



**BOARD OF REGENTS
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE**

MEETING AGENDA

**August 1, 2019
1:00 PM
Roberts Room
Scholes Hall**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING

August 1, 2019 – 1:00 p.m.
Roberts Room, Scholes Hall

AGENDA

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meeting** **TAB A**
- III. Reports/Comments:**
 - Provost's Administrative Report
 - i. James Holloway, Provost & EVP for Academic Affairs*
 - Member Comments
 - Advisor Comments
- IV. Action Items:**
 - A. Graduate Music Performance Certificate** **TAB B**
 - Eric Lau, Chair, Department of Music*
- V. Information Items:**
 - A. Grand Challenges Presentation** **TAB C**
 - Brandi Fink, Assistant Professor of Psychiatry and Behavioral Sciences*
 - Katie Witkiewitz, Professor of Psychology*
 - Tim Schroeder, Operations Director, Grand Challenges*
 - B. Enrollment Update** **TAB D**
 - Matt Hulett, Director of Admissions & Recruitment*
 - C. Update on Academic Affairs' Searches**
 - James Holloway, Provost & EVP for Academic Affairs*
 - i. Enrollment Management**
 - ii. Dean Searches**
 - D. Capital Projects Update** **TAB E**
 - James Holloway, Provost & EVP for Academic Affairs*
 - Regina Carlow, Dean or designee, College of Fine Arts*
 - Duane Arruti, Chief Information Officer, Information Technologies*
 - E. Response from HLC** **TAB F**
 - Pamela Cheek, Associate Provost for Curriculum & Assessment*
- VI. Public Comment**
- VII. Adjournment**

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**

May 2, 2019 – 1:00 p.m.
Roberts Room, Scholes Hall

Meeting Summary

Committee members present: Regent Doug Brown, Regent Kim Sanchez Rael (via phone), Student Regent Melissa Henry, Interim Provost & EVP for Academic Affairs Richard Wood, Faculty Senate President Pamela Pyle, Staff Council President Rob Burford

Regents' Advisors absent: GPSA President, Boney Mutabazi, ASUNM President Becka Myers, GPSA

I. Call to Order @ 1:00pm.

II. Approval of Summarized Minutes from Previous Meeting

TAB A

III. Reports/Comments:

Provost's Administrative Report

i. Richard Wood, Interim Provost & EVP for Academic Affairs

- Interim Provost Wood reported on key progress in AY18-19:
 - Successful re-accreditation under Higher Learning Commission.
 - Developed and implemented new policy tools for better faculty hiring for excellence and diversity.
 - Launched “Grand Challenges” initiative (with OVPR, Office of President, HSC).
 - Laid internal groundwork for new budget model to create better incentives for innovation and long-range budgeting.
 - Launched new Capital Planning Leadership Team for more transparent & participative capital planning, on model originated for Budget Leadership Team.
 - Initiated major redevelopment of the General Education Core @ UNM; successfully met state mandate for common course numbering and transferability.
 - Redesigned new faculty orientation and Chair School to build internal culture of excellence & equity.
- Leadership Updates:
 - College of Education Dean, Hector Ochoa, will be leaving to take a position as provost at San Diego State effective July 1; interim dean to be appointed.
 - Mark Childs has been appointed as Interim Dean for the School of Architecture & Planning.
 - Decision is pending to renew or appoint a new Interim Dean for AY20 at the Anderson School of Management.
 - School of Law is polling faculty and staff on renewal of current dean or to proceed with a search.
 - Associate Provost for Faculty Development, Alex Lubin, announced his departure at the end of June. Search for replacement will be launched under Provost Holloway.
 - Final recommendations for the VP for Division of Equity and Inclusion search have been given to President Stokes.
- There is a potential merge of the University College with Innovation Academy.
- Discussions are underway to institutionalize ADVANCE at UNM.
- The Faculty Annual Activity Reporting (FAAR) process will be used to consolidate all faculty activity into one reporting tool.
- Capital Planning Leadership Team recommendations for Main Campus priorities include College of Fine Arts Renewal & Replacement Phase I: \$45M (Total project cost \$90M); Learning Environment and Technology Support: \$3.5M and Research Infrastructure Upgrades: \$2M. Branch Campus priorities: Gallup: Center for Career Tech \$4.35M; Los Alamos: Workforce dev./classrooms \$1.875M; Taos: \$3M; Valencia: Fire safety \$1.8M.
- Interim Provost Wood gave an update on Grand Challenges.

Member Comments: Rob Burford announced that his term is ending and Ryan Gregg will be taking over as Staff Council President.

Advisor Comments: None

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IV. Action Items:

**Student Regent Henry suggested to approve action items A-G with one motion after discussion. There was discussion regarding whether or not the regents want to approve program deletions. It was decided that the regents would like to continue approving the deletion of programs.*

A. Form C: AA Communication & Journalism (TA) (delete) **TAB B**
Pamela Cheek, Associate Provost for Curriculum & Assessment

B. Form C: AAS Fire Science concentration: Emergency Medical Services (LA) (delete)
Pamela Cheek, Associate Provost for Curriculum & Assessment

C. Form C: CERT Office Communications & Technology (LA) (delete)
Pamela Cheek, Associate Provost for Curriculum & Assessment

D. Form C: AAS Office Communications & Technology (LA) (delete)
Pamela Cheek, Associate Provost for Curriculum & Assessment

E. Form C: AAS Construction Technology (VA) (delete)
Pamela Cheek, Associate Provost for Curriculum & Assessment

F. Form C: CERT Clinical Chemistry (HSC) (delete)
Pamela Cheek, Associate Provost for Curriculum & Assessment

G. Form C: AA Art Studio (GA) (delete)
Pamela Cheek, Associate Provost for Curriculum & Assessment

Motion to Approve Items A-G: *Regent Brown*

Second: *Faculty Senate President Pyle*

Motion: Approved

H. Posthumous Degree Request for Mireya Martinez **TAB C**
Lisa Lindquist, Director, LoboRESPECT Advocacy Center

Motion to Approve: *Regent Brown*

Second: *Faculty Senate President Pyle*

Motion: Approved

I. Posthumous Degree Request for Chantell Howard
Pamela Pyle, Faculty Senate President

Motion to Approve Items: *Interim Provost Wood*

Second: *Regent Brown*

Motion: Approved

J. Spring 2018 Degree Candidates **TAB D**
Pamela Pyle, Faculty Senate President

Motion to Approve: *Regent Brown*

Second: *Faculty Senate President Pyle*

Motion: Approved

**There was discussion about restructuring the programs that have only one graduate. Interim Provost Wood will ask the University Secretary to include units that have zero degrees awarded. Associate Provost Cheek noted that most programs with low degree awards do not cost the university additional money.*

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V. Faculty Presenter: **TAB E**
"Literature, History and Folklore in New Mexico and Beyond: The Lady in Blue"

Anna Nogar, Associate Professor, Department of Spanish and Portuguese

- Associate Professor Nogar presented on the "Literature, History and Folklore in New Mexico and Beyond: The Lady in Blue".

VI. Information Items:

A. Regent Endowments + Discussion **TAB F**

Richard Wood, Interim Provost & EVP for Academic Affairs

Kenny Stansbury, Chief Financial Officer, UNM Foundation

- Report on:
 - Winrock Land Sale Endowment
 - Regents' Endowment
 - Hugh B. and Helen K. Woodward Endowment
- There was discussion regarding investment into the Grand Challenges initiative.

B. Update on Budget for Academic Affairs for FY2020 **TAB G**

Nicole Dopson, Director, Financial Operations for Academic Affairs

- Total Unrestricted FY20 Budget- \$297,590,355
 - Increase from prior year of 1.4% due to student aid
 - Budgeted use of reserve balances \$9,834,490 (3.3% of total budget)
 - Includes a permanent reduction of (\$2,517,190)
 - Includes new funding for faculty promotions, advising, compliance, new faculty lines and other student success initiatives \$1,630,229
 - Includes compensation increases for faculty and staff
- Total Instructional and General (I&G) FY20 Budget- \$191,589,850
 - Slight increase from prior year of .22%
 - I&G accounts for 64.4% of total unrestricted budget
 - Includes central allocation, differential tuition, course fees and other I&G self supporting revenues
 - Salary and benefit expenses account for 87% of the budget

C. UNM Data Analytic Capacity + Discussion **TAB H**

Heather Mechler, Director, Institutional Analytics

- The UNM Office of Institutional Analytics is responsible for official mandated and recurring reporting for Main Campus and branches.
- Reports are intended for federal, state, and internal reporting.
- Reports generally focus on enrollments, outcomes, demographics, employee salary data, financial aid, and admissions.
- Many reports, dashboards, and projects are based on ad-hoc requests from within UNM and from governmental and educational agencies.

VII. Public Comment

VIII. Adjournment @ 2:53pm



From: Pamela Cheek, Assoc. Provost for Curriculum & Assessment

A handwritten signature in blue ink, appearing to read 'Pamela Cheek', written over the printed name.

To: Dr. Eric Lau, Chair, Department of Music

cc: Regina Carlow, Dean, College of Fine Arts

Julie Coonrod, Dean, Graduate Studies

Michael Raine, Associate Registrar

Re: Graduate Music Performance Certificate

Date: April 6, 2019

Academic Affairs has reviewed your description of the proposed Graduate Music Performance Certificate (Form D). This certificate has the potential to be an important asset to the department and college and we look forward to seeing the fully developed proposal. As you develop it, please consult with Dean of Graduate Studies Julie Coonrod on using the new Higher Education Department criteria for full Form D development.

Thank you for your work on meeting the needs of music students and community members.

Executive Summary for Graduate Music Performance Certificate

1. Program Description and Purpose

The Graduate Music Performance Certificate (GMPC) is a specialized, one year, post-baccalaureate program designed for musicians seeking careers as professional performing musicians. The Graduate Music Performance Certificate is designed to provide students with intensive and focused additional instruction with our expert faculty beyond either the Bachelor's Degree or the Master's Degree. Our Masters Degrees in music are broad based, comprehensive degrees in music. The GMPC will feature a more specialized, focused, performance-based curriculum. Students can choose to enter before completing a Master's degree or can stay an additional year at the end of their Master's degree in order to take advantage of this program.

The goal of the GMPC is to enable advanced students to attain greater mastery of their craft as they work to emerge as professionals in the very competitive fields of classical or jazz music.

The proposed Graduate Music Performance Certificate will assist the Department of Music as it works to recruit new students to the University of New Mexico. In addition, it will provide additional advanced students to fill needed spots in musical ensembles. In this way it will improve our ability to make a substantial contribution to the cultural life of our region. It will also allow us to continue our work at recruiting international students, thus expanding UNM's global reputation.

The students who enroll in this program will contribute to New Mexicans' quality of life through musical performances throughout the state and the region. While the GMPC does not fit into the general model of academic research, it certainly will expand creative output in the Department of Music and the College of Fine Arts.

The program does not overlap or duplicate existing programs within UNM. While it draws from similar courses in the Masters of Music in Performance degree, it provides additional focus to meet the career goals of the students enrolled.

No other Graduate Performance Certificate is offered in music in the state of New Mexico. Similar programs do exist at Colorado University Boulder, Northern Arizona University, and several large schools in Texas.

The governance structure of the Graduate Music Performance Certificate will be the same as the for the Masters degree in music.

2. Student Impact

We anticipate that 25 students will enroll in the early years of this Graduate Performance Certificate. The students will be recruited from across the United State and abroad. The target student for the Graduate Music Performance Certificate would be seeking to win a position in a symphony orchestra, successfully audition for operatic roles with opera companies, to win auditions for jazz groups, to work in chamber music ensembles, or to be gainfully employed as a freelance musician.

3. Curricular Plan

The Graduate Music Performance Certificate will be a 12 credit hour program, which can be completed in two semesters. There will be 8 required credits and 4 free credits as follows:

4 credits of applied lessons in the major instrument from APMS 501 and APMS 502

2 credits of Recital in the major instrument from APMS 591

2 credits of ensembles from sections of MUS 560.

4 free electives, which may include any graduate academic class in music theory, music history, musicology, additional applied lessons, conducting, chamber music, music repertoire and pedagogy and additional ensembles.

Applied lessons and Recital will be delivered in a traditional conservatory instructional method with one-on-one hourly instruction per week with UNM music department applied faculty and weekly studio class. Ensembles will be structured in 2-3 rehearsals per week under the instruction of the faculty conductor for that ensemble. Any academic classes will be given in a variety of instructional models which may include lectures, web-enhanced instruction, readings, paper writing, attendance of live performances and other assignments and class discussion. This broader degree prepares students to teach as well as to begin doctoral studies in music. Outcomes will be measured at the end-of-term juried performance, and at the capstone recital.

4. Budget Impact

The total number of faculty to implement this program would be 23 (4 brass, 5 woodwind, 4 string, 4 voice, 2 piano, 4 ensemble conductors). All of these faculty members would have either terminal degrees in music (DMA or Ph.D.) or demonstrated tested experience that is equivalent to a terminal degree. This program will not significantly impact the workload of the current faculty and staff because our program is an auditioned program. An audition is required by our accrediting body, NASM. In addition, enrollments in our studio are determined by departmental need so the faculty in collaboration with the department can control enrollments. No additional faculty or staff are needed. Everything is already in place to implement this program. No faculty or staff development will be needed. There will be no impact on student support. There are no technology, media, equipment, and instructional supplies are needed. The implementation of this program will have no impact on the needs for additional or renovated spaces. No additional student support services are likely to be needed. There will be no additional course fees or other expenses for students who enroll in this program. The music department already has course fees for the classes that these students would take and these students.

5. Accreditation Plan

This program has no impact on accreditation and no new accreditation is needed or will need to be paid for.

6. Additional Information

Shared Credit Hours Between Graduate Certificates and Degrees

The Graduate Music Performance Certificate is a stand-alone program. Enrollment in conjunction with the MMU is not allowed, however 100% of courses taken to complete the certificate can count toward a future MMU at UNM. No more than 50% of the courses for the certificate can come from a completed MMU at UNM.

Program Proposal, Graduate Music Performance Certificate

1. Program Description and Purpose

a. What is the program and why should we offer it? Include the program's major goals.

The Graduate Music Performance Certificate (GMPC) is a specialized, one year, post-baccalaureate program designed for musicians seeking careers as professional performing musicians. The Graduate Music Performance Certificate is designed to provide students with intensive and focused additional instruction with our expert faculty beyond either the Bachelor's Degree or the Master's Degree. Our Masters Degrees in music are broad based, comprehensive degrees in music. The GMPC will feature a more specialized, focused, performance based curriculum. Students can chose to enter before completing a Master's degree or can stay an additional year at the end of their Master's degree in order to take advantage of this program.

The goal of the GMPC is to enable advanced students to attain greater mastery of their craft as they work to emerge as professionals in the very competitive fields of classical or jazz music.

a. How does the program fit within the participating unit's future plans?

Our Department's mission statement is as follows: The University of New Mexico Department of Music aims to provide the highest quality musical education, in order to make a substantial contribution to the cultural life of its region and the world by reinforcing the integral value of music in society.

We strive to give each student a first-rate musical education under the guidance of our dynamic artist faculty, and a well-balanced program among the disciplines of performance, music education, theory and composition, jazz studies, string pedagogy, conducting and musicology.

The proposed Graduate Music Performance Certificate will assist the Department of Music as it works to recruit new students to the University of New Mexico. In addition, it will provide additional advanced students to fill needed spots in musical ensembles. In this way it will improve our ability to make a substantial contribution to the cultural life of our region. It will also allow us to continue our work at recruiting international students, thus expanding UNM's global reputation.

b. How does the program fit within the UNM mission and strategic plan? Does the program address particular research priorities?

The Graduate Music Performance Certificate will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives. The students who enroll in this program will contribute to New Mexicans' quality of life through musical performances throughout the state and the region. While the GMPC does not fit into the general model of academic research, it certainly will expand creative output in the Department of Music and the College of Fine Arts.

- c. *Does the program overlap or duplicate any existing program within UNM? In the state and/or region?*

The program does not overlap or duplicate existing programs within UNM. While it draws from similar courses in the Masters of Music in Performance degree, it provides additional focus to meet the career goals of the students enrolled. (see section 2.d. regarding career goals)

No other Graduate Performance Certificate is offered in music in the state of New Mexico. Similar programs do exist at Colorado University Boulder, Northern Arizona University, and several large schools in Texas.

- d. *What is the governance structure of the program*

The governance structure of the Graduate Music Performance Certificate will be the same as the for the Masters degree in music. Students will work directly with and will be mentored by the faculty member in their instrument/area of study. The Coordinator of Graduate Studies in the Department of Music (currently Dr. Kevin Vigneau) will serve as the point of contact for prospective students who are applying. The governance structure beyond this in our Department of Music includes the Graduate Committee, Administrative Committee, Associate Chair of the Department of Music, and the Chair of the Department of Music.

2. Student Impact

- a. *How many students are projected to enroll?*

We anticipate that 25 students will enroll in the early years of this Graduate Performance Certificate. We plan to work to continue to expand this number, alongside our undergraduate and graduate populations.

- b. *From where will these students be drawn?*

The students will be recruited from across the United State and abroad. Our Department regularly draws students from Mexico, Brazil, and China.

- c. *What are the demographic characteristics and educational goals of the target students?*

The target student for the Graduate Music Performance Certificate is one who is seeking to focus exclusively on musical performance. Our current Masters of Music degree in Performance is a broad based degree that combines performance with academic subjects including musicology, music theory, and pedagogy. This broader degree prepares students to teach as well as to begin doctoral studies in music. This GMPC removes the academic courses to enable the student to focus on the skills need to emerge from UNM and enter the workforce as a professional musician in the fields of jazz or classical music.

- d. *What are the employment goals of the typical target student?*

The target student for the Graduate Music Performance Certificate would be seeking to win a position in a symphony orchestra, successfully audition for operatic roles with opera companies,

to win auditions for jazz groups, to work in chamber music ensembles, or to be gainfully employed as a freelance musician.

3. Curricular Plan

a) Describe the curriculum and its impact on existing courses, including courses in other departments

The Graduate Music Performance Certificate will be a 12 credit hour program, which can be completed in two semesters. There will be 8 required credits and 4 free credits as follows:

4 credits of applied lessons in the major instrument from APMS 501 and APMS 502

2 credits of Recital in the major instrument from APMS 591

2 credits of ensembles from sections of MUS 560.

4 free electives, which may include any graduate academic class in music theory, music history, musicology, additional applied lessons, conducting, chamber music, music repertoire and pedagogy and additional ensembles.

As this program will use existing graduate course work, there will not be an impact in terms of the need for additional instructors or newly developed courses. As this program will focus on music performance, there will not be an impact on courses outside of the department of music.

b) What instructional models will be used in delivering the program?

Applied lessons and Recital will be delivered in a traditional conservatory instructional method with one-on-one hourly instruction per week with UNM music department applied faculty and weekly studio class (weekly meeting of the entire applied studio and instructor in a performance practicum.) Ensembles will be structured in 2-3 rehearsals per week under the instruction of the faculty conductor for that ensemble. Any academic classes will be given in a variety of instructional models which may include lectures, web-enhanced instruction, readings, paper writing, attendance of live performances and other assignments and class discussion.

c) What are the expected student learning outcomes for the program? How will the learning outcomes be measured?

This broader degree prepares students to teach as well as to begin doctoral studies in music. This GMPC removes the academic courses to enable the student to focus on the skills need to emerge from UNM and enter the workforce as a professional musician in the fields of jazz or classical music. Outcomes will be measured at the end-of-term juried performance, and at the capstone recital.

4. Budget Impact

- a. The total number of faculty to implement this program would be 23 (4 brass, 5 woodwind, 4 string, 4 voice, 2 piano, 4 ensemble conductors). All of these faculty members would have either terminal degrees in music (DMA or Ph.D.) or demonstrated tested experience that is equivalent to a terminal degree.
- b. This program will not significantly impact the workload of the current faculty and staff because our program is an auditioned program. An audition is required by our accrediting body, NASM. In addition, enrollments in our studio are determined by departmental need so the faculty in collaboration with the department can control enrollments.
- c. No additional faculty or staff are needed. Everything is in place to implement this program.
- d. No faculty or staff development will be needed.
- e. There will be no impact on student support.
- f. There are no technology, media, equipment, and instructional supplies are needed.
- g. The implementation of this program will have no impact on the needs for additional or renovated spaces.
- h. No additional student support services are likely to be needed.
- i. There will be no additional course fees or other expenses for students who enroll in this program. The music department already has course fees on the classes that these students would take and these students would pay these fees as well.

5. Accreditation Plan

- a. *How does the program affect any existing accreditation and licensure requirements?*

This program has no impact on accreditation

- b. *If new accreditation is required, describe the accreditation process and expense involved*

Not applicable to this program

6. Additional Information N/A

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges

UNM Regents ASAR Committee
August 1, 2019

Empowering our STATE of minds.

GRANDCHALLENGES.UNM.EDU



Brandi Fink, PhD
Assistant Professor of
Psychiatry and Behavioral
Sciences
Substance Use Disorders
Co-Lead Convener



Katie Witkiewitz, PhD
Professor of Psychology
CASAA Researcher
Substance Use Disorders
Co-Lead Convener



Tim Schroeder, EdD
Operations Director
Grand Challenges

grandchallenges.unm.edu



Lead Convener:

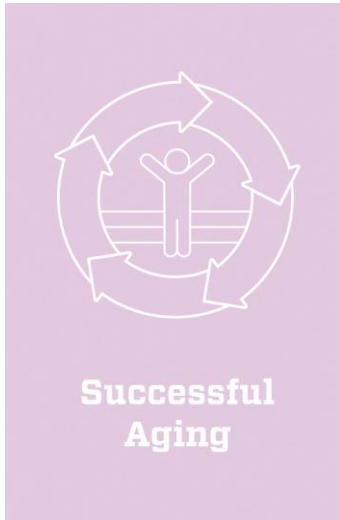
Janice Knoefel, MD. Professor of Neurology.

Co-Convener:

Barbara Rodriguez, PhD. Professor of Speech and Hearing Sciences, Senior Vice Provost.

Team Update:

- Sponsoring pilot research projects to build towards large-scale research proposals, and to engage new UNM researchers in the Successful Aging efforts (12 proposals are under review)
- Building new connections and capacity with community-based organizations that work with aging populations
- Identifying institutional needs for expanding Successful Aging research



Lead Convener:

Kerry Howe, PhD. Professor and Regents Lecturer. Civil, Construction and Environmental Engineering.

Team Update:

- Identifying and linking water researchers across disciplines
- Implementing a state-wide listening tour to identify key issues and concerns, especially among stakeholders from marginalized communities
- Leveraging the UNM 2019 Resilience Colloquium to explore water-resource connections between urban and rural communities and environments
- School of Engineering recently received \$5 million NSF CREST award for Phase II of the Center for Water and the Environment



Substance Use Disorders

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Grand Challenges



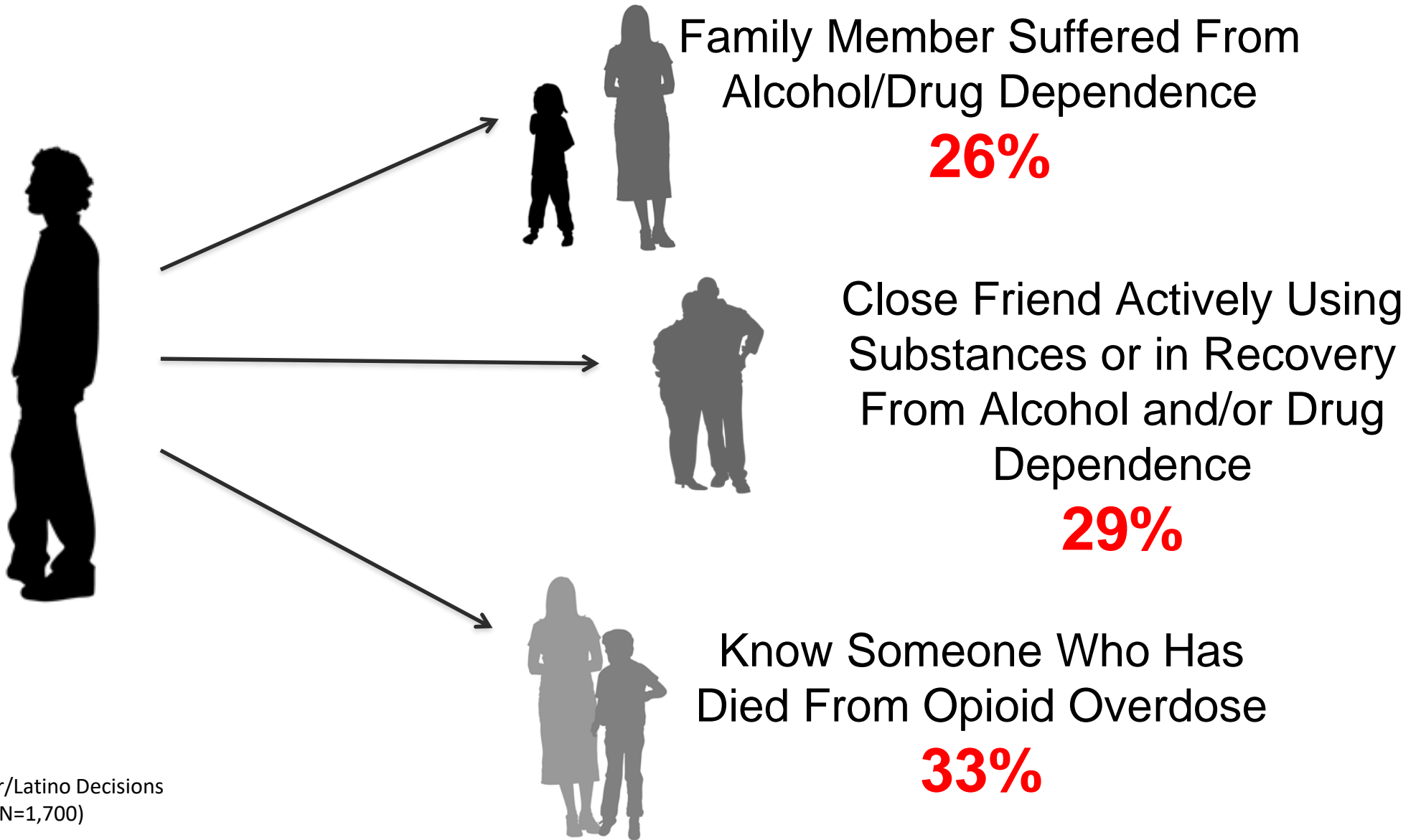
**Substance
Use
Disorders**

Grand Challenges



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Grand Challenges



Family Member Suffered From Alcohol/Drug Dependence

26%

Close Friend Actively Using Substances or in Recovery From Alcohol and/or Drug Dependence

29%

Know Someone Who Has Died From Opioid Overdose

33%

Source: 2017 UNM RWJF Center/Latino Decisions Statewide New Mexico Survey (N=1,700)

THE UNIVERSITY OF NEW MEXICO'S

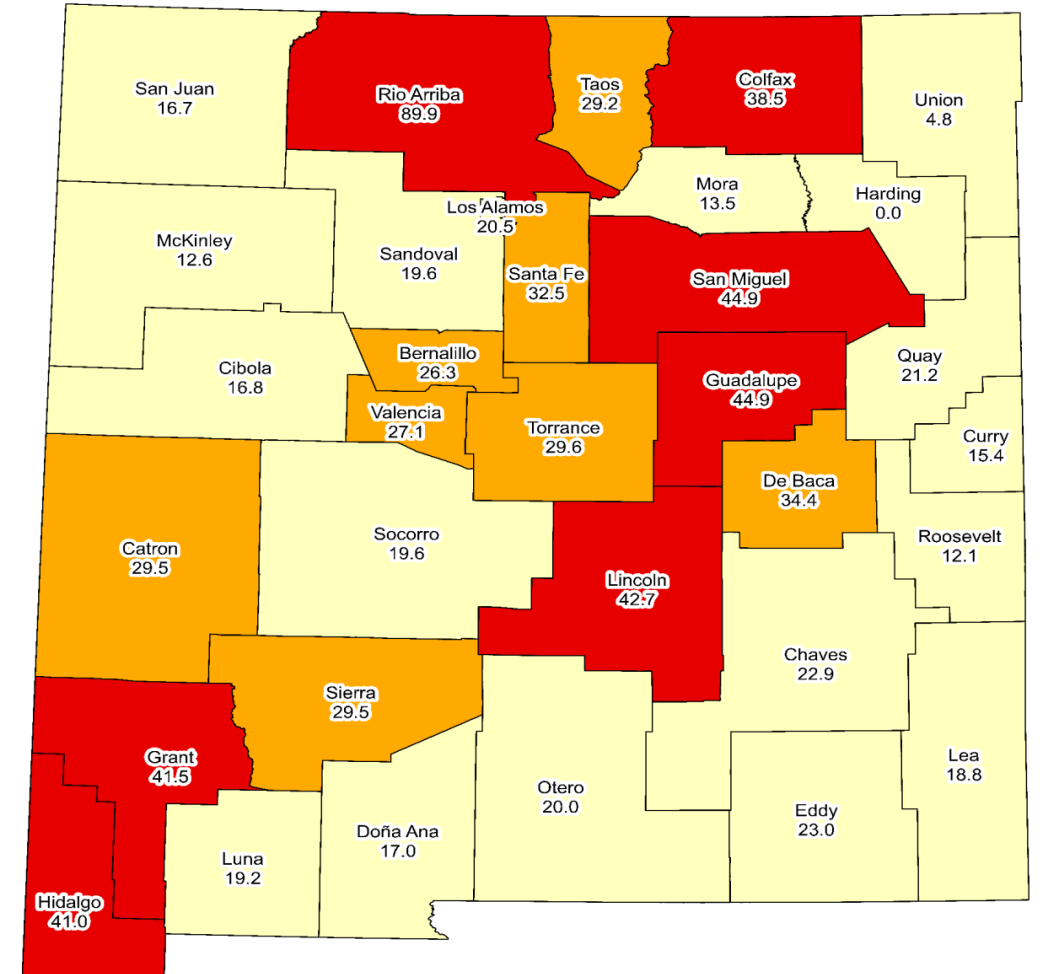
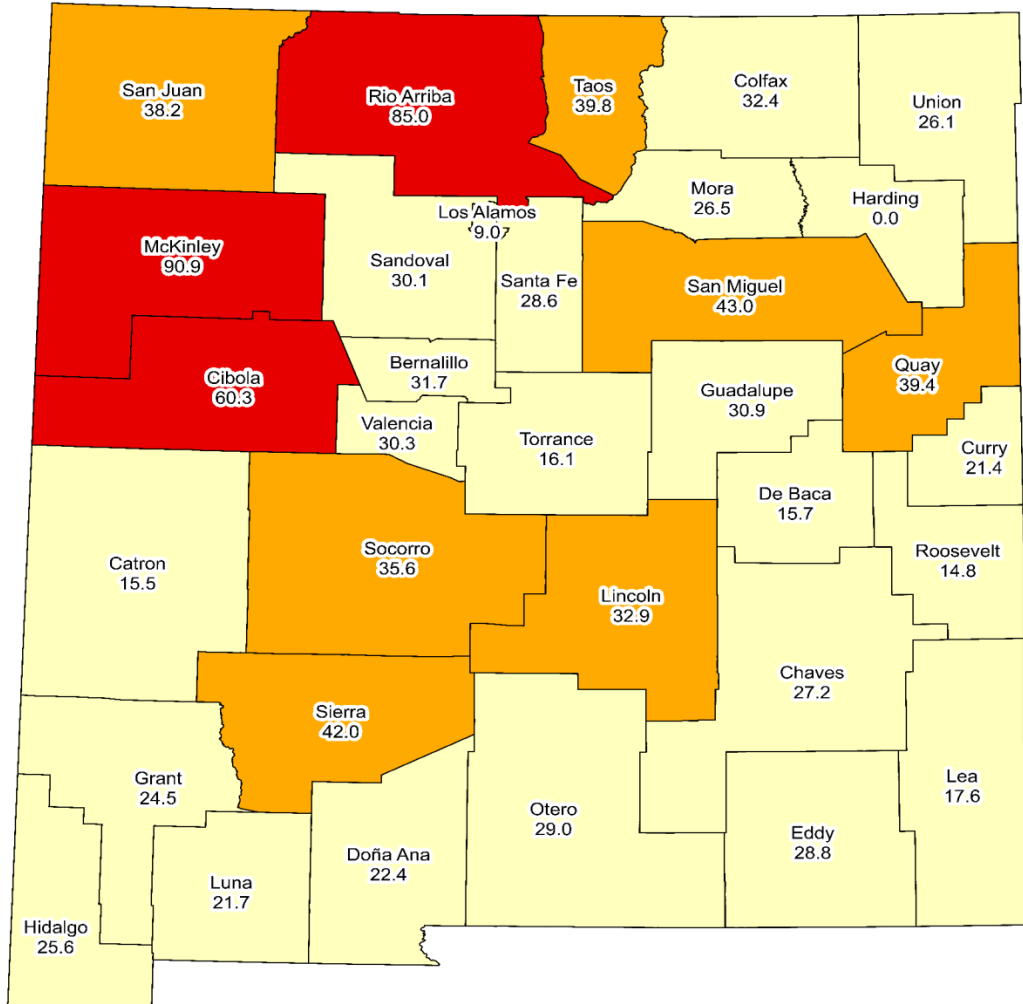
Grand Challenges

Alcohol related death rate (per 100,000)

NM: 32.8 versus USA: 13.9

Drug overdose death rate (per 100,000)

NM: 24.6 versus USA: 21.7



Source: 2018 NM DOH Substance Use Epidemiology Profile

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Grand Challenges

1 Alcohol mortality
and
Property crime

2 Child poverty



3 Accidental death

4 Suicide mortality

5 Births impacted by opioid use

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Grand Challenges



THE UNIVERSITY OF
NEW MEXICO.

Prevalence
of substance
use past 12
months



78%

Alcohol



75%

46%

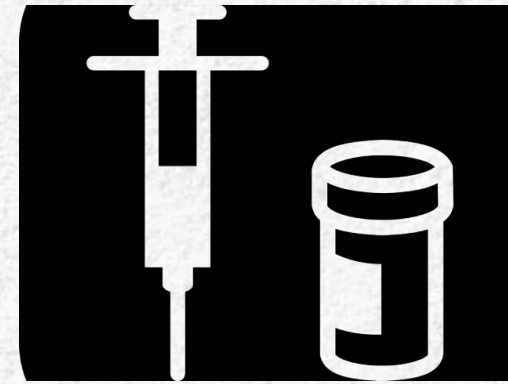
Cannabis



38%

22%

Opioids



4%

14%

Stimulants



12%

Source:
Edwards, Witkiewitz, & Vowles (in press). UNM Psychology Subject Pool Student Survey (N=1,550)
Monitoring the Future (2018). US Nationally Representative Survey 18-26 (N=4,400)

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges

A strategic, coordinated and integrated approach at multiple systems

- Informed by innovative, inter- and trans-disciplinary research
- Secondary effects of improving the economy and educational outcomes in New Mexico

UNM is uniquely poised to become an incubator for substance use research innovation

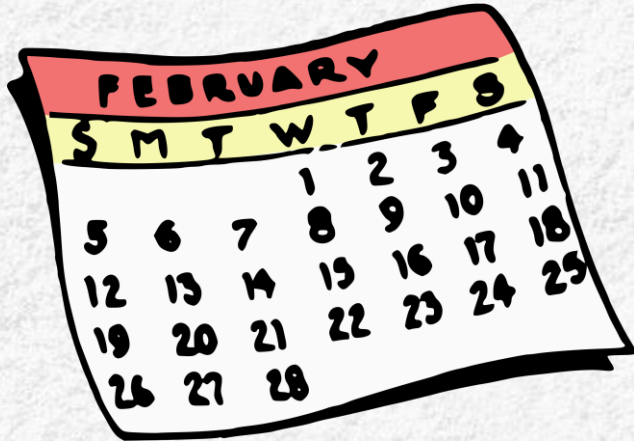
- Evaluate and inform policy in New Mexico
- New Mexico as a model for other states



THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges

Our Accomplishments Thus Far:



Organized Team

- 85 team members across campuses
- Trainings and speaker series on SUD

Request for Proposals

- Received 15 applications
- Encouraged cross-campus collaboration

Opioid-Focused Meeting

- Monthly coordinated meeting
- Forming cross-campus teams

Pending NIH Award for ~\$4,748,858

- HSC and CASAA collaboration via GC initiative

Long-term Impact

- Coordinate efforts for a wider, more significant impact that reaches beyond UNM and throughout New Mexico
- Improve outcomes for our communities for generations to come

Our Request

Financial support to continue coordination and growth of the Substance Use Disorder Grand Challenge in becoming self-sustaining via external funding, philanthropy, State/Local funds



THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges



**Substance
Use
Disorders**

Grand Challenges



THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges

Grand Challenges

OPERATIONAL UPDATES

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges

Challenge
Webpages



Progress
Indicators

Education
and
Community
Committees

The three Challenge websites will be up by mid August

Each Challenge's website will include:

- Measurable goals, with time-frames
- Description and scope of the challenge
- Team's research philosophy and approach
- Team's multi-disciplinary composition
- Team contact information
- Three to five research questions that encompass at least 75% of their preliminary research plan

Challenge
Webpages

Progress
Indicators

Education
and
Community
Committees

We are in the process of collecting and reporting progress indicators for the three teams, including:

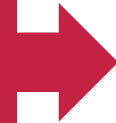
- Externally-funded research grants
- Research gifts and donations
- Research publications
- Research presentations
- Policy and practice initiatives
- Community partnership initiatives
- Education and Community Connections activities
- Other synergy outcomes
- Progress towards team's measurable goals

We would love to hear your ideas for progress indicators to collect and report.

Challenge
Webpages

Progress
Indicators

Education
and
Community
Committees



Two UNM Grand Challenges committees: Education Committee, Community Connections Committee

- Each committee met once in the late fall, and will begin meeting again in early September to continue their work.
- Education Committee identified more than 20 possible educational initiatives, with varying costs and impacts on learning, retention and graduation.
- Community Connections Committee developed a structure for supporting the three challenge teams in community engaged scholarship.
- Meeting notes available here: <https://grandchallenges.unm.edu/about/committees.html>

Thank you

Questions or Observations?

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges

TAB D

Enrollment Update

Matthew Hulett, Director of Admissions & Recruitment

(Materials to be provided)



RENEWAL & REPLACEMENT

DR. REGINA CARLOW,
INTERIM DEAN OF THE COLLEGE OF FINE ARTS

College of Fine Arts is the Front Door to the University

- Provides **22** undergraduate degrees and concentrations,
8 graduate degrees
- **Collaboration** with College of Education, School of Engineering,
Honors College, and Architecture & Planning
- **2** teacher licensure programs
- The **only** place in the U.S. to earn a concentration in Flamenco
- Film & Digital Arts program has **doubled** in the last four years



College of Fine Arts **Community Resources**

- Presents more than **40 public events** per month
- **4** performing arts spaces, **5** art galleries
- UNM Art Museum holds the **largest fine art collection** in the state
- Training for New Mexican's growing **film and digital arts industry**



College of Fine Arts by the **numbers**

- Top **5** in the nation for photography
- **7,000** students per semester
- **46%** of the teaching/learning in Fine Arts are open to the entire UNM Student body
- **197** graduate students, **996** undergraduate majors, **400** minors

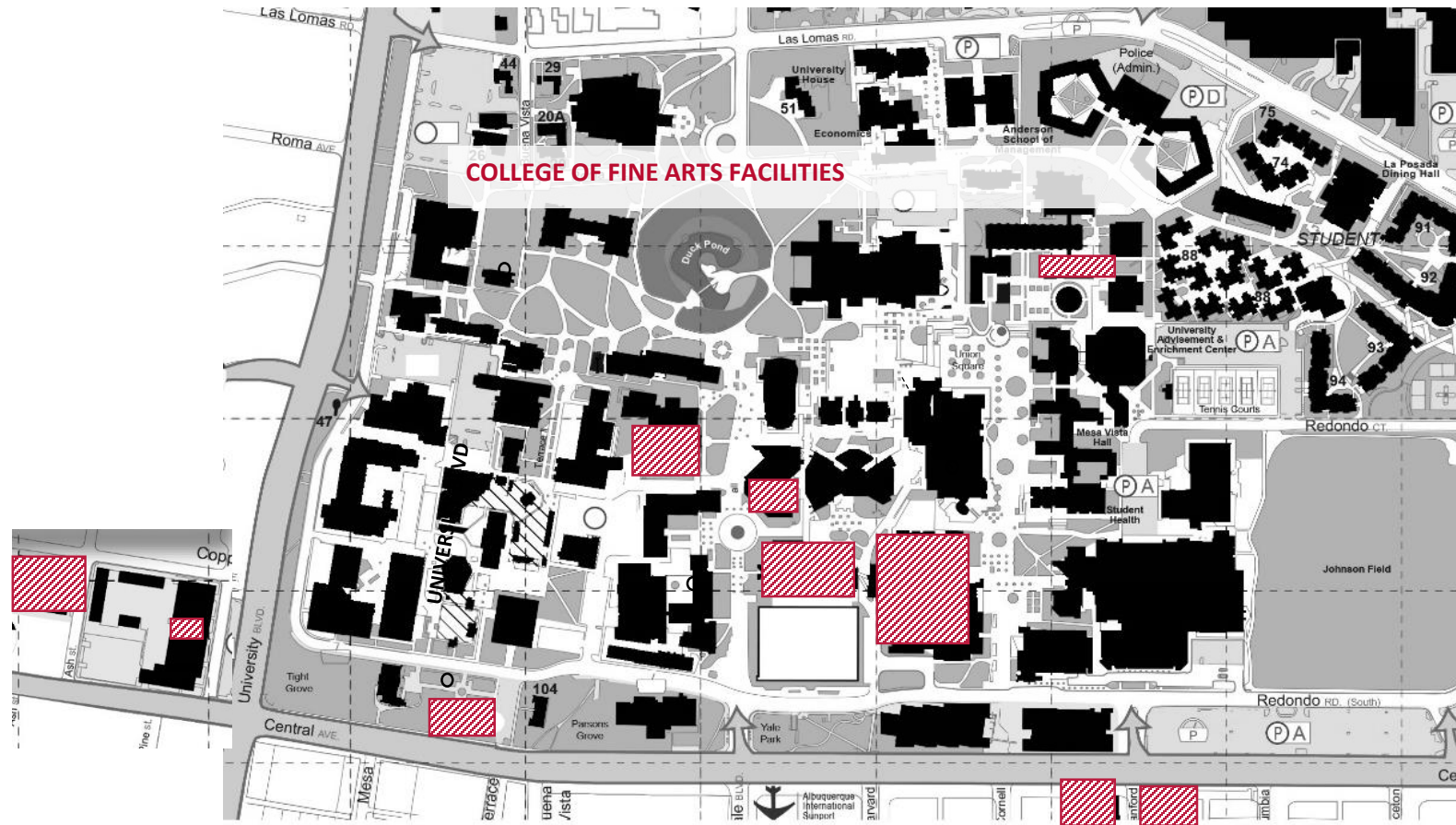


College of Fine Arts occupies 14 buildings

- Some of the **OLDEST** buildings on campus, many were not designed for their uses in art education. **OUTDATED** arts labs do not support technology and new equipment and safe use of equipment
- UNM Facility Condition Assessment places the Art Building and Center for the Arts in a state of **DETERIORATION**: Major building components are in jeopardy of failure. Reliability issues are widespread throughout the buildings
- Photo studios were developed in **1970's** before digital cameras and computer printers
- Unsafe, antiquated ventilation, IT, and overcrowded arts labs



College of Fine Arts Needs



College of Fine Arts is Collaborative

- We are housing **interdisciplinary courses/degrees** and **spaces** that encourage collaboration.
- In Fall 2017 a Bachelor of Arts in Interdisciplinary Arts began with **52** majors and now has more than **65**. Additional degrees added are Arts & Ecology and Arts Leadership & Business degrees.



Fine Arts Statewide Impact

- The Music Education program, the largest in the state, has a nearly **100%** placement rate in New Mexico schools.
- Arts and Culture industries provide **1 in 10** jobs in New Mexico
- UNM provides **38%** of artist teachers
- More than **\$91** million generated by arts and artists in Bernalillo County annually



Fine Arts Statewide **Collaboration**

- City of Albuquerque Public Art Program
- Judy Chicago Studio
- NM PBS
- Meow Wolf
- Opera Southwest
- Dona Ana Arts Council
- 516 Arts
- Keshet Dance
- NM Art League
- Basement Films
- Serious Grippage
- **And many more!**



Fine Arts Statewide Collaboration



Mural at Albuquerque Healthcare for the Homeless by UNM's mural class, created and installed as part of class project

Fine Arts Statewide Collaboration



UNM Children's Chorus in collaboration with the Santa Fe Opera
UNMCC is a non-auditioned chorus, that welcomes any child who wishes to sing.

Fine Arts **Funds** and planning **design**

Safety

- To provide safe labs and studios for collaborative Arts-based technology programs

Space

- Increase efficient space utilization and shared facilities
- Cluster program offices for faculty and student interaction

Support

- Student resources supporting Interdisciplinary Arts
- Exhibit spaces to support graduate programs
- Community interaction

Fine Arts New Facilities Concept



Collaborative Arts Building Timeline



Learning Environments & Technology Support



Dr. James Holloway,
Provost, Executive Vice President
Academic Affairs

Duane Arruti,
Chief Information Officer

Learning Environments & Technology Support

Facility Renovation and Technology Improvements

\$3,500,000

Learning Environments **\$1M**

Technology Support (Wi-Fi) **\$2.5M**

The project will renew and upgrade critical campus learning environments and technology support in existing facilities across the UNM Main campus. It will allow us to renew existing spaces to provide **safe** and **modern** classrooms and class labs, while extending Wi-Fi coverage to meet the needs of today's students and faculty.

Effective & Efficient Use of Resources
Maximize Utilization of Existing Square Footage



Learning Environment and Technology Support

Project Snapshot – \$3,500,000 Request



Learning Environments

\$1,000,000

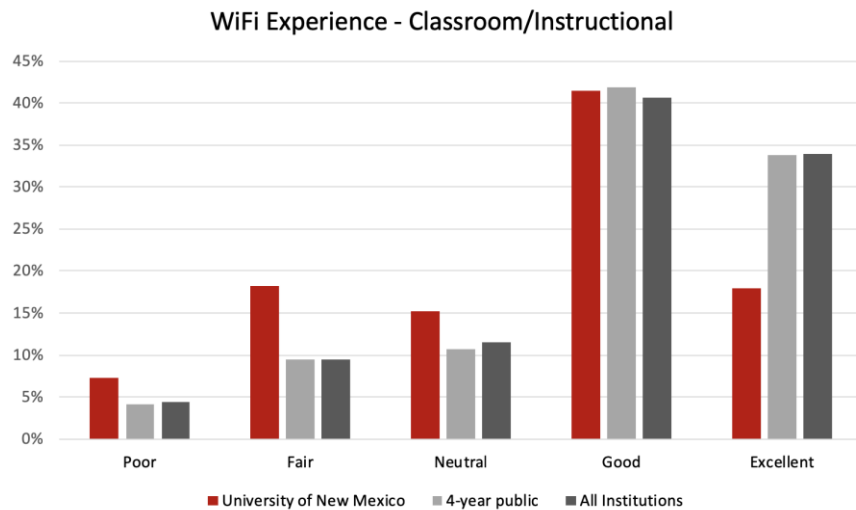
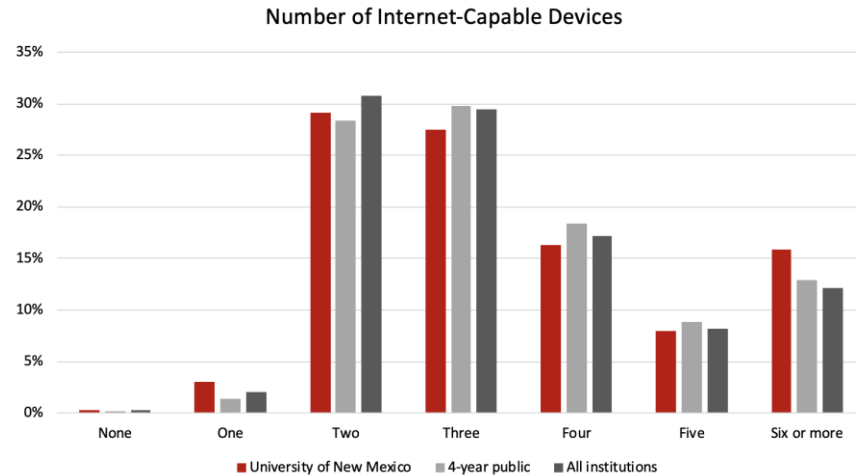
- Upgrades to centrally scheduled classrooms including abatement, paint, flooring, furniture, ADA compliance, LED lighting, and technology updates
- Continued progress with UNM Learning environments master planned renewal is essential
- The requested funding for upgrades will affect nearly 10,000 SF of classroom space improving existing spaces used by over 4,000 students

Technology Support (Wi-Fi)

\$2,500,000

- Expansion of Wi-Fi network throughout the campus
- Upgrade 1,550 wireless access points
- Expand the existing wireless network to provide full coverage in 22 additional facilities

Learning Environments and Technology Support



The demand and need for classroom updates and technology support such as Wi-Fi has outpaced UNM resources

- Students are bringing more internet capable devices to campus
- Increased wireless access is critical to meet student demand
- Aged classrooms do not meet the requirements of today's faculty and students
- Classroom technologies must be upgraded to provide full digital audio visual and lecture capture "scaled up" learning environments to maintain compatibility with modern computing devices and meet student and faculty needs

Data Source: 2019 Educause ETRAC Student Tech Survey



Learning Environments & Technology Support



Mechanical Engineering before upgrade – inadequate coverage



Mechanical Engineering after upgrade – pervasive coverage

IT Network Upgrades – Part of the Bigger Picture

Fiber Optic Installation – better capacity for STEM programs and Research activities, and critical replacement of fiber that has exceeded useful life

Wireless Expansion & Upgrades – upgrade 1,550 wireless access points allowing faster speeds and better security in buildings and outdoor spaces. Expand the existing wireless network to provide full coverage in 22 additional facilities

Wireless Support Infrastructure – controller and licensing services to support expanded wireless capability and improved security

Edge Switch Upgrade – in 14 buildings to enable advanced “Power over Ethernet”

Learning Environments & Technology Support

Our Progress and Our Future

Investment in Wi-Fi

- 4500 Wireless Access Points exist today
- Wireless Access master plan has a goal of 8200 Wireless Access Points
- 2006 Startup investment from NUSENDA of 750k
- 2017 -2020 “Worst Wireless on Campus” program (500k per year) – 24 buildings addressed to date
- A \$2.5M investment in 2020 is the game changer we need to meet the expectations of our students and faculty

Investment in Learning Environments

- Learning Environments committee prioritizes critical needs across campus
- Before 2008, only 20 of the 150 centrally managed classrooms had built-in audio visual capabilities; 2008 Bond funds addressed the remaining 130 classrooms
- Limited renewal and replacement funds barely keep up with the most critical needs (\$100k to \$300k in recent years), augmented by re-investing salary savings wherever possible
- A \$300K investment from the 2019 Legislative Session will allow us to upgrade projectors and add lecture capture and web collaboration capabilities in large lecture halls around campus to enhance instruction and facilitate collaboration
- A \$1M investment in 2020 allows us to address 9 of the highest priority learning spaces across multiple disciplines



Learning Environments and Technology Support

The Need is Now



Learning Environments and Technology Support

\$3,500,000

Learning Environments \$1M

Technology Support (Wi-Fi) \$2.5M

TAB F

Response from HLC

Pamela Cheek, Associate Provost for Curriculum & Assessment

(Materials to be provided)