G. The support of the Board of Regents' Academic/Student Affairs & Research Committee is appreciated, and Honors looks forward to meeting their high expectations. In the Honors College, work is being done to support the success of students who thrive in a challenging academic environment. To assure we are providing an appropriately stimulating experience, we are engaging in a more systematic assessment process. Honors recruitment strategies will increase enrollment at UNM by high-achieving students. Whether those students take just one Honors course or earn a BA in Honors, their presence on campus will contribute to the academic and intellectual culture of UNM.

## State of the School of Law

*Submitted by Dean David Herring*

### **1. Description of the Honors College**

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, innovative classes that combine law practice skills training with doctrinal instruction, and its Indian Law and Natural Resources/Environmental Law certificate programs. The clinical program requires the operation of a labor intensive, live-client law practice (equivalent to operating a 48-person law firm 12 months a year). The Law School's scholarly journals include the New Mexico Law Review, Natural Resources Journal, and Tribal Law Journal. The faculty is one of the most ethnically and racially diverse faculties in the country. UNM Law has 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. 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. 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, serving thousands of attorneys, judges, and pro se public patrons each year.

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 different from many academic units on main campus.

Our Law School is strong and held in high esteem by legal educators, our current students, our alumni, and the judiciary. In fact, with its small class sizes, low tuition, and rich clinical program, the Law School is in a position that many other law schools are trying to achieve. Because of this, the Law School has an exciting opportunity to enhance its leadership position within the legal academy.

## 2. Major Activities of AY 2012-13

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); and (2) strengthening its program of legal and instruction (academic plan). The School also began to focus on teaching effectiveness and assessment of student learning and career outcomes (assessment and student success).

### A. Building Faculty Strength

- Three new faculty members were hired to begin in the fall of 2013:
  - ♦ David Herring (tenured lateral) was hired to serve as dean and to strengthen our child welfare law expertise.
  - ♦ Jeanette Wolfley (tenure-track, self-identified as an American Indian) was hired to teach in the Indian Law Program.
  - ♦ Lu-in Wang (tenured lateral, self-identified as an Asian American) was hired to strengthen our business and employment offerings.
- In addition, we filled the position of Associate Dean for Faculty Development. The Associate Dean, Professor Max Minzner, is charged with supporting our faculty in their research, teaching, and service with a particular focus on the growth of our seven junior faculty members.

### B. Academic Plan:

- Writing Program. A few years back, we initiated a comprehensive review of our writing curriculum and this past year was the second year of implementation. After the traditional first year required writing classes, we now require that all students take both a drafting course and a writing seminar. Accordingly, we have created a variety of drafting classes, including Pretrial Practice, Estate and Retirement Planning, Appellate Decision-Making, Environmental Litigation Drafting, and Federal Motions Practice.
- D.C. Semester. Another recent major change in the curriculum is the three-year Washington, D.C. Semester Experiential Pilot Project. Our program is again fully enrolled; we will be sending six students to Washington, D.C. during the fall semester of 2013. They have obtained various fieldwork placements in government agencies, non-profit organizations, and Congress. The students will be working a minimum of thirty-five hours a week for which they will receive twelve hours of credit. They will also take a seminar.
- Certificate Programs. We recently enhanced our Natural Resources and Environmental Law Program (NR/E Program) by adding a tenure-track Oil & Gas Professor. In collaboration with the state bar, the NR/E Program completed the second year of a successful lecture program that offers “continuing legal education” credit for lawyers. The Law School also completed a successful search for a tenure track professor to fill a position in the Indian Law Program. The



Indian Law Program successfully launched a colloquium series designed to give law students the opportunity to present research papers to the law school community.

- Summer Abroad Programs and international component. We added to our summer abroad programs a new offering in Madrid, Spain, first held during the summer of 2013. The Program is a four week, five credit course open to law students, graduate students and legal professionals from around the world.
- Affiliate Faculty Program. We recently implemented a faculty-affiliate program to increase interdisciplinary work between School of Law and main campus faculty. This year we added Kent Kiehl (Psychology) to our cohort of four affiliated faculty. Each affiliated faculty member presented a colloquium, and some have begun to collaborate with our faculty on various projects.

C. Assessment and Student Success:

- The School continues to review its teaching assessment and outcomes measures. This past academic year, our Faculty Teaching Assessment Committee started the process of examining our outcomes assessment and grading policies and initiated a discussion of those issues with the faculty as a whole. We intend to continue those efforts this coming year.
- As to student success, 92% of UNM School of Law first-time bar takers passed the July 2012 New Mexico Bar Examination, as compared to 86% of first-time bar takers from other law schools. In terms of employment outcomes, the Law School's class of 2012 significantly outpaced the national average in number of graduates obtaining long-term, full-time positions requiring bar passage (67% vs. 56%).

### 3. Future Plans

A. Self-Study and ABA Accreditation. A pressing matter for the Law School is the upcoming American Bar Association Accreditation visit scheduled in the fall of 2014. We are undertaking a comprehensive self-study. That work will provide us a natural mechanism for developing a focused strategic plan.

B. Building Faculty Strength. We expect searches for faculty members in the NR/E program and in the clinic. In addition, we expect to fill a position in the Legal Writing Program.

C. Academic Plan:

- Recent Initiatives. We are continuing our work strengthening the writing program by adding diversity to our drafting course offerings. Two new courses will be added next academic year. In addition, our Affiliate Faculty Program will participate in two courses for law students next year.

- Certificate Programs. Next year the Law School will host Professor Carmen Gonzales as a scholar in residence, enhancing our NR/E Program as well as our strength in international law. We are working to insure that the Utton Center better serves the educational mission of the School of Law and works more closely with existing faculty. We are excited that one of our new faculty hires will enhance both the Indian Law Program as well as the NR/E program by teaching courses in each area.
- International Law. We are working to increase our international footprint. A key accomplishment in this area was the development and highly successful inauguration of the Madrid Summer Law Institute. Looking forward, the International Programs Committee is exploring the feasibility of offering an LL.M. degree for international students with a first law degree from other countries.

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

*Submitted by Acting Director Amy Wohler*

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

UNM President Ferrel Heady founded the program in 1969 to advance professional graduate education and research in public administration. The program became a School in 1992. More than 1600 individuals have earned the UNM Master of Public Administration (MPA) degree, including many of NM's public and non-profit leaders. The MPA program was among the first to be accredited by the National Association of Schools of Public Affairs and Administration (NASPAA) and was recently reaccredited through 2019.

The mission of the School of Public Administration is to advance knowledge in support of professional education for public service through the integration of interdisciplinary research, teaching, and service, in order to address the management challenges of an increasingly complex and diverse global environment.

The faculty carries forward that mission with highly productive programs of applied research. Faculty members are experts in environmental policy and administration, program evaluation, healthcare policy, inter-organizational networks, public sector ethics and diversity, criminal justice, human factors in public service and caregiving, and the effects of technology on society. This research informs their classroom teaching, and all faculty members involve students in capstone projects that reflect their research as well as students' own interests. Faculty members also provide consultation and other assistance to local, state, national, and international entities.

The peak enrollment, in Spring 2013, was 247 students. This is an 8% increase compared to the previous year and a 25% increase compared to five years ago. The student body is majority-minority and among the most diverse on campus. Students who complete the MPA degree are trending younger than in the past, evenly divided between those age 25-30 and those over 30. More than 75% work full-time while they are students. Most work in government or non-profit enterprises, and many are UNM employees.

The School has a long history of supporting student success by providing access at times and locations that are convenient for working adult students. To date, students have been able to attend classes in real time by using the Extended University (EU) interactive television system (ITV) at satellite locations in Farmington, Gallup, Taos, Los Alamos, Santa Fe, Los Lunas, and Rio Rancho. SPA offers at least half of all course sections each semester via ITV, and about 25% of SPA enrollment comes from the seven distant sites.

In AY 2012-13, the faculty was composed of three full professors and three assistant professors plus the director, and was well diversified in both gender and ethnicity. Eight highly qualified temporary faculty members were also employed, enabling the School to maintain an average class size of about 20 students. Former director Dr. Uday Desai was on leave for most of the year. Dr. Amy Wohlert served as acting director during his absence. Staff grew from 2 to 3.5 FTE (Full-Time Equivalent) in order to support expanded enrollment and development of the new Master of Health Administration (MHA) degree program. The total revenue for the year was \$879,981.

## **2. Major Activities of AY 2012-13**

- A. The State of New Mexico approved the MHA degree in October 2012, in time for us to recruit an inaugural class of 20 high-achieving students. They will begin as a cohort in Fall 2013. Approval for a Shared Credit program for the Bachelor of Liberal Arts and the Master of Public Administration degrees has also been received. This creates a path for main campus students and students at EU-supported sites to complete both the BLA and MPA degrees in five years.
- B. The School built faculty strength with two successful searches this year. Dr. Shane Day, an interdisciplinary scholar with a specialization in Native American governance, and Dr. Agustin Leon-Moreta, who specializes in public budgeting and finance, will join the faculty in Fall 2013. Each of these faculty members will lead in the development of a concentration.
- C. Two-hundred-fifty-nine applications were received, and 47% were accepted, enrolling 97 new students in the MPA program. Student success is the focus of SPA's three-year goal to improve time-to-degree, with the objective of graduating 25% of total enrollment each year. The largest number of graduates in program history, 46, completed the program this year, equaling 19% of the peak total enrollment. Graduation rate was addressed in a series of initiatives:
  - Faculty created two new capstone options equivalent to the Plan II professional paper: an internship report and a course-based case analysis report. The case analysis option will be piloted in Fall 2013.
  - All-but-professional-paper students who have been out for multiple semesters were identified and provided with personalized supervision to complete their papers.
  - A stable multi-year course schedule was posted, allowing students to plan their entire program in advance.
- D. A graduate assistantship was created with the specific charge to support the progress of students who participate at distant sites (GPSA funded).

- E. The satellite SPA office in Santa Fe was closed due to budget reduction; remaining resources were reallocated to services for students at the EU-supported sites.
- F. Faculty voted to collaborate with the A&S departments of economics, political science, and sociology to develop an interdisciplinary master's program in public policy (MPP). The proposal is being refined and is progressing through the university's curricular process.
- G. Two important community collaborations were advanced. A memorandum of understanding was signed with the City of Albuquerque to create a process for student internships with city agencies, and three students have been placed to date. A second Memorandum of Understanding was signed that paves the way for collaboration with the Albuquerque Police Department, to develop academic offerings suited for mid-level managers in the police force.
- H. Faculty approved and implemented the following administrative procedures:
  - Annual performance guidelines for faculty, in line with the new UNM Policy C100
  - A comprehensive student learning assurance plan and database, in compliance with professional accreditation standards and UNM assessment expectations
  - Guidelines for mentoring junior faculty
  - A standardized graduate application scoring system

### **3. Future Plans**

- A. At this time of leadership transition, SPA sees an opportunity to increase the scope and quality of its enterprise to a level consistent with achieving AAU membership. The planned initiative would specifically advance the University Council on Academic Priorities recommendations for transforming graduate education and research, nurturing stable leadership, and promoting service learning and civic engagement.
- B. Work is planned with the Faculty Senate and the Office of Academic Affairs to develop the School as an interdisciplinary home for education and research in public sector affairs. The School would add faculty strength through interdisciplinary affiliations and seek partners for interdisciplinary academic programs, research collaborations, and contract work. If this new scope is approved, a national search for a dean will be initiated. Meanwhile, Dr. Wohlert will continue as interim director for the year. Professor Bruce Perlman has been appointed associate director to support development of external partnerships.
- C. SPA was selected to host the 2014 NASPAA conference in Albuquerque. Professor Uday Desai will lead the extensive planning effort required for this major conference.

- D. SPA will work with the Extended University to investigate online alternatives to ITV so high-quality, seminar-style graduate courses can be offered to a wider audience of students statewide. An asynchronous online course (PADM 522) will also be piloted in Fall 2013.
- E. Efforts will be continued to improve student success by increasing the graduation rate, paying particular attention to distance students. At present, 25% of students attend classes at satellite locations, but 95% of those who graduate are main campus students. This issue deserves serious attention. The following initiatives will be implemented and evaluated:
- The case analysis capstone course option
  - Dedicated graduate assistant(s) for satellite sites
  - Distance fee scholarships (with OGS)
  - Improved distance delivery modalities (with EU/ New Media and Extended Learning)
- F. Development of the MHA program will continue with a search for the first tenure-track faculty position to be fully dedicated to that program, adding faculty strength. Major MHA objectives include recruitment of high-achieving students and development of internship sites.
- G. The faculty plans to engage in the following curriculum development activities:
- Create a formal concentration in Native American Governance in consultation with Native American leadership in the state, and update the budget and finance concentration
  - Review learning objectives for the research methods sequence and evaluate the case analysis pilot course
  - Continue to advance the MPP degree proposal toward final approval
  - Initiate the Albuquerque Police Department collaboration with the creation of a customized academic seminar, enrolling the first group in Spring 2014
  - Work with UNM GEO and external partners to examine the feasibility of resurrecting or reinventing the School's accelerated Spanish-language MPA degree program.

## State of University College

*Submitted by Dean Kate Krause*

### **1. Description of University College**

The focus of University College (UC) on undergraduate education transcends college and school boundaries. Regardless of major or degree program plans, more than 90% of entering freshmen are UC students, taking courses offered by UC's partner schools and colleges. Undergraduates remain enrolled in UC until they have met the admission requirements of another degree-granting college or decide to earn a degree granted in UC, historically the Bachelor of University Studies (BUS).

The number of UC students is fluid: they move in and out of UC as their status in other colleges changes. Also, many non-traditional and adult learners are UC students, a population that does not necessarily attend every semester. In Fall 2012, 10,060 UC students were enrolled in a course, out of a total of 14,245 UC students. There are typically fewer students enrolled in the spring, as more will have matriculated to another college. In Spring 2013, 8625 UC students were enrolled, out of a total of 12,124. Of those 8625 actively-enrolled UC students, 4702 (55%) were classified as freshmen or sophomores, and 3,921 were classified as juniors and seniors. 817 students were declared BUS students, and 31 were declared Native American Studies students; 7,777 students are in UC awaiting matriculation to another college.

University College is committed to student success. Programs are offered for incoming freshmen which are designed to help them successfully transition to the University. UC also offers interdisciplinary programs, including Native American Studies, the BUS degree, and the Research Service Learning Program. Until this year the interdisciplinary Honors Program was housed in UC.

Most programs in University College meet their missions by "renting" courses and faculty from other divisions. The only faculty housed in University College during AY 2012-13 were those in Native American Studies and Honors. With the shift of University Honors to a separate college, University College now has only six Native American Studies faculty members.

UC's I&G budget of \$2.2 million supported the following programs:

<b>Program</b>	<b>Budget</b>	<b>Staffing</b>
University College Administration	244,385	Dean, Assoc. Dean, Operations Manager, Admin 2, LAN Admin, Work study
Bachelor of University Studies	\$130,847	A Director plus 2 Advisors
Freshman Academic Choices	\$519,649	An Associate Dean and a Program Coordinator plus PTIs
National Scholarships and International Fellows; Undergrad Research Symposium	\$55,500	One Program Specialist
Research Service Learning Programs	\$114,551	1 Program Manager + PTIs and Grad Students
Native American Studies	302,630	6 Faculty, 1 Administrator
Water Resources Program*	107,522	Director, Administrator
University Honors Program*	772, 268	Associate Dean, 10 Faculty, Dept. Administrator, Program Coordinator, PTIs, Work-study office staff.

\*Water Resources and University Honors left UC in 2013.

## **2. Major Activities of AY 2012-13**

University College completed several major initiatives in AY 2012-13, many that had been planned during the prior year:

- A. The Dean's Office staffing was completely restructured in Fall 2012. In response to the significant staffing shifts, the Dean's Office staff held a one-day retreat in January 2013 where the following Mission statement was developed that will guide the UL's work in the coming years:

*University College is dedicated to providing collaborative opportunities for integrative learning that foster personal, academic and professional excellence. Our Core Values are to ensure that students (a) Understand information, (b) Synthesize ideas and (c) Impact the world.*



- B. The university-wide Foundations of Excellence initiative focused on improving programs for freshmen at UNM, central to University College's mission. UC administrators played key roles in Foundations of Excellence efforts. With A&S, implementation of significant changes in freshman programming has begun in response to that initiative, an internal program evaluation, and the work of the Undergraduate Committee of the University Council on Academic Priorities.
- C. The Freshman Learning Community program was restructured to better align courses with requirements in degree programs.
- D. Several Learning Communities were offered in the spring for the first time.
- E. New program evaluation and assessment processes were designed for the Learning Communities to focus on student progress on key foundational skills.
- F. The Bachelors of University Studies program obtained approval to bifurcate its degree into two components: a Bachelors of Liberal Arts (BLA) that will continue to meet the needs of students who seek a flexible route to graduation, and a more structured Bachelors of Integrative Studies (BIS) to meet the needs of students who would like to design an innovative interdisciplinary degree. Methods courses have been developed and approved to support the BIS. Work is being done with colleagues at the branches because the BLA and BIS are likely to meet the needs of many students there. Similarly, UC is working with Continuing Ed to create degree paths for Staff as Students. All of these efforts are designed to enhance student success and create paths to completion.
- G. Mediation services for students have been improved. While continuing to support the Introductory Studies (IS) program for students needing additional help before enrolling in college credit courses, ways to enroll IS-identified students in college-credit courses with additional support have been piloted. UC has also participated in the efforts to align high school curriculum expectations with UNM expectations.
- H. Two interdisciplinary academic programs were moved out of University College. The Honors Program was converted to the Honors College and is now a separate entity. The Water Resources Program moved to the Office of Graduate Studies. UC is working with the Dean of OGS and the Sr. Vice Provost to develop a new administrative approach to supporting interdisciplinary programs.
- I. As has been the case in the past, University College has worked closely with Advisement, the Student Success staff, and the Dean of Students office to support their initiatives, including the Coaching Initiative, the VISTA scholarship, the Lobo Reading Experience, and New Student Orientation. All of these serve the UL's mission to ensure that every student who is admitted to UNM is supported and challenged in ways that help that student achieve his or her potential.

### 3. Future Plans

The things started in AY 2012-13 have set UC on paths toward improved student support in 2014 and beyond:

- A. Expansion and refinement of Freshman Programs. UC expects to offer 60 Learning Communities in AY 2013-14, twice that of prior years. Most will be offered in the fall. Learning Communities attached to larger lecture courses will be offered to allow departments that had not participated in the past to take advantage of the opportunity. Assessment and evaluation instruments will be developed this year; those results will be used to refine UC programs.
- B. The creation of two new courses will be planned to accommodate new course ideas. University College does not currently have any “topics” course numbers that can be used for new courses. UC is exploring several new interdisciplinary course ideas specifically designed for freshmen who are exploring majors (i.e., undeclared majors).
- C. With generous support from the New Mexico Educators Federal Credit Union, five sections of a redesigned College Success Seminar will be offered in Fall 2013, targeting students at financial risk. That pilot will guide development of future freshman seminar courses.
- D. In Fall 2013 UC will introduce academically-themed residence floors. If these prove successful, the program will be expanded. If challenges are observed, the program will be adjusted as necessary.
- E. Curriculum development for the BIS degree. The BIS degree requires students to complete a sequence of methodology and experiential courses. Those courses have been approved in the Curriculum Workflow process. UC is designing on-line offerings for those courses. The logistics regarding offering these courses, given the lack of permanent faculty in UC, will need to be worked out.
- F. Alignment of BLA/BIS Degrees with Branch Programs. Because the degree requirements are flexible, the BUS degree was particularly popular with students at the branch campuses. The new BLA and BIS degrees that are replacing the BUS should have the same appeal. UC will be working with branch campus leadership to assure curricular alignment so that students can complete degrees in a timely fashion.
- G. Collaboration with Service Learning/Community Engagement Efforts. The Research Service Learning Program (RSLP) is housed in University College. Many other entities on campus engage in service learning and community engagement projects. The Faculty Senate and several interdisciplinary departments on campus have expressed interest in developing a more coordinated approach to community engagement. UC will continue to play a role in bringing disparate groups together to leverage resources to provide greater service to those communities that UC serves.

H. University College is dedicated to student success. UNM's retention challenges are the greatest among students in their first few semesters at UNM, the semesters when they are likely to be UC students and most in need of academic support and community. This year's Foundations of Excellence efforts focused on this vulnerable population, and many of the recommendations that came out of that effort will be implemented in University College or in a unit that partners with University College. UC takes seriously the role assessment plays in guiding curriculum development, and will continue to assess learning in UC programs and to make changes when the assessment results reveal need for improvement. UC is the introduction to UNM for many students, and working with K-12 partners is central to this mission.

## **State of University Libraries & Learning Sciences**

*Submitted by Dean Martha Bedard*

### **1. Description of University Libraries & Learning Sciences**

#### **College of University Libraries & Learning Sciences (UL&LS)**

The College of University Libraries & Learning Sciences is comprised of the University Libraries—a system of four libraries located on the central campus—and the Organization, Information and Learning Sciences program (OI&LS). The UL supports student learning and faculty teaching and research and OI&LS offers credit courses in the area of organization, information, and data management. UL&LS has 37 faculty, 90 staff, and 102 student employees. The total UL budget is \$14.3 million.

#### **University Libraries (UL)**

The University Libraries system at UNM has the largest library collection in the state. In addition to offering a large number of spaces and paper collections for students, there are extensive electronic and digital services that make it possible for students and faculty to use the library 24/7 from any location. University Libraries is a member of the prestigious Association of Research Libraries (ARL), ranking 83 out of 115 members.

The University Libraries system is composed 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 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.

#### **Organization, Information & Learning Sciences (OI&LS)**

The Organization, Information and Learning Sciences program (formerly known as Organizational Learning and Instructional Technology or OLIT) focuses on adult learning, the design, development, delivery, and evaluation of training, organization development, knowledge management, distance education, e-learning, data management and instructional technology systems. Bachelor, master and doctoral degrees are awarded in Organization, Information & Learning Sciences.

## Data about UL&LS

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

- 745 classes taught
- 13,310 students in the above classes
- 25,723 reference questions answered
- 15 service points including the virtual Ask a Librarian service
- 58 Organization, Information & Learning Sciences (OI&LS) courses offered for credit
- 43 degrees awarded

## 2. Major Activities of AY 2012-13

The College of University Libraries & Learning Sciences (UL&LS) 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. The goal of the UL's *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 (1) launched a completely redesigned website that, according to usability studies, quickly directs the user to collection discovery tools and College information, (2) created a new mobile presence with enhanced access to resources and library information, (3) posted an RFP for a next generation Integrated Library System (library catalog and acquisition system), and (4) re-organized the

unit responsible for collections & discovery to facilitate the seamless acquisition, description, delivery and discoverability of all electronic and print content.

- B. The goal of the UL's *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 (1) worked with campus partners to open the Math Learning Lab (MaLL) in the Centennial Science & Engineering Library (2) began renovation of an existing space in Zimmerman Library that will house a technology-rich graduate student lounge with collaborative furniture options (3) combined the Fine Arts & Design Library reference and circulation desks to better serve students, and (4) participated in ongoing development of the Zimmerman Library Master Plan.
- C. The goal of the *Research Data* priority is to develop and showcase an academic data repository service.
- The UL (1) continued to grow the backup and delivery system infrastructure to support massive data projects, (2) partnered with UNM faculty and departments to curate datasets and deliver data training sessions, (3) developed a plan to market data holdings to the UNM community, and (4) provided access to eight data projects in LoboVault.
- D. OI&LS is a combination of University Libraries INFO courses and the former Organizational Learning and Instructional Technology Program (OLIT). The goal of the *OI&LS* priority is to graduate students with interdisciplinary knowledge and skills combining organizational learning, instructional technology, and information and data management. Employers will value these graduates' knowledge and skills.
- The UL (1) is now home to nearly 72 undergraduate, 92 M.A. and over 56 Ph.D. students in the newly named Organization, Information & Learning Sciences program, (2) held two convocations to celebrate the awarding of 43 OI&LS degrees, (3) merged OLIT and INFO into OILS in the course catalog, cementing the joint curriculum, and (4) taught the Walter E. Dean Environmental Information Management Institute for the third year.

### 3. Future Plans

- A. UL&LS will continue to implement and assess the four strategic priorities and to enhance collections and improve services.
- B. The UL will (1) expand collections by developing consortial partners and joining the Hathi Trust ebook collective, (2) implement the Espresso service, making it possible for students and faculty to print books on-demand, (3) replace the libraries' acquisitions, circulation, cataloging, and public search system (LIBROS) with a fully

- integrated system and discovery tool, and (4) further coordinate commercial e-resources, home grown e-resources, curated data, and government documents for maximum discoverability.
- C. The UL will (1) finalize the Zimmerman Master Plan, (2) redesign Zimmerman combined service point, (3) begin Zimmerman Learning Commons construction in early 2014, (4) create permanent adequate off-site storage and auxiliary archives for all UL collections and equipment, and (5) design space improvements for Centennial Science & Engineering Library, including a pilot visualization lab (see #4 under Research Data).
  - D. The UL will (1) recruit data contributors, (2) train College faculty in data cycle service offerings in order to increase outreach to UNM community, (3) implement Map and Geographic Information Center Digitization Expansion Project at Centennial Science and Engineering Library, and (4) research, plan, and locate funding for a data visualization service.
  - E. UL&LS will (1) integrate the Walter E. Dean Environmental Information Management Institute into the OI&LS curriculum, (2) restate the UL mission and vision statements to reflect the official merged organization, (3) develop a transcribed certificate, and (4) form partnerships with sciences, museum studies, and digital arts programs. In addition, (5) 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 Provost Curtis Porter*

### 1. Description of Academic Administration

The role of Academic Administration is to provide administrative, space, 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 Analytics, the UNM Press, KUNM radio, and the Harwood Museum.

The budgets and FTE employees associated with this area are as follows (FY 2013 Actuals):

	<u>Expenditures</u>	<u>FTE</u>
Provost Office	\$1,307,657	12.5
Office of Inst. Analytics	\$606,316	8.8
University Press	\$3,207,033	33.0
KUNM	\$1,984,425	25.0
Harwood Museum	\$1,113,890	17.0

The Office of the Provost 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 to 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.

## 2. Major Activities of AY 2013-14

### A. UNM 2020

- After a nine-month effort by the University Council on Academic Priorities (UCAP), Academic Affairs shifted its strategic planning focus to supporting UNM 2020. Utilizing the outcomes of the UCAP report, Academic Affairs deans, Vice Presidents and other members of the leadership group participated in the development of the goals and objectives that were approved by the President and Regents this summer. Key members of the Academic Affairs leadership team have been named to the Strategic Management Task Force (SMTF) to develop the tactical and reporting components of this effort.

### B. Major 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. Through the prioritization and legislative lobbying process, \$16 million was allocated to the Chemistry renewal project and \$3.8 million to finishing Biology. Additionally, significant effort was focused on making the case for major capital allocations for Farris Engineering, Physics and Astronomy, and the new Anderson School of Management replacement projects. The integrated planning and needs assessment processes are currently underway with the goal of gaining funding and implementing all of these projects in the next three to five years.

### C. Minor Capital Priority Projects

- The Math Learning Lab (MaLL), which was a curriculum and space planning effort to address poor pass rates in Math 120, was a major initiative in FY13. The needs assessment and planning phase involved more than twenty individuals from six offices across campus and analysis of 13 different possible sites. The project was completed in January of 2013 in the Centennial Engineering Library at a total project cost of \$1.3 million. An analysis of recurring costs to support this Center is underway. Assessment efforts of the curriculum component are planned to determine its impact on our pass rates.
- After two years of planning, the Language Learning Lab received a much needed renewal of part of its space. Another \$500,000 is needed over the next three years to complete this initiative.
- Center for Teaching Excellence: A significant amount of effort was dedicated to planning and implementing a new space for collaboration between the Office of Support for Effective Teaching (OSET), Extended University and the Provost's Office to consolidate and improve our faculty development efforts. Approximately \$250,000 was allocated to the renewal of two former College of Education classrooms and seven offices in the University Advisement & Enrichment Center.

- Center for Student Academic Success: In keeping with our major student success goals, this new Center in the former Bursar's office space in the University Advisement & Enrichment Center combines the Office of Academic Student Success and Advising administration along with University Communication & Marketing. It involved an integrated planning approach and significant negotiation to ensure that the diverse needs of these groups had adequate space and amenities. Approximately \$500,000 was dedicated to completion of this project and the ribbon cutting occurred in September 2013.

#### D. Classroom Management

- Classroom Management became a new division under Academic Administration in FY 13 to manage the \$500,000 in annual renewal funds for main campus classrooms. A .25 Classroom Manager was hired in cooperation with the division of Planning & Campus Development. In FY 13, Classroom Management completed classroom renewal (full and partial) efforts in three of UNM's largest lecture halls. The KIVA lecture hall received a full renewal including: replacement of the exterior windows to increase the insulation, new furniture, replacement of the flooring, renewal of the AV equipment and increasing the wireless network. Northrop Hall Rm 122 and Anthropology Bldg Rm 163 received partial renewals including: increasing the wireless network, replacement of AV Equipment and seating enhancements. During the year Classroom Management was also able to establish a classroom renewal priority list for the next three years of general-use classrooms.

#### E. Classroom Management Goals for AY 2014

- 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

- With the shortage of space on main campus, the Main Campus Space Allocation Committee must develop strategies to link space allocation decisions to the academic plan and University strategic plan. This will be a major initiative out of the Provost's Office for the second half of AY 2014.

#### G. Budget and Financial Projects

- Results Oriented Management
  - ♦ With collaboration between our office and the Budget Office we are responsible for developing a new budgetary process to align responsibility and authority with allocations and strategic planning.
  - ♦ The Office of Institutional Analytics will build a financial planning data mart, which will provide all the needed data for this project.
  - ♦ This data includes student, human resources, and financial data, which will be used for the forecasting tool and reports.

- ♦ The forecasting tool will be used by departments to develop their instructional plan, which will forecast tuition generation based on the student credit hours (SCH) they plan to generate.
- ♦ Reports will be used to monitor metrics assigned by executive leadership.
- ♦ The forecasting tool and various analytic reports will be available by January 1, 2014, for use in the construction of the FY 15 budget.
- 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. Working through the new Tuition and Fee Policy committee, Provost's staff will be developing policies and procedures for differential tuition as well as curricular fees.
- Associate Vice Provost for Academic Affairs
  - ♦ While the new funding formula remains in flux, this office will continue to monitor its development during AY 2014 and insure that UNM and the other research universities are treated equitably. Recent developments indicate progress in convincing State officials that research universities, comprehensive universities and community colleges need to have distinct elements in any funding mechanism.
  - ♦ A great deal has changed in the area of institutional research The office is now the Office of Institutional Analytics and is deeply involved in areas of research and analytics that are far beyond the scope of the old office. By the end of 2013, program evaluation, learning assessment and accreditation will be folded in to this organization and it will begin reporting to the Associate Provost for Curriculum.
  - ♦ The UNM Press continues to be one of the most respected university presses and is financially outperforming its peers in these uncertain economic times. Two separate analyses of its operations were conducted during the past year, and both concluded that the Press is a very efficient organization and that the University needs to determine the level of support it should provide in the future.

## State of Academic Personnel

*Submitted by Associate Provost Michael Dougher*

### 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.

The budgets and FTE employees associated with this area are as follows (AY 2013 Actuals):

	<u>Expenditures</u>	<u>FTE</u>
Faculty Dispute and Resolutions	\$57,495	.75
Faculty Contracts	\$242,103	7.0
CARS	\$468,129	7.0

### 2. Major Activities of AY 2012-2013

#### 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 and utilize a recently completed study by the office of 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 special 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).

### **3. Future Plans**

- A. Hire new Associate Provost for Academic Personnel due to anticipated retirement of incumbent.
- B. Continue ongoing policy review and development, including policies that facilitate and foster interdisciplinary work and interdepartmental appointments.
- C. Develop a “Chairs school” and handbook to better support new academic administrators in their roles.
- D. Establish an Academic Calendar to publicize important deadlines for academic personnel, and other events sponsored by Academic Affairs.
- E. Continuing ongoing review and restructuring of faculty contracting and faculty compensation processes and procedures to achieve as much consistency, equity and efficiency as possible in these areas.

## **State of Curriculum**

*Submitted by Greg Heileman, Associate Provost for Curriculum*

### **1. Description of the Office of the Associate Provost for Curriculum**

The Office of the Associate Provost for Curriculum is responsible for the quality and integrity of academic programs at the university, including instruction, advisement, assessment, and accreditation. The primary duties of the office are to coordinate and augment the work of those individuals and offices that support the university's academic mission, particularly as they pertain to curriculum and student academic success. The units that report to this office include:

- Center for Academic Program Support (CAPS)
- Center for Teaching Excellence (CTE)
- Office of Institutional Analytics (OIA)
- Office of Student Academic Success (OSAS)
- Accreditation and Academic Program Review (APR)
- University Outcomes Assessment Office
- LOBO Center for Student-Athlete Success (LCSAS)
- University Advisement
- Parent Association (support staff for this group)
- Provost's Liaison to IT Services

#### **Center for Academic Program Support**

The Center for Academic Program Support, 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. 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.

#### **Center for Teaching Excellence**

In Spring 2013, Aeron Haynie was hired as director of the newly-named Center for Teaching Excellence. The mission of the new center is to develop, support, and promote active and engaged learning practices at UNM that improve learning outcomes and student persistence. The



center is designed to support excellence in teaching through all forms of instruction, as well as opportunities for scholarly research.

### **Office of Institutional Analytics**

The Office of Institutional Analytics joined the Office of the Associate Provost for Curriculum in early Fall 2013. OIA prepares analyses and reports to support decision-making and planning throughout the University, and responds to data requests from both external sources—for example, the New Mexico State Legislature, the Federal government, outside agencies, and media—and internal sources—for example, Executive Cabinet, the Office of the President, the Office of Academic Affairs, deans, faculty, and administrators. It also conducts analytical studies for the University, and is responsible for developing and maintaining the University’s data warehouse.

### **Office of Student Academic Success**

The Office of Student Academic Success (OSAS) was created in Fall 2011 to coordinate student success initiatives to increase retention and graduation rates through a number of programs dedicated to supporting UNM students in their academic pursuits.

### **Accreditation and Academic Program Review**

The University of New Mexico has been continuously accredited through the Higher Learning Commission of (HLC) the North Central Association since 1922. HLC accreditation provides assurance to the public that an institution has been found to meet stated requirements and criteria.

UNM’s Academic Program Review (APR) provides an opportunity for academic programs to examine their achievements and goals and plan for the future. 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.

### **University Outcomes Assessment Office**

The University 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, and some 200 courses in the undergraduate General Education Core Curriculum, on five campuses.

### **The LOBO Center for Student-Athlete Success**

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.

### **The University Advisement Office**

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

### **UNM's Parent Association**

The UNM Parent Association's mission is to support, engage, and involve parents of UNM students, to engage the community in a dialogue about the services needed by students and parents, to market UNM at the high school level, and develop ways to collaborate with the UNM Office of Parents and Family.

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

The Provost's Liaison to IT Services coordinates IT matters involving all aspects of academic technology within the Provost's Office and across the academic units at UNM.

## **2. Major Activities of AY 2012-13**

### **A. Student Success and Freshman Experience**

- Foundations of Excellence (FoE)
  - ♦ Engaged with the John N. Gardner Institute for Excellence in Undergraduate Education, as well as George Kuh, who was a consultant on the project.
  - ♦ Hosted two campus-wide student success summits that involved kicking off the FoE process, and subsequent presentations of interim reports from each of the nine committees (dimensions).

- Freshman Year Redesign
  - ♦ Began planning for the creation of the First Year Steering Committee (FYSC), which was recommended by the FoE study.
  - ♦ Began the redesign and assessment process for the New Student Orientation (NSO) programs currently at UNM. This will include the creation of a sub-committee of the FYSC, involving key stakeholders across campus, who should have input into the operation of NSO.
- Student Analytics
  - ♦ Worked with the Office of Institutional Analytics (OIA) to better understand how students flow through colleges and programs at UNM.
  - ♦ Worked with OIA, CEPR and the Dean of University College, along with the Graduation Express Project, to create a predictive model for six-year graduation rates at UNM.
  - ♦ Began to study the efficiency of curricula at UNM, including the establishment of efficiency metrics for curricula, along with comparisons to similar curricula at peer institutions.

#### B. Center for Academic Program Support

- Made progress on accommodating the new state funding formula into standard reporting by developing capabilities to provide data on withdrawal rates in courses utilizing CAPS SI Program, correlations between CAPS usage and retention and graduation rates, and STEM-specific students and courses for a closer look at the CAPS influence.
- Increased the profile and scope of online programs by hiring a program specialist to oversee CAPS Online Program, increasing the presence of Embedded Online Tutors (from 37 to 63 course sections), increasing the “Submit-A-Question” online assistance usage hours by 7.1%, and completing the CAPS Social Media for Academia plans for full implementation in Fall 2013.
- Increased faculty involvement in CAPS programming, and also had three CAPS staff members give presentations to faculty at OSET’s “Success in the Classroom.”
- Improved CAPS demonstrable impact on third-semester retention:
  - ♦ Third semester retention rate for 2010 cohort:
    - UNM students overall: 73.1%
    - CAPS users: 83%
  - ♦ Six-year graduation rates for 2005 cohort:
    - CAPS non-users: 30.2%
    - CAPS users: 61.3%
- Built stable programming at the Accessibility Resource Center (ARC) and the Veterans Resource Center (VRC).
- Developed programming to better support writing and STEM areas
  - CAPS Math/Science Program increase in student assistance:
    - Fall 2011 to Fall 2012 change = +9.63% students, +35.78% visits, +40%

- hours
  - Spring 2012 to Spring 2013 projected change = +14.91% students, +22.30% visits, +22.95% hours
  - New service: CAPS study groups for particular math courses
- New location: Casas del Rio; Biology department
  - ♦ CAPS Writing & Language Center increase in student assistance:
    - Fall 2011 to Fall 2012 change = +1.08% students, +12.06% visits, 38.21% hours
    - Spring 2012 to Spring 2013 projected change = +27.02% students, 19.03% visits, 27.95% hours
    - New service: CAPS study groups for Engl 101, 102, and 219
    - New location: Casas del Rio, ARC

### C. Center for Teaching Excellence

The newly-founded Center for Teaching Excellence incorporates the Office for the Support of Effective Teaching. Most of the achievements listed below for AY 2012-13 pertain to that office.

- OSET met its goal of continued year-over-year increases in participation at workshops, institutes, and conferences focused on teaching professional development. To date, total annual attendance in these events is at 721 (up 23% compared to all of AY 2011-12) and the total attendee number is 428 (up 4% from AY 2011-12).
- Impact of OSET programming was assessed through a survey of more than 300 past participants in the two-day institute, Designing Courses for Effective Student Learning. Key summary results include: 99% of institute attendees report making changes to how they teach one or more courses; 88% reported positive changes in student behaviors toward learning; 92% of those surveyed perceived or had concrete evidence for gains in student academic achievement; 97% of the past institute attendees perceived personal gains in abilities and attitudes regarding teaching since changing their course.
- OSET, with partner units represented on the Learning Environments Committee, recruited, trained, and helped to assess instruction in UNM's new learning-studio classrooms, which focus on collaborative-learning pedagogy. Fourteen class sections were scheduled in Dane Smith Hall 224 in Fall 2012 and 13 sections were taught there in Spring 2013. So far, 25 classes have been scheduled into three of these innovative spaces for Fall 2013, including two classrooms in the new Collaborative Teaching and Learning Building.
- The Promoting Teaching Effectiveness Subcommittee of the Provost's Committee on Academic Success released a recommendation for implementing procedures for recognizing, evaluating, and rewarding effective and excellent teaching.
- Office of Institutional Analytics
  - Expanded office to be able to provide more service to the University by hiring two institutional researchers and one data warehouse architect.
  - Increased analytical and business-intelligence skills of staff within the office.
  - Increased the profile of the office, especially in analytics by:

- ♦ Increasing the number of analyses performed by the office;
- ♦ Receiving funding for major software purchases and consulting help to create data marts for student, financial planning, and research administration;
- ♦ Creating Student Analytics Group, a monthly meeting of UNM faculty and staff interested in and conducting analytics of student data, to share reports, ideas, and methodologies;
- ♦ Creating two workgroups: one to propose data that needs to be collected, integrated, and stored to enable understanding, prediction, and intervention as needed in student success; and one to propose arrangements for coordinating UNM-wide surveys of students, faculty, and staff.
- Created a student data mart, as well as a financial planning data mart to support President Frank’s new budgeting model; a research administration data mart is in progress.
- Improved responsiveness of office to data and analytical requests, supported in part by the implementation of a basic project tracking plan.
- Developed partnerships with other offices and units across UNM.
- Accreditation and Academic Program Review
  - Currently, the APR schedule is on a ten-year cycle, which consists of approximately seven program reviews per academic year. The current ten-year cycle is nearing its end and will be completed with the four programs scheduled for site visits in Fall 2015 (the last four programs are: Biochemistry, Honors, Early Childhood & Multi-cultural Education, and Family Studies). The full schedule can be accessed on the APR website at: <http://apr.unm.edu/schedule.html>. The APR staff will begin working with Deans and units to set the next cycle during AY 2013-14.
  - Provided Feedback for New HLC Accreditation Criteria as requested by the HLC (Fall 2012)
  - Approval Received by the HLC to be on the “Open Pathway” accreditation process (December 2012)
  - Developed initial timeline for UNM’s accreditation cycle based upon Open Pathway process (January 2013)
  - Provided early dissemination of information regarding the new criteria and accreditation processes as appropriate or requested (ongoing)
  - Continue to monitor the institution’s activities to ensure compliance with HLC’s requirements, particular anything that would require notification to the HLC or a formal change request submitted (ongoing)
  - Began the process to move the Accreditation website to Website Content Management System and am currently working on major revisions and updates to the website to reflect the new accreditation criteria, process, and timeline for the cycle (ongoing)
  - Attended the Annual Higher Learning Commission Meeting (April 2013)
  - Submitted the Annual Institutional Data Update to the Higher Learning Commission (April 2013)

- University Outcomes Assessment Office
  - Completed the third phase of the rollout of the TK20 assessment program, aiming toward an eventual goal of getting all of UNM's approximately 400 academic programs into TK20 within five years.
  - Made progress on the goal of reducing the number of General Education Core Courses without published or publishable Student Learning Outcomes. The following list contains the number of courses that have Student Learning Outcomes published on the UNM Outcomes Assessment website, alongside the total number of core courses within each area:
    - ♦ AREA I - Writing & Speaking: 6/6 = 100%
    - ♦ AREA II - Mathematics: 9/9 = 100%
    - ♦ AREA III - Physical & Natural Sciences: 18/26 = 69%
    - ♦ AREA IV - Social & Behavioral Sciences: 14/17 = 82%
    - ♦ AREA V - Humanities: 14/25 = 56%
    - ♦ AREA VI - Non-English Language: 11/77 = 14%
    - ♦ AREA VII - Fine Arts: 14/64 = 22%
  
- LOBO Center for Student-Athlete Success
  - Lobo Scholars Program: An Honors College and Athletics Initiative:
    - ♦ Worked to develop a select number of UNM's most academically-gifted student-athletes into candidates for nationally and internationally competitive scholarship programs, such as the Rhodes and Marshall Scholarships.
    - ♦ Developed in 2012, the innovative Lobo Scholars Program provides student-athletes with new opportunities for intellectual growth and cross-community collaboration.
  - Community Engagement:
    - ♦ Required all student-athletes to complete at least two community service projects each year as part of the Lobo Changing Lives initiative.
    - ♦ In AY 2012-13, student-athletes completed over 7,000 hours of community service.
  - Athletic Computer Lab Managed by IT
    - ♦ Completed the transition of the Lobo Center for Student-Athlete Success (LCSAS) computer pods to UNM IT.
    - ♦ Provided student-athletes with a wider range of software packages and printing options to facilitate their scholastic pursuits.
  - Lobo Leadership Institute
    - ♦ Hosted former student-athletes who have achieved professional success on campus to speak with upperclassmen on making a successful transition to the workforce.
    - ♦ Proudly hosted NFL and reality show star Hank Baskett.
  - Career Athletes
    - ♦ Began a partnership with Career Athletes, the largest community of current/former college athletes, local, regional and national, employers and university athletic departments.

- ♦ Sponsored a student-athlete career forum in AY 2012-13 with almost 20 companies represented.
- Other significant accomplishments:
  - ♦ UNM 2012 Athletic Federal Graduation Rate of 60% was the second highest in school history.
  - ♦ UNM Athletic NCAA Graduation Success Rate (GSR): 74% for 2012 (this factors in transfer students and mid-year enrollees).
  - ♦ UNM Student-Athletes achieved an all-time high 3.23 cumulative GPA in the spring 2013 term. In the fall of 2012, they accrued a GPA of 3.21, tying what at that point was the record for the highest cumulative grade point average.
  - ♦ The Mountain West 2012-13 Scholar-Athlete Award honored a conference high 132 UNM Student-Athletes. The award is one of the highest academic honors bestowed by the Conference. To be eligible, student-athletes must have completed at least two academic terms at the member institution, while maintaining a cumulative grade point average of 3.5 or better and have participated in varsity competition in an NCAA-sponsored sport.
  - ♦ The Mountain West 2012-2013 All Academic award honored 163 UNM Student-Athletes, also the most of any school in the conference. The award recognizes student-athletes who have completed one academic term at the member institution while maintaining a cumulative grade point average of 3.0 or better, and who started or were significant contributors on their athletic teams.
  - ♦ Eight of the 21 Lobo athletic programs achieved a perfect 1000 score in the NCAA's 2013 Academic Progress Rate. Of the 21 programs, 13 improved upon their scores from a year ago, and three maintained their scores from the 2012 report. The biggest four-year rolling score increases were in men's basketball, which jumped 21 points, and men's golf, which jumped 20 points. Women's skiing had the biggest jump on the women's side with a 16 point leap.
  - ♦ A school record five Academic All-Americans were honored this past year, including a two-time Academic All-American, Women's Basketball's Caroline Durbin. These five break the record of four set last year. UNM now has 13 Academic All-Americans in the last three years.
- University Advisement
  - Implemented recommendations from the NACADA Evaluation:
    - ♦ In April 2013, honored three professional advisors during the revived Annual Advisor Awards program.
    - ♦ Increased the amount of advisor training for professional advisors; training sessions are now held once a month.
    - ♦ Created a faculty guide for advising. It was given out at the 2012 New Faculty Orientation.
  - Selected a campus-wide advising tool:
    - ♦ During the proof-of-concept phase, worked with a pilot department to test implementation of the tool.



- ◆ Fully implemented the Starfish advising system (renamed LoboAchieve at UNM) in August 2013.
- Continued to develop the Volunteer Academic Coaching program:
  - ◆ Successfully implemented the Academic Coaching Model at UNM.
  - ◆ 90 students were successfully assigned to coaches.
  - ◆ Preliminary data showed that the coaching model helped to improve UNM student retention.
- Completed the certification with Life Bound to become an Academic Coaching trainer.
- Developed the coaching model for the Success Through the Academic Year (STAY)
  - ◆ The STAY program was implemented in Fall 2012 for 100 freshman students.
  - ◆ To date, over \$100,000 in performance-based scholarships has been received by 95 students. The grant ends at the end of Spring 2013.
- Parent Association
  - Stabilized the organization and formed new leadership.
  - Hired an administrative officer to support the organization.
  - Began to create a dialogue by:
    - ◆ Identifying resources to create infrastructure.
    - ◆ Building a compelling case for creation of a website.
  - Promoted engagement by forming a membership team to identify the added value of the PA.
  - Researched processes for registration and class schedules.
  - Researched potential roles for the PA in improving student pathways.
- Provost's Liaison to IT Services
  - Increased cooperation between academic units, academic affairs, Faculty Senate, and central IT through multiple projects and regular coordination meetings.
  - Worked with central IT and the Office of Institutional Analytics to jump-start UNM data mining and analytics capabilities.
  - Participated in a Request For Proposal process for anti-plagiarism software.
  - Initiated RFP process for replacing the Individual Development and Educational Assessment (IDEA), or instructor evaluation software.

### 3. **Future Plans**

#### A. Freshman Year Redesign

- Work with various entities across campus to begin implementation of highest-value elements in the Foundations of Excellence Action Plan:



- ♦ Form the First Year Steering Committee (FYSC), begin tracking of high-impact freshman experiences, improve New Student Orientation, and outcomes assessment for all freshman programs and remediation alternatives.

#### B. Undergraduate Curriculum Improvement

- Generate analytics related to the efficiency of UNM’s curricula, including identification of choke points within and across curricula, high fail-rate courses, and other inefficiencies in student pathways to completion:
- Begin to address the “128 Credit Hour Issue” by:
  - ♦ Working with UNM Faculty Senate to change the UNM policy related to the minimum number of credit hours required for a baccalaureate degree.
  - ♦ Working with all units on campus to review and streamline their curricula.

#### C. Massive Open Online Courses

- Udacity – Work to publicize the agreement we currently have with the CS 101 course, and investigate the possibility of making it a dual credit offering to state high schools. Establish a compensation model for this agreement.
- Coursera – Investigate means of exploiting the various components of the tentative agreement we have, including UNM MOOC offerings, and the use of additional external MOOCs at UNM.

#### D. Center for Academic Program Support

- Solidify CAPS overarching Assessment Plan, measuring program SLOs.
- Implement CAPS IT Strategic Plan to address innovative technology assistance for students.
- Continue to quantify CAPS unique contribution to student success.
- Create CAPS Dashboard with variables relating to funding formula, and CAPS contribution to those variables:
  - ♦ Decrease in withdrawal rates
  - ♦ At-risk students assisted at CAPS
  - ♦ Retention/Graduation rates
  - ♦ SHTM discipline assistance
- Enhance learning strategies program to reach population not currently using CAPS
- Procure grant from Stranahan Foundation to develop/implement CAPS Math-in-the-Sciences Project in conjunction with Chemistry and Physics departments

#### E. Center for Teaching Excellence

- Work collaboratively with the Office of Graduate Studies and individual programs to create a more comprehensive training of graduate teaching assistants.

- Design Faculty Learning Communities focused on a scholarly approach to teaching.
- Work collaboratively with NMEL and IT to provide more support for instructors using technology in their teaching.
- Incorporate the recommendations of the PTES into performance-evaluation processes, which offers the opportunities to (a) define institutional expectations for faculty work with students, (b) reward and incentivize excellent teaching, and (c) develop metrics for tracking instructor achievement of teaching effectiveness goals.
- Collect data to assess OSET impact during the upcoming year, including by developing an assessment protocol based on Kirkpatrick's training evaluation model.
- Expand teaching professional development support to the curricular design, pedagogical tools, and instructional-technology integration that are essential to instruction in collaborative learning classrooms.

#### G. OIA

- Increase the amount of analytic work done by the office using our staff who now have significant analytic and business intelligence skills
- Increase the skills of OIA staff especially in analysis, business intelligence and reporting by focusing significant resources on training and professional development
- Increase the responsiveness of the office to requests, by focusing on delivering results in a timely fashion; by developing a system of data marts and related on-line reports that meet and anticipate the needs of users throughout UNM; and by increasing the pool of people working in OIA
- Increase the number of FTEs in OIA by increasing the FTEs supported by other units inside and outside UNM to provide additional reporting, analysis and data mart development services
- Create a data management sub-unit in OIA, composed of a data warehouse architect and 2 business intelligence analysts, partially funded by other units
- Create a series of data marts (initially student, research administration, and financial planning data marts) that contain structured integrated data, and form collectively a data warehouse for UNM; these data marts will be accessible by users across campus.
- Create an effective data governance structure to improve data quality and accessibility, including the creation of a data governance steering committee for the University
- Creation of an group of people across campus (e.g., from CEPR, Graduate Studies) to undertake analytical tasks jointly and in a coordinated way

#### H. Accreditation and APR

- Finalize and roll out revised Accreditation Website (Summer 2013)

- Develop and submit Quality Initiative Project Proposal (Fall 2013/Spring 2014)
- Work with appropriate university personnel to implement process for collecting and reviewing student complaint data required for Federal Compliance Program (Summer 2013/Fall 2013)
- The HLC will be rolling out the new “Pathways Assurance System” to institutions over the next year (it is anticipated that this web-based system and repository will be opened up to institutions during Fall 2013). Once the system is available, the immediate tasks will be to set up access to appropriate individuals, begin populating the links, and to set up the initial filing structure for UNM’s documentation within the system (initial setup in Fall 2013/Spring 2014, depending on when system is officially opened to institutions, and then ongoing)
- Continue to monitor for any needed Change Requests or Notifications to the HLC (ongoing)
- Provide information to the university community regarding New Criteria and Open Pathways Process or any other HLC accreditation issues as needed (ongoing)
- Attend or identify representatives to attend the Annual Higher Learning Commission Meeting (April 2014)
- Submit Annual Institutional Data Update to the Higher Learning Commission (April 2014)

#### I. University Outcomes Assessment Office

- Continue rollout of TK20 Assessment Platform, along the following timeline:
  - ♦ 2014: Phase 4=80 Programs
  - ♦ 2015: Phase 5=70 Programs
  - ♦ 2016: Phase 6=44 Programs
- Continue progress on the goal of reducing the number of General Education Core Courses without published or publishable Student Learning Outcomes.

#### J. LOBO Center for Student-Athlete Success

- Improve the student development component for student-athletes by providing a wide range of educational opportunities to include enhanced nutrition, financial management, healthy relationships, social networking and media communication, time management and anxiety management. Through a new model, student-athletes will be required to complete at least two programs of their choice each year.
- Student-Athlete Career Development will be enhanced by offering opportunities for student-athletes to participate in workshops on topics such as graduate program selection, résumé development, interviewing skill development, and career assessments. Students will be required to attend at least one workshop each year and to develop a résumé book to be included in an “All Student-Athlete Résumé” book.

- In line with the UNM Athletics Department’s mission to actively engage student-athletes in the community, the department has initiated the Lobos Changing Lives Program. Through this new initiative all student-athletes will be required to participate in at least two community service programs, choosing from veterans support, youth outreach, animal welfare, and working with the socially or economically disadvantaged.
- Working in collaboration with LoboAchieve and the Foundations of Excellence Program, the Lobo Center will work to improve freshman student-athlete success through the utilization of the Student Success Navigator non-cognitive assessment instrument. The assessment identifies risk and early issues, supports course placement and the development of intervention plans to best help student-athletes succeed in the classroom during their first year of college. This proactive approach will be used in conjunction with other intentional programs such as the freshmen year experience course, the student-athlete mentoring program, and the learning support program to create a web of support for first year student-athletes.
- The Lobo Center for Student-Athlete Success will work to improve the academic monitoring of student-athlete academic progress through the use of LoboAchieve. Throughout the semester instructors will provide feedback on all student-athletes to evaluate attendance, effort and progress in each of their classes. Early Alerts will be sent out via LoboAchieve at approximately three, six and eleven week intervals during the semester. Information on student-athlete progress will then be forwarded to advisors, mentors, coaches, and the Associate Athletic Director for Student Development.

#### K. Advisement

- Establish faculty advisor training.
- Review ways to sustain STAY program grant.
- Continue the shift of advisement loads to units, resulting in better advising ratios in University College.
- Continue to build the effectiveness of the Academic Coaching Program.
- Work to integrate LoboAchieve with the degree audit capabilities that will become available during the next year, with the goal of making these appear as an integrated whole to students.

#### L. Parent Association

- Develop a one-year recruitment strategy for a PA membership.
- Analyze pressure points for exerting PA influence on student achievement.
- Survey parents on opportunities for student mentorships and employment.

#### M. Provost’s Liaison to IT Services

- Complete anti-plagiarism software procurement and roll out (and achieve >15% utilization on a per course basis—double that the following year)

- Complete IDEA replacement procurement and roll out (and achieve >50% utilization on a per course basis— >80% the following year)
- Develop plans (budgetary, operational, and organizational) to address technology and service availability gaps identified by the 2013 faculty technology survey
- Goal – make concrete steps toward increasing faculty utilization of instructional technology in general, the learning management system in particular, and related technologies such as UNM Achieve
- Goal – push virtual computing lab and applications technology closer to UNM-wide availability and use (not sure how much progress can be made in one year)
- Increase data mining and analytics use in UNM operations and help to develop internal talent with related skills
- Investigate feasibility of and options for replacing Blackboard Learn
- Develop and analyze options for reorganizing operation and support functions for online courses and the learning management system

## State of the Division of Enrollment Management

Submitted by Associate Vice President Terry Babbitt

### 1. Description of Enrollment Management

The Division of Enrollment Management includes several units that provide enrollment services in direct support of student success. Additional tasks, as articulated by the Board of Regents' Academic/Student Affairs & Research Committee, are to provide a clear picture of student costs, manage recruitment for the Honors College, attract high-achieving students to UNM, and to govern UNM's role in addressing challenges within New Mexico's K-12 public education system.

The **Office of Admissions** recruits new freshmen, transfers, and non-degree students. They also process admission applications and credentials for these students, plus graduate students and those readmitted to the university, among others. In AY 2012-13, they processed 32,000 applications and communicated with 95,000 prospective students.

The **Financial Aid Office** processes applications and awards for federal and state aid, as well as maintaining regulatory requirements and rigid administration rules to ensure that UNM students receive financial assistance. They also administer scholarships and conduct financial aid outreach. The office received 43,465 financial aid applications and distributed \$272 million in aid for the year.

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, the degree audit system, grade processing, transcript administration, and athletic certification. More than 57,000 transcripts are produced for current and former students.

**Veterans Resource Center** provides support to prospective and current student military 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 127,000 phone calls, and responded to 3,800 emails in the last year. The customer satisfaction rating was over 90%.

The division employs 110 staff and 45 students with a budget of \$5.7 million.

## **2. Major Activities of AY 2012-13**

Enrollment Management's major activities in AY 2012-13 are listed below according to the goals from the Board of Regents' Academic/Student Affairs and Research Committee work plan:

### **A. Student Success**

- EM works collaboratively with the Associate Provost for Curriculum and many others to form an array of student success initiatives primarily designed to improve the third-semester retention rate, and the six-year graduation rate. Improvements in both categories were realized in the reporting cycle ending in Fall 2012. EM has played a crucial role in the Foundations of Excellence project.
- Efforts and resources are coordinated to support initiatives such as academic coaching, communication to current cohort students, and cooperative data assessment.
- Student initiatives, such as maintaining minimum wage rates, the Lobos at Work program, and strategic financial aid awarding positively impact student persistence.

### **B. Providing a clear picture of student costs: Enrollment Management produced detailed information regarding student costs that was critical in considering tuition strategy.**

### **C. Attracting high-achieving students: The admissions strategy for the 2012 class resulted in a 7% increase in the number of beginning freshmen with ACT scores $\geq 29$ .**

### **D. Defining UNM's role in fixing K-12 problems**

- EM assisted in organizing an Academic Affairs approach to involvement in the K-12 challenges.
- EM is heavily involved in the student-credit hours completed and all three categories of awards incentives in the state funding formula through management of the registration and degree certification systems. Timely communications with students regarding their registration status, enrollment level and degree completion are essential elements of these processes.

### **E. Enrollment Management had the following goals and results for AY 2012-13:**

- Implement meaningful student employment experience: Recent work by George Kuh was modeled and implemented in a pilot program for student employees. Results are under review.

- Implement strategy to maximize merit-based aid to increase the matriculation of high ability students: This implementation was delayed due to potential changes in the Legislative Lottery Scholarship program.
- Utilize need-based aid to improve student success: Financial aid awards have been offered to vulnerable students and results will be evaluated to determine the Fall 2013 return rate of those students.
- Develop the next phase of improving admission requirements: This plan has been presented along with a pilot “Early Start Program” dubbed Lobo ESP.
- Upgrade the existing degree audit tool to improve the student academic pathway: A product has been selected and is being coordinated with the implementation of the Starfish advising tool.

### 3. Future Plans

Several goals mentioned above will continue in AY 2014-15, such as the goals articulated in the Board of Regents’ Academic/Student Affairs & Research Committee work plan. Those goals include student success; providing a clear picture of student costs; and attracting high-achieving students. In relation to the state funding formula components, EM is heavily involved in the student-credit hours completed, and all three categories of awards incentives.

In addition to these ongoing responsibilities, EM has been given the following direct priorities:

- A. Increase the number of high-achieving students attending UNM
  - Resources needed (money, time, support): Merit scholarship funds are being depleted from a lack of growth in development efforts and increased costs of tuition, fees and other educational expenses. It is uncertain how much is needed at this time but the fund will likely need a substantial investment to remain competitive and reach goals.
  - Metrics by which you will measure success: Increase  $\geq 29$  ACT beginning freshmen by 12%
  - Action steps and timeline (training, other opportunities)
    - ♦ Recruitment plan updated by June 2013
    - ♦ Scholarship structure evaluated by July 2013
    - ♦ Faculty recruitment efforts organized by September 2013
  - The role you would like to see Academic Affairs play: Academic Affairs should encourage schools and colleges to engage in recruitment efforts and will likely need to support the growth of merit-based funding.
- B. Increase the number of non-resident students attending UNM (President’s enrollment goals)



- Resources needed (money, time, support): The President is requesting new regional recruiters to be placed in strategic areas. This will require funding, but it is unclear how much, since reallocation within the division will help to manage these efforts.
  - Metrics by which you will measure success: Increase non-resident beginning freshmen by 12%
  - Action steps and timeline (training, other opportunities)
    - ♦ Recruitment plan updated by June 2013
    - ♦ Consultant review marketing strategies by July 2013
    - ♦ New regional recruiters in place by August 2013
  - The role you would like to see Academic Affairs play:
    - ♦ Academic Affairs should encourage schools and colleges to engage in recruitment efforts of non-residents.
- C. Implement the new degree audit system (supports increased student success goal)
- Resources needed (money, time, support): EM has allocated funding for this project
  - Metrics by which you will measure success
  - Pilot use should be available by January 2014
  - Full implementation by end of Spring 2014
  - Action steps and timeline (training, other opportunities)
    - ♦ Contract with company signed by June 2013
    - ♦ Project plan complete by July 2013
    - ♦ Implementation begins by August 2013
  - The role you would like to see Academic Affairs play
    - ♦ Support importance of project with IT and other campus entities.
- D. Leverage financial aid to meet enrollment goals (impacts all goal categories)
- Resources needed (money, time, support): Need-based aid has been authorized. Merit aid is likely to be in deficit due to a lack of increased funds when tuition rises and changes in the Lottery Scholarship. The amount needed to balance is uncertain at this time.
  - Metrics by which you will measure success: Review impact of financial aid initiatives in September 2013 for improvement of student success (retention of freshmen receiving new awards).
  - Action steps and timeline (training, other opportunities)
    - ♦ Review Lottery Scholarship awards from HED in June 2013
    - ♦ Plan need-based aid strategy June 2013
    - ♦ Evaluate scholarship budget in September 2013
  - The role you would like to see Academic Affairs play: Academic Affairs will need to be an advocate for more merit aid financial support.

## State of the Division for Equity and Inclusion

*Submitted by Vice President Jozi De Leon*

### 1. Description of the Division for Equity and Inclusion

The Division for Equity and Inclusion (DEI) was created to strengthen organizational capacity to enhance and serve UNM's diversity. The Division works in partnership with various entities to address diversity, equity and inclusion in three main areas: (1) **Advancing the academic enterprise**, through curricular and co-curricular activities, diversification of faculty, faculty initiatives, and faculty professional development; (2) **increasing student success**, by addressing K-12 pipeline issues, transfer of underrepresented students from two-year institutions, serving students with disabilities and other protected groups, and increasing graduation rates for underrepresented groups; and (3) **promoting a healthy and inclusive campus climate**, through campus climate surveys, workshops, training, dialogues, talking circles, forums, town halls, and a special speaker series intended to create better understanding.

The Vice President, an administrative officer, a full-time institutional researcher, and two part-time graduate assistants perform the work for the Division for Equity and Inclusion with a budget of \$324,284.

### 2. Major Activities of AY 2012-13

#### A. Advancing the Academic Enterprise

- The DEI accomplished the following in AY 2012-13:
  - ♦ Collected trend data on underrepresented faculty, which yielded the following: *Over the last five years (2007-2011), there have been a total of 217 tenure-track hires, of which 27 (12.4%) were Hispanic, 8 (3.7%) were African American, 9 (4.1%) were American Indian, 13 (6%) were Asian American, 1 (.5%) identified as two or more races, 28 (12.9%) were International, and 131 (60.4%) were White. Moreover, in 2011, there were 1044 tenure/tenure-track faculty at the University of New Mexico. Of the 1044, 17 (1.6%) identified as African American, 124 (11.9%) as Hispanic, 82 (7.8%) as Asian American, 30 (2.9%) as Native American, and 5 (.48%) as two or more races. Data has also been disaggregated according to gender.*
  - ♦ Led the Diversity Dimension of the Foundations of Excellence Initiative.

- ♦ Continued the Diversity Post-Doctoral Fellowship Program with two postdocs, one in American Indian Studies and one with a dual appointment in Spanish and Portuguese and Chicana/Chicano Studies.
- ♦ Provided support to faculty of color by hosting a new faculty welcoming reception in the fall.
- ♦ Worked with Health Sciences Center on their Faculty Mentoring program to determine if aspects of that program might serve the main campus as well. Their program includes the use of INSALA to track and evaluate faculty mentoring and match mentors with mentees.
- ♦ Sponsored the Native American Scholars Group meetings.
- ♦ Established the Diversity Leadership Academy Fellow's Program for a faculty member aspiring to become a Chief Diversity Officer (CDO).

#### B. Increasing Student Success

- The DEI accomplished the following in AY 2012-13:
  - ♦ Received funding for the Lumina Unidos Project for Latino Student Success at \$600,000 over four years. The project is designed to enable Latino students to graduate from high school and transition seamlessly to postsecondary degree programs. This project fits perfectly into UNM's focus on the recruitment, retention and graduation of NM's student population. It also aligns and augments the work being done by the Office of Academic Affairs through the Foundations of Excellence First-Year Student Initiative and other student success initiatives.
  - ♦ Along with the Lumina Unidos Project, planned and executed the Hispano Round Table/Lumina Unidos Project Legislative Education Summit to address statewide policy issues affecting Latino students.
  - ♦ The DEI Men of Color Initiative (MOCI) was expanded to include additional partners on and off campus. The project focused on sharing data and encouraging research on male students of color at the university, developing a working group to promote policies and programs to increase access and success for male students of color at the university and implement a pilot program to provide mentoring and support for male undergraduate students of color in collaboration with other campus and community partners.

#### C. Promoting a Healthy and Inclusive Campus Climate

- The DEI accomplished the following in AY 2012-13:
  - ♦ Led the Diversity Council in their development of the Diversity Framework for Strategic Action Plan.
  - ♦ Led the approval of the diversity requirement in common core (still in process).
  - ♦ Implemented the dissemination of the Equity and Inclusion Survey with consultant Halualani and Associates.

- ♦ Provided Hate and Bias training workshops and information sessions in response to incidents on campus.
- ♦ Provided a Not on Our Campus event to address recent hate and bias incidents on campus.

### **3. Future Plans**

In AY 2014-15, the DEI seeks to:

- A. Create a prioritized plan for the recommendations generated in the Diversity Council's Diversity Framework for Strategic Action Plan and begin to implement recommendations.
- B. Disseminate the Equity and Inclusion Survey results and identify common themes with HSC surveys and the UNM Main Campus survey.
- C. Continue the Faculty Trend Study
- D. Develop and implement a two-year plan addressing Bias, Unconscious Bias, and Microaggressions in collaboration with the Health Sciences Center Office of Diversity.

## **State of Extended University**

*Submitted by Vice Provost Jerónimo Domínguez*

Extended University's (distance education) activities are closely aligned with the following Board of Regents' Academic/Student Affairs & Research Committee task categories: student success, building faculty strength, and academic planning. Extended University's role within the University also contributes to the areas of priority in the UNM 2020 strategic plan, especially to those of teaching and learning, strategic partnerships, faculty and staff, and financial performance. Relative to the Provost's University Council on Academic Priorities, primary areas of contribution from Extended University include quality service, community engagement, and student access.

### **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, and correspondence courses. In July 2011, the Summer School, Evening & Weekend Degree Programs (EWDP), and Intersession initiatives were added to the work scope of EU. In January 2013, the units of Extended University and Continuing Education were merged under the single organization "Extended Learning," and placed under the leadership of the Vice Provost, fulfilling a recommendation made by the University Council on Academic Priorities.

While the EU business plan initially emphasized upper-division and graduate course offerings, it has always incorporated the delivery of a variety of lower-division courses. Efforts in this domain continue to expand with the application of EU-hosted technologies to break through 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 the Evening Weekend Degree Program (EWDP), Intersession, and Summer School. Collectively, EU through all of its delivery modalities was responsible for facilitating over 144,000 student-credit hours of the almost 700,000 student-credit hours generated at UNM during AY 2012-13. EU provides core IT (Information Technology) services for UNM's academic community in the licensing, maintenance, and support of the Learning Management System used for all online, hybrid, web-enhanced offerings, both on main and branch campuses. All technical and user

support associated with this system are managed. The Extended University unit also oversees the Testing Center.

EU's AY 2013-14 budget includes:

- \$8.1 million - Operations: New Media & Extended Learning, Engineering & Production, Correspondence, Extension, Field Centers, Testing Center, and Administration
- \$2.8 million - Summer School, Intersession, and EWDP instructional dollars
- \$11.3 million – Generated by EU-facilitated instruction, providing base funding for academic units
- EU employees number 73.25 FTE (Full-Time Equivalent), 18 graduate and undergraduate student employees, and 25 on-call and temporary employees. EU maintains the technology infrastructure that supports UNM online and ITV environments.

During AY 2012-13, the major goals of Extended University (academic credit/distance education) were to:

- 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 NM and beyond;
- Develop comprehensive summer offerings, including face-to-face and online opportunities;
- Contribute to increasing UNM's overall enrollment growth and student-credit hour production;
- Focus on improving the overall quality of EU's offerings; and,
- Improve customer satisfaction of both faculty and students.

## **2. Major Activities of AY 2012-13**

During AY 2012-13 Extended University focused on:

### **A. Enrollment Growth**

- Emphasis was on increasing online offerings:
  - ♦ More sections were offered, from 749 in AY 2011-2012, to 980 in AY 2012-2013;
  - ♦ New courses were developed, contributing to additional wholly-online degree programs;
- Graduates at field centers totaled 173, including doctoral, masters, and bachelor's degrees.

- B. EU entered into a recruitment partnership with the division of Enrollment Management whereby EU Field Center Staff perform the recruiting function in their geographic areas on behalf of Enrollment Management.
- C. The Academic Technology department, formerly assigned to Media Technology Services, was transitioned to Information Technologies, and the remaining units of Engineering and Production were reorganized under the leadership of the New Media and Extended Learning Department. This re-alignment has allowed NMEL to begin to adapt ITV instruction into a more effective and efficient instruction modality.
- D. An Online Course Advisory Council was constituted for the purpose of developing quality assurance for online offerings and a Best Practice Rubric was completed in July 2013.
- E. The Learning Management System was tested and piloted to a successful transition to Learn 9.
- F. EU entered into a partnership with CAPS, collaborating on the funding of a student tutor position dedicated to supporting online students.
- G. Faculty Liaisons were engaged for the specific purpose of developing viable offerings and certificate programs for the international market.
- H. Offerings facilitated by Extended Learning contributed almost 21% of the total SCH production for the University.
- I. The Extended University and Continuing Education units were merged, creating the new umbrella organization of Extended Learning.
- J. A financial turnaround for Continuing Education has been achieved and the downward trend is now stabilized.

### **3. Future Plans**

Plans for the future include the following, as EU works to:

- A. Develop an evaluation model to measure Extended Learning's impact on graduation, retention, time-to-degree, and transfer rates;
- B. Continue to develop the Five-Degree-Program effort at Branches, requested by President Frank;
- C. Ensure that Extended Learning is part of all strategic global initiatives;
- D. Develop programs globally, initially focusing on 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;
- E. Develop delivery for ITV offerings to desktop/mobile devices; explore hybrid delivery for ITV and online modalities;
- F. Ensure involvement in UNM's entry to MOOCs;

- G. Rework/redesign Summer School curriculum programming in collaboration with Enrollment Management and the Office of Academic Affairs;
- H. Work with Academic Units to offer more masters degrees online as well as transcribed certificate programs;
- I. Address the Extended Learning position regarding Results Oriented Management, and plan for its impact; and,
- J. Continue the process of integrating Continuing Education and Distance Education under Extended Learning, organizationally, administratively, and especially in the delivery of courses and programs, and in certificate programs, statewide, using distance education technologies to support initiatives.



## **State of International Initiatives**

*Submitted by Dr. Mary Anne Saunders, Special Assistant to the President on Global Initiatives*

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

The Global Education Office (GEO), formerly known as the Office of International Programs and Studies, has five units: Education Abroad, which facilitates UNM study abroad programs and related risk management protocols; International Student and Scholar Services (ISSS), which provides orientation, information, advisement and socio-cultural activities to enhance and support UNM students and scholars during their stay in the US; International Admissions, which was formerly housed in the Division of Enrollment Management; the Center for English Language & American Culture (CELAC), which is a self-supporting unit responsible for English language programs for international students and special programs; and Administration, which provides operations and administrative support for all of GEO, including human resources, finance, information technology, communications, and customer service. There are currently 22 full-time staff members, 13 student, GA, and PA employees, 4 non-credit instructors, and 2 contract staff in GEO. The 2013-2014 I&G budget for GEO, excluding CELAC, is \$1.4 million. CELAC's budget is \$565,000 and based on self-generated revenues.

### **2. Major Activities of AY 2012-13**

#### **A. Administration**

- In August 2012, Dr. Mary Anne Saunders was appointed Special Assistant to the President for Global Initiatives. In March 2013, GEO selected a Director, Dr. Stephen Nussbaum. In April 2013, an administrative officer was hired to coordinate operations activities across GEO units.
- In January 2013, GEO completed phase one of a comprehensive renovation of its offices in Mesa Vista Hall to accommodate operation needs.
- In May 2013, the Global Education Office Advisory Board was created. Its mission has just begun, but it includes 13 faculty members, students, deans, vice presidents, and community members. Membership includes strong Health Sciences Center representation. The Board is expected to play a rich and continuing role in the development of international initiatives for the University. The Board will be additionally responsible for providing strategic direction specifically to GEO.

- GEO leadership has begun to develop and strengthen relationships with partners and collaborators locally and abroad in order to develop an infrastructure that can support University strategic international initiatives.
  - GEO is working to review and implement departmental business policies and procedures to ensure efficient and effective internal operations.
  - GEO is working with other units to clarify and create uniform policies and procedures related to risk management, emergency response, insurance, as well as protocols related to Memorandums of Understanding and agreements.
- B. Education Abroad (formerly known as Study Abroad): In AY 2011-12, the latest year for which complete data is available, 568 students studied abroad. 434 were undergraduates participating equally in faculty-led short-term programs (216) and semester or academic year programs (218). There were 134 graduate students. The participation rates were 13.2% for undergrads and 7.6% for graduate students. Participation rates are calculated by the following formula: number of participants over the academic year divided by the number of degrees awarded during the same period.
- C. Status of agreements and dual degree programs:
- 116 International Exchange Agreements with institutions in 39 countries
  - 9 Dual Degree Programs in Engineering with institutions in 7 countries
  - 12 agreements on various other topics (e.g., research, student scholarships, distance education) with institutions in 7 countries
- D. International Admissions
- In Fall 2012, GEO began establishing a recruitment office in Beijing, China, with two contract staff. In January 2013, International Admissions was moved from the Division of Enrollment Management to GEO. In February 2013, an Associate Director of International Recruitment and Admissions was hired. Early stages of University international student recruitment efforts began in March 2013, with results anticipated for Fall 2014, since it takes a minimum of 18 months to complete a recruitment cycle internationally. GEO anticipates international enrollment to grow now that a full-time recruiter and full admissions staff are in place.
  - AY 2012-13 posed great challenges for the International Admissions team. There was a decrease in total applications for Fall 2013. The international enrollment numbers for Fall 2013, however, are proving to be larger than last year.
  - There is a larger yield from a smaller, but more selective applicant pool in Fall 2013 over Fall 2012.
  - The Fall 2012 undergraduate enrollment was 45 (out of 389 total applications). The Fall 2013 undergraduate projection is: 74 (out of 270 applications). The Fall 2012 Graduate enrollment was: 129 (out of 1031 total applications). The Fall 2013 Graduate projection is: 160 (out of 883 total applications).

E. International Student & Scholar Services (ISSS)

- During the 2012-2013 AY, ISSS provided advisement for the following segments:
  - ♦ Undergraduate students: 210
  - ♦ Graduate students: 593
  - ♦ Exchange students and non-degree students: 327
  - ♦ Practical training: 110
  - ♦ Scholars: 218
- During AY 2012-2013, ISSS hosted over 16 workshops and information sessions with over 900 international participants across campus, in addition to social and cultural activities hosted throughout the year.

F. Center for English Language & American Culture (CELAC)

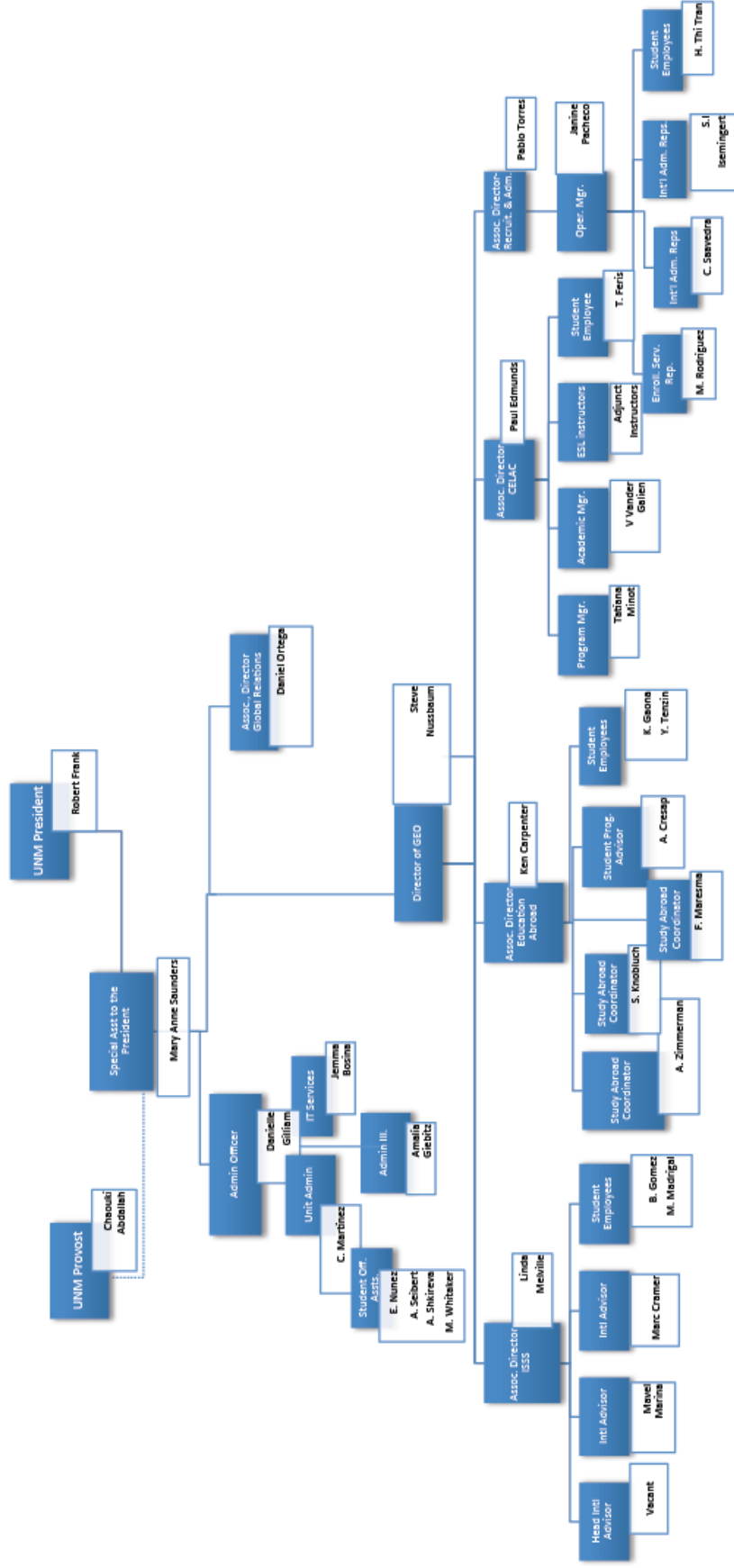
- CELAC's enrollment grew 10% from 210 to 231 students in AY 2012-13.
- A special student group sponsored by the Saudi Arabian company SABIC motivated the increase of course offerings to include content and language-based courses such as English for Math, Chemistry, and Physics. CELAC incorporated laboratory components using laboratory facilities on campus.
- CELAC Director Paul Edmunds carried out ESL teacher training programs in Austria and Mexico. CELAC also hired a full-time Academic Manager and Administrative Assistant to provide additional staff, faculty and student support for the growing program.

### 3. Future Plans

- A. GEO will expand its activities in risk management and emergency response to serve the needs of the larger university community.
- B. In response to faculty requests, GEO will expand its support services for faculty led short-term programs abroad.
- C. GEO will continue to work to establish new funding mechanisms for international education at UNM, which includes consideration of a new student fee to fund study abroad scholarships and exploring business models to fund administrative support for faculty-led programs.
- D. GEO will continue to build relationships with the Health Sciences Center to enhance campus-wide collaboration in international activities and make UNM a destination for international students and scholars.
- E. GEO will complete migration of the international agreements and Memorandum of Understanding process into its new version, to include utilizing an online document management system in compliance with University policies and procedures. GEO

- will further develop systematic processes and procedures for other GEO led or co-led processes, such as study abroad, targeted recruiting, and so on.
- F. The Special Assistant to the President will attend the Deans' Council and provide timely information to the deans about new regulations and rules. Further, GEO will engage Deans and the Faculty Senate on a regular basis.
  - G. GEO will continue to execute a strategic international recruitment strategy and work closely with the Division of Enrollment Management and the Academic units to deliver on targets. The target for Fall 2014: 135 new undergraduates, 210 new graduates for a total of 345 new international students. This will constitute an overall increase of 46% over Fall 2013, and an increase of 100% over Fall 2012 numbers.
  - H. GEO will pursue opportunities in China by examining the business and academic case for doing so. GEO will present timely and clear recommendations on these opportunities to UNM leadership.
  - I. GEO will focus on recruiting from Latin America (Mexico, Brazil, and others) in collaboration with the Academic units.
  - J. GEO and CELAC will increase the number and range of non-matriculated intensive English and American studies participants including both individuals and students participating in programs funded by other parties such as the *Brazil Scientific Mobility Program*.
  - K. GEO will focus on developing comprehensive data to evaluate UNM's international footprint and identify areas for growth.
  - L. During the upcoming year, GEO will focus efforts and communications on the "support" aspect of international students once they join UNM.
  - M. Working with the Advisory Board, GEO will continue to advance the comprehensive internationalization of the university.

# GEO Organizational Chart



## State of the Office of the Vice President for Research

*Submitted by Sr. Vice Provost for Academic Affairs and Vice President for Research  
Michael Dougher*

### 1. Description of the Office of the Vice President for Research

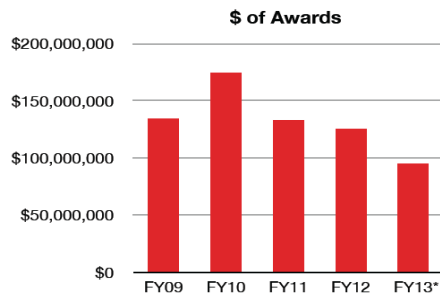
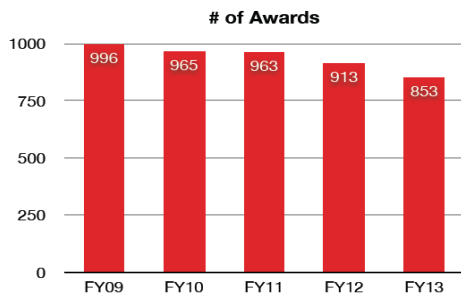
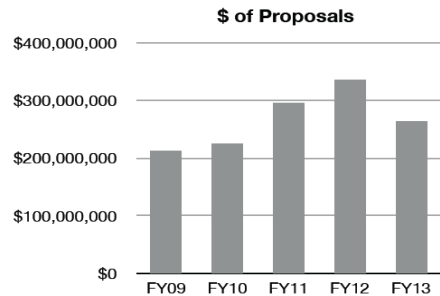
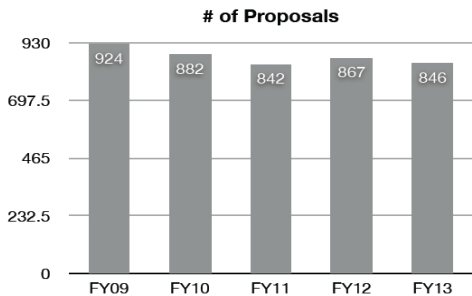
The Office of the Vice President for Research is responsible for the Main Campus administration of: the F&A budget; faculty research initiatives and services; national lab relations, federal relations on research activities; pre-award services; Main Campus research administration & compliance staff;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

In regard to the budget, this was a record year for F&A Expenditures at \$22,377,249 for Main and Branch Campuses. Main Campus revenue was \$22,052,795. Operational expenses consist of the following research support units and activities: Pre-Award, Contract & Grant Accounting (Post-Award), VPR Operations, STC Patent and Operating Costs, Research Compliance, Research & IP Legal Services, Banner Tax & Annual Leave, Electronic Research Administration, and Federal Priorities.

#### A. Proposals & Awards – FY09-13 Main Campus & Branches (does not include Financial Aid)

	FY09	FY10	FY11	FY12	FY13
# of Proposals	924	882	842	867	846
\$ of Proposals	\$211,961,721	\$224,185,085	\$294,980,994	\$334,989,559	\$263,667,359
# of Awards	996	965	963	913	853
\$ of Awards *	\$134,470,747	\$174,586,276	\$133,220,800	\$125,595,271	\$94,728,712

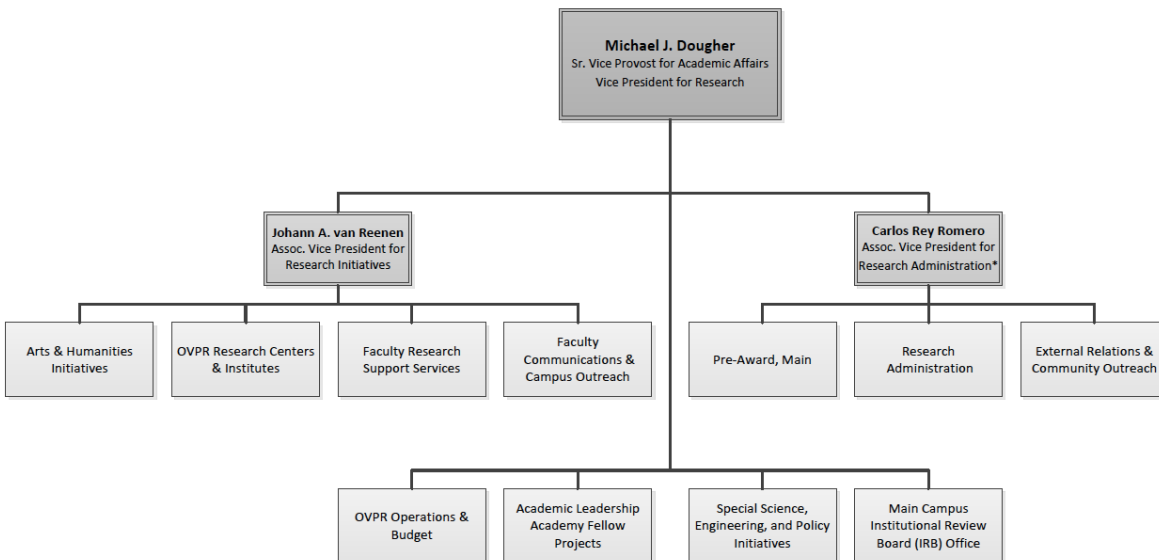
\* The method for accounting for awards changed in January 2013. This accounts for \$19 million reduction in award reporting for FY13.



B. Personnel

- Dr. John T. McGraw was appointed Interim Vice President for Research and Economic Development effective July 16, 2012.
- Provost Abdallah appointed Dr. Barbara McCrady, Director, CASAA and Distinguished Professor of Psychology, to chair the search committee for a permanent replacement. The search process was formally initiated on October 31, 2013 with the posting of the position in UNMJobs.
- The search committee recommended four finalists for campus interviews that were conducted in March and April 2013.
- Ultimately, the search process did not result in a hire and was closed by the Provost on June 25, 2013. Dr. Michael J. Dougher was appointed as Vice President for Research effective July 1, 2013 through June 30, 2014.
- A new national search is scheduled to begin during the Fall 2013 semester with interviews scheduled for the Spring 2014.
- Please refer to the abbreviated organizational chart below for an overview of the OVR.

**Office of the Vice President for Research – Fall 2013**



\* Dual report to the VPR and University Controller

## 2. Major Activities of AY 2012-13

Activity	Short Description	Alignment w/ ASA&R Task	Status
Identifying Research Strengths	The OVPR in consultation with Associate Deans for Research and various faculty constituencies has begun to develop a <a href="#">listing of key research areas</a> . This listing will be regularly update to allow for new and emergent areas of research to be included and properly documented	Providing clear picture of the research enterprise	Completed AY 12-13
Implementation of CayuseSP Proposal Management Software	In March 2010, Cayuse424 was deployed to serve as the primary proposal development and system-to-system software. Starting in Fall 2012, we began our transition to the new <a href="#">Cayuse Research Suite (CayuseRS)</a> for proposal development, award management and compliance solutions. CayuseRS comprises of a set of integrated, web-based software modules that include Cayuse424 and Cayuse Sponsored Project (CayuseSP). By Spring 2013 Cayuse SP was fully deployed for Main and Branch Campus use.	Building Faculty Strength	Completed AY 12-13
New Mexico Research Exposition	Led by Dr. John McGraw the OVPR in coordination with the student planning committee for the 2013 New Mexico Shared Knowledge Conference (NMSKC) organized the <a href="#">New Mexico Research Exposition</a> , held on April 16, 2013. The objectives for this event were the following: 1) teach students what research really is, and why they should learn the practice, 2) share ongoing research at UNM in an effort to engage students, especially those in STEM fields, and 3) facilitate collaborations amongst researchers in any field, including interdisciplinary efforts.	Building Faculty Strength / Student Success	Completed AY 12-13
White Sands Missile Range Memorandum of Agreement	President Frank was one of four university representatives who formally signed a <a href="#">Memorandum of Agreement</a> with White Sands Missile Range (WSMR). The objective of the agreement was to establish a planning forum to facilitate greater collaboration and partnerships. WSMR will coordinate an annual forum, to present results and to support collaborative initiatives. The point of contact at UNM is the Vice President for Research.	Building Faculty Strength	Completed AY 12-13



Debt Elimination	As planned the OVPR eliminated outstanding central office debt as of FY12-13. This elimination of debt comes ahead of the scheduled planned date in FY-14-15.	Providing clear picture of the research enterprise	Completed AY 12-13
Research Space Planning & Development	There was an active effort to begin developing a strategy for future UNM research space needs. The OVPR, UNM Real Estate, UNM Planning & Campus Development, and the Office of the Provost began to have discussions in formalizing a venue by which this strategy could be developed. Critical discussions were initiated involving the state of Main Campus lab space, the use of the South Campus Research Park, and the role leased space might play in the future.	Building faculty strength	Progress Made Continuing AY 13-14
Joint Hire Program with Sandia National Laboratories	Beginning in Fall 2012 the OVPR began to facilitate the start of a joint hire program with Sandia National Laboratories. This represents a significant step forward in advancing the collaborative relationship established between UNM and Sandia in the <a href="#">Memorandum of Understanding</a> signed in September 2011. The first search under this new program focuses on the advancement of research and education in the area of materials sciences with an emphasis on energy technology. The <a href="#">job opportunity</a> was officially posted on UNMJobs on February 19, 2013.	Building faculty strength	Progress Made Continuing AY 13-14
New Mexico Consortium	The OVPR is one of the key facilitators of the <a href="#">NMC</a> , formed by the three New Mexico research universities to engage universities and industry in scientific research with Los Alamos National Laboratory. This year NMC opened a new 27,000 sq. ft. research facility (incl. a 7-bay, 4000 sq. ft. greenhouse) to make it an easier location for LANL scientists to work with University scientists. UNM Biology and some faculty in Engineering have built strong connections with NMC and LANL. Some tangible benefits include getting access to LANL research equipment and joint grant submissions. The NMC Board is expanding the agreement with LANL to allow joint assignments (FY 14 goal).	Building faculty strength	Progress Made Continuing AY 13-14

### 3. Key Objectives for AY 2013-14

Activity	Short Description	Alignment w/ ASA&R Task	Targeted Completion
Establish Main Campus IRB Office	Beginning in August 2013 the OVPR started the <a href="#">transition of Main Campus IRB</a> activities from the UNM HSC Human Research Protections Office to the newly created <a href="#">Main Campus IRB Office</a> . The intent of this process was to transfer administration of social and behavioral science research studies conducted by Main Campus researchers to the Main Campus IRB Office by September 1, 2013. Currently, the OVPR is working on establishing a staffing structure, permanent office space, and the development of tools/policies to facilitate the office's work.	Building Faculty Strength / Student Success	Fall 2013
Formation of Research Space Allocation and Planning Committee	The OVPR is participating in an effort led by the Provost's Office to form a Research Space Allocation and Planning Committee. The committee would function as a sub-committee of the Main Campus Space Allocation Committee. The committee will be charged with allocating existing Main Campus research space and organizing a clear strategy for the development of new research facilities on Main Campus.	Building Faculty Strength	Fall 2013
Centers of Research Excellence (CORE)	Developing external collaborations is an effort critical to the Main Campus research mission. The OVPR is actively pursuing a collaborative relationship to develop Centers of Research Excellence (CORE) with New Mexico State University and New Mexico Institute of Mining and Technology. With investment from the New Mexico Legislature these centers will capitalize on joint areas of research and collaboration between the institutions. A key objective in the coming year is to obtain the funding necessary to move forward with the development of CORE.	Building Faculty Strength	Spring 2014
Pre-Award, Main Improvement	The OVPR in conjunction with the University Controller's Office will begin a process to evaluate the operations of the Main Campus Pre-Award Office with a goal of recommending specific improvements. Internally, the Main Campus Pre-Award Office will work toward	Building Faculty Strength	Spring 2014

	implementing process improvements that facilitate the efficient administration of contracts and grants.		
Develop a focused mission and operating strategy for the OVPR	The OVPR will begin to coordinate initiatives, staffing, and services to facilitate research activities that promote "...the education of students, the extension of knowledge, and the broadening of man's horizon in the sciences, arts, and humanities" <a href="#">Faculty Handbook, Policy E60.1</a> . Part of this objective requires a clear budget model to promote the research mission and maximize the impact of F&A investment on Main Campus. Additionally, this goal will require close communication with faculty-driven committees such as the Research Policy Committee (RPC).	Providing clear picture of the research enterprise	Spring 2014
COS Pivot	The OVPR has obtained <a href="#">COS Pivot</a> to serve as the Main and Branch Campus tool for identifying funding opportunities and supporting collaboration in research development. UNM faculty, students, and staff will be able to access this tool by logging on to the system with their UNM NetId and password. Once logged in they can create a profile and search for funding opportunities using Pivot's global database.	Building Faculty Strength / Student Success	Spring 2014
OVPR Website Redesign	The OVPR has initiated an effort to evaluate the Main Campus research mission's web presence. This objective will examine the current state of the OVPR's website, evaluate user needs, and lead toward the eventual development of a new more user friendly site.	Providing clear picture of the research enterprise	Summer 2014

## State of the Division of Student Affairs

*Submitted by Vice President Eliseo “Cheo” Torres*

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

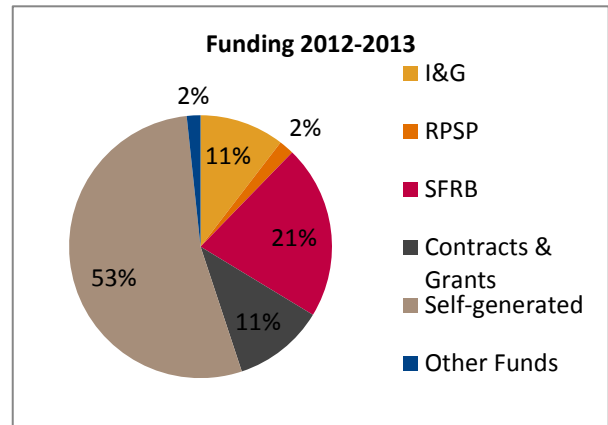
The Division of Student Affairs provides student service programs that help enhance learning and living experiences for students at UNM. Services and programs are focused on students’ needs, educational growth, student success, academic achievement, and excellence. The Division provides support services for students of all backgrounds, including first-generation, non-traditional, and ethnically diverse students. The mission and vision are as follows:

**Mission:** The Division of Student Affairs provides access, support, and encouragement to all students in pursuit of academic excellence in UNM’s diverse community. As a Division, Student Affairs establishes inclusive partnerships, programs, facilities and services, build leadership, enrich academic and career goals, and enhance the quality of life for potential and current students, and alumni.

**Vision:** The Division of Student Affairs at UNM encourages students to achieve their individual potential to become life-long learners and engaged members of a global community through the development of learning environments that inspire learning and academic success.

Estimated total budget for Student Affairs is \$42M broken down as follows:

<b>Division of Student Affairs Funding Resources</b>		
<b>2012-2013</b>		
<b>Funding Source</b>	<b>Amount</b>	<b>%</b>
I&G	\$ 4,382,335	11%
RPSP	\$ 779,300	2%
SFRB	\$ 8,999,256	21%
Contracts & Grants	\$ 4,725,014	11%
Self-generated	\$ 22,453,669	53%
Other Funds	\$ 707,994	2%
<b>TOTALS</b>	<b>\$ 42,047,568</b>	<b>100%</b>



## **2. Major Activities of AY 2012-13**

- A. Student Affairs continued to increase collaboration and coordination for student academic success through several initiatives.
- B. The Division was closely involved with the development and action plan for the Foundations of Excellence and the 2020 Strategic Plan initiatives.
- C. Numerous campus safety initiatives were increased and implemented through Student Affairs, the Dean of Students office, Women’s Resource Center, Residence Life and Student Housing, Campus Police Department, and Campus Emergency Management. Some of the initiatives included campus safety walks, a safety tips flyer and bookmark, education and training on safety and emergency preparedness, self-defense training classes, behavior intervention team, and facilities improvements.
- D. Student Services
  - Continued to grow the CEOP Higher Education initiatives which provide academic support from freshmen through seniors, who are first generation, low income, referred, self-select, and/or at-risk students. These programs work with students related to time management, study skills, tutoring, advising, mentoring, test prep, financial assistance, financial literacy, and work closely with academic departments (faculty) to address their educational needs.

- Emphasis on Science, Technology, Engineering, Math (STEM) to recruit and develop students in the STEM fields.
  - Student Services including STEM UP, STEM Gateway and the McNair project with emphasis in STEM, research, pedagogy, retention, and time to graduation.
  - Expand College readiness initiatives.
  - Continue to grow the community learning and public service programs in order to meet additional student enrollment from commuter to residential campus community.
- E. Dean of Students
- Dean of Students' new freshmen programs and initiatives, as well as the continuation of the freshmen orientations, in coordination with the Foundations of Excellence, to keep students engaged as they start their academic journey to academic success.
  - Continued collaboration with University departments for New Student Orientations, dual credit, transfer, and non-traditional students' initiatives.
- F. Residence Life and Student Housing
- The number of residential students on campus has doubled this year.
  - The Living Learning Program was implemented to develop a community with similar interests and academic pursuits, connected to academic and extracurricular resources, and integrate classroom life with campus life.
  - Continued research and collaboration on the Honors College and facilities and services.
  - Coordination with UNM Residence Life and American Campus Communities residence halls included student safety in all areas and collaborative training for UNM Resident Advisors and ACC Community Advisors.
  - Initial planning with the Global Education Office to increase student housing for recruitment of international students.
  - Continue to develop and establish a residential campus community master plan for student housing and dining services.

### 3. Future Plans

- A. Future initiatives focus on student success through collaboration and integration with the Foundations of Excellence and the UNM 2020 strategic plan.
- B. Student Affairs will continue to increase the safety initiatives that have already started this year. These include the development and implementation of the Sexual Assault Response Team and collaboration on a student safety patrol.
- C. Coordinate opportunities for increased student employment on campus.
- D. Facilities planning and expansion include:
- E. Expand Children's Campus for early Education for students with children. (There is currently a waiting list of over 200 children.)
- F. Complete the site, architecture and design plan for the proposed Recreational Center and Student Health and Counseling/Wellness Center.
- G. Develop plan for additional student housing for international students, Greeks (fraternities/sororities), and Honors College; increase overall student housing to improve the on-campus community and living experience.
- H. Develop the Cornell Mall and Smith Plaza for student-centered programs.
- I. Develop outdoor recreational student activities venues.
- J. Plan and develop the Phase II expansion for the Student Union Building.