THE UNIVERSITY *of*
NEW MEXICO

BOARD OF REGENTS
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE

MEETING AGENDA

February 6, 2014
1:00 PM
Roberts Room
Scholes Hall

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday, February 6, 2014 – 1:00 p.m., Scholes Hall, Roberts Room

AGENDA

I. **Call to Order**

II. **Approval of Summarized Minutes from Previous Meeting:** *(December 5, 2013)*   TAB A

III. **Reports/Comments:**
   A. Provost's Administrative Report
       Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs
   B. Member Comments
   C. Advisor Comments

IV. **Approval Items:**
   A. Approval of C969 – New Bookkeeping Certificate - Gallup   TAB B
       Coleen Arviso, Faculty, Gallup Campus
   B. Approval of AIMS (Albuquerque Institute for Mathematics and Science)   TAB C
       West Side Needs Assessment and Acknowledgement of the Budget Proposal
       Kathy Sandoval, Director, Albuquerque Institute of Math and Science
   C. Endorsement of Proposed Budget and Fees Policy Recommendations   TAB D
       Bradley Hosmer, University of New Mexico Regent
          i. Option of guaranteed constant (flat) tuition and fees
          ii. Role of the student fee review board and student fees in the UNM budget
              presentations
          iii. Development of a planning budget for the future

V. **Information Items:**
   A. STEM Gateway and STEM Up Grants (ASA&R Goal #1)   TAB E
       Tim Schroeder, Director for the STEM Gateway Program
       Carolina Aguirre, Director for the STEM UP CNM/UNM Cooperative
   B. Curriculum/Initiatives Annual Update (ASA&R Goal #3)   TAB F
       Greg Heileman, Associate Provost for Curriculum
   C. Academic Personnel Update   TAB G
       Carol Parker, Senior Vice Provost for Academic Affairs
   D. Faculty Development Update   TAB H
       Virginia Scharff, Associate Provost for Faculty Development
   E. Research Update   TAB I
       Michael Dougher, Senior Vice Provost and Vice President for Research
   F. Recommendation from Graduate and Professional Student Association   TAB J
       on Tuition Block Model
       Matthew Rush, GPSA Chief of Staff

VI. **Faculty Presenter:**
   A. Arts in Medicine   TAB K
       Patrice Repar, Associate Professor, Departments of Music and Internal Medicine Director,
       Arts-in-Medicine Program

VII. **Public Comment**

VIII. **Adjournment**

SUMMARY OF MEETING

A recorded version of this meeting is available upon request

Committee members present: *Regent Heidi Overton, (Acting Chair) Regent Bradley Hosmer, (by telephone), Regent Suzanne Quillen (by telephone), Provost & Executive Vice President for Academic Affairs Chaouki Abdallah, Faculty Senate Representative Timothy Ross, Staff Council President Gene Henley*

Regents' Advisors present: *ASUNM President Isaac Romero, Parent Association Vice President Catherine Cullen and Professor Melissa Bokovoy*

I.   Call to Order
Regent Overton called the meeting to order at 1:02 p.m.

Due to weather conditions – the University is closing at 2 p.m. Agenda is abbreviated to include action items.

II.   Approval of Summarized Minutes from Previous Meeting: *(October 31, 2013)*

Motion for approval of the minutes as amended was made by Regent Bradley Hosmer seconded by Regent Suzanne Quillen. Motion passed unanimously.

III.   Reports/Comments:
A. Provost's Administrative Report
Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs

Active searches being conducted:
Anderson School of Management Dean
   Many applications have been received and there is a good pool of candidates to choose from.
Dean of Libraries
   Search continues and it is still early in the process.
College of Education
   Several applicants have been nominated by the National Advisory Committee. The chair of the committee is contacting possible candidates to encourage them to apply.
Vice President for Research
   After consultation, the search will be delayed for a year. Michael Dougher will continue to serve in the interim.

ROM – Internal Budgeting System
>Metrics are being developed focusing on quality. We are looking at 2 model programs Tennessee and Missouri that have state funding and measures the quality of student learning. Quality agenda versus the graduation agenda.

Lottery Scholarship
>This program is in flux. Decisions are pending on the process that UNM will make for students. It is anticipated that the State Legislature will address this issue early in the session.

Foundations of Excellence Report
>This is in the implementation process. First year programs are the focus. Full report is available online. The three high priorities are:
>>New Student Orientation
>>Communication with students and faculty
>>Collection of data

IV. Approval Items:

A. Fall 2013 Degree Candidates

Motion for approval was made by Faculty Senate Representative, Timothy Ross, seconded by Regent Suzanne Quillen. Motion passed unanimously.

B. ASUNM Constitutional Amendments
Amendments are being presented to clear up some language in the ASUNM constitution.

Motion for approval was made by Regent Bradley Hosmer, seconded by Provost Chaouki Abdallah. Motion passed unanimously.

C. Form D – MS in Information Systems and Assurance Program Proposal

Motion for approval was made by Regent Bradley Hosmer, seconded by Provost Chaouki Abdallah. Motion passed unanimously.

V. Vote to close meeting and proceed to Executive Session

Motion to convene in Executive Session was made by Faculty Senate Representative, Timothy Ross, seconded by Provost Chaouki Abdallah. Motion passed unanimously.

Executive session 1:19 p.m. – 1:27 p.m.

Matters discussed in executive session were limited only to those specified on the agenda pursuant to Section 10-15-1.H.

Motion to open the meeting was made by Regent Bradley Hosmer seconded by Provost Chaouki Abdallah. Motion passed unanimously.

VI. **Information Items:**
   A. Course Fee Annual Update - *Deferred*
      Greg Heileman, Associate Provost for Curriculum

   B. STEM Gateway and STEM Up Grants - *Deferred*
      Tim Schroeder, Director for the STEM Gateway Program
      Carolina Aguirre, Director for the STEM UP CNM/UNM Cooperative

   C. Albuquerque Institute of Math and Science (AIMS)
      National Blue Ribbon Schools
      Kathy Sandoval, Director, Albuquerque Institute of Math and Science

      Item will be presented at the Board of Regents.

   D. Equity and Inclusion Survey
      Dr. Rona Halualani, Halualani and Associates

      Survey results were presented from the Equity and Inclusion Survey. Response rates were very high in all campus categories, student, faculty and staff. Survey was conducted online. The results will be recommended to be included in the UNM2020 initiative. As data is further analyzed, an equity scorecard will be developed. A forum will be conducted to report the results to the University community. The office of Equity and Inclusion will create some measurable goals which will be taken to the full Board of Regents. Report is available upon request.

VII. **Faculty Presenter:**
   A. Arts in Medicine - *Deferred*
      Patrice Repar, Associate Professor, Departments of Music and Internal Medicine Director, Arts-in-Medicine Program

VIII. **Public Comment**
      None

IX. **Adjournment**

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

   Meeting adjourned at 1:57 p.m.

BOOKKEEPING CERTIFICATE

The Certificate in Bookkeeping will prepare a student in understanding of bookkeeping principles and financial reporting practices.

Please consult with your advisor for current transferability information.

CERTIFICATE REQUIREMENTS   **36 TOTAL CREDITS**

GENERAL EDUCATION REQUIRMENTS   **(6 CREDITS):**

COMMUNICATION (3):
English 101 Comp 1   3cr

MATH (3):
Math 120 Intermediate Algebra   3cr

BUSINESS TECHNOLOGY CORE   (**30 CREDITS):**
CJ 221 Interpersonal Communication   3cr
MGMT 101 Fundamental Accounting 1   3cr
MGMT 102 Fundamental Accounting 11   3cr
MGMT 113 Management-An Intro   3cr
Econ 106 Introduction Microeconomics   3cr
CS 150L Computing for Business Students   3cr
MGMT 103* Bookkeeping   3cr
MGMT 190* Special Topics (Tax Preparation)   3cr
BTSC 222* Payroll Accounting   3cr
IT121* Introduction to Electronic Spreadsheets 3cr

For Advisement: Contact the Business Management & Technology Division Head at (505) 863-7511.

January 27, 2014

Greetings:

The Albuquerque Institute for Math and Science is requesting space at the UNM West Campus to replicate its successful model. Partnered with UNM for the past 7 years, the school received permission from the state Public Education Commission for this replication. We believe this will be mutually beneficial to both UNM and AIMS for the following reasons

- ***AIMS mission supports the West Campus goal*** of "becoming synonymous with innovation in education and the campus will become a magnet for students seeking a different kind of educational experience".

- ***Surrounding industry:*** HP, the new hospital, civic center, etc. are all within walking distance. Parents working in these locations could drive to work and their kids could walk to school if they so desired. These types of industry are also very supportive of the mission of AIMS

- ***Currently space at the West Campus has reportedly been underutilized***; which has resulted in criticism of UNM by the surrounding community. Addition of an AIMS campus may be able to give some temporary relief to UNM administration should the school have a satellite there. The computer labs and classrooms are all "top shelf". If we could have two or three classrooms assigned to us, even temporarily until the West campus increases its enrollment, it would be of benefit to the school. The school would be four years out before students would need to start their dual enrollment.

- Within four (4) years' time, AIMS students would begin their Dual Credit classes, ***thereby increasing UNM West enrollment***.

- The rent reimbursement provision would allow AIMS to pay rent to the University of New Mexico for the space utilized. ***Estimated rent reimbursement would be anywhere from $29,000.00 annually for 40 students (two classrooms) to $45,000.00 annually for 60 students (three classrooms).***

- There is available land for expansion.

- ***Location of CNM***: within walking distance, it could easily provide any additional courses AIMS students would need. The relationship of AIMS and CNM is solid and it's believed we could expect support from them.

- Currently the school district of ***Rio Rancho is experiencing a problem of over-crowding.*** AIMS would be able to facilitate some of the alleviation of this problem.

- ***Availability of staff***: it would most likely be easier to attract qualified staff. Moreover, should the West Side campus choose to establish an education program , our school could be more closely modeled after a "laboratory" school to support any future program of this type.

- ***Need***: With the location of the "5 Sandoval" pueblos nearby, AIMS would be interested in working with the school districts serving the populations for Dual Enrollment support. The schools successful history with Dual Credit would be beneficial to these districts without negatively impacting their enrollment.

- ***AIMS currently has a $175,000.00 Daniels Foundation grant*** for this replication.

- ***Support from the Governor's Office and PED***: both the Governor and the Secretary have pledged their support, they have also assured this administration the new location would be able ***to apply for any Early College Academy funds***.

Sincerely,

Katharina Sandoval Snider,
Director AIMS@UNM

A request for usage of space at the UNM West campus for replication of the AIMS@UNM model

Albuquerque Institute for Math and Science @UNM

Proposal Request

Kathy Sandoval

Table of Contents

Introduction

"Albuquerque Institute for Mathematics and Science @UNM (AIMS@UNM) is committed to preparing its students, grades six thru twelve, for college, community, and beyond through a rigorous focus on math and science and an emphasis on global participation."

1   Current Situation

The need for the AIMS program far exceeds the space. The Albuquerque Institute for Math and Science at UNM is currently housed on the University of New Mexico south campus. The current building is located at 933 Bradbury St. S.E. and is presently at physical capacity of the building with 312 students enrolled, even though the current charter cap is set at 360 students. 62% of the sixth grade openings are taken by siblings of current students, leaving only 22 openings for new students. There are 520 students on the school wait list.

2   Proposal

The current location is ideal for delivery of the mission of the school. The current location however is "land locked" with limited opportunity for expansion. For this reason, the Albuquerque Institute for Math and Science is requesting space (temporary or permanent) at the University of New Mexico West location. Both AIMS locations would have a singular mission and would share administration and resources.

2.1 Objectives

Should the request be approved, the AIMS administration will immediately begin dialogue with the West location to secure classroom space as well as purchase equipment necessary for the delivery of instruction. The number of classrooms necessary is flexible, depending on the number of students enrolled. Additionally, AIMS will work with the University of New Mexico to secure funds for a permanent building; conjoined or stand alone. Because the buildings, either temporary or permanent, would be public, capital improvements with public funds would be allowable.

2.2 Approach

The additional location would begin with either 40 or 60 sixth graders, and increase in grade level each year, until reaching a maximum enrollment of 360 students, grade 6-12. This would be in addition to the existing campus located on the UNM South Campus. It is crucial that the students on the additional campus be able to easily access the University of New Mexico and CNM campuses. This is due to the Dual Enrollment requirement of the Charter. It is not unusual for AIMS students to graduate with 50 or more credit hours from UNM. The new additional campus would have an assistant principal/lead teacher on site, with oversight provided by the current Principal.

2.3 Benefits

The benefits of establishing the replication of AIMS on the West Campus are the following:

- AIMS mission supports the West Campus goal of "becoming synonymous with innovation in education and the campus will become a magnet for students seeking a different kind of educational experience".

- Surrounding industry: HP, the new hospital, civic center, etc. are all within walking distance. Parents working in these locations could drive to work and their kids could walk to school if they so desired. These types of industry are also very supportive of the mission of AIMS

- Currently space at the West Campus has reportedly been underutilized; which has resulted in criticism of UNM by the surrounding community. Addition of an AIMS campus may be able to give some temporary relief to UNM administration should the school have a satellite there. The computer labs and classrooms are all "top shelf". If we could have two or three classrooms assigned to us, even temporarily until the West campus increases its enrollment, it would be of benefit to the school. The school would be four years out before students would need to start their dual enrollment.

- Within four (4) years' time, AIMS students would begin their Dual Credit classes, thereby increasing UNM West enrollment.

- The rent reimbursement provision would allow AIMS to pay rent to the University of New Mexico for the space utilized. Estimated rent reimbursement would be anywhere from $29,000.00 annually for 40 students (two classrooms) to $45,000.00 annually for 60 students (three classrooms).

- There is available land for expansion.

- Location of CNM: within walking distance, it could easily provide any additional courses AIMS students would need. The relationship of AIMS and CNM is solid and it's believed we could expect support from them.

- Currently the school district of Rio Rancho is experiencing a problem of over-crowding. AIMS would be able to facilitate some of the alleviation of this problem.

- Availability of staff: it would most likely be easier to attract qualified staff. Moreover, should the West Side campus choose to establish an education program , our school could be more closely modeled after a "laboratory" school to support any future program of this type.

- Need: With the location of the "5 Sandoval" pueblos nearby, AIMS would be interested in working with the school districts serving the populations for Dual Enrollment support. The schools successful history with Dual Credit would be beneficial to these districts without negatively impacting their enrollment.

- AIMS currently has a $175,000.00 Daniels Foundation grant for this replication.

- Support from the Governor's Office and PED: both the Governor and the Secretary have pledged their support, they have also assured this administration the new location would be able to apply for any Early College Academy funds.

3   Current Program

The Albuquerque Institute for Math and Science at UNM is now in its eighth year of operation, having renewed in 2010. The school is due for renewal again in 2015. Factors which contribute to the potential successful expansion of the program include; the stability of the current program, the large geographical area from which the school draws and the performance of the school over the course of the charter.

3.1   Stability

The current administration has 27 years of administrative experience and has been with the school for the past 8 years. Prior to this, the current administration was an administrator for the Career Enrichment Center with APS, oversaw APS summer school, and founded the APS Early College Academy.

By MOU with the University of New Mexico, the Governance Council is made up of four University of New Mexico professors (College of Engineering, College of Education, College of Arts and Sciences and the President's Designee respectively). Two members are from the Community at large (Economic Development and Sandia National Laboratories) and there is also a parent representative. The average Governance Council member has three years' experience with the AIMS GC. Three of the seven members have been GC members since the school opened in 2005.

AIMS is fortunate to have very little turnover in instructional staff each year. This may in part be due to the teaching environment; the teachers of AIMS believe in the purpose and mission of the school, and are therefore of common mind and goal. When a new position is available, AIMS uses a rigorous hiring process to find top-quality teachers who are experts in their content areas. Teachers at the school have discretion over their collaborative meeting time and agenda, and they spend over 100 hours per year in collaboration and planning time. AIMS utilizes annual performance contracts and performance based pay to ensure that only the highest-quality teachers remain at the school. The average instructor has been with the school for a little over five years, with six teachers having been with the school since it opened in 2005

3.2   Demographics and Impact

Demographically the school is just about evenly split between Hispanic and Anglo populations. (Figure 1) Approximately 30% are eligible for Free and Reduced lunch and 42% of the student population receiving special education services.
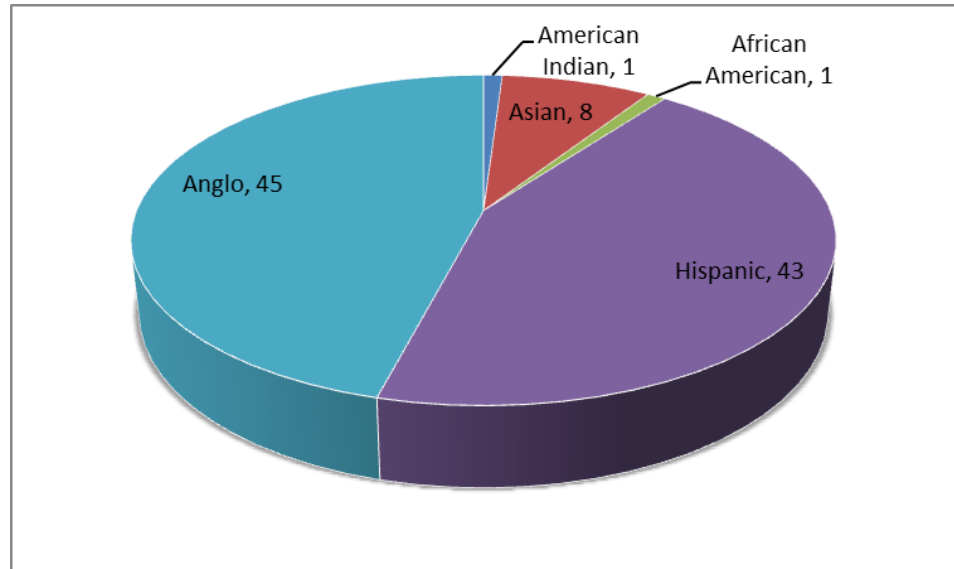
Figure 1

Geographically, the families of AIMS are spread out between Santa Fe and Los Lunas. The majority of families come to AIMS from the West Mesa and South Valley of Bernalillo County. Other locations represented include: Corrales, Placitas, Bernalillo, Santa Fe, East Mountains, Los Lunas, Bosque, and Peralta. Transportation to and from the school is provided for the most part by parents, although many students also utilize public transportation including city buses as well as the New Mexico Rail Runner.

 The fact the AIMS families are so spread out, and the large distances that the families are willing to drive to attend AIMS, suggests that direct impact to any specific school in the greater Albuquerque Area would be minimal. A representation of the location of AIMS families is below. Each "bubble" represents the numerical number of families living in that general location. (Figure 2)
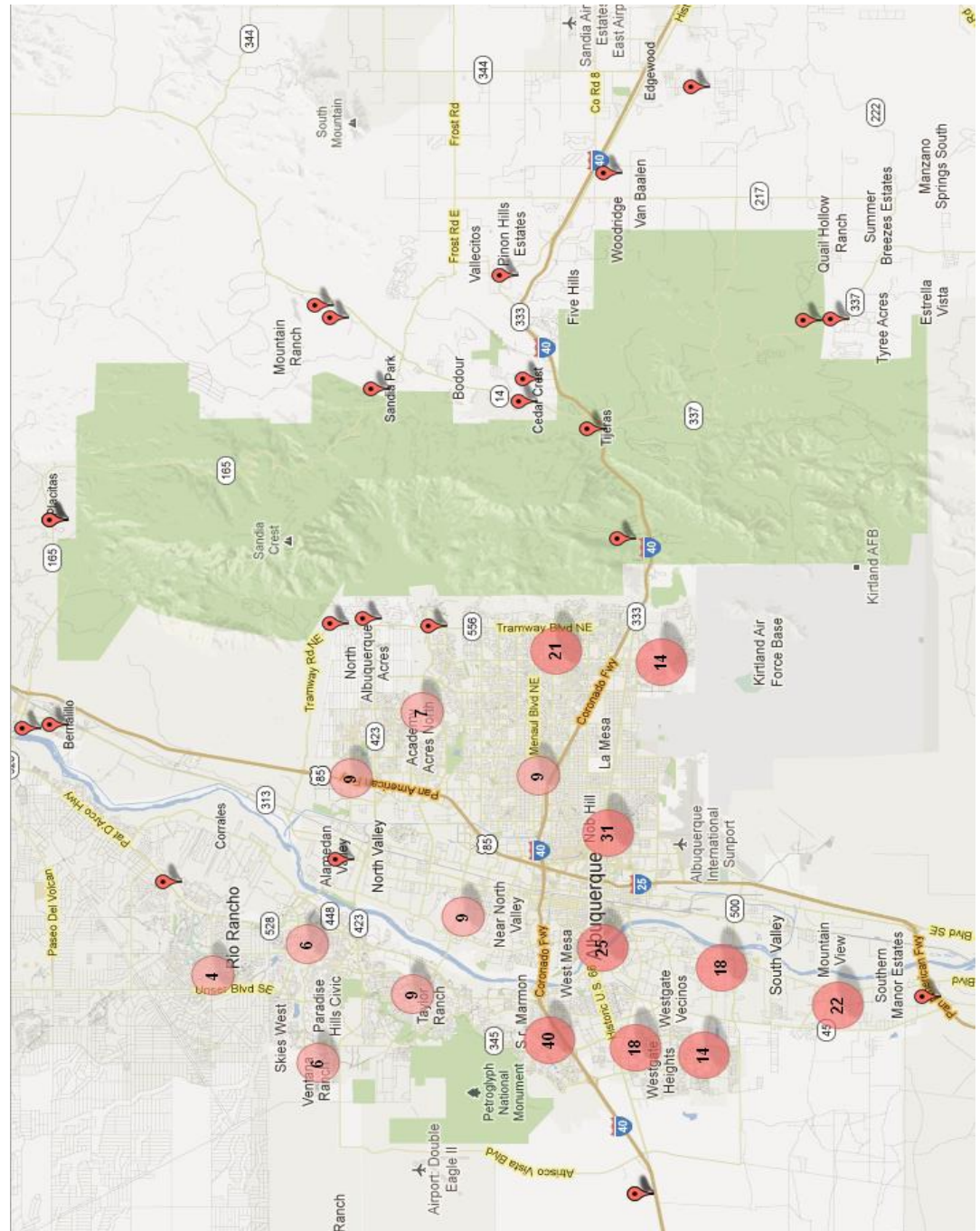
Figure 2

Parents who bring their children to AIMS are attracted to the schools specific mission and rigor. Although there are several schools within a three mile distance from the main facility of AIMS at UNM, the impact of an additional school would have minimal impact on the student population of those schools should the additional site be in close proximity to the current location

3.3 Performance

Over the past 5 years the school has implemented a practice of utilizing both internal and external assessments to inform curriculum and drive instruction. The Administration disaggregates student test scores to teachers; by teacher and student. This has allowed the school to identify highly effective teachers in the classroom, as well as teachers who had little or even negative effect on student performance, and facilitate corrective measures.

A five year trend in math scores demonstrates improvement in proficiency from nearly 40% in 2007-2008 to 94% proficient in 2012-2013. (Table 1)
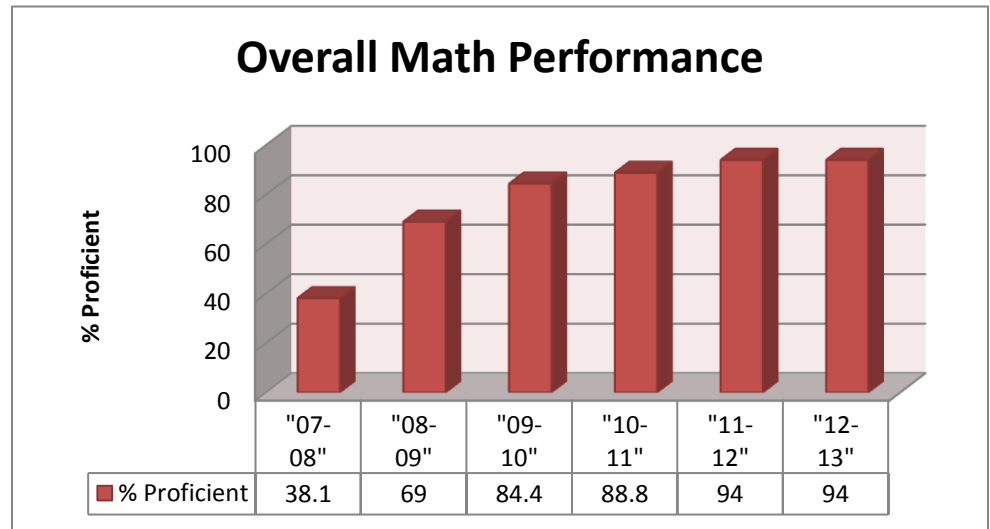
Overall Math Performance

	"07-08"	"08-09"	"09-10"	"10-11"	"11-12"	"12-13"
% Proficient	38.1	69	84.4	88.8	94	94

Table 1

 Performance has also increased within subgroups, with the performance gap between Hispanic and Anglo subgroups nearly eliminated by 2013. The same trend can be seen over time within the gender subgroups. (Table 2 and 3)
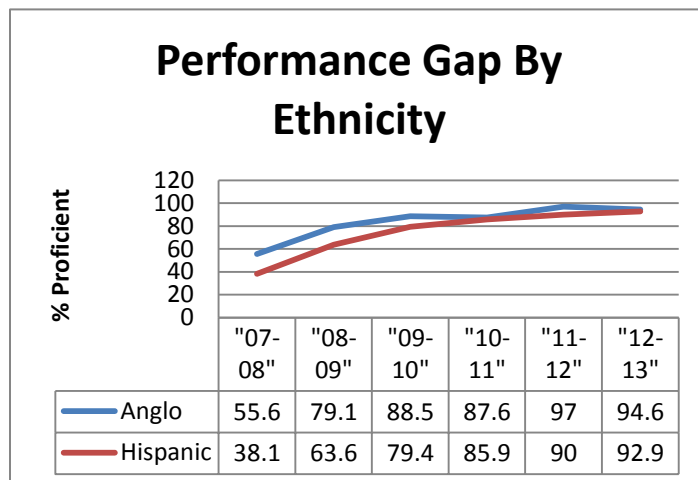
Performance Gap By Ethnicity

	"07-08"	"08-09"	"09-10"	"10-11"	"11-12"	"12-13"
Anglo	55.6	79.1	88.5	87.6	97	94.6
Hispanic	38.1	63.6	79.4	85.9	90	92.9

Table 2

Performance Gap By Gender

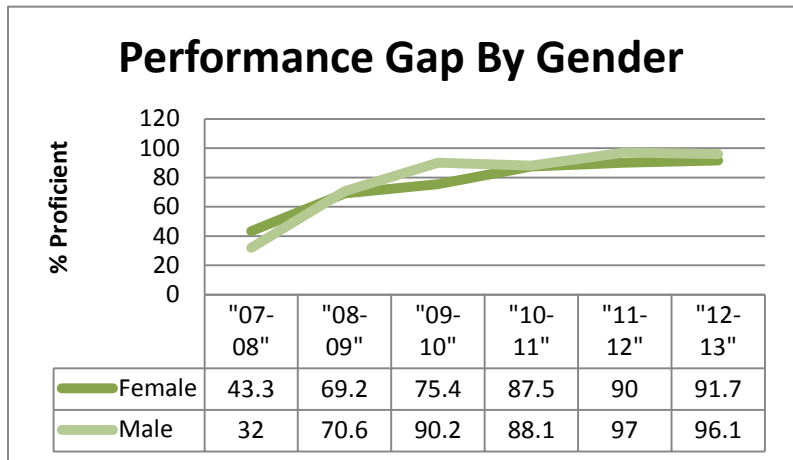|	"07-08"	"08-09"	"09-10"	"10-11"	"11-12"	"12-13"
Female	43.3	69.2	75.4	87.5	90	91.7
Male	32	70.6	90.2	88.1	97	96.1

Table 3

Reading reflects the same increase in general performance over a five year term. A little over 40% proficiency in reading during the 2007-2008 school year progressively increases to 100% proficiency by the 2012-2013 school year. (Table 4)
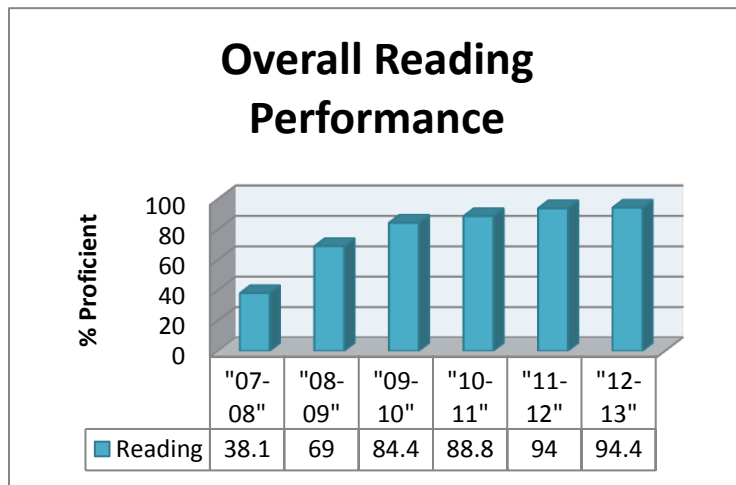
Overall Reading Performance

	"07-08"	"08-09"	"09-10"	"10-11"	"11-12"	"12-13"
Reading	38.1	69	84.4	88.8	94	94.4

Table 4

Again the performance gap between the Hispanic and Anglo subgroups is eliminated during the five year term. The same can be seen within the gender subgroups over the same time period. (Table 5 and 6)
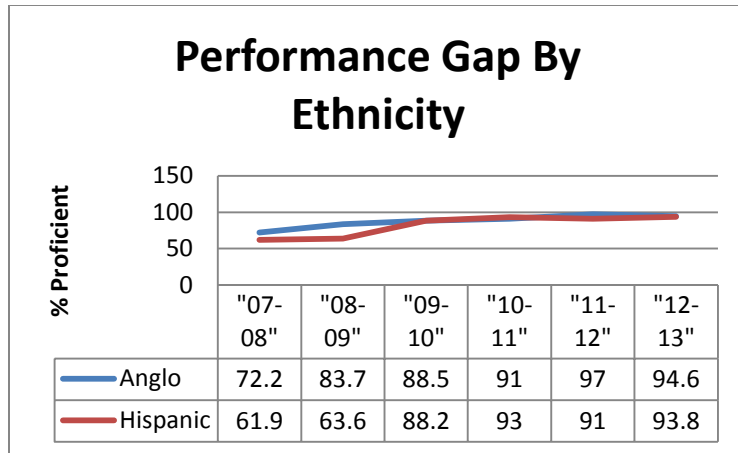
Performance Gap By Ethnicity

% Proficient	"07-08"	"08-09"	"09-10"	"10-11"	"11-12"	"12-13"
Anglo	72.2	83.7	88.5	91	97	94.6
Hispanic	61.9	63.6	88.2	93	91	93.8

Table 5

Performance Gap By Gender

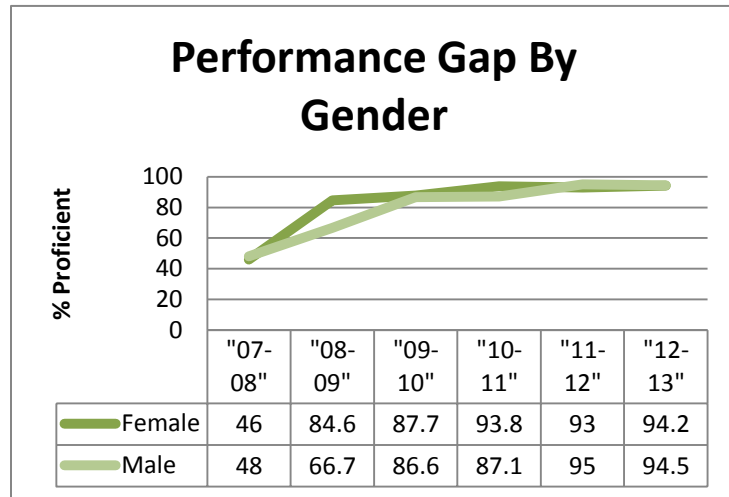| % Proficient	"07-08"	"08-09"	"09-10"	"10-11"	"11-12"	"12-13"
Female	46	84.6	87.7	93.8	93	94.2
Male	48	66.7	86.6	87.1	95	94.5

Table 6

An analysis of a singular class over the years allows a comparison of the same group of students over the years. An example is an analysis of the class of 2013 over a five year period of time as seen below. In 2007-2008 proficiency of this group of students was 42% in math. As the years progress however, the proficiency of this group steadily increases, until finally reaching 100% during the 2012-2013 school year. If we look at the ethnic and gender subgroups, again significant improvement is demonstrated. There was a performance gap between Hispanic and Anglo subgroups in 2007-2008, although across the board the performance was sadly lacking in both groups. (Table 7)
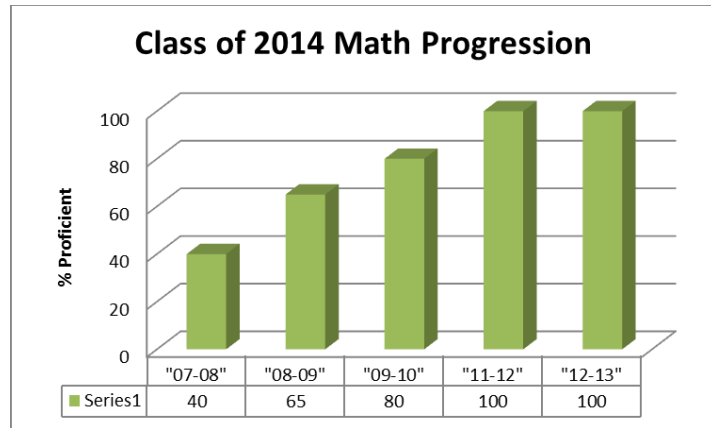
Table 7

However, as the years progress for these students, the performance not only increases for both these groups, but by 2012-2013 the performance gap has disappeared as both groups reach 100% proficiency. With math performance between gender groups, there is a significant difference between males and females, with females far outscoring male students. Again, however, over the years, both groups have improved with the performance gap disappearing as both groups become 100% proficient. (Table 8)
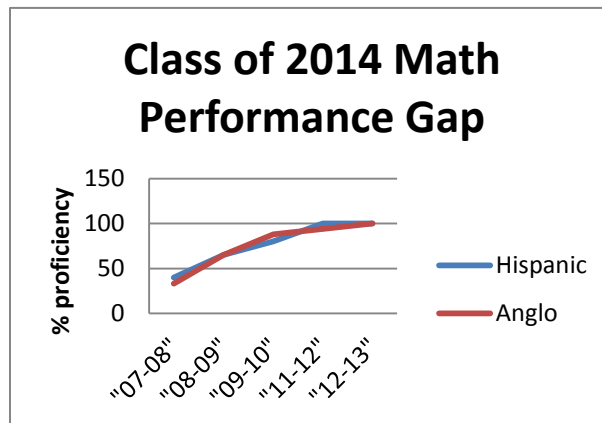

Table 8

This same trend is mirrored in the reading scores over the years for this same group of students. In 2007-2008 reading proficiency was below 40%. As this same group progressed through the years however, proficiency increased significantly until reaching 100% during the 2012-2013 school year. (Table 9)
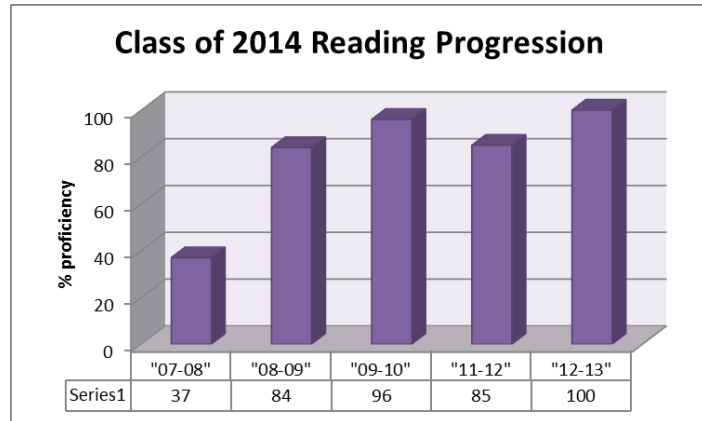
Class of 2014 Reading Progression

	"07-08"	"08-09"	"09-10"	"11-12"	"12-13"
Series1	37	84	96	85	100

Table 9

Just as with the performance between the Hispanic and Anglo subgroups, the performance gap was slight, however the scores themselves were abysmal. Progression through the years for this group of students however, culminated in a 100% proficiency by 2012-2013, with no performance gap. (Table 10)
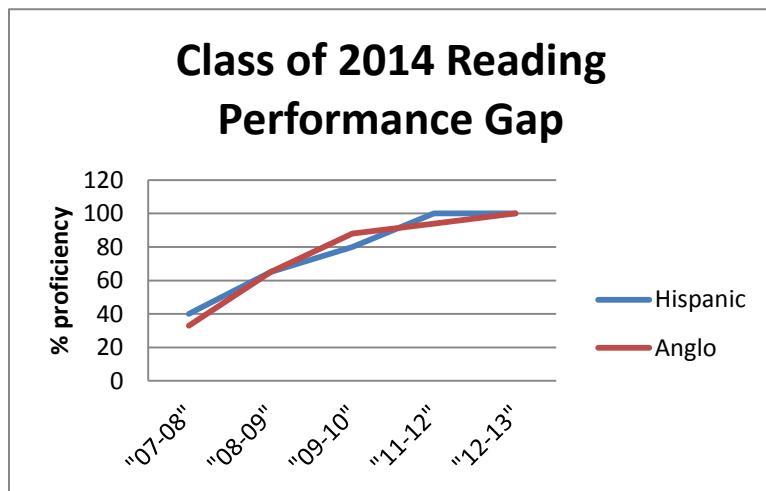
Class of 2014 Reading Performance Gap

Table 10

ACT performance, a college and career indicator, has also shown consistent improvement. While state performance has remained flat, the performance of AIMS students over the years has improved. Across the board, in 2008, AIMS students performed below the state average in English, math, reading, science and the cumulative composite score. Today, AIMS outperforms the state in all of the above areas. (Table 11)
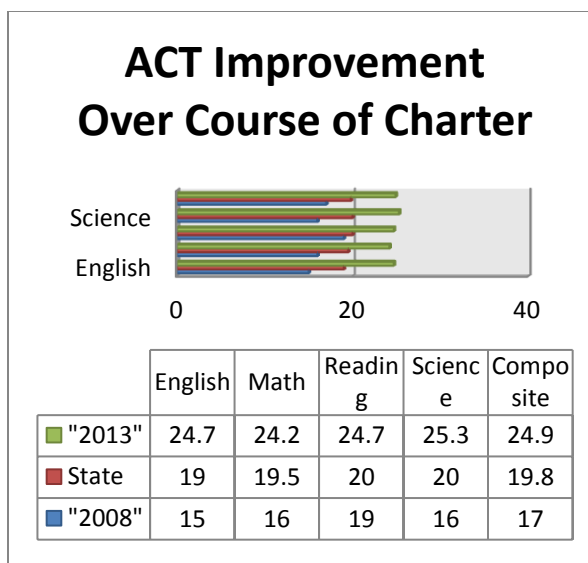
ACT Improvement Over Course of Charter

	English	Math	Reading	Science	Composite
"2013"	24.7	24.2	24.7	25.3	24.9
State	19	19.5	20	20	19.8
"2008"	15	16	19	16	17

Table 11

4   Costs

In March of 2012, the Albuquerque Institute for Math and Science received a Daniels Foundation Grant of $175,000.00 to help fund establishment of an additional campus for the school. Additionally, the following is an analysis of the projected revenue current through 2017. Additional budget analysis is found in the Appendix.

AIMS @ UNM
Projected Revenue

Funded Budget Year	Prior Year Mem	40 Day Mem	Unit Value	SEG	Difference
2012-2013	295	301	$ 3,668.18	$ 2,239,910.00	
2013-2014	307.5	340	$ 3,817.55	$ 2,567,548.00	$ 327,638.00
2014-2015	420	480	$ 3,817.55	$ 3,467,231.00	$ 899,683.00
2015-2016	480	540	$ 3,817.55	$ 3,138,201.00	$ (329,030.00)
2016-2017	540	540	$ 3,817.55	$ 2,992,485.00	$ (145,716.00)
2017-2018	540	540	$ 3,817.55	$ 2,992,485.00	-
					$ 424,937.00

Notes:

Unit value remained constant at $3,817.55.
A/B program remained constant at 82.600 units.
At-Risk remained constant at 0.058 index.
T&E remained constant at 1.108 index.
40 Day membership counts identify the school meeting the projected growth of:
 2013-2014: 65 new students at main site and 60 at new site.
 2014-2015: 60 new students at new site.
 2015-2016: 60 new students at new site.
Student growth was identified in 6th grade which has a lower cost index.

5   Conclusion

The Albuquerque Institute for Math and Science at UNM is a highly successful State Charter School, with a history of high performance. The success of the school has resulted in a greater need than is physically possible at the original site. As the original site is optimum for the mission of the school, and is the sources of much of the culture of the school, it is desirable to start another location in effort to replicate this successful program. The growth, performance, stability and range of families attending the school, limit's the risk inherent in any expansion of a Charter School. For this reason, the Albuquerque Institute for Math and Science is requesting space, either permanent or temporary for 40 sixth graders (two classrooms) or 60 sixth graders (three classrooms) beginning the fall of 2014, and adding a grade level each year until a 12th grade is implemented, in essence doubling the enrollment cap to 720 students by the year 2020.

Appendix A:

STATE CHARTER SCHOOL CHA… E AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

An approved charter application is a contract between the charter school and the chartering authority, and the governing body of the charter school. (22 88-9 [A] NMSA 1978)

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school. (22 88-9 [E] NMSA 1978)

Please complete and submit the form to: **Kelly Callahan, General Manager – Options for Parents/Charter School Division** (kelly.callahan@state.nm.us)

Or, mail to:

Public Education Department
Charter Schools Division, Room 301
300 Don Gaspar
Santa Fe, NM 87501-2786

Name of State-Chartered School: Albuquerque Institute for Mathematics and Science at UNM

Date submitted: December 14th, 2012   Contact Name: _Katharina Sandoval-Strider E-mail: _ksandoval@nms-unm.org

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
V. Educational Plan B. Educational Program 2. Grade levels, class size, and projected enrollment	"Maximum enrollment for the school is 360 students"	"Maximum enrollment is 720 total of all locations"	The current location can only accommodate about 310 student comfortably. Currently the demand for the program exceeds physical space available. AIMS @ UNM has received a Daniels Foundation grant to replicate(expand) its successful model in a second location.	12/17/2012

Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: Dr. Steve Cabaniss

Public Education Department use only

Director/renewal Manager approves change: _____ Date: _____
(No further action taken)

Public Education Commission Chair- _____ Date: _____

☐ APPROVED   ☐ DENIED

Revised 1-24-12

Appendix B:

AIMS @ UNM
Program Cost Review
2013-2014 Fiscal Year

		PROGRAM UNITS			PROGRAM DOLLARS			
		2012/2013	2013/2014	Diff	2012/2013	2013/2014	Diff $	Diff %
Unit Value - SEG					$ 3,673.54	$ 3,817.55	$ 144	3.92%
Kindergarten	1.440				$	$	$ -	0.00%
Grades 1-12	****	355.015	372.075	17.060	$ 1,304,161.80	$ 1,420,414.92	$ 116,253	8.91%
National Board Certified					$	$	$ -	0.00%
Class C	1.000				$	$	$ -	0.00%
Class D	2.000				$	$	$ -	0.00%
3/4 DD	2.000				$	$	$ -	0.00%
A/B Program	0.700	72.800	82.600	9.800	$ 267,433.71	$ 315,329.63	$ 47,896	17.91%
Ancillary	25.000				$	$	$ -	0.00%
Fine Arts	0.050				$	$	$ -	0.00%
Bilingual	0.500				$	$	$ -	0.00%
***T & E	1.038	37.220	49.105	11.885	$ 136,729.16	$ 187,460.79	$ 50,732	37.10%
District Size	Formula				$	$	$ -	0.00%
School Size	Formula	123.900	113.775	(10.125)	$ 455,151.61	$ 434,341.75	$ (20,810)	-4.57%
Growth	0.500	17.320	50.900	33.580	$ 63,625.71	$ 194,313.30	$ 130,688	205.40%
At-Risk	0.054	15.930	17.835	1.905	$ 58,519.49	$ 68,086.00	$ 9,567	16.35%
Safe & Harmless	0.050				$	$	$ -	0.00%
TOTAL		**622.185**	**686.290**	**64.105**	**$ 2,285,621.48**	**$ 2,619,946.39**	**334,325**	**14.63%**
Less: PED 2% Fee					$ (45,712.43)	$ (52,398.93)	$ (6,687)	14.63%
TOTAL FUNDING					$ 2,239,910.00	$ 2,567,548.00	$ 327,638	14.63%

	PROGRAM UNITS						PROGRAM DOLLARS										
	2012/2013	2013/2014	2014/2015	2015/2016	2016-2017	2017-2018	2012/2013	2013/2014	2014/2015	2015/2016	2016-2017	2017-2018	2013 Diff $	2014 Diff $	2015 Diff $	2016 Diff $	2017 Diff $
Unit Value - SEG							$ 3,673.54	$ 3,817.55	$ 3,817.55	$ 3,817.55	$ 3,817.55	$ 3,817.55	$ 144	$ -	$ -	$ -	$ -
Grades 1-12	355.015	372.075	485.640	548.340	611.040	611.040	$ 1,304,161.80	$ 1,420,414.92	$ 1,853,954.98	$ 2,093,315.37	$ 2,332,675.75	$ 2,332,675.75	$ 116,253	$ 433,540	$ 239,360	$ 239,360	$ -
A/B Program	72.800	82.600	82.600	82.600	82.600	82.600	$ 267,433.71	$ 315,329.63	$ 315,329.63	$ 315,329.63	$ 315,329.63	$ 315,329.63	$ 47,896	$ -	$ -	$ -	$ -
***T & E	37.220	49.105	61.370	68.142	74.913	74.913	$ 136,729.16	$ 187,460.79	$ 234,283.04	$ 260,135.49	$ 285,984.12	$ 285,984.12	$ 50,732	$ 46,822	$ 25,852	$ 25,849	$ -
School Size	123.900	113.775	-	-	-	-	$ 455,151.61	$ 434,341.75	$ -	$ -	$ -	$ -	$ (20,810)	$ (434,342)	$ -	$ -	$ -
Growth	17.320	50.900	272.800	111.900	-	-	$ 63,625.71	$ 194,313.30	$ 1,041,427.64	$ 427,183.85	$ -	$ -	$ 130,688	$ 847,114	$ (614,244)	$ (427,184)	$ -
At-Risk	15.930	17.835	24.360	27.840	31.320	31.320	$ 58,519.49	$ 68,086.00	$ 92,995.52	$ 106,280.59	$ 119,565.67	$ 119,565.67	$ 9,567	$ 24,910	$ 13,285	$ 13,285	$ -
TOTAL	622.185	686.290	926.770	838.822	799.873	799.873	$ 2,285,621.48	$ 2,619,946.39	$ 3,537,990.81	$ 3,202,244.93	$ 3,053,555.17	$ 3,053,555.17	334,325	918,044	(335,746)	(148,690)	-
Less: PED 2% Fee							$ (45,712.43)	$ (52,398.93)	$ (70,759.82)	$ (64,044.90)	$ (61,071.10)	$ (61,071.10)	$ (6,686)	$ (18,361)	$ 6,715	$ 2,974	$ -
TOTAL FUNDING							$ 2,239,910.00	$ 2,567,548.00	$ 3,467,231.00	$ 3,138,201.00	$ 2,992,485.00	$ 2,992,485.00	$ 327,638	$ 899,683	$ (329,030)	$ (145,716)	$ -

Proposal – Student Fees

The following proposal is offered for endorsement to the AS&R Committee. If endorsed, it will move as an action item to the Board of Regents for approval:

When presenting proposed budget information to the Regents, the UNM Administration should present the budget lines to which student fees contribute together as a group. The Regents wish the Administration to present the Administration's proposal for funding these budget items, together with information showing what part of each item is to be provided from student fees. The co-chairmen of the Student Fee Review Board should be available for questions, but the presentation should be by, and should represent the proposals of, the UNM administration. Regents expect that the SFRB recommendations on funds for student government and other student-only activities will be at the sole discretion of the SFRB and will flow through to the UNM budget unchanged

Proposal – Flat Tuiton and Fee Option

The following proposal is offered for endorsement to the AS&R Committee. If endorsed, it will move as an action item to the Board of Regents for approval:

When presenting proposed budget information to the Regents, the UNM Administration should assure that budget presentations include an option for students to be guaranteed a constant (that is, flat) tuition and fee bill for the nominal period of their degree program. Such an option should provide that:

a. The constant Tuition and fees amount is guaranteed for the nominal length of the course of study to degree award – i.e., for the baccalaureate, eight (8) semesters.

b. A surcharge may be required to receive this option.

c. The guaranteed tuition and fee arrangement will be available for all UNM courses of study leading to a degree.

d. If the student has not completed the degree in the nominal time, tuition and fees charged for future classes will revert to the amount charged all other students at that point.

e. The student and UNM will both sign a document that records the commitments of each, the reasonable expectations of each, and the student's commitment to a best effort to complete the degree in the nominal time allowed.

Proposal – Planning Budget

The following proposal is offered for endorsement to the AS&R Committee. If endorsed, it will move as an action item to the Board of Regents for approval:

When presenting proposed budget information to the Regents, the UNM Administration, in addition to the operating budget for the next year, should propose four-year planning budget. For budget presentations in the Spring of 2014, the planning budget would address AY 2015-16 through AY 2018-19. The planning budget should be an expenditure budget only, without details but addressing the main budget areas, and assuming either zero growth or nominal inflation only. In addition, at least one supplement to this budget should be shown, indicating where increased income would supplement the four-year plan. A planning budget of this type allows UNM to make clear its priorities for future improvements, the critical tradeoffs, and the case to be made for additional income from whatever sources.

STEM Gateway

PROJECT FOR INCLUSIVE UNDERGRADUATE STEM SUCCESS

PRIORITIES STATEMENT

The University of New Mexico STEM Gateway program seeks to increase the number of Hispanic and low-income students attaining STEM degrees. STEM Gateway initiatives focus resources on undergraduate science and math courses that serve as gateways to STEM degrees, and that traditionally have had low success rates.

STEM GATEWAY INITIATIVES

- **Gateway Science and Math Course Reform**: Faculty-driven projects designed to change instruction and curriculum to better serve low-income and minority students. Each project team includes faculty from UNM and CNM working collaboratively on such areas as: course outcome plans, curriculum revision, in-class assignments, inquiry-based lab exercises, assessment instruments, and teaching resources.

- **Peer Learning Facilitators:** Peer-assisted collaborative learning activities in large gateway sections. The assistance of facilitators allows instructors to incorporate a wider variety of effective instructional strategies.

- **STEM Gateway Program Courses:** Courses that help students develop strong STEM learning skills, connect to their STEM departments earlier and understand the connections between STEM disciplines. Includes STEM Academies and STEM Student Interest Groups.

- **Data-driven Prioritization:** Data collection and analysis to assist UNM in better understanding the course-taking patterns and success rates of UNM students and CNM transfers in relation to STEM degree attainment. Specific research questions are posed and addressed through qualitative and quantitative methods. Data collection and analysis tools are built in collaboration with the Office of Institutional Research

GRANT INFORMATION

The STEM Gateway program is funded through a U.S. Department of Education TITLE V grant, 2011-2016 (total anticipated funding $3.82 million).

WEBSITE:
http://stemgateway.unm.edu or http://unmstemgateway.blogspot.com

PROJECT DIRECTOR: Tim Schroeder, 277-1761, timschroeder@unm.edu

BY THE NUMBERS

22 UNM and CNM faculty members have collaborated in improving instruction in 6 STEM gateway courses, impacting more than 1400 students.

Students in redesigned CHEM 122 sections scored significantly higher on a standardized chemical concept inventory than students prior to the reform.

STEM Gateway has supported active learning by placing Peer Learning Facilitators in 82 sections of 11 STEM core courses, serving more than 1700 students.

Successful student completion ("C" grade or higher) for all students in PLF sections increased from 57.6% prior to STEM Gateway implementation to 61% after the first year.

STEM Gateway Program courses have supported more than 200 students in 22 sections of STEM Academies and STEM Student Interest Group courses.

SELECTED RESEARCH FINDINGS

Of all STEM bachelors degree earners in 2010-11, 41% completed at least one pre-calculus mathematic course at UNM.

American Indian students, Hispanic students, first-generation students and low income students are all less likely to graduate with STEM degree at UNM than their counterparts.

Women are only half as likely to go into non-health STEM as men at UNM, and once in they are 36% more likely to switch to non-STEM degree programs.

Project Goals

1. Increase number of Hispanics and other low-income students attaining degrees in the fields of STEM at CNM and UNM

2. Develop model transfer articulation and transfer degree agreements between two-year and four-year Hispanic Serving Institutions (HSIs) in STEM fields

Project Accomplishments

CNM and UNM Curriculum Alignment through Transfer Agreements
Transfer and graduation processes are expedited by aligning curriculum between institutions through the creation of sustainable transfer agreements and roadmaps for CNM and UNM degree completion.
- Eleven STEM degrees aligned for maximum efficiency and shortest time to graduation
- Fifteen common advising tools used at both institutions to increase consistency in advising transfer students

Established Joint Advisory Council
Council is made up of stakeholders from both CNM and UNM that guide the creation and sustain accuracy of transfer agreements between CNM and UNM. Council consists of Faculty, Deans, Chairs, Advisors, Enrollment Management and Student Representatives from CNM and UNM.

CNM and UNM STEM UP Centers
Build a transfer culture supportive of leaning and confidence in academic pursuits among STEM Students. Inform students of CNM & UNM STEM degree programs and pathways. Develop a transfer sending culture at CNM and a transfer receiving culture at UNM.

Project Objectives in-progress

The STEM UP project has surpassed objectives of a 3% increase in enrollment, retention, and graduation in the STEM fields for target population at CNM. The project continues to strive towards reaching comparable objectives at UNM through fostering transfer and aligned curriculum and advising efforts to reduce time to graduation for transfer students in the STEM fields.

Expand model of transfer articulation and curriculum alignment to other institutions across the state.

Development of state wide transfer website

STEM UP Contact Information

UNM Project Principle Investigator:
Dr. Tim E. Gutierrez, AVP Student Services

CNM /Co-Principle Investigator:
Dr. Eugene Padilla, AVP Enrollment Services

Project Director:
Carolina J. Aguirre
caguirre@unm.edu   277-0793

Curriculum/Initiatives – Annual Update

Regent's Academic/Student Affairs & Research Committee

February 6, 2014

Learning From High-Performing and Fast-Gaining Institutions (The Education Trust, Jan. 2014)

What do high performing schools have in common?

1. Their leaders make sure student success is a campus-wide priority.
2. They collect data on student success, and they act upon it.
3. They create clear student pathways to success.
4. They don't hesitate to demand and require.
5. They take on introductory and developmental classes.

We know that:

- The majority of UNM undergraduates who stop out do so during their first three semesters.

- Most colleges at UNM have not been responsible for their intended majors during this time period.

- The worst advising ratios occur for the majority of our student during this time period.
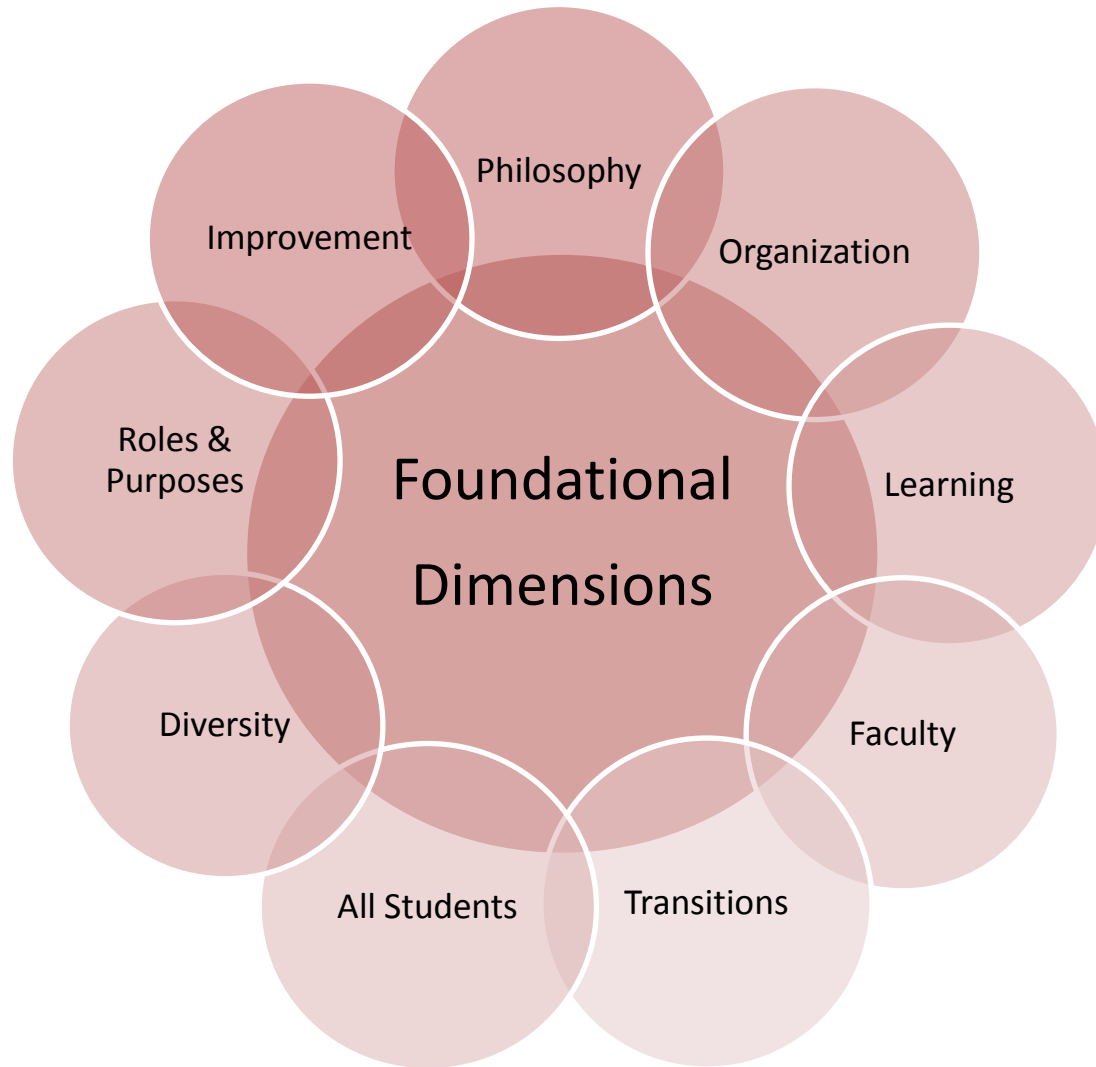
We must:

- Create a system of shared responsibility for student success that extends to every student throughout their time at UNM.

- Provides a more formal accounting of the advising services a student receives, along with more rigorous tracking of progress aligned with effective interventions.

First Year in High Gear Overview

- Based on the John N. Gardner Institute's **Foundations of Excellence** program.

- Serves as the **Quality Initiative** required as a part of our Higher Learning Commission (HLC) **Reaffirmation of Accreditation** visit that should occur in the 2019 timeframe.

- **Self-Study –** Driven by a campus-based task force involving broad representation (more than 200 individuals), consisting of:

  - Current Practices Inventory (audit)
  - Faculty/Staff and Student Surveys
  - Reports by each of the 9 Dimension Committees
  - Final Self-Study Report and Action Plan: http://provost.unm.edu/academic-planning/foundations-of-excellence.html

- **Timeline:**

Sept 2012	Student Success Summit and FoE Kickoff
April 2013	Dimension Committee Final Reports
June 2013	Final Self-Study Report and Action Plan
Aug 2013	Formation of First Year Steering Committee (FYSC)
Oct 2013	FYSC Subcommittees – New Student Orientation, Data & Assessment, and Communication
Dec 2013	FoE Implement – Phase I Report Completed
May 2014	Student Success Summit III – Reflection on first year of implementation

The University of New Mexico

As this state's flagship research university serving a highly diverse student body, the University of New Mexico is committed to offering a high-quality education marked by a challenging and supportive environment that provides all students with the foundation for academic and personal success in the first year and beyond.

Early Implementation and Related Efforts

- Student One-Stop: Student Academic Success Office
- New Student Orientation Redesign
- MaLL and English Stretch & Studio
- Financial Competency Curricula in First-Year Seminars
- Doubled Number of FLCs
- Center for Teaching Excellence
- Volunteer Academic Coaching Program
- LoboAchieve – standard campus-wide advising tool and early alert system

First Year in High Gear – NSO

Accomplishments:

- Created the NSO Redesign committee and several working subcommittees.
- Complete redesign has involved merging of two current orientation sessions, CEP Orientation and LobOrientation, into a single event.

Mission Statement:

Our mission is to welcome students to the UNM community and introduce them to their role in the creation of new knowledge. We will do this by sharing resources and strategies that encourage students to reach ambitious academic goals and exceed their own expectations.

Goals for this Semester:

- Develop assessment tools for the summer 2014 Orientation.
- Communication plan for NSO (in collaboration with FYSC Communication subcommittee)
- Creating advisement protocols to align with campus-wide advising changes.

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First Year in High Gear – Communication

Accomplishments:
- Created the Communication subcommittee, with cross-campus representation
- Completed a review of current first-year messaging
- Focusing on communication between admission and NSO

<u>Committee Charge</u>
- Clear and consistent messaging to all incoming students.
- Set a tone of high academic expectations.

Goals for this Semester:
- Develop a model for communication by assessing current strategies
- Align messaging, provide support for units that communicate with incoming students

Accomplishments:

- Formed committee that includes 20 members from across campus.
- Began collecting already-available data, will leverage the Student Data Mart.
- Committee's work will be instrumental in identifying the high impact practices (HIPs) that we expect every UNM freshman to experience.

Committee Charge:

Design a system of institutional research to help UNM to identify and understand which first-year engagements are most connected to student achievement. Collaborate with OIA and other departments to collect and analyze the data. Disseminate recommendations and findings to University leaders, academic units, and other stakeholders.

Semester Goals:

- Reviewing inventory started during the Self-Study process.
- Developing definitions of HIPs, and support programs and communities to guide data collection and analysis.
- Conducting a survey of potential HIPs.

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Student Data Mart

- Created by Institutional Analytics (OIA) – holds a great deal of enrollment information about current and past UNM students extracted from UNM's Banner student system of record, with more data being added continuously.

- Optimized for reporting and analysis so that it can be used to easily answer a very wide variety of questions about students at UNM; it is thus different in intent to the Banner system, which is focused on optimization of individual student transactions, such as registration.

- Currently being used (in conjunction with OIA's financial planning data mart) to supply data for analysis and reporting for the ROM process.

- Plans to make the data mart more widely (but securely) accessible to the UNM community, to allow individual units to develop their own reports and analyses, for example of student success.

- Also plans to create an interface to the data so that authorized UNM developers can create applications (not simply reports) using the student data.

120 Credit Hour Degrees

Proposal to reduce the <u>minimum</u> number of credit hours required for a baccalaureate degree at UNM from 128 to 120:

- Passed by the UNM Faculty Senate Jan. 28, 2014 – it's official!

- A number of programs have already proposed 120 credit hour degrees that will be submitted to the Faculty Senate Curriculum Workflow process shortly.

- Potential to see 4-year graduation rate improvements in the short term.

120 Credit Hour Degrees

- We are working to provide analytical tools (based on the aforementioned graph database) that will allow faculty to evaluate the impact of specific curricular changes.

- The EE and CompE programs used these tools to design 120 credit hour programs that have now been submitted to faculty senate for approval.

- Similar analytics are being provided to the ME program.

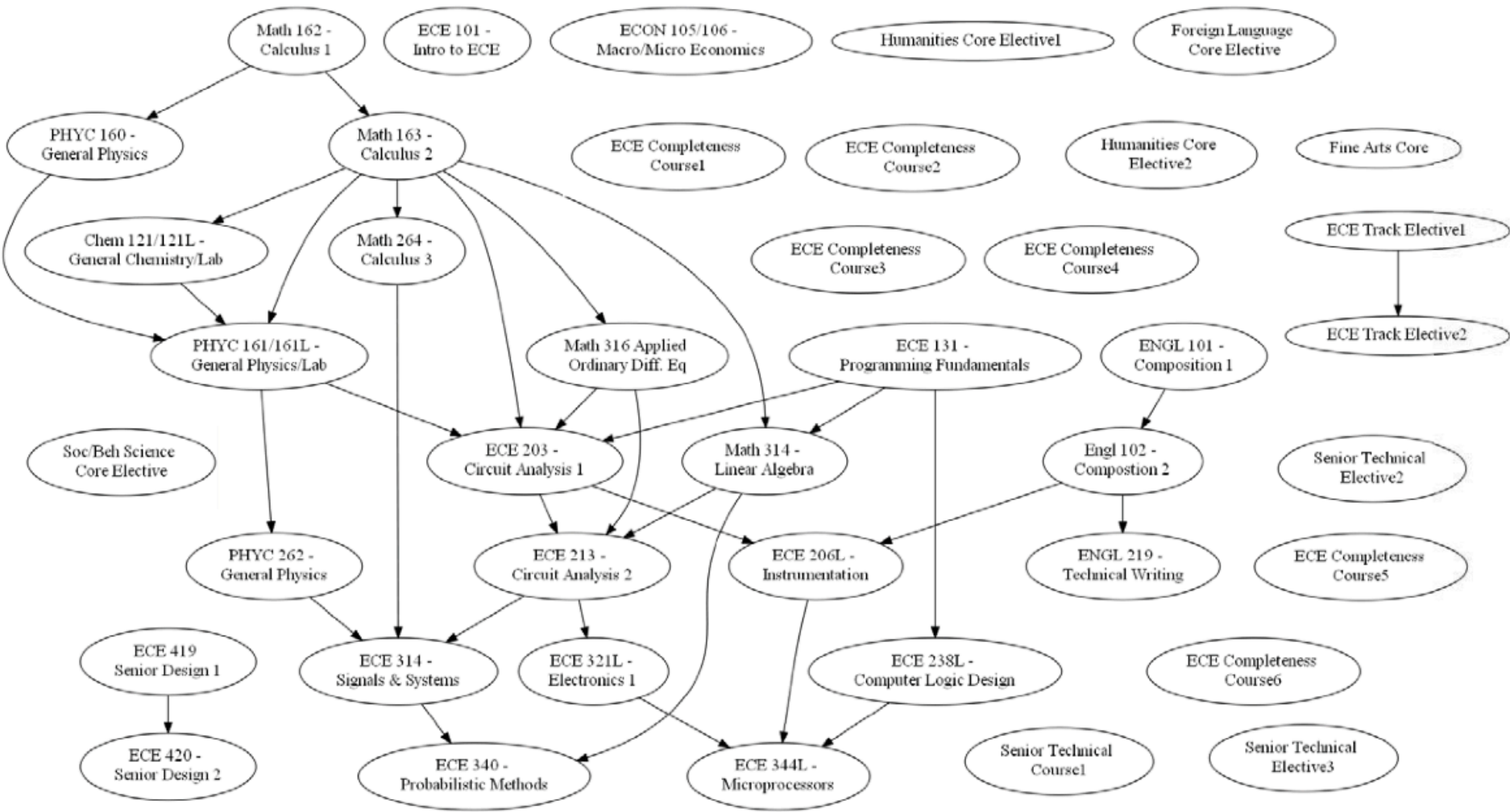- A&S is looking at many programs with an eye towards matching the new minimum.

120 Credit Hour Degrees
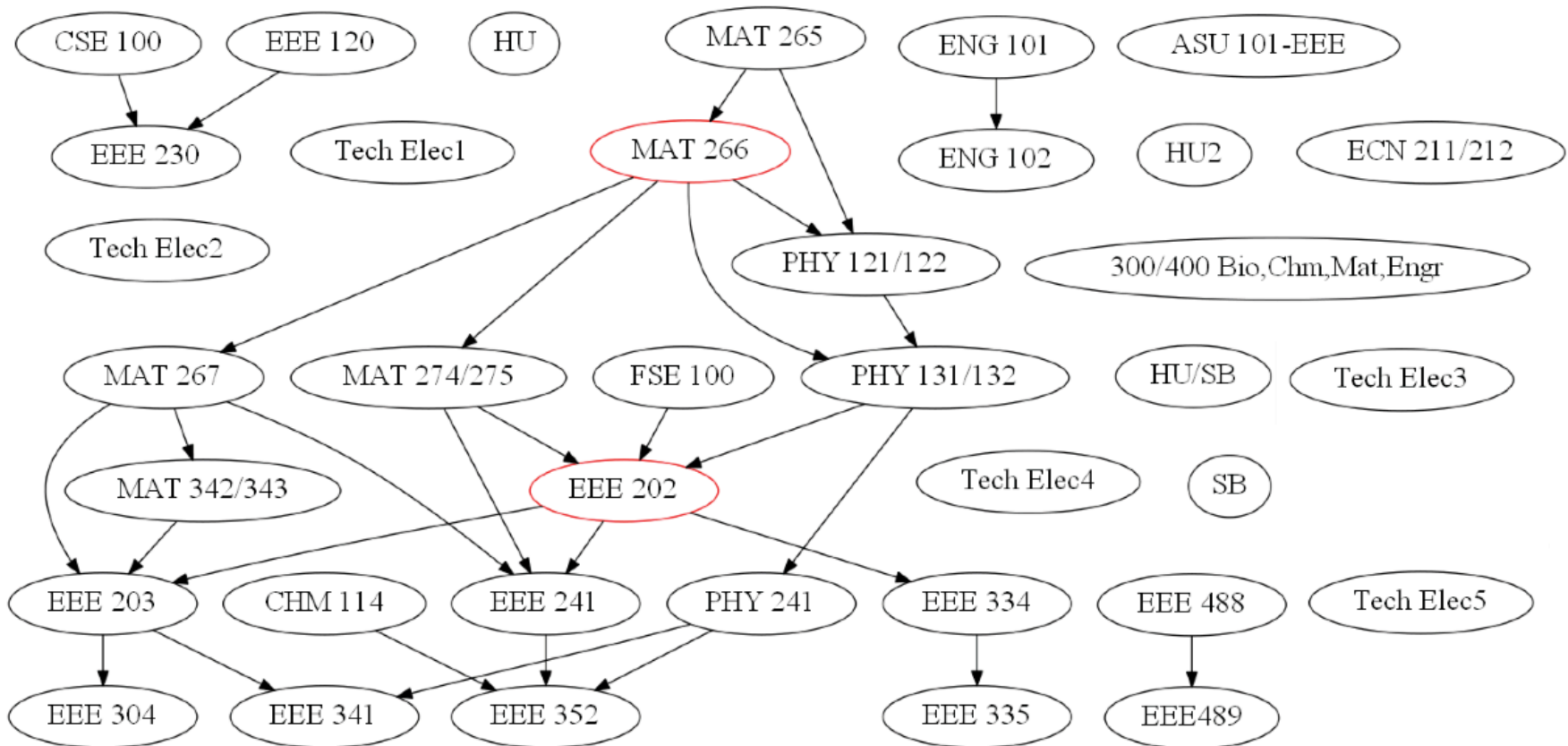
Curriculum Graph – UH Example
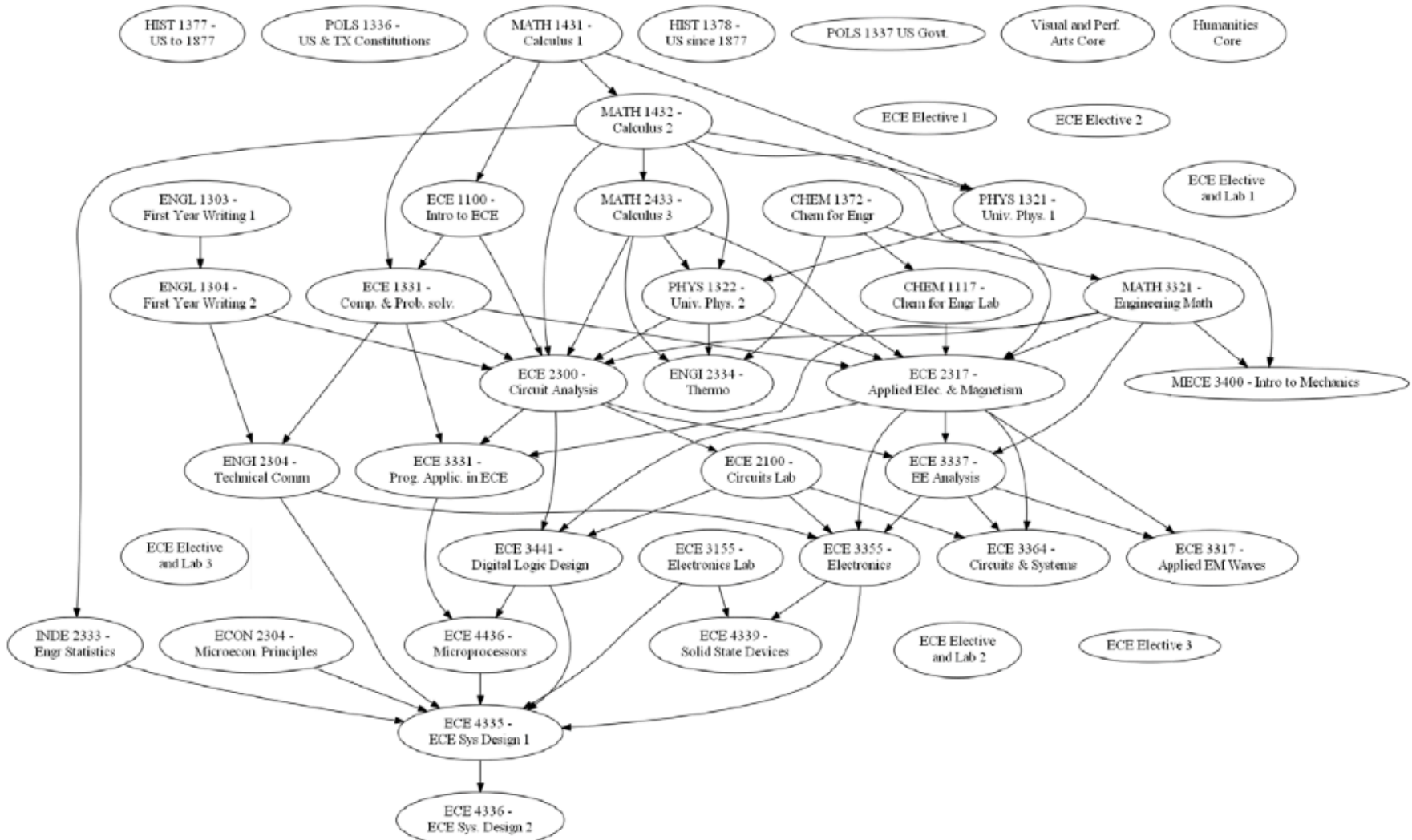
120 Credit Hour Degrees

Curriculum Graph – UNM Example

120 Credit Hour Degrees

Curriculum Graph – ASU Example

Metrics:

C = EE Curriculum	$\sum_{v \in V} w(v)$	$\sum_{v \in V} deg^+(v)/|V|$	$\Delta^-(G_C)$	$\Delta^+(G_C)$	$lp(G_C)$	$bn(G_C)$
University of Houston	133	1.48	7	6	9	8
University of New Mexico	128	0.83	4	6	7	2
Arizona State University	120	0.83	3	4	6	2
University of Central Florida	128	0.9	2	6	8	2

Curricular Efficiency:

Institution	Curricular Efficiency
University of Houston	4.602
University of New Mexico	2.623
Arizona State University	2.504
University of Central Florida	3.491

120 Credit Hour Degree:

The changes being proposed by UNM's EE program will improve curricular efficiency by 11%.

UNM

you are here

Degree Plans – Analytics
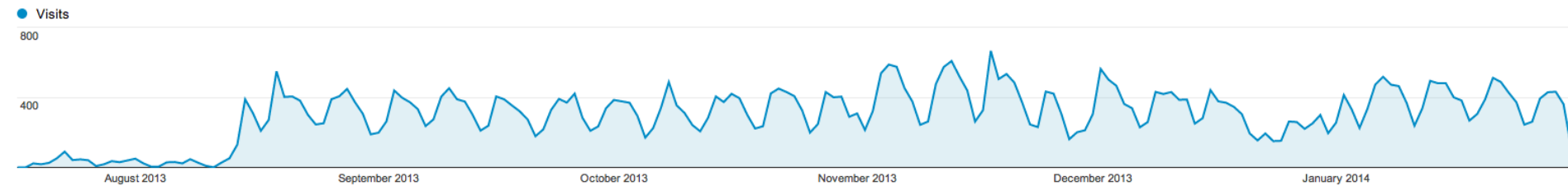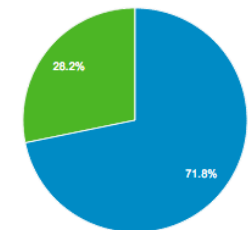
Degree Plans – Analytics

Country / Territory	Acquisition			Behavior		
	Visits ↓	% New Visits	New Visits	Bounce Rate	Pages / Visit	Avg. Visit Duration
	59,097 % of Total: 100.00% (59,097)	**71.75%** Site Avg: 71.60% (0.21%)	**42,401** % of Total: 100.21% (42,312)	**21.33%** Site Avg: 21.33% (0.00%)	**7.46** Site Avg: 7.46 (0.00%)	**00:04:29** Site Avg: 00:04:29 (0.00%)
1. United States	54,497	70.91%	38,645	21.19%	7.59	00:04:32
2. Mexico	470	85.96%	404	30.85%	6.11	00:03:40
3. India	458	84.06%	385	19.43%	5.02	00:03:56
4. China	353	75.07%	265	21.53%	6.29	00:05:33
5. United Kingdom	269	84.76%	228	13.75%	6.63	00:03:17
6. Canada	249	89.56%	223	19.28%	5.69	00:02:49
7. Pakistan	218	68.81%	150	28.44%	4.27	00:03:41
8. Saudi Arabia	204	71.08%	145	26.96%	4.90	00:02:54
9. Germany	150	82.67%	124	22.00%	5.98	00:03:26
10. Brazil	133	88.72%	118	15.79%	5.75	00:03:52
11. Spain	117	88.03%	103	20.51%	6.62	00:03:35
12. Colombia	109	78.90%	86	19.27%	7.67	00:04:10
13. South Korea	101	92.08%	93	22.77%	6.57	00:03:35
14. Iran	97	85.57%	83	20.62%	4.57	00:03:09
15. Bangladesh	88	78.41%	69	25.00%	4.64	00:03:29
16. Japan	75	73.33%	55	21.33%	7.15	00:04:42
17. France	74	78.38%	58	33.78%	7.95	00:05:09
18. Australia	70	90.00%	63	18.57%	4.57	00:02:16
19. (not set)	70	77.14%	54	48.57%	4.49	00:05:04
20. Nepal	52	76.92%	40	21.15%	4.15	00:04:17
21. Venezuela	52	78.85%	41	19.23%	7.52	00:05:08
22. Turkey	47	87.23%	41	31.91%	6.09	00:02:51

Degree Plans – Next Steps

Wild Weasels are working on the next iteration that will include:

- Archiving of previous academic year degree plans.

- Technology upgrades.

- Multi-institutional degree plans (supported by state funding).

- Tracking of progress relative to degree plans, with associated metrics (e.g., analytics, percent of students on track, personalized plans, etc.)

- Conversion of visitors to "customers."

Research Matching

Research Matching

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Home

View Projects

Student Sign In

Researcher Sign In

Graduate Research
MSC 03 2180
Humanities Bldg, Suite 107
1 University of New Mexico
Albuquerque, NM 87131-0001

Phone: (505) 277-2711
Fax: (505) 277-7405
grad@unm.edu

Undergraduate Research
MSC06 3680
University Advisement &
Enrichment Center, University
College Suite 180
1 University of New Mexico
Albuquerque, NM 87131

Phone: 505-277-0428
uresearch@unm.edu

Database Home > Projects

Student Sign In | Researcher Sign In

Search for Available Research Positions

Department

All Departments ▾

Search

To view more information about these projects, please **login** or **sign up**

Project Title: Bullying in New Mexico

Research Area: bullying, school counseling, culturally marginalized

Project Description: A co-researcher and I have paired up with a local school district and provided professional development training on bullying and cyberbullying. We are interested in exploring the qualitative and quantitative outcomes of this training program on student outcomes (e.g., truancy, documented cases of school violence, etc.).

Project Title: Impact of Creatine Timing on Resistance Training Adaptations

Research Area: exercise, resistance training, sport nutrition

Project Description: Determine the impact of timed administration of creatine monohydrate over 8 weeks of resistance training on changes in strength, endurance and body composition

---

Project Title: How does active engagement in online discussion boards reinforce graduate student ability to analyze and critically evaluate ideas, to ask and seek answers on important and challenging questions, and to persist in the resolution of problems of practice?

Research Area: educational leadership, online learning, critical thinking

Project Description: Collect and analyze data to determine the relationship between engagement in

THE UNIV

Advising Redesign

We envision an advising structure wherein:

- University College houses BIS, BLA, health-affiliated, undecided and students in transition.

- Intended majors interact extensively and meaningfully with their intended colleges, beginning at NSO, if not sooner.

- Transition advisors are available to promptly assist students in transition.

- Student support services and programs are more tightly integrated with the academic units.

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Advising Redesign – Advising Ratios

College/Unit	Advisor FTE	Admitted Majors Fall 2012	Intended Majors Fall 2012	Total Majors Fall 2012	Admitted Majors to Advisor FTE Ratio	Total Majors to Advisor FTE Ratio
College of Arts and Sciences	19.25	6,281	3,043	9,324	326.3 : 1	484.4 : 1
Anderson School of Management	3	1,091	1,443	2,534	363.7 : 1	844.7 : 1
College of Fine Arts	4	1,395	97	1,492	348.8 : 1	373.0 : 1
College of Education	6.5	1,012	1,181	2,193	155.7 : 1	337.4 : 1
College of Nursing	6	227	842	1,069	37.8 : 1	178.2 : 1
College of Pharmacy	2	187	242	429	93.5 : 1	214.5 : 1
College of University Libraries and Learning Sciences	0	15	12	27	-	-
School of Architecture and Planning	2	215	227	442	107.5 : 1	221.0 : 1
School of Engineering	7.5	1249	638	1,887	166.5 : 1	251.6 : 1
School of Medicine	4.5	739	463	1,202	164.2 : 1	267.1 : 1
BA/MD Program	2	42	0	42	21.0 : 1	21.0 : 1
University College (1)	19.5	12,453	1,792	4,265	638.6 : 1	218.7 : 1
	76.25	24,906	9,980	24,906	326.6 : 1	326.6 : 1

Other Units	Advisor FTE	Admitted Majors Fall 2012	Intended Majors Fall 2012	Total Majors Fall 2012	Admitted Majors to Advisor FTE Ratio	Total Majors to Advisor FTE Ratio
Athletics	7.5	0	0	0	0.0 : 1	0.0 : 1
International Programs	2	0	0	0	0.0 : 1	0.0 : 1
Student Affairs	27	0	0	0	0.0 : 1	0.0 : 1
	36.5	0	0	0	0.0 : 1	0.0 : 1

Academic Affairs Calendar

* Dates are Recommendations	Assessment	Finance and Budgeting

PDF

Print

<table>
<tr><td colspan="4" align="center">January</td></tr>
<tr><th>Due Date</th><th>Requirement</th><th>Responsible Parties</th><th>Recipients</th></tr>
<tr>
<td>January 6</td>
<td>ASAR Work plan: Quarterly Updates</td>
<td>Academic Affairs Strategic Planner</td>
<td>Provost</td>
</tr>
<tr>
<td>January 8</td>
<td>Mid-Year Financial Projections system opens (closes January 31)</td>
<td>Deans, Directors and Vice Presidents</td>
<td>(1) Academic Affairs Financial Analyst [nicole14@unm.edu];
(2) Budget Office</td>
</tr>
<tr>
<td>January 8</td>
<td>College/School Summary Reports of Program Assessment of Student Learning</td>
<td>Deans and Directors</td>
<td>Office of Institutional Analytics [troot@unm.edu]</td>
</tr>
<tr>
<td>January 13</td>
<td>ROM (Results Oriented Management) Academic Forecasting Tool opens (closes February 28)</td>
<td>Deans, Directors and Vice Presidents</td>
<td>Academic Affairs Financial Analyst [nicole14@unm.edu]</td>
</tr>
<tr>
<td>January 15</td>
<td>Academic Unit funding requests for FY15 strategic initiatives</td>
<td>Deans and Directors</td>
<td>Academic Affairs Financial Analyst [nicole14@unm.edu]</td>
</tr>
<tr>
<td>January 15</td>
<td>Course Fee Implementation/Change Requests for FY15</td>
<td>Deans and Directors</td>
<td>(1) Academic Affairs Financial Analyst [nicole14@unm.edu]
(2) Associate Provost for Curriculum</td>
</tr>
<tr>
<td>January 15 *</td>
<td>Tuition Differential Proposals for FY15</td>
<td>Deans and Directors</td>
<td>(1) Relevant Faculty and Students;
(2) Academic Affairs Financial Analyst [nicole14@unm.edu];
(3) Sr. Vice Provost</td>
</tr>
<tr>
<td>January 17</td>
<td>Course Fee Implementation/Change Requests for Summer and Fall Semesters</td>
<td>Deans and Directors</td>
<td>(1) Academic Affairs Financial Analyst [nicole14@unm.edu]
(2) Associate Provost for Curriculum</td>
</tr>
<tr>
<td>January 31</td>
<td>Mid-Year Financial Projections system closes (opens January 6)</td>
<td>Deans, Directors and Vice</td>
<td>(1) Academic Affairs Financial Analyst [nicole14@unm.edu];
(2) Budget Office</td>
</tr>
</table>

		Presidents	

February			
Due Date	**Requirement**	**Responsible Parties**	**Recipients**
February 1 *	Annual submission of biographical updates, student evaluations of teaching and objectives for the coming year (B.4.9.3.)	All Faculty Members including Tenured Faculty	Department Chairs
February 1 *	Annual Foundation report of scholarly and/or teaching activities of faculty members holding Endowed Chairs and Named Professorships (C.170)	Faculty Members holding Endowed Chairs and Named Professorships	(1) Department Chairs; (2) Deans and Directors; (3) Sr. Vice Provost; (4) UNM Foundation Endowment Relations Manager [UNM Foundation, MSC07 4260]
February 1 *	Project Reports of Sabbaticals (C.200.), and Academic Leaves (C.250.), completed the prior Fall Semester	Relevant Faculty Members	(1) Department Chairs; (2) Deans and Directors; (3) Associate Provost for Academic Personnel
February 1	Proposals for Sabbatical Leave for Tenured Faculty (C.200.) and Proposals for Academic Leave for Principal Lecturers (C.250.), to commence the subsequent Fall Semester	Deans and Directors	Associate Provost for Academic Personnel
February 1 *	Schedule Spring Semester meetings with all faculty members who will undergo mid-probationary, tenure or promotion review during the following academic year (4.5.3).	Department Chairs	Relevant Faculty Members
February 1	Departmental, School and College Guidelines for Special Administrative Salary Components (SACs) submitted for approval, if SACs will be awarded at any time during the next fiscal year (C.180).	Department Chairs, Deans and Directors	Associate Provost for Academic Personnel
February (first week)	ASAR Committee Meeting	Provost	Board of Regents' Academic/Student Affairs & Research Committee
February (second week)	Mid-Year Financial Projections review meetings	Deans, Directors and Vice	Academic Affairs Financial Analyst [nicole14@unm.edu]

		Presidents	
February 10	Annual Evaluation of Deans and Executive Directors-Online Survey Opens Feb. 10-Feb. 21	Relevant UNM Faculty and Staff	Relevant Supervisors
February 15 *	Report listing faculty for whom reduced teaching loads (course loads below six units) were assigned during the previous Fall Semester with justifications for each (C.110)	Deans and Directors	Sr. Vice Provost
February 15 *	Annual Departmental Progress Report on Gen. Ed. Core Course Assessment of Student Learning in courses offered in the UG General Education Core curriculum during the past calendar year	Department Chairs	College Assessment Review Committees
February 15 *	Final decisions on Lecturer promotions to rank of Senior or Principal Lecturer final approvals (C.190)	Provost	(1) Relevant Faculty Member; (2) Department Chair; (3) Deans
February 15	Minor Capital Budget Requests	Deans, Directors and Vice Presidents	Academic Affairs Strategic Planner [mlvargas@unm.edu]
February 24	Annual Evaluation of Deans and Executive Directors-Online Survey Opens Feb. 24-March 7	Relevant UNM Faculty and Staff	Relevant Supervisors
February 28	Annual performance reviews for staff	All Staff and Staff Supervisors	Human Resources Department
February 28	Foundations of Excellence Implementation: Quarterly Progress Report	Team Leads	Associate Provost for Curriculum
February 28	UNM2020 Goals: Quarterly Progress Report	Team Leads	Director of Strategic Projects [kevings@unm.edu]
February 21	ROM (Results Oriented Management) Academic Forecasting Tool closes (opens January 13)	Deans, Directors and Vice Presidents	Academic Affairs Financial Analyst [nicole14@unm.edu]
Spring Semester (sixth week)	Faculty Senator Election results certified and filed (A.51)	All Colleges and Schools	Secretary of the University

March

Due Date	Requirement	Responsible Parties	Recipient Department
March 1 *	Annual Written Reviews of Probationary Faculty not undergoing mid-probationary or final review in AY14 (B.4.2.), Continuing Non-Tenure Track Faculty (Lecturers) with first-year contracts (B.4.10. and C.190.), and Post-Tenure Faculty (B.4.9.)	Department Chairs	(1) Relevant Faculty Members; (2) Deans and Directors
March 1 *	Recommendations for faculty salary adjustments in FY15 (if FY15 Budget/Salary Planner Guidelines permit merit increases)(B.4.9.3.)	Department Chairs	Deans and Directors
March 1	Review of ROM	Associate provost of curriculum	Deans, Directors and VP
March 1	Fall Semester Report on Enrollment and Student Success Goals (retention/graduation rates)	(1) VP for Enrollment Management; (2) Associate Provost for Curriculum	(1) Provost; (2) President
March 1	Departmental General Education Assessment Report	Department Chairs	Deans and Directors
March 1 *	Annual Evaluation of Department Chairs	Relevant UNM Faculty	Relevant Deans and Directors
March (first week)	ASAR Committee Meeting	Provost	Board of Regents' Academic/Student Affairs & Research Committee
March (first week)	Review of ROM (Results Oriented Management) Academic Forecasts	(1) Office of Planning, Budget and Analysis (2) Academic Affairs Financial Officer [nicole14@unm.edu]	Deans, Directors and Vice Presidents
March 14 @ 5:00 pm	Tenure and Promotion/Full Professor review files complete and fully uploaded to SharePoint site for Provost Level access	Department Chairs	Provost's Committee on Tenure and Promotion
March 15	Tuition Differential Final Requests for FY15	Deans and Directors	(1) Academic Affairs Financial Analyst [nicole14@unm.edu]; (2) Sr. Vice Provost
March 17	Budget Planner opens March 17 (closes April 11)	Deans, Directors and Vice Presidents	Academic Affairs Financial Analyst [nicole14@unm.edu]

March 24	Annual Evaluation of Deans and Executive Directors-Online Survey Opens March 24-April 4	Relevant UNM Faculty and Staff	Relevant Supervisors
March 25	Budget Summit	All interested parties	Board of Regents
March 31	Written Notice of Non-Renewal of first-year Probationary (Tenure-Track) Contracts (B.3.2(c) and B.4.2.4.), and first-year Lecturer Contracts (C.190.)	Department Chairs	(1) Relevant Faculty Member(s); (2) Deans and Directors; (3) Provost

April

Due Date	Requirement	Responsible Parties	Recipients
April 1	Annual Evaluation of Deans, Directors, Faculty Administrators and Senior Staff	Relevant UNM Faculty and Senior Staff	Relevant Supervisors
April 1	ASAR Work plan: Quarterly Updates	Academic Affairs Strategic Planner	Provost
April 4 @ 5:00 pm	Mid-Probationary review files complete and fully uploaded to SharePoint site for Provost Level access	Department Chairs	Provost's Committee on Tenure and Promotion
April 4	Tenure and Promotion/Full Professor decisions	Provost's Committee on Tenure and Promotion	Sr. Vice Provost
April (first week)	ASAR Committee Meeting	Provost	Board of Regents' Academic/Student Affairs & Research Committee
April 15	Scored Annual Departmental Gen. Ed. Assessment reports	College Assessment Review Committees	Deans and Directors
April 15	Distinguished Professor promotion decisions	College Assessment Review Committees	Deans and Directors
April 15 *	Contract Memoranda for 12-Month, B.3. Faculty Appointments in AY15 (Lecturers, Probationary, and Tenured faculty) (C.50 and C.90)	Deans and Directors	Faculty Contracts and Services Office
April 18	Tenure and Promotion/Full Professor	Sr. Vice Provost	Provost

	decisions		
April 25	Mid-Probationary decisions	Provost's Committee on Tenure and Promotion	Sr. Vice Provost
April 25	Budget Planner closes (opens March 17)	Deans, Directors and Vice Presidents	Academic Affairs Financial Analyst [nicole14@unm.edu]

May

Due Date	Requirement	Responsible Parties	Recipients
May 1 *	Contract Memoranda for Nine-Month, B.3. Faculty Appointments in AY15 (Lecturers, Probationary, and Tenured faculty) (C.50 and C.90)	Deans and Directors	Faculty Contracts and Services Office
May 2	Mid-Probationary decisions	Sr. Vice Provost	Provost
May (first week)	ASAR Committee Meeting	Provost	Board of Regents' Academic/Student Affairs & Research Committee
May 13	FY15 Operating Budget approved	All interested parties	Board of Regents
May 15	Major Capital Budget Requests	Deans, Directors and Vice Presidents	(1) Academic Affairs Strategic Planner [mlvargas@unm.edu]; (2) Office of Planning and Campus Development
May 31	Foundations of Excellence Implementation: Quarterly Progress Report	Team Leads	Associate Provost for Curriculum
May 31	UNM2020 Goals: Quarterly Progress Report	Team Leads	Director of Strategic Projects [kevings@unm.edu]

June

Due Date	Requirement	Responsible Parties	Recipients
June 1	College and School proposed 5-Year Hiring Plans submitted for approval	Deans and Directors	Associate Provost for Academic Personnel
June (first	ASAR Committee Meeting	Provost	Board of Regents' Academic/Student

week)			Affairs & Research Committee
June 15 *	Project Reports of Sabbaticals (C.200.), and Academic Leaves (C.250.), completed the prior Spring Semester	Relevant Faculty Members	(1) Department Chairs; (2) Deans and Directors; (3) Associate Provost for Academic Personnel
June 30	Written Notice of Non-Renewal of third- and subsequent-year Probationary (Tenure-Track) Contracts (B.3.2(c) and B.4.2.4.)	Department Chairs	(1) Relevant Faculty Member(s); (2) Deans and Directors; (3) Provost
June 30	Deadline for Mid-Probationary, Tenure and Promotion/Full Professor final decisions (B.4.3.4(b)	Provost	(1) Relevant Faculty Members (2) Deans and Directors

July

Due Date	Requirement	Responsible Parties	Recipients
July 1 *	Report listing faculty for whom reduced teaching loads (course loads below six units) were assigned during the previous Spring Semester with justifications for each (C.110)	Deans and Directors	Sr. Vice Provost
July 1 *	RPSP (Research and Public Service Project) new or expansion funding requests	Relevant Deans and Directors	(1) Sr. Vice Provost; (s) Government Relations Director [Marc Saavedra]
July 1	ASAR Work plan: Quarterly Updates	Academic Affairs Strategic Planner	Provost
July 15 *	RPSP (Research and Public Service Projec0) funding renewal requests	Relevant Deans and Directors	Board of Regents' Academic/Student Affairs & Research Committee
July (first week)	ASAR Committee Meeting	Provost	(1) Sr. Vice Provost; (s) Government Relations Director [Marc Saavedra]
July 15 *	Major Capital Budget Requests HED (NM Higher Education Department) Presentation Submissions	Relevant Deans, Directors and Vice Presidents	(1) Academic Affairs Strategic Planner [mlvargas@unm.edu]; (2) Office of Planning and Campus Development

August

Due Date	Reporting Requirement	Responsible Party	Requesting
August 1	Categorization of Reserves system opens (closes September 12)	Deans, Directors and Vice Presidents	(1) Academic Affairs Financial Analyst [nicole14@unm.edu]; (2) Budget Office
August 1*	Fall Semester TA/GA/RA/PA Assignments	Department Chairs	Office of Graduate Studies
August 1*	EPAFs for Fall Semester Temporary/Part-Time Faculty rehires	Department Chairs	Faculty Contracts and Services Office
August 1	Request for approval of below-normal faculty teaching loads proposed for the coming Fall Semester (course loads below six units require advance approval)	Deans and Directors	Sr. Vice Provost
August 1*	Begin process of review of Proposals for Academic Leave for Principal Lecturers to commence Spring Semester of next year (C.250) Spring Leave Application Timeline	Department Chairs	Deans and Directors
August 1	Spring Semester Report on Enrollment and Student Success Goals (retention/graduation rates)	(1) VP for Enrollment Management; (2) Associate Provost for Curriculum	(1) Provost; (2) President
August (first week)	ASAR Committee Meeting	Provost	Board of Regents' Academic/Student Affairs & Research Committee
August 10 *	Major Capital Budget Requests HED Presentations	Relevant Deans, Directors and Vice Presidents	(1) Academic Affairs Strategic Planner [mlvargas@unm.edu]; (2) Office of Planning and Campus Development
August (second week)	New Faculty Orientation	Academic Affairs Office	Relevant Faculty Members
August 15	Annual report of Special Administrative Salary Components (SACs) and Special Teaching Components (STCs) paid to faculty members during prior fiscal year (C.140 and C.180)	Associate Provost for Academic Personnel	Faculty Senate Operations Committee
August 15	State of Academic Affairs Annual report	Dean, Directors, Vice Presidents and	Academic Affairs Communications Office [mlvargas@unm.edu and suilmann@unm.edu]

		Associate Provosts	
August 31	Foundations of Excellence Implementation: Quarterly Progress Report	Team Leads	Associate Provost for Curriculum
August 31	UNM2020 Goals: Quarterly Progress Report	Team Leads	Director of Strategic Projects [kevings@unm.edu]

September

Due Date	Requirement	Responsible Parties	Recipients
September 1 *	Notify Academic Affairs of all faculty members who will undergo mid-probationary, tenure or promotion review during the current academic year	Deans and Directors	Sr. Vice Provost
September 1 *	Begin formal review process of all faculty who are candidates for mid-probationary retention, tenure or promotion decisions (B.4.5.3. and B.4.7.3)	Relevant Faculty Members and Department Chairs	Reviewing Committees
September 5	Course Fee Implementation/Change Requests for Spring Semester	Deans and Directors	(1) Academic Affairs Financial Officer [nicole14@unm.edu] (2) Associate Provost for Curriculum
September (first week)	ASAR Committee Meeting	Provost	Board of Regents' Academic/Student Affairs & Research Committee
September (Second Week)	Annual Departmental Report (A.83.)	Department Chairs	Deans and Directors
September 12	Categorization of Reserves system closes (opens August 1)	Deans, Directors and Vice Presidents	(1) Academic Affairs Financial Analyst [nicole14@unm.edu]; (2) Budget Office
September 30	Annual Assessment of UNM's General Education Common Core Competencies	Provost	NM Department of Higher Education

October

Due Date	Requirement	Responsible Parties	Recipients
October 1 *	Begin formal review process for all	Department Chairs	Relevant Faculty Members

	Lecturers who are candidates for promotion in rank to Senior or Principal Lecturer (C.190.)		
October 1	Proposals for Sabbatical Leave for Tenured Faculty (C.200.), and proposals for Academic Leave for Principal Lecturers (C.250.), for Spring Semester of subsequent year	Deans and Directors	Associate Provost for Academic Personnel
October 1	Annual Program report on Assessment of Student Learning during the prior academic year	Department Chairs	College Assessment Review Committees
October 1	Annual APR Action Plan Updates	Department Chairs, Deans and Directors	Associate Provost for Curriculum
October 1	ASAR Work plan: Quarterly Updates	Academic Affairs Strategic Planner	Provost
October 6	Notices of Biennial Course Fee Reviews	(1) Academic Affairs Financial Officer [nicole14@unm.edu] (2) Associate Provost for Curriculum	Relevant Deans and Directors
October (first week)	ASAR Committee Meeting	Provost	Board of Regents' Academic/Student Affairs & Research Committee
October 15	Research Allocation Committee grant proposals due	Interested Faculty Members	Research Allocation Committee Chairperson

November			
Due Date	**Requirement**	**Responsible Parties**	**Recipients**
November 1 *	Begin process of review of Proposals for Academic Leave for Principal Lecturers to commence Fall Semester of next year (C.250) [Fall Leave Application Timeline]	Department Chairs	Deans and Directors
November 1	Scored Annual Programs' progress reports on Assessment of Student Learning during the prior academic year	College Assessment Review Committees	Department Chairs
November (first week)	ASAR Committee Meeting	Provost	Board of Regents' Academic/Student Affairs & Research Committee

November (second week)	Biennial Course Fee Review	Deans and Directors	(1) Academic Affairs Financial Analyst [nicole14@unm.edu]; (2) Associate Provost for Curriculum
November 15	Study Abroad Program grant proposals, and Study Abroad Program Development grant proposals due	Interested Faculty Members	Study Abroad Allocations Committee Chairperson
November 15 *	Annual Written Reviews of Continuing Non-Tenure Track Faculty (Lecturers) with second- and subsequent-year contracts who are not currently candidates for promotion to Senior or Principal Lecturer rank (B.4.10. and C.190.)	Department Chairs	(1) Relevant Faculty Members, and (2) Deans and Directors
November 15 *	Departmental report and recommendation on Lecturers who are candidates for promotion to Senior or Principal Lecturer rank (C.190.)	Department Chairs	(1) Relevant Faculty Members, and (2) Deans and Directors
November (Third Week)	Spring Semester TA/GA/RA/PA Assignments	Department Chairs	Office of Graduate Studies
November (Third Week)	EPAFs for Spring Semester Temporary/Part-Time Faculty rehires	Department Chairs	Faculty Contracts and Services Office
November (Third Week)	Annual College/School/Division Report (A83.)	Deans and Directors	Secretary of the University
November 30	Foundations of Excellence Implementation: Quarterly Progress Report	Team Leads	Associate Provost for Curriculum
November 30	UNM2020 Goals: Quarterly Progress Report	Team Leads	Director of Strategic Projects [kevings@unm.edu]

December			
Due Date	**Requirement**	**Responsible Parties**	**Recipients**
December 1	Nominations for promotion to rank of Distinguished Professor	Interested Parties	Sr. Vice Provost
December 1	Departmental Summary Reports of Program Assessment of Student Learning	Department Chairs	Deans and Directors
December (first week)	ASAR Committee Meeting	Provost	Board of Regents' Academic/Student Affairs & Research Committee
December	Presentation of results of Biennial	(1) Academic	Regents Committee on

(second week)	Course Fee Review	Affairs Financial Analyst; (2) Associate Provost for Curriculum	Academic/Student Affairs & Research
December 15 *	College and Schools submit reports and recommendations on Lecturers who are candidates for promotion to Senior or Principal Lecturer rank (C.190.)	Deans and Directors	Associate Provost for Academic Personnel
December 15 *	Request for approval of below-normal faculty teaching loads proposed for the coming Spring Semester (course loads below six units require advance approval) (C.110)	Deans and Directors	Sr. Vice Provost
December 15	Written Notice of Non-Renewal of second-year Probationary (Tenure-Track) Contracts (B.3.2(c) and B.4.2.4.), and second- and subsequent-year Lecturer Contracts (C.190.)	Department Chairs	(1) Relevant Faculty Member(s); (2) Deans and Directors; (3) Provost

Faculty Development Update
ASAR Committee, February 6, 2014
Virginia Scharff

1. Mentoring, Tenure and Promotion, Performance Metrics

2. Teaching Initiatives

3. Community Engagement

4. Mandelman Ribak Foundation Gift

The University of New Mexico

BOR Academic & Student Affairs Committee

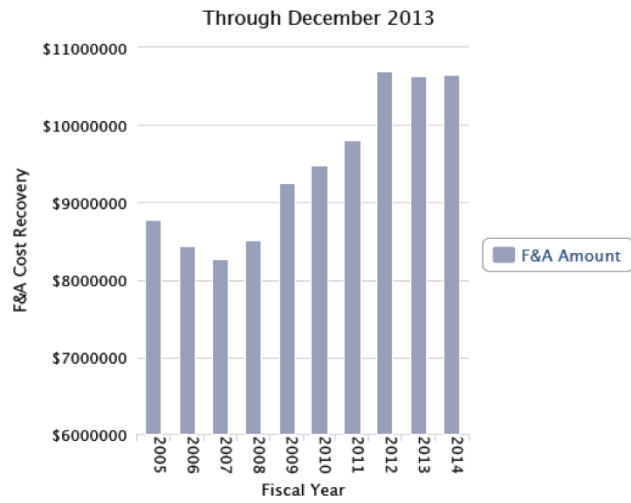*OVPR Report – Spring 2014*

February 6, 2014

**Michael J. Dougher,
Vice Provost for Reserach**

Proposals & Awards (Year to Date)

Research & Economic Development

Office of the Vice President for

CHART PENDING

UNM

Updates

Research & Economic Development

Office of the Vice President for

- **OVPR WEBSITE** – During the Fall 2013 semester a working group was formed to review and develop a new OVPR website. The site is now being reviewed by constituent groups and should be fully deployed by February 1, 2014.

- **OFFICE OF SPONSORED PROJECTS** - Office of Sponsored Projects (OSP) has a new director and organizational structure. The staff have been organized to teams assigned to various campus units and the contract negotiation process has been streamlined.

- **MAIN CAMPUS COMPLIANCE OFFICE** – The Main Campus compliance office is now fully consolidated (IRB, COI, Export Control, and Industrial Security). In particular, the IRB function has now fully transitioned back to on Main Campus. Proposal processing greatly reduced: now under 30 days for full review. Currently awaiting new software implementation (IRBnet). Due in early March.

- **RESEARCH RETREAT** – The OVPR hosted a productive retreat with the ADR/CD, its advisory committee (which consists of Associate Deans of Research, Center Directors, and Faculty Senate Research Policy Committee). The retreat resulted in a new cost recovery distribution model.

- **RESEARCH COLLABORATION** - Good progress has been on the development of the New Mexico Collaborative Research and Development Council. The next steps are getting the three working groups together (leadership, contracts/grants and researchers) this Spring.

- **ENDOWED CHAIRS** - Carlos Romero is working with UNM chairs and deans in response to Governor Martinez' endowed chair initiative.

UNM

VPR COMMENTS/NOTES

OVPR Website – The objective of this effort was to encourage more transparency (OVPR budget and budgetary policies will be posted), more detailed information regarding policies and procedures, section for industry/businesses looking to work with UNM.

Office of Sponsored Projects - Currently assessing alternative software for contract and grant processing to facilitate submissions and interface with post-award office.

Main Campus Compliance Office - Proposal processing greatly reduced: now under 30 days for full review. Currently awaiting new software implementation (IRBnet). Due in early March.

Research Retreat - After top slice for research operations, all cost recovery returned to units in proportion to generation.

Research Collaboration - We are working with Senators Udall and

New Initiatives

- **RESEARCH INTEREST MATCHING** - Establish "Research Match" processes to match students (both undergraduate and graduate) interested in research with faculty interested in having student research assistants/mentees. Need faculty research interest data. Working with OIA.

- **EQUIPMENT & REPLACEMENT FUND** - Establish a Research Budget and Equipment Fund Committee. A subcommittee of the ADR/CD committee has been formed to review OVPR budget and award equipment renewal/replacement grants.

- **SEEKING FUNDING OPPORTUNITIES** - Establish a Research Advisory Council to advise VPR on relevant funding opportunities and ways to increase UNM presence in funding agencies. We are considering contracting with outside consulting firms to assist us with this process.

- **CONNECTING WITH INDUSTRY** - Establish an Industry Relations Committee to increase and facilitate industry-UNM research and commercialization relations. We will be closely coordinating our efforts with STC.

UNM

Graduate Student Tuition
Considerations on Re-Blocking

Graduate & Professional Student Association

University of New Mexico

1/28/14

Graduate Tuition Spring 2013		
1-11 hrs	12-18 hrs	>18 hrs
$276.73	$3,295.76	+ $276.73/ Cr

Undergraduate Tuition Fall 2013					
1-14 hrs		15-18 hrs		> 18 Cr hrs	
$285.25	13.2% ↑	$3,223.35	6.6% ↑	$214.89/ Cr	14.8% ↓

Graduate Tuition Fall 2013	
All hrs	
$301.85	9.08% ↑

Actual Tuition Increases

Average Cost/Student/Semester
Differential Programs
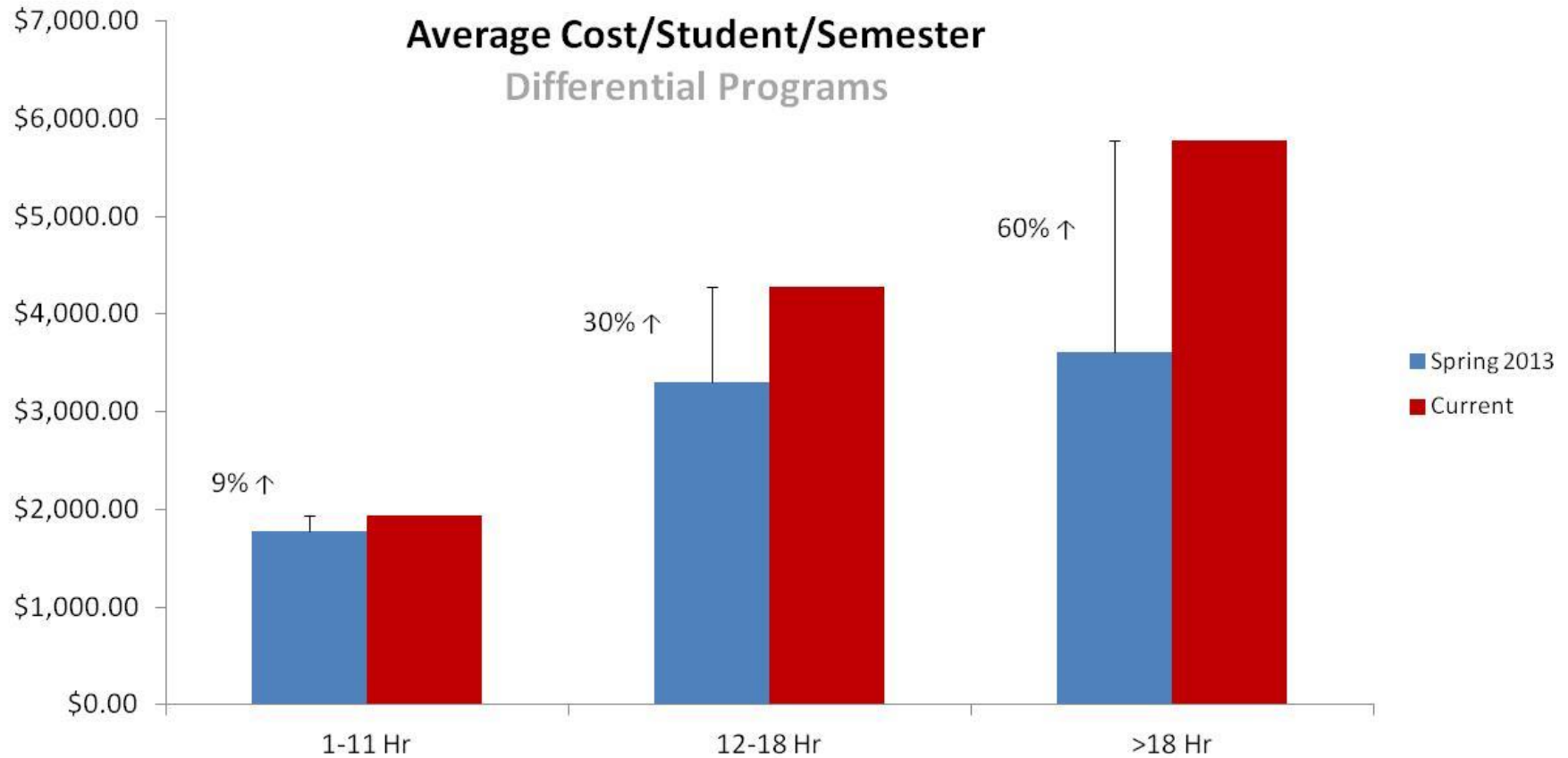
Graduate Credit Hour Breakdown
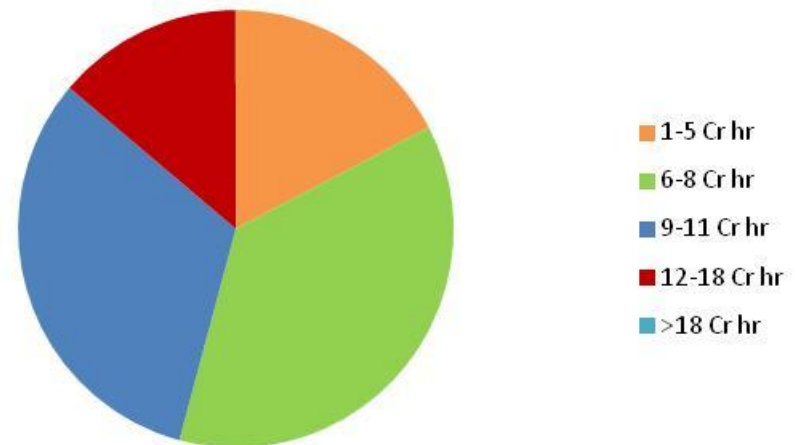
Further Credit Hour Breakdown

12-18 Cr hr Breakdown

Differential Progams

Non-Differential Progams
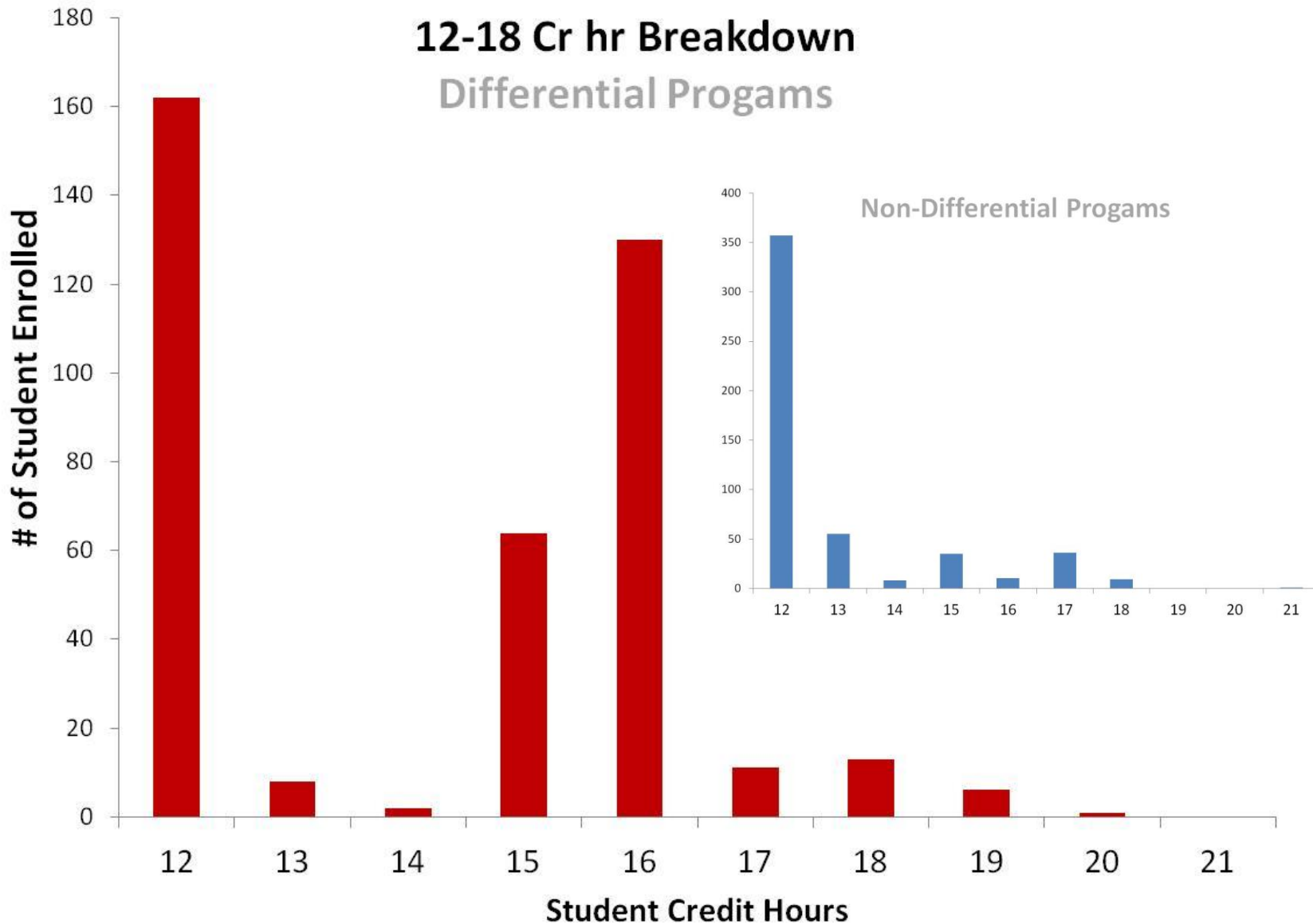
Tuition Revenue (Differential Programs)

Spring 2013

	Revenue	# Students
1-11 Hr	$1,774,392.76	1002
12-18 Hr	$1,285,346.40	390
>18 Hr	$25,284.16	7
Differential	$1,740,898.90	1399
Total	**$4,825,922.22**	

**Fall 2013
Revenue Generated:
$562,230.23**

Fall 2013

	Revenue	# Students	% increase/Student
1-11 Hr	$1,935,462.20	1002	9.08%
12-18 Hr	$1,671,343.45	390	30.03%
>18 Hr	$40,447.90	7	59.97%
Differential	$1,740,898.90	1399	
Total	**$5,388,152.45**		

Tuition Revenue (14-Credit Hr Block)

Fall 2013			
	Revenue	# Students	% increase/Student
1-11 Hr	$1,935,462.20	1002	9.08%
12-18 Hr	$1,671,343.45	390	30.03%
>18 Hr	$40,447.90	7	59.97%
Differential	$1,740,898.90	1399	
Total	**$5,388,152.45**		

14 Credit hr Block		
	Revenue	# Students
1-13 Hr	$2,553,651.00	1172
> 14 Hr	$959,279.30	227
Differential	$1,740,898.90	1399
	$5,253,829.20	
Δ Current	- $134,323.25	

Tuition Revenue (14-Credit Hr Block)

Fall 2013			
	Revenue	# Students	% increase/Student
1-11 Hr	$1,935,462.20	1002	9.08%
12-18 Hr	$1,671,343.45	390	30.03%
>18 Hr	$40,447.90	7	59.97%
Differential	$1,740,898.90	1399	
Total	**$5,388,152.45**		

12 Credit hr Block		
	Revenue	# Students
1-11 Hr	$1,935,462.20	1002
> 12 Hr	$1,438,013.40	397
Differential	$1,740,898.90	1399
	$5,114,374.50	
Δ Current	- $273,777.95	

**Fall 2013
Revenue Generated:
$562,230.23**

Differential Tuition Increases (Blocking Options)
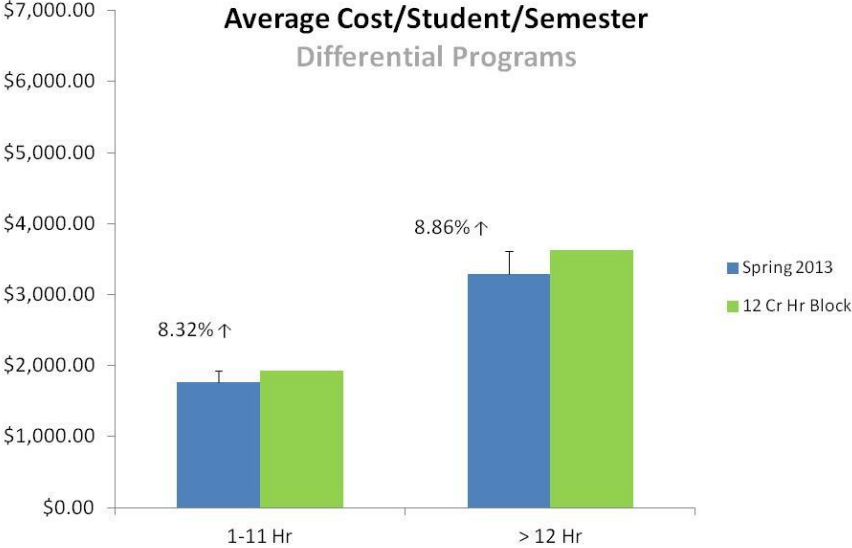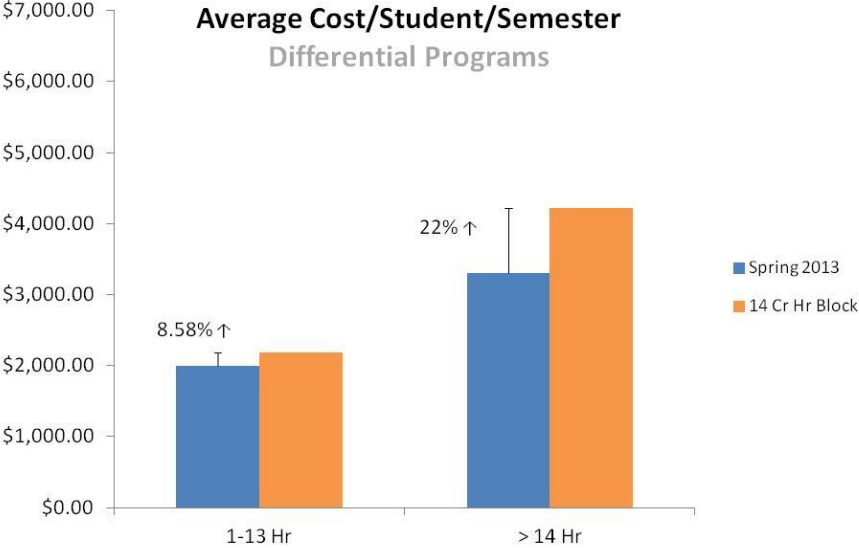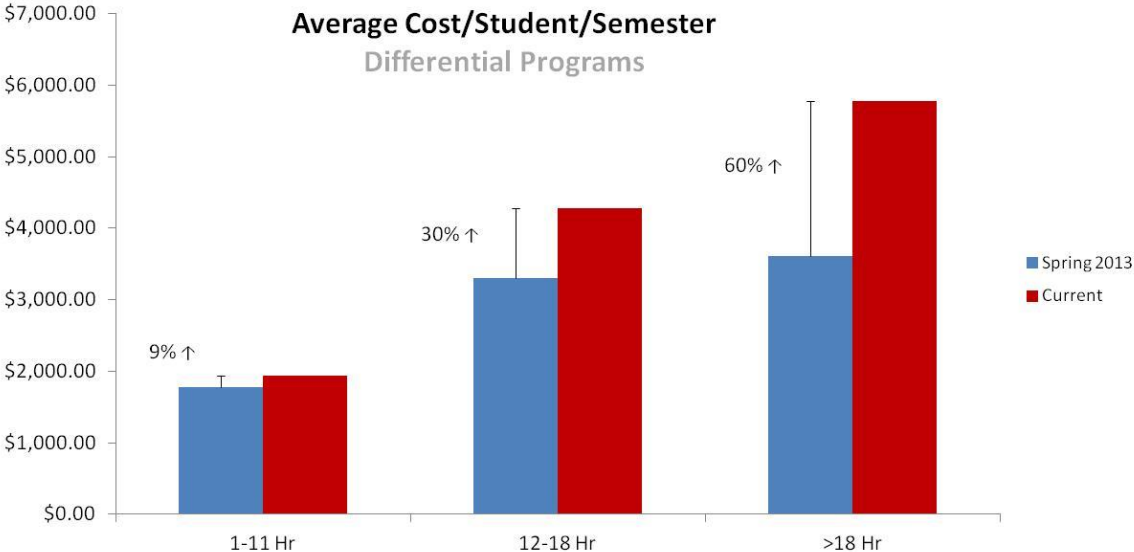
Thank You

GPSA
505-277-3803
UNMGPSA@gmail.com

Biography: Patricia Ann Repar, D.M.A.

Patricia Ann Repar's work as a composer includes the writing of contemporary chamber music, intermedia works, and electronic soundscapes; the making of short films; the design of original instruments and installations in medical environments; and the exploration of health and healing through the arts. Dr. Repar has been featured as a guest composer, performer, and educator in various parts of the United States, Canada, the United Kingdom, South America, Eastern Europe, Africa, and Australia. As an Associate Professor in the departments of Music and Internal Medicine (section of Integrative Medicine) at The University of New Mexico (UNM), Dr. Repar teaches music composition and arts-in-medicine. In 2002 she founded *Arts-in-Medicine: Healing and the Humanities*, a program designed to enhance healing and health care through arts-based clinical service, education, research, community outreach, and international collaboration. Sometimes referred to as a 'living installation' the clinical program at UNM Hospitals is currently directed by Repar and employs musicians, dancers, writers, visual artists and body workers who engage patients, their families, and healthcare workers in creative encounters of a rejuvenating, transformative, and educational nature. Since 2007 Dr. Repar has been working with health care workers and artists in Africa to further develop and expand the role of arts in healing and health care. For further information please see http://artsinmedicine.unm.edu or write repar@unm.edu.

Presentation for Regents Academic/Student Affairs and Research Committee

ARTS-IN-MEDICINE at UNM: Pathways, Portals, and Possibilities

Dr. Repar will discuss the development of the *Arts-in-Medicine: Healing and the Humanities* program over the past 12 years and its increasing involvement in community and global health initiatives.   Forging pathways between art and science, medicine and 'healing', theory and practice, community and academia, research and teaching, healer and healed, the Arts-in-Medicine program exemplifies innovative, collaborative, and transdisciplinary approaches to education, research, and the practice of health care.