



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

MEETING AGENDA

September 5, 2019

1:00 PM

Roberts Room

Scholes Hall

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
September 5, 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. Summer Degree Candidates** **TAB B**
Finnie Coleman, Faculty Senate President
 - B. Posthumous Degree Request for Jackson Weller** **TAB C**
Chris Baca, Manager, Student Success
- V. Information Items:**
 - A. Research and Public Service Projects Update** **TAB D**
James Holloway, Provost & EVP for Academic Affairs
Matthew Munoz, Associate Director, Office of Government Relations
 - B. General Education Enhancement Initiatives** **TAB E**
Pamela Cheek, Associate Provost for Curriculum & Assessment
 - C. Grand Challenges - Sustainable Water Resources** **TAB F**
Kerry Howe, Professor and Director of the Center for Water and the Environment
 - D. Grand Challenges – Successful Aging** **TAB G**
Janice Knoefel, Professor, Neurology
 - E. “Stimulating Conversation in Aphasia”**
Jessica Richardson, Professor, Speech and Hearing Sciences
 - F. “Researching LGBTQI+ Issues in Counseling”** **TAB H**
Kris Goodrich, Department Chair, Individual, Family, Community Education
- VI. Public Comment**
- VII. Adjournment**

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

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

Meeting Summary

Committee members present: *Regent Doug Brown, Regent Kim Sanchez Rael, Student Regent Melissa Henry (via Zoom), Provost & EVP for Academic Affairs James Holloway, Faculty Senate President Finnie Coleman, Staff Council President Ryan Gregg*

Regents' Advisors absent: *GPSA President Muhammad Hussain, ASUNM Chief of Staff Jacob Silva*

I. Call to Order @ 1:01pm

II. Approval of Summarized Minutes from Previous Meeting

TAB A

Motion to Approve Items: Regent Brown

Second: Student Regent Henry

Motion: Approved

III. Reports/Comments:

Provost's Administrative Report

i. James Holloway, Provost & EVP for Academic Affairs

Member Comments

Advisor Comment

- Provost Holloway discussed his first month on the job.
- Barbara Rodriguez has been appointed as Senior Vice Provost.
- Assata Zerai is the new Vice President for Equity and Inclusion.
- In collaboration with Senior Vice President Teresa Costantinidis and the budget team:
 - Reviewing Budget Leadership Team charge and subcommittee structure
 - Defining timeline and process for FY21 planning and budget process
 - Developing an approach that better integrates unit planning, strategy development, resource development, enrollment, faculty hiring plans, and budgeting
 - Building integrated multi-year budget model
- Reviewing Academic Affairs Unit Budgets
 - Very constrained from many years of cuts
 - Little flexibility to address new needs or initiatives
 - Focus on developing academic excellence and impact
 - Focus on compensation
- Key focus areas include enrollment, building faculty and UNM impact, Branch Campus engagement and integration, student success and staff development.
- Update on research and public service projects.
- The Higher Education Department Capital Hearings took place on July 30. Academic Affairs (main campus) brought forward two primary priorities: College of Fine Arts (CFA) Renewal & Replacement: \$45M and Learning Environments & Technology Upgrades: \$3.5M.
- The Honors College ribbon cutting is scheduled for September 4, at 2pm.
- PAÍS completion is scheduled for October 2019.
- The Johnson Center renovation is a \$35 million project being funded by student fees.

IV. Action Items:

A. Graduate Music Performance Certificate

TAB B

Eric Lau, Chair, Department of Music

Motion to Approve Items: Regent Brown

Second: Provost Holloway

Motion: Approved

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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

- Presentation on Substance Abuse Disorders Grand Challenge.
- Funding was received in February 2018.
- Regent Brown suggested working with Project Echo. It was noted that Project Echo has been involved.
- Collaboration with non-profits and other organizations in the community are ongoing.
- Websites will be up by mid August to provide measurable goals and benchmarks.

B. Enrollment Update

TAB D

Matt Hulett, Director of Admissions & Recruitment

- Director Hulett provided an update on the Fall 2019 enrollment.
- Enrollment Task Force recommendations include:
 - New Net Price Calculator
 - CNM Recruiter/Advisor Position – on CNM campus 4 days each week
 - Marketing Position – joint position between EM and UCAM
 - EAB Application Campaign – launched with 80K leads, full cycle impact
 - Dept. of Economics & IDI analyzing financial aid leveraging/optimization
 - Increased need-based aid for 2019
 - Revitalized Enrollment Management Committee
 - Relocated staff to leverage geographic advantages
 - Implemented parent communication plan for yield
 - Increased high school counselor outreach
 - Added value-based communications to yield plan
 - Bursars Office sending payment plan information (8/1)
 - Articulation agreements underway with San Juan College
- Regent Sanchez Rael suggested a budget line for bringing in-state high school counselors to UNM so they can be ambassadors for UNM.
- Dual credit students are not included. Associate Provost Cheek noted there is an overall rise in dual credit students. While other community colleges and branch campuses receive compensation from the state for dual credit courses taken by high school students, UNM and other four year institutions do not. UNM is providing free tuition on dual credit courses.

C. Update on Academic Affairs' Searches

James Holloway, Provost & EVP for Academic Affairs

i. Enrollment Management

- The search is in the final stages. The announcement should be coming soon!

ii. Dean Searches

- College of Fine Arts
- Anderson School of Management
- School of Architecture and Planning
- College of Education

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

- Presentation on the College of Fine Arts Renewal and Replacement and the Learning Environments and Technology Support Capital Projects.
- Regent Sanchez Rael suggested aligning the projects strengths with the economic goals of the state.

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- Cosmiac Research Center is working with Verizon on 5G.
- Faculty Senate President Coleman expressed his concern for classrooms that are scheduled through the department. Departments do not have the resources to renovate classroom space. Centrally scheduled classrooms are better equipped.

E. Response from HLC

TAB F

Pamela Cheek, Associate Provost for Curriculum & Assessment

- The HLC's team of peer reviewers recommended reaffirmation of accreditation.
 - UNM "met" all 21 core components in the 5 criteria for accreditation.
 - All criteria and components on teaching, learning, research, compliance, evaluation, resources, facilities, and diversity were fully met.
 - 3 of 21 core components were "met with concerns": HLC determined that new leadership and budgetary planning approaches are promising but require follow-up.
 - The review determined that "lack of internal controls" in Department of Athletics was "not systemic but rather isolated to that ancillary unit," and that UNM is "fully addressing the Department of Athletics practices and leadership failures."
 - The team found that "UNM operates with integrity in financial, academic, personnel and auxiliary functions"
- Recommendations for Follow Up:
 - A monitoring report embedded in the normal 4-year assurance filing that will provide more detailed fiscal and enrollment projections, methodology for these, and correlation with institutional planning.
 - A focus visit in 24 months: providing evidence "of the continued implementation of effective governance practices by the BoR" and of the institution's continued execution on actions to remedy athletics.
 - Enhancement of documentation by 2020 on credit-hour policy, consumer information, post-graduate outcomes, and student grievances.

VI. Public Comment

VII. Adjournment @ 3:03pm



August 28, 2019

TO: Board of Regents Academic Student Affairs and Research Committee
FROM: Rick Holmes, Office of the University Secretary
SUBJECT: Summer 2019 Degree Candidates

The Faculty Senate approved the Summer 2019 Degree Candidates at the August 27, 2019 Faculty Senate meeting.

Included is the list of the Summer 2019 Degree Candidates. Please do not publish the candidates that are on the privacy flag list.

Degree Candidate Summary*	
Doctoral or Terminal	85
Master's	279
Bachelor's	336
Associate's	58
Total	758

**Final number of conferred degrees will be slightly lower due to changes in student degree status that occur until the end of the semester.*

Please place this item on the next Board of Regents ASAR Committee meeting agenda for consideration.

Thank you.

Attachments



Faculty Senate

August 28, 2019

TO: Board of Regents Academic Student Affairs and Research Committee
FROM: Rick Holmes, Administrative Officer
SUBJECT: Posthumous Degree Request for Jackson Weller

The Faculty Senate approved the posthumous degree for Jackson Weller at the August 27, 2019 Faculty Senate meeting.

Included is the request for a Posthumous Degree Request for Jackson Weller.

Please place this item on the next ASAR agenda for consideration.

Thank you.

Attachments



DEPARTMENT OF
SPEECH & HEARING
SCIENCES

May 10, 2019

To Whom It May Concern:

I am writing on behalf of the UNM Athletics Department to request a posthumous degree for student-athlete Jackson Lloyd Weller. Jackson was seeking a Bachelor of Arts in Liberal Arts degree at the time of his fatal shooting on May 4, 2019.

Jackson transferred to UNM from Gateway Community College in Arizona in the fall of 2018 in order to play baseball. He practiced with the UNM baseball team in Fall, 2018 and completed 18 credit hours of coursework with a 3.5 GPA. Because he underwent surgery for an injury to his pitching arm, he was not on the active team roster in Spring, 2019. He was enrolled in 15 credit hours for the Spring, 2019 semester. Jackson intended to return to the UNM baseball team in Fall, 2019 and had registered for 15 credit hours that semester. With his transfer coursework and classes taken at UNM, he completed 80 credit hours toward his degree, more than half of the credits required for the BA in Liberal Arts, with an overall GPA of 3.225.

Jackson was a native of Keller, Texas and played high school baseball at Nolan Catholic School in Fort Worth, TX. As a player, his UNM baseball coach Ray Birmingham regarded him as a “fierce pitcher and fierce competitor.” He was considered to be “someone who made us a family” by his teammates, and they celebrated his attendance at every game, even away games out of the state, when he was not an active member of the team. His Twitter account was full of uplifting messages, and his support and enthusiasm for the UNM baseball team was greatly valued by his teammates and coaches.

Jackson’s untimely death has deeply affected his teammates, coaches and Athletic Department staff, friends and acquaintances at UNM and around Albuquerque, and his family members including his mother Lisa Praeger and his father Patrick Weller. We hope that honoring Jackson’s accomplishments with this degree will provide some consolation to all of those who miss him.

Sincerely,

A handwritten signature in cursive script that reads "Amy T. Neel".

Amy T. Neel, Ph.D., CCC-SLP
Associate Professor
Faculty Athletics Representative



2020 Research and Public Service Projects

Legislative Priorities

- **Network of Educators** **\$426,619**
- **NM PBS** **\$1,113,800**
(\$100,000 Expansion)
- **Substance Use Disorder Grand Challenge** **\$250,000**
- **Native American Studies** **\$250,000**
- **Project NM Graduates of Color** **\$185,850**
- **Utton Center** **\$650,000**
(\$278,100 Expansion)
- **Shelter and Dignity** **\$371,212**
- **UNM-LA Workforce Development** **\$92,150**



COLLEGE OF EDUCATION

A Network for Growing Our Own Educators and Educational Leaders: A Response to the Consolidated Yazzie/Martinez Lawsuit from the UNM College of Education

Program Mission

The landmark ruling by Judge Singleton in the Yazzie/Martinez v. State of New Mexico requires action from the State of New Mexico and all stakeholders of public education in the state. The State must provide a sufficient and uniform education to all public school students, especially economically disadvantaged, Native American, English language learner, and special education students. The UNM College of Education must be at the forefront of the efforts to identify outcomes and implement initiatives to effect change through a network and ladder approach for growing teachers in communities, learning from and about communities, and building educational leadership capacity. UNM's College of Education is uniquely positioned to foster an educator network that helps students meet their aspirations because of the depth of faculty research, teaching, and experience relative to the needs of students from Native Nations and Communities, and in special education, early childhood education, and bilingual education.

This project directly addresses some of the findings in the consolidated Yazzie/Martinez lawsuit by building a culturally responsive program for expanding educator preparation, professional development for current teachers, and educational leadership across the state of New Mexico. It also builds a sustainable network of leaders and educators in local school districts and Native Nations schools, in Native communities, and at UNM branch campuses.

This project will address educator preparation at every level through three specific initiatives:

- *A Grow Your Own Teacher Network* will provide culturally responsive local teacher education programs -catering especially to educational assistants and providing the infrastructure for sustainable EA programs – in collaboration with New Mexico school districts and UNM branch campuses, beginning with a pilot at UNM-Main and UNM-Gallup, with the goal of extending to UNM-Valencia, UNM-Taos and UNM-Los Alamos;
- *Professional development for teachers and summer institutes led by Institute for American Indian Education (IAIE)* – IAIE will offer culturally relevant pedagogy training in sites central to the 23 Native Nations of New Mexico;
- *Promoting our Leadership and Learning and Empowering our Nations (POLLEN)* will increase the number of licensed school administrators serving Native American students through targeted doctoral education.

Budget

Grow Your Own Teacher Network = \$145,950 for College of Education Staff infrastructure for ongoing recruitment, mentoring, coaching, and teacher preparation of educational assistants.

Community-Engaged Professional Development by IAIE = \$115,766 for the Institute for American Indian Education (IAIE) to provide Program Planning, Community Professional Development and Summer Institutes in sites central to the 23 Native Nations of NM.

Educational Leadership Cohort = \$160,995 for Tuition Assistance, Stipends, Books and Fees for 30 graduate students in three successive cohorts of Native American Educational Leadership Graduate Students admitted into the POLLEN (Promoting our Leadership, Learning & Empowering our Nations) Cohort of the Educational Leadership Ed.S. Certificate Program.

Key Program Objectives

- Prepare a cohort of 20 educational assistants for licensure and establish the support structure for growth of additional cohorts;
- Conduct six summer institutes in sites central to the 23 Native Nations of NM and a fall 2020 summit on professional development and community responsiveness, and develop continuing research on pedagogical support to Native Nations and communities;
- Mentor, educate, recruit and plan for three cohorts of Native American graduate students in the Educational Leadership Ed.S. Certificate Program.



Program Mission

New Mexico PBS operates two educational television services for the University of New Mexico. We program and broadcast two full power public television channels, KNME-TV and KNMD-TV. KNME-TV is co-licensed to the Board of Regents of the University of New Mexico and the Board of Education of Albuquerque Public Schools but is a unit of the University pursuant to a Joint Powers Agreement signed in 1968. KNMD-TV is licensed solely to the University of New Mexico. Across the two channels NMPBS programs five streams of content 24/7/365. We have one channel devoted to early childhood education, one channel of Native American generated content, one channel for lifelong learners and two channels of general interest to all ages. NMPBS mission is to inform, engage, educate, and connect New Mexico's diverse communities, reflecting their interests and needs through quality programming services and online content that can be accessed universally anytime and anywhere.

Our RPSP request is generated in concert with our partner PBS stations, KENW-TV of Eastern New Mexico University and KRWG-TV of New Mexico State University. New Mexico Legislative leadership has made it clear that they expect the three Public Television stations in New Mexico to approach the legislature as a unit for requests of this kind. The two other Public Television stations have the same request in to their university for similar reasons. Their success is dependent on our success.

Budget

We are requesting a \$100,000 increase in RPSP funding for a total of \$1,213,800. This would restore our funding to 97% of the 2017 appropriation prior to rescissions under the previous administration.

NMPBS receives an annual Community Service Grant from the Corporation for Public Broadcasting, the size of which is directly proportional to how much non-federal financial support we raise. Non-federal financial support includes the RPSP appropriation. We estimate that the requested increase would result in an additional \$20,000 from the Corporation for Public Broadcasting. 47% of our operating budget comes from private donations.

Program Objectives

The expansion request of \$100,000 will be used to increase our education & outreach support services, which conduct early literacy workshops (Ready to Learn), as well as for increased engineering support, which will be used to maintain our broadcast spectrum. This spectrum is increasingly being used in public safety initiatives, which allow for encrypted information to be sent directly to first responders wherever our signal reaches.

Request for Research and Public Service Project for FY21 to Support the Substance Use Disorder Grand Challenge Initiative

Program Mission

Substance use and addiction are leading causes of morbidity and mortality, and are associated with excessive social costs and human suffering. New Mexico leads the nation in alcohol-related mortality. Many challenges facing New Mexico are associated with substance use and addiction. New Mexico has the lowest high school graduation rates and ranks among the top five of US states for accidental death, suicide, underemployment, child poverty, and crime. The economic costs of alcohol use disorder in New Mexico were estimated at \$2.8 billion in 2006. All ten of the leading causes of death in New Mexico are partially attributable to substance use. The consequences extend far beyond mortality, with excessive alcohol and substance use contributing to increased crime, adverse childhood experiences, domestic violence, reduced productivity, unemployment, and comorbid mental health disorders and medical conditions. Moreover, these consequences fall most heavily on racial/ethnic minorities.

To address these challenges, UNM has formed a large interdisciplinary team of expert investigators. Members of the Substance Use Disorder Grand Challenge team, hosted within the Center on Alcoholism, Substance Abuse, and Addictions (CASAA) have substantial experience in obtaining external funding and are dedicated to studying prevention, treatment, and policy efforts in New Mexico. While members of the team represent 18 departments across UNM, there is no centralized research infrastructure to support the Substance Use Disorder Grand Challenge team. Funding for such a research infrastructure would include data acquisition and research support staff, faculty release-time to write external funding applications, and pilot project support. This funding is desperately needed to build the Substance Use Disorder Grand Challenge community and to support related interdisciplinary research at UNM. Through this funding, UNM will conduct basic, translational, and implementation research to decrease substance use and addiction, and their impacts on health, criminal justice, education, economic development, and social welfare in a large network of community settings. We will also expand educational opportunities at UNM for receiving training in addiction treatment and research.

Budget

This RPSP project, total cost **\$250,000**, would provide infrastructure to support the Substance Use Disorder Grand Challenge team in being competitive for external funding sources to conduct research on prevention, treatment, and policy related to substance use and addiction in New Mexico, and will expand our capacity to engage with undergraduate and graduate education. This investment will be sustained through successful applications for external funding.

Objectives

The success of the Substance Use Disorder Grand Challenge team will be measured in multiple ways. We will assess the impact of infrastructure support on increasing faculty collaborations, faculty submissions of external funding applications, and amount of external funding that is received by members of the team. We will assess the number of UNM students engaged in research and education opportunities related to the Substance Use Disorder Grand Challenge and the subsequent increase in the behavioral health workforce targeting substance use disorder throughout New Mexico. We will assess the effects of funding on reducing alcohol, opioid, and other substance mortality; substance-related consequences; crime and incarceration; and economic costs of substance related morbidity and mortality across the state of New Mexico.

Native American Studies – Community-Based Learning

Program Mission

Native American Studies requests legislative support for our students to develop meaningful, long-term relationships with Native communities in New Mexico, and in that work, become one remedy to address the *Yazzie/Martinez vs. the State of New Mexico* rulings. Community-based and community-led partnerships have always been embedded in our department's mission. Approximately 90% of our students are Native American from New Mexico and surrounding states. UNM can become a model for facilitating and strengthening students' application of their knowledge and skills directly back to their own communities through this RPSP.

We propose support for our students working in New Mexico communities through our B.A. internship program and through the Project of Excellence for our graduate students. The internship places students in communities or Native-centered organizations to gain valuable "real life" experience while applying their Native American Studies (NAS) knowledge and skills. The Project of Excellence course is a student-led and initiated project combining all prior NAS course work to address a target topic or issue relevant to a particular Indigenous community, Indigenous group, or organization.

Budget

We are requesting \$250,000 in recurring funding. Our current MA students have begun implementing their projects of excellence in FY20 with little to no support but will incur expenses key to relationship building, such as transportation, research materials, software, and items specific to their projects. Our BA students have been engaged in unpaid internships and also incur similar expenses. It is difficult to build and maintain long-term partnerships with no resources for supporting that partnership, but we have done this to the extent possible using personal resources. The funding will also provide teacher stipends, summer salaries, scholarships, and graduate assistantships.

Program Goals and Objectives

NAS has six goals for implementation of our RPSP, which will directly address the establishment of community partnerships. They include:

1. Establish partnerships with Native communities, groups, and/or organizations to facilitate NAS B.A. and M.A. students learning through their internships and Project of Excellence,
2. Foster NAS student development and implementation of projects with partners in rural and tribal communities, groups, and/or organizations;
3. Empirically assess and evaluate the partnerships to ensure student, community, group success and public service;
4. Support the state of New Mexico to meet the mandates of the *Yazzie/Martinez* education ruling;
5. Enact and sustain long-term collaboration with New Mexico's tribes and local communities;
6. Educate teachers across the state on NAS issues and how to incorporate NAS into their content areas and offer dual credit. The internship and POE courses are the primary means through which the goals will be met

New Funding – RPSF for Project for New Mexico Graduates of Color (PNMGC)

Program Mission

The University of New Mexico is well situated to expand graduate and professional education, specifically for our Hispanic and Native American populations. UNM graduates are double, and in some years triple, the average percentage of Hispanic PhDs from R1 universities. Yet, our Hispanic population at the graduate level is typically about 27% compared with 43% at our undergraduate level. Our tenured/tenure-track Hispanic faculty are 13% of the total faculty. A similar pipeline scenario is true for Native Americans. Expanding the Project for New Mexico Graduates of Color (PNMGC) with permanent staff will increase graduate enrollment, retention, and success for graduate and professional students of color.

As its core programmatic activity, PNMGC organizes a peer-to-peer mentoring program to include undergraduate students and graduate students at different levels and across different academic programs. PNMGC uses software to efficiently match mentors and mentees while providing a framework for organizing, describing, tracking and analyzing our member cohort. Workshop and social dialogues are planned throughout the semester for academic strategies and to promote a sense of belonging. Each year, PNMGC sponsors Faculty of Color Awards, a key award that encourages faculty and helps retain UNM's best.



Budget

Proposed budget to expand Project for New Mexico Graduates of Color (includes a program coordinator, part time data analyst, graduate project assistants, and scholarships): **\$185,850**

Program Objectives

With the addition of a full-time program coordinator, we can better promote, expand, and organize mentoring pairs across campus in a way that is steady and sustainable year to year. Strategically, we plan to have at least 5 pair in each of UNM's three Grand Challenge initiatives: Sustainable Water Resources, Successful Aging, and Substance Use Disorders (<https://grandchallenges.unm.edu>) and 10 pair in Teacher Education in response to the Yazzie/Martinez v. State of New Mexico. The "train-the-trainer" model will have a trickle-down effect into the public schools. While the number of R1 Universities that are designated HSI (>25% Hispanic undergraduate) continues to grow, it is still quite unusual to have a graduate population greater than 25%. Being able to thread UNM's diversity strength through the three Grand Challenges showcases our "research, collaboration, and innovation" in a way that is unique to New Mexico.

The Shelter & Dignity Project

\$276,000/yr for 3 years plus \$20,000 first year.

Program Mission:

Homelessness is a social determinant of public health, a factor in economic development, and a moral issue. Urban design, architecture, and planning are key factors in the supply, cost, health, safety and quality of housing and facilities that support homeless and at-risk populations. The City of Albuquerque and Bernalillo County are directing significant efforts towards these issues, and the risk of homelessness is of statewide and national concern.

The Shelter & Dignity project will work with non-profits, government agencies, and communities, to (1) propose housing projects, housing types and planning systems to reduce homelessness, (2) illuminate how current systems for producing and regulating the built environment contribute to homelessness, and (3) propose improvements to public spaces to better support those without housing. This proposal supports UNM's mission to provide "services that enhance New Mexicans' quality of life and promote economic development," by contributing scholarly resources to current efforts.

Two research faculty members and graduate researchers hired for this project will work with the Design and Planning Assistance Center (DPAC) in the School of Architecture and Planning. DPAC has a fifty-year history of community engagement, working with communities across New Mexico on housing, main streets, plazas, and other projects of import to the communities.

Measures of success:

The ultimate goal of the project is to work with others to significantly reduce homelessness in the State, provide resources and dignity to those without housing, and contribute to the body of knowledge of effective approaches.

Homelessness is a deep-rooted problem driven by multiple forces, and thus it is difficult to measure the impact of any single effort. The Shelter & Dignity Project will provide community-engaged scholars to analyze policies and building proposals, develop tools, teach architects and planners, and contribute to the local and national dialog. Thus, measures of success could include:

- The number and scope of joint projects
- Presentations, reports and analyses of policies and design proposals delivered
- Teaching credit hours delivered on housing and homelessness
- Publications in academic and professional venues, and public news stories
- Securing grants and/or donations to continue the work

UNM-Los Alamos RPSP Request: Workforce Development Initiative

Program Mission

Area employers, including Los Alamos National Laboratory (LANL), N3B, and others, are experiencing significant growth and are in need of qualified workers. LANL is completing a workforce needs analysis that suggests a demand for over 1,000 new workers per year for the next several years. UNM-LA is currently working with both LANL and N3B to develop new programs and to revise existing programs with the objectives of delivering programs for incumbent employees, improving their capabilities, and establishing a formal pipeline for students from recruitment/enrollment to employment. Existing resources are currently being used to work with employers to identify, develop, and deliver curriculum, but with the need for workforce development initiatives continuing to escalate, we are stretching those resources significantly beyond capacity. Examples of new and proposed programs include: a boot camp for Radiation Control Technicians, a proposed AAS in Nuclear Enterprise Science and Technology, an added concentration in the welding program, specialized EMT training, programs in project management, and completion programs for a Bachelor's degree in mechanical engineering. We are working with the UNM Anderson School of Management on the project management initiative and with the UNM School of Engineering on a completion program for the BS in Mechanical Engineering. The expansion of offerings requires the time of staff members with a critical level of expertise to interact with employers, coordinate activities, and supervise the overall operations of the programs.

Budget

The request is for a total of \$92,150. This will employ a Program Manager for the Workforce Development Initiative to work closely with local employers, key individuals at UNM-LA, and appropriate persons at UNM-ABQ to address employer needs, co-develop programs/curricula, and deliver programs for students to gain the needed technical expertise. Included in this total request are funds related to travel, coordination of events in our community, office supplies and equipment, and promotional materials.

Objectives

To expand our efforts related to workforce development, UNM-LA will establish a Workforce Development Initiative. This integrated program will work to identify employer needs, co-develop programs/curricula, and deliver those programs for students to gain the technical expertise. The UNM-LA strategic plan includes a commitment to "excellence in serving our community" which includes the important area of workforce development. This proposed Workforce Development Initiative is critical to helping our campus accomplish these programmatic goals, and to strengthen the relationship between the community, UNM-LA, UNM, LANL, N3B and other businesses in Northern New Mexico.

The key objective of this initiative are to design a system that will support efforts to provide students with the technical training (credit and non-credit) needed to meet local workforce demands. Overall success will be measured by the number of programs we develop, and the number of students who complete the program and obtain employment in the region. We want UNM-LA, working with UNM, to be at the forefront of our region's workforce training enterprise and to be recognized as an organization that is responsive to the needs of area employers, stimulating economic growth, and supporting national security efforts.



General Education Enhancement Initiatives

Dr. Pamela Cheek, Associate Provost for Curriculum and Assessment
[full slides to follow]

1. Ease of transfer within the state
2. Training initiatives for Teaching Assistants in collaboration with CTL
3. 2019 Lobo Experience: Species in Peril along the Rio Grande
4. Educational Tie-in with Grand Challenges and with Adobe Creative Cloud
5. R1 HSI focus on a) undergraduate research and b) race and social justice
6. American Public and Land Grant Universities – Student Experience Project on removing barriers to underserved students



Sustainable Water Resources

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges

Threats to our Water Supply

Shortages



Contamination



Climate Change



Overuse



Sustainable Water Resources

What will UNM do?

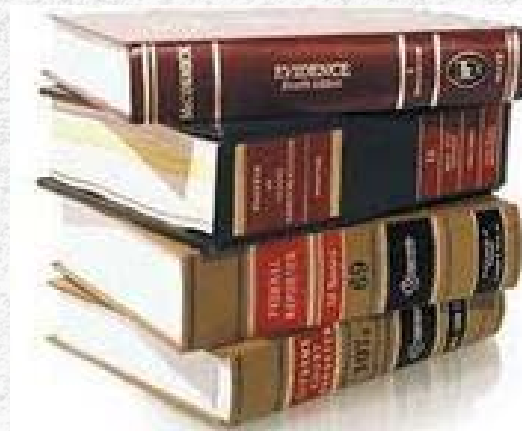
1

Conduct the research needed to help decision makers, communities, and individuals make better choices about how they use water.



2

Become a repository of expertise the state needs to responsibly manage its water.



3

Train the next generation of water managers and leaders.



What Research Questions will UNM Address?

1

What is the quantity and quality of our water, and how is it changing?

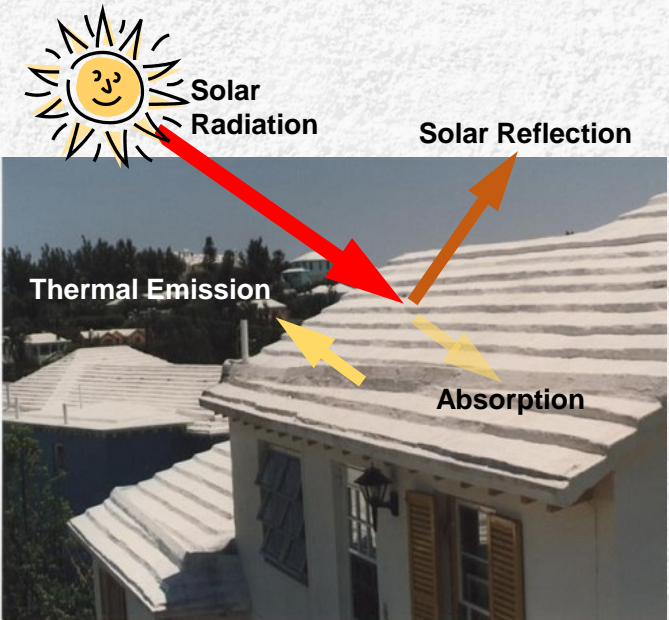
2

How much water does the natural environment need, and what happens if there is not enough?

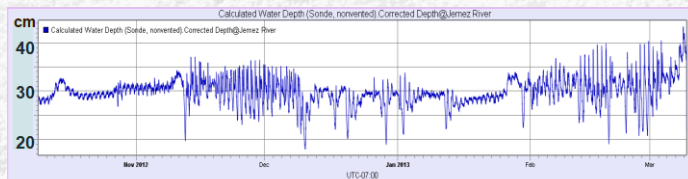


3

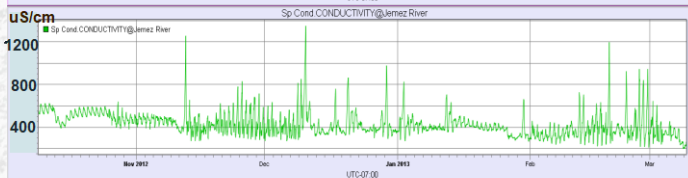
Are there technologies that will let us use less water and improve the quality of what's left?



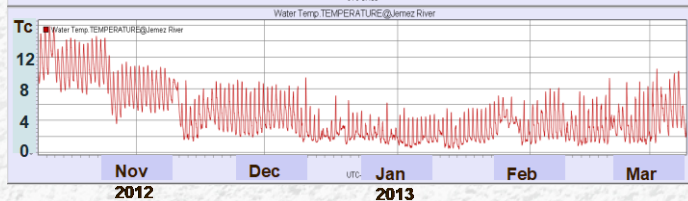
Stage



Sp. Con



T



What Research Questions will UNM Address?

4

Can we use other sources of water, like wastewater and brackish groundwater?



How should water be shared between everyone who wants to use it, while maintaining economic vitality?

5



6

What is the best way to communicate with and educate our community about water?



What are we doing now?

Building UNM's water community

- Workshops
- Interdisciplinary seed grants
- Networking events
- Membership survey

Reaching out to stakeholders

Promoting the visibility of UNM's water research

- Website
- News stories

Identifying funding opportunities

- NSF CREST - \$5M
- NSF DEB - \$1.5M



Long Term Impact



New Mexico's water resources will support a thriving economy, healthy landscapes and aquatic ecosystems, and vibrant communities that celebrate the region's unique culture and heritage.

Sustainable Water Resources

SUCCESSFUL AGING

Grand Challenge

Aging and the Compression of disability

Janice E. Knoefel MD, MPH

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges

Aging in New Mexico

- NM will go from 39th oldest state (2010) to 4th (2030)
- Population of older adults in NM will double over the 20 years from 2010 -> 2030
- By 2030, 27% of New Mexicans will be 65 years and older
- We're halfway there already!
- “We have met the enemy and he is us”

Successful Aging

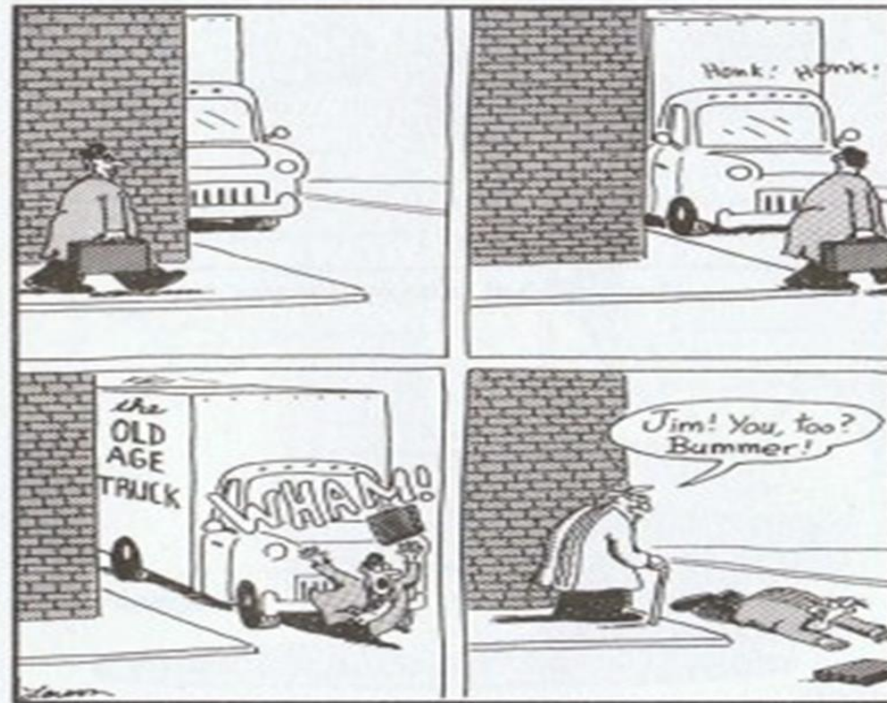


Developing new insights and strategies to help New Mexican older adults live independently and longer

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Grand Challenges

Aging is Different Things to Different People

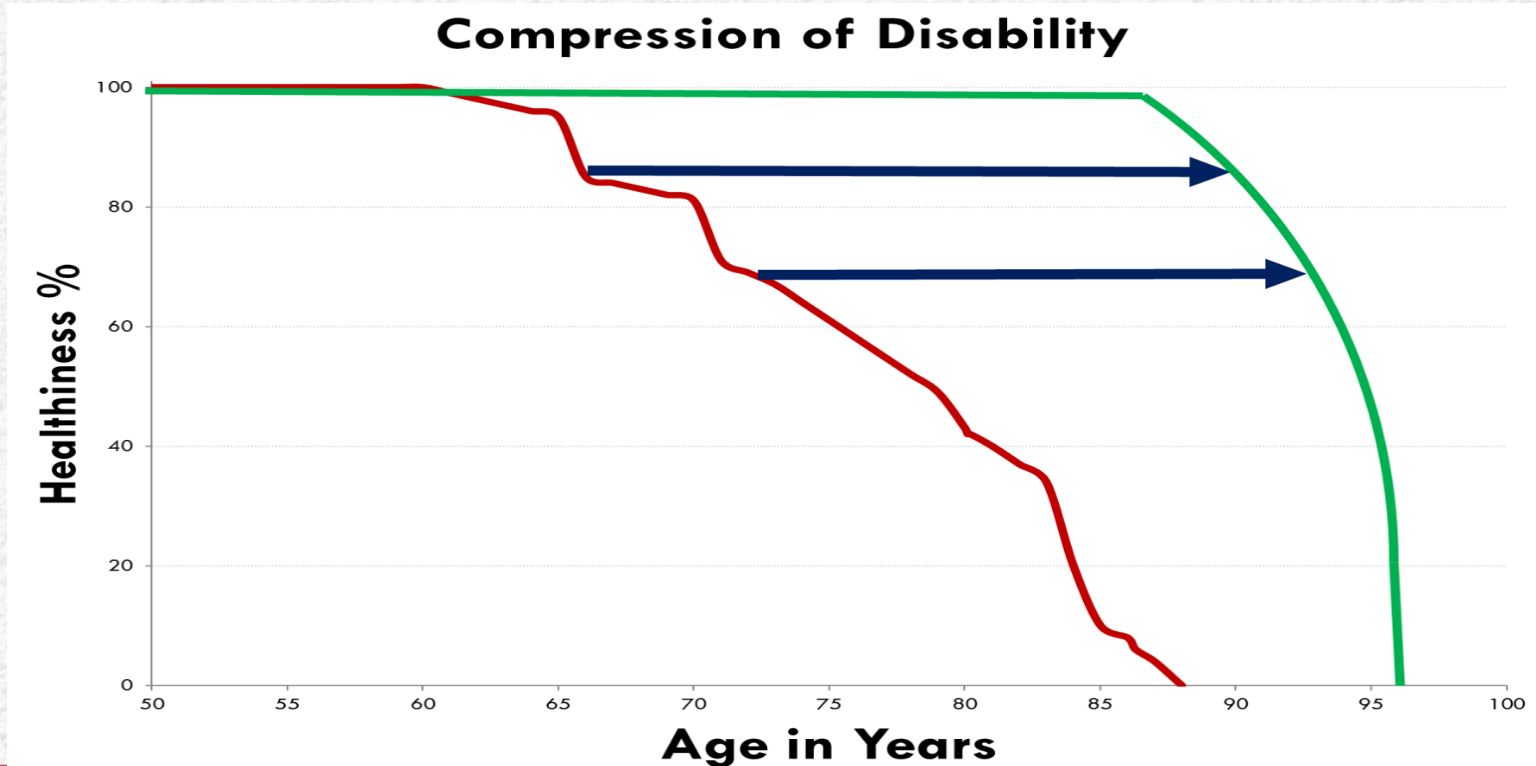


You never see it coming.

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Grand Challenges

Compression of Disability = maintaining function



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Grand Challenges

Compression of Disability

Domains of Function

- Physical: diet, exercise, adaptive design
- Cognition: education, vocational/avocational
- Emotional/psychological: engagement, expression
- Social: connectedness, generational/intergenerational
- It always helps to have good genes and good luck

Compression of Disability

Domains of Function

- Different, multiple academic disciplines
- Researchers with unique skill sets
- Diverse target populations = diversity of approaches
- This adds up to a wealth of potential at UNM and in the community

SUCCESSFUL AGING

Accomplishments

- Co-leaders: Janice Knoefel, Barbara Rodriguez
- Leadership team (3 HSC, 3 Main Campus)
- Staff support from HSC (IM-Geriatrics)
- Weekly ZOOM leadership conference calls
- UNM Ombuds facilitation for strategic planning process with leadership team
- Communication/idea exchange with SUD GC

SUCCESSFUL AGING

Accomplishments

- RFA released in June
- 11 proposals submitted in July
- 7 from Main Campus; 4 from HSC
- 10 proposals have community partners
- Main campus: Business, Language, Engineering, Education, Architecture, Psychology, Applied Research
- HSC: Medicine, PT, Psychiatry, Population Health
- Reviewed last week, announcement this week

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Grand Challenges

SUCCESSFUL AGING

Next Steps

- Conduct UNM-wide survey of aging research / interests
- Explore involvement of diverse communities
- Create paths for learner involvement in proposals and projects
- Plan integration of aging content into existing student, faculty research training: BSGP, UPN, GCP, others

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Grand Challenges

SUCCESSFUL AGING

Who Are We?

- We are a diverse research community
- We are deeply concerned New Mexicans
- We are daughters, sons, friends and neighbors
- We are ready to assist and support our community
- We are ready to assist NM in improving systems for successful aging

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Grand Challenges





Researching LGBTQI+ Issues in Counseling

KRISTOPHER M. GOODRICH, PH.D.

PROFESSOR, COUNSELOR EDUCATION

COLLEGE OF EDUCATION

Scholarly Agenda

- ▶ The unifying goal of my professional endeavors is to improve the training of professional counselors and counselor educators to work effectively with culturally marginalized groups, with a specific focus on lesbian, gay, bisexual, transgender, queer, questioning, intersex, and allied (LGBTQQIA) persons.

Outline

- ▶ Entry to Scholarship
- ▶ Threads of Research
 - ▶ LGBTQI+ School Counseling
 - ▶ LGBTQI+ Family Counseling
 - ▶ Additional NM Work
 - ▶ Gambling

Entry to Queer Scholarship

- ▶ Staggering Number of Teen/Young Adult Suicide in mid to late 2000's
- ▶ Lack of comprehensive counseling literature at that time
 - ▶ Limited focus in areas such as school counseling
- ▶ Work at Q Center/Collaboration in Schools

LGBTQI+ School Counseling

- ▶ Pre-tenure research:
 - ▶ Conceptual work grounding the roles and responsibilities of school counselors to support LGBTQQIA students (Goodrich & Luke, 2009; Luke & Goodrich 2009)
 - ▶ Reporting on some of the statistics to demonstrate this was a need for the field to attend to (Goodrich, Luke, & Scarborough, 2018; Luke, Goodrich, & Scarborough, 2011).
 - ▶ Created and empirically supported models of professional development and training interventions (Goodrich, & Luke, 2011; Goodrich, Harper, Luke & Singh, 2013; Luke & Goodrich, 2013).

Post-Tenure

- ▶ Worked collaboratively and independently to better understand professional development and training interventions that could be used with school counselors in training (Luke & Goodrich, 2017) and practicing school counselors (Goodrich, 2017) to ensure that an intentional focus of their work would be to serving needs of LGBTQ students in school.
- ▶ Understand the integration of ethical practice and engagement (Luke, Goodrich & Gilbride, 2013a,b; Luke, Gilbride & Goodrich, 2016)
- ▶ Exploration of model programs for LGBTQ youth, when implemented, have worked and how schools (or school districts) have responded to challenges when they are faced during the implementation period (Barnard, Goodrich & Borden, 2017; Goodrich & Barnard, in press; Goodrich & Luke, 2016).

Interdisciplinary Queer School Work

- ▶ Exploring similar models in Teacher Education (Goodrich, Kingsley, LopezLeiva, & Daugherty, 2016).
- ▶ Educational Psychology (Jones, Hackel, Hershberger, & Goodrich, in press; Hackel & Goodrich, in press)
- ▶ Professional Development Literature (e.g., Goodrich, 2017; Luke, Goodrich, Miller, & Castillo, 2017; Luke, Harper, Goodrich & Singh, 2017; Singh, Goodrich, Harper, & Luke, 2017).

LGBTQI+ Family Work

▶ Pre-tenure

- ▶ Explored the experiences of heterosexual parents with LGB identified sons or daughters both qualitatively to generate and build a theory (Goodrich, 2009), as well as quantitatively to test that theory (Goodrich & Gilbride, 2011; Goodrich, Selig, & Crofts, 2014; Goodrich, Selig, & Trahan, 2012).

▶ Post-Tenure

- ▶ African American Communities (Trahan & Goodrich, 2015)
- ▶ Family Cluster Research (Goodrich, Trahan, & Brammer, 2019)

Confluence of Affectional/Spiritual Identities

- ▶ Understanding the intersection of clients' identities when they are both spiritual and queer identified, and how we can better address this in the counseling process (Buser, Goodrich, Luke, & Buser, 2011; Goodrich & Luke, 2019; Goodrich, Buser, Luke, & Buser, 2016)

Gambling Research

- ▶ Addictions Huge Concern in NM
 - ▶ Work consulting with local addictions agency for 6 years
 - ▶ Gambling under-explored in relation to other addictions
- ▶ Numerous Opportunities to Gambling
- ▶ Sparse attention to queer communities

- ▶ Funded study: National Center for Responsible Gaming (NCRG) and Responsible Gaming Association of NM (RGANM)

Gambling Research in NM

- ▶ Collaborative work with Pacific Institute for Research and Evaluation and Benjamin Jones (UNM – Economics)
- ▶ Culturally competent, multipronged data collection approach in NM to gather data using a convenience sample from both an online and face-to-face survey from adults across all regions of the state including rural, frontier, tribal, and urban locations

Previous research

- ▶ Results of national studies: New Mexico (NM) is different than rest of U.S.
- ▶ 1990's: Starling and colleagues surveyed over 2500 adults in NM and found ~12% reported problem gambling; most having low or moderate problems
- ▶ 2006: Volberg and Bernhard surveyed NM adults, oversampling NA, and found prevalence:
 - ▶ 6.4% at-risk gambling
 - ▶ 1.1% problem gambling
 - ▶ 1.1% PATHOLOGICAL GAMBLING, LOWER THAN OTHER STATES USING COMPARABLE MEASURES

Study aims

- ▶ Estimate prevalence of problem gambling (PG) for NM adults (18 years and older)
- ▶ Describe prevalence estimates established by sociodemographic characteristics (gender, race/ethnicity, age, lgbt identity, education, military involvement, housing stability, parent)
- ▶ Examine the patterns and extent to which additional risk indicators predict PG in adults (18 and older)

Study details

- ▶ Required for all OISAP funded programs
- ▶ Adults 18 and older
- ▶ Collected in the spring (2018 for wave 1, 2019 for wave 2) throughout the state, but primarily in osap funded communities
- ▶ English and Spanish

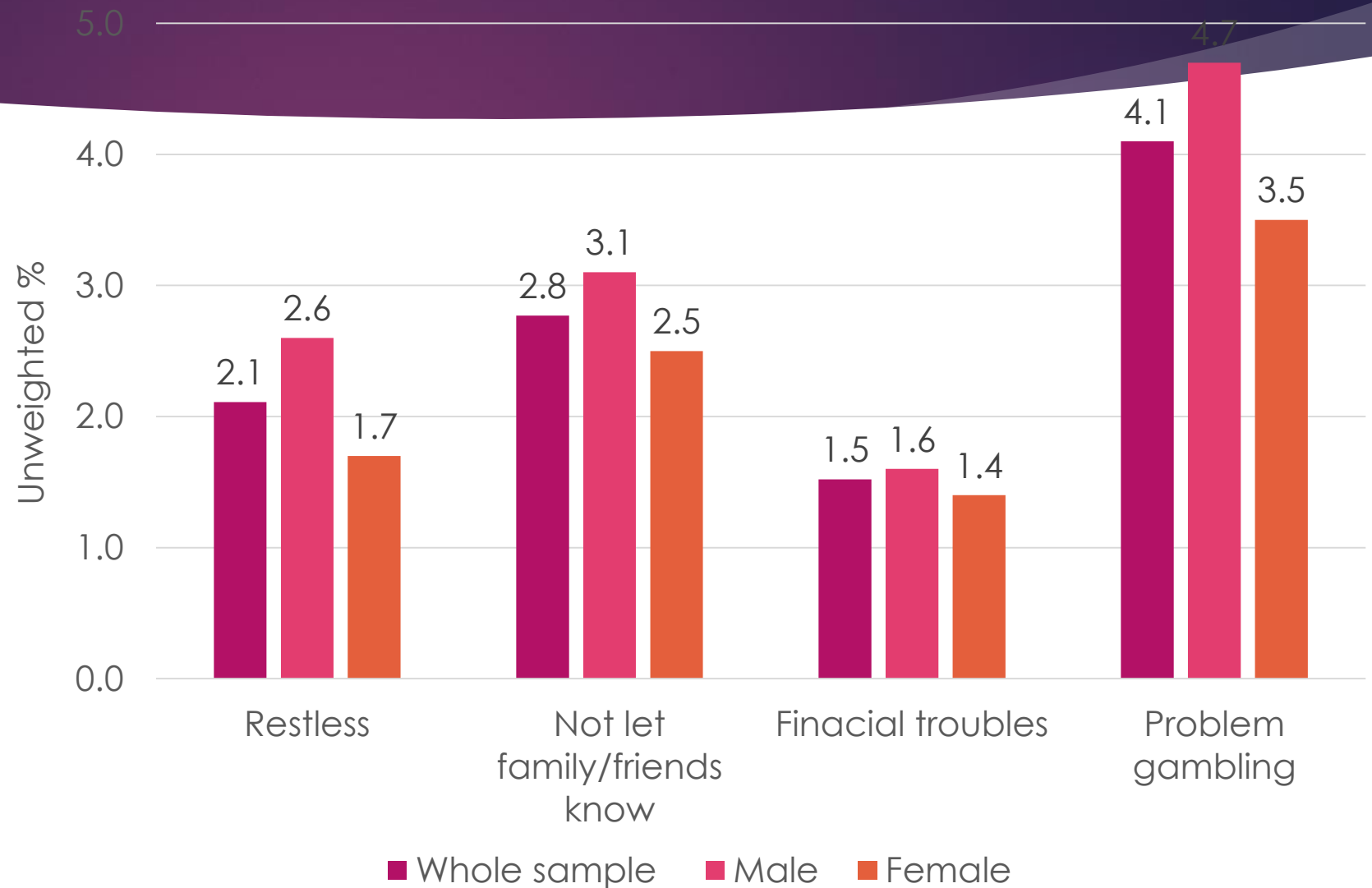
Data collected

- ▶ New Mexico Community Survey
 - ▶ Gambling (brief biosocial gambling screen)
 - ▶ ACES
- ▶ Providers that chose to implement one or both received \$250 for each

Frequency of NMCS All Respondents by Survey Type in 2018

Survey Type	N	%	NM Counties Represented
PAPER- Convenience	6294	50.0	29
On-line- Facebook	3060	24.3	33
Qualtrics App	562	4.5	24
Other (online link or QR code)	2669	21.2	31
Total	12,589	100.0%	

Brief Biosocial Gambling Screen



Unweighted frequencies of gambling prevalence (sorted by In person)

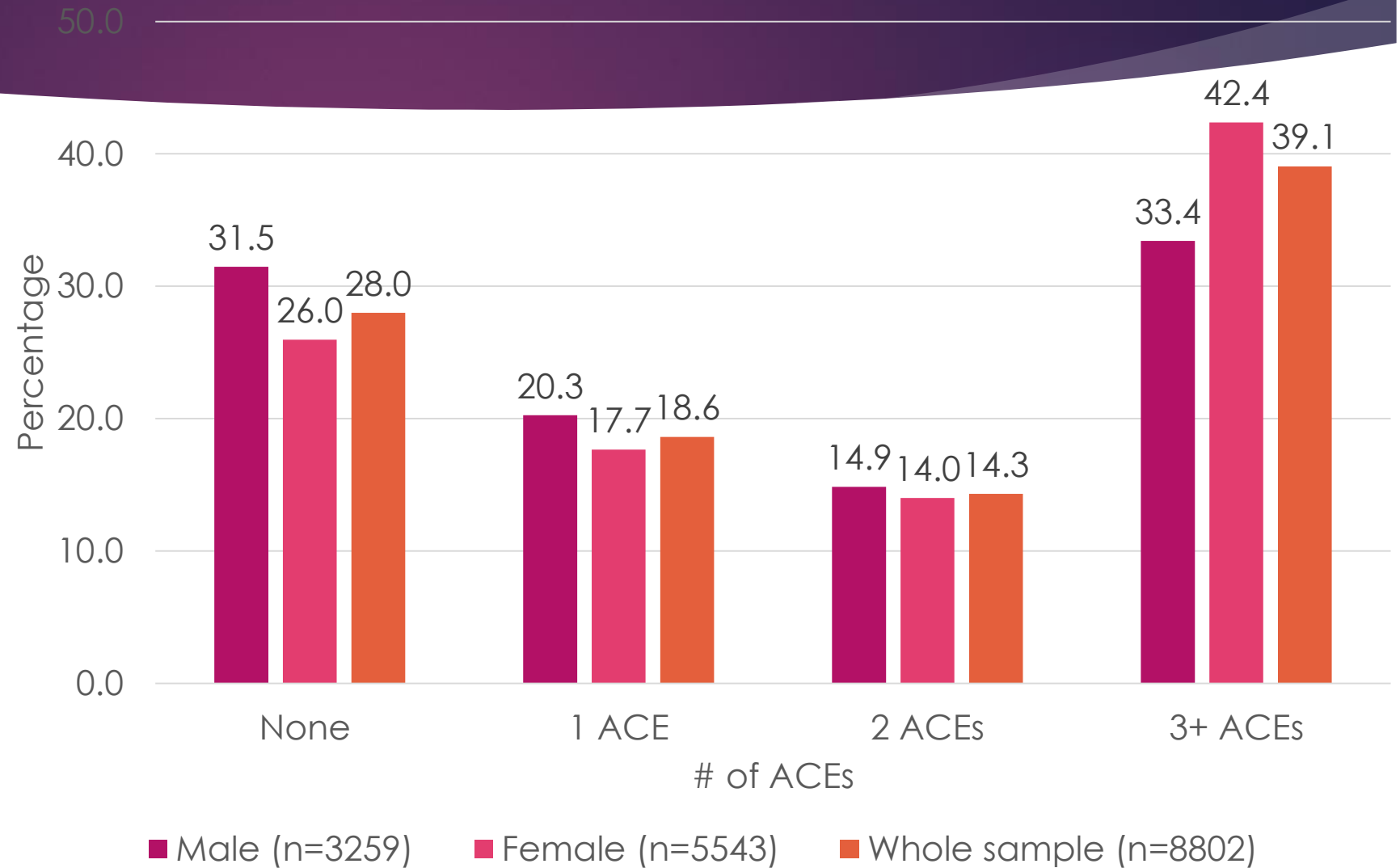
Have you engaged in any of the following games of chance or gambling activities in the past 30 days	In person n=10,287	Internet n=10,287	Both
instant or scratch off lottery games	23.87	1.37	0.55
Lotto	19.06	0.94	0.24
card, dice or board games with friends or family	18.93	2.99	1.03
raffles, fund-raising events or Reno Nights	13.69	1.08	0.12
games of personal skill (bowling, pool or golf)	13.43	1.95	0.43
slot machines, poker machines or other gambling machines	12.82	3.44	0.95
arcade or video games	12.75	6.75	1.30
at a casino	12.09	1.20	0.34
sports events, fantasy football, MMA, boxing, etc.	8.11	2.19	0.33
bingo	7.08	1.45	0.29
card games in card rooms or mini-casinos	5.54	1.50	0.25
flipping coins	4.61	0.72	0.09
pulltabs	3.21	0.66	0.09
horse or dog races	3.18	0.67	0.12
telephone or computer wagering	1.91	0.87	0.07
cock fighting/dog fighting	1.12	0.33	0.02

Self-identified Problem Gamblers'

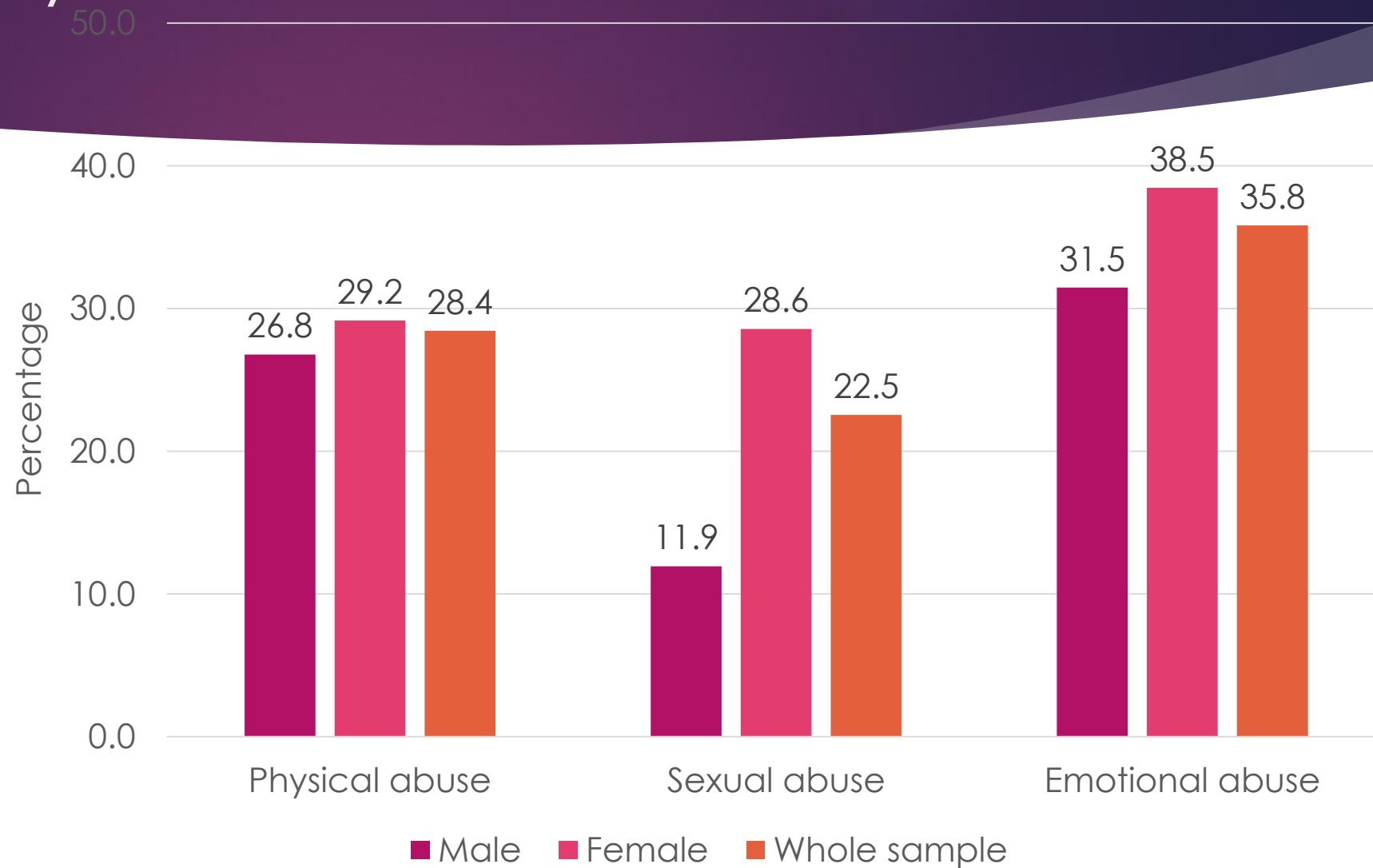
gambling activities (sorted by In person)

Have you engaged in any of the following games of chance or gambling activities in the past 30 days? (n=379)	In person	Internet	Both
instant or scratch off lottery games	48.02	6.07	3.04
at a casino	46.44	8.97	3.99
slot machines, poker machines or other gambling machines	44.59	12.66	5.32
Lotto	37.73	5.54	1.7
card, dice or board games with friends or family	29.29	10.29	2.92
games of personal skill (bowling, pool or golf)	25.86	8.18	1.17
bingo	25.33	6.6	1.73
arcade or video games	24.54	13.46	2.02
raffles, fund-raising events or Reno Nights	22.69	5.8	1.17
card games in card rooms or mini-casinos	22.43	6.33	2.07
sports events, fantasy football, MMA, boxing, etc.	20.84	6.07	1.17
horse or dog races	14.51	5.54	1.46
flipping coins	13.46	4.22	0.3
telephone or computer wagering	12.93	7.39	1.45
pulltabs	12.4	5.54	0.88
cock fighting/dog fighting	9.76	2.64	0.59

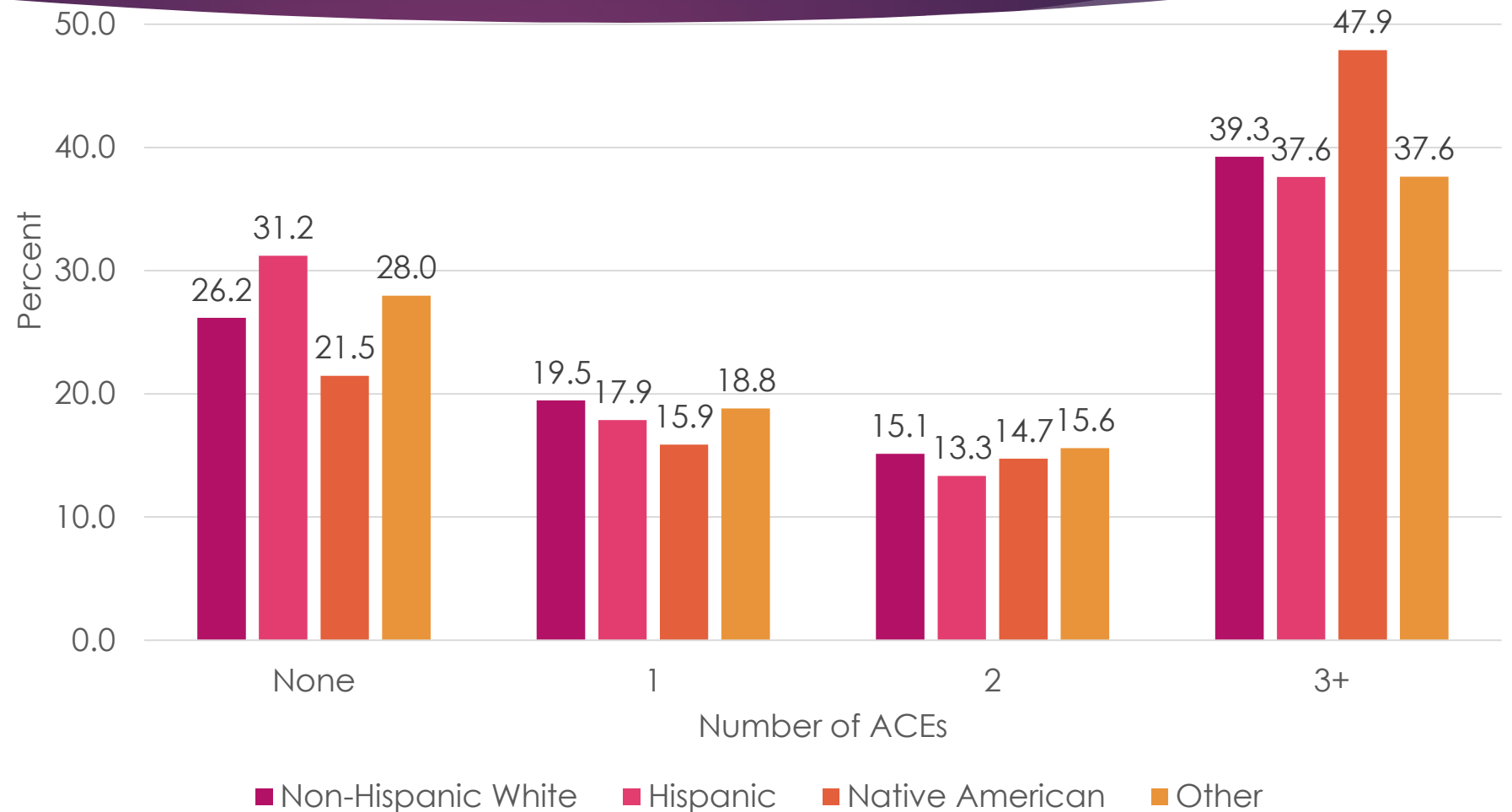
Prevalence of ACEs



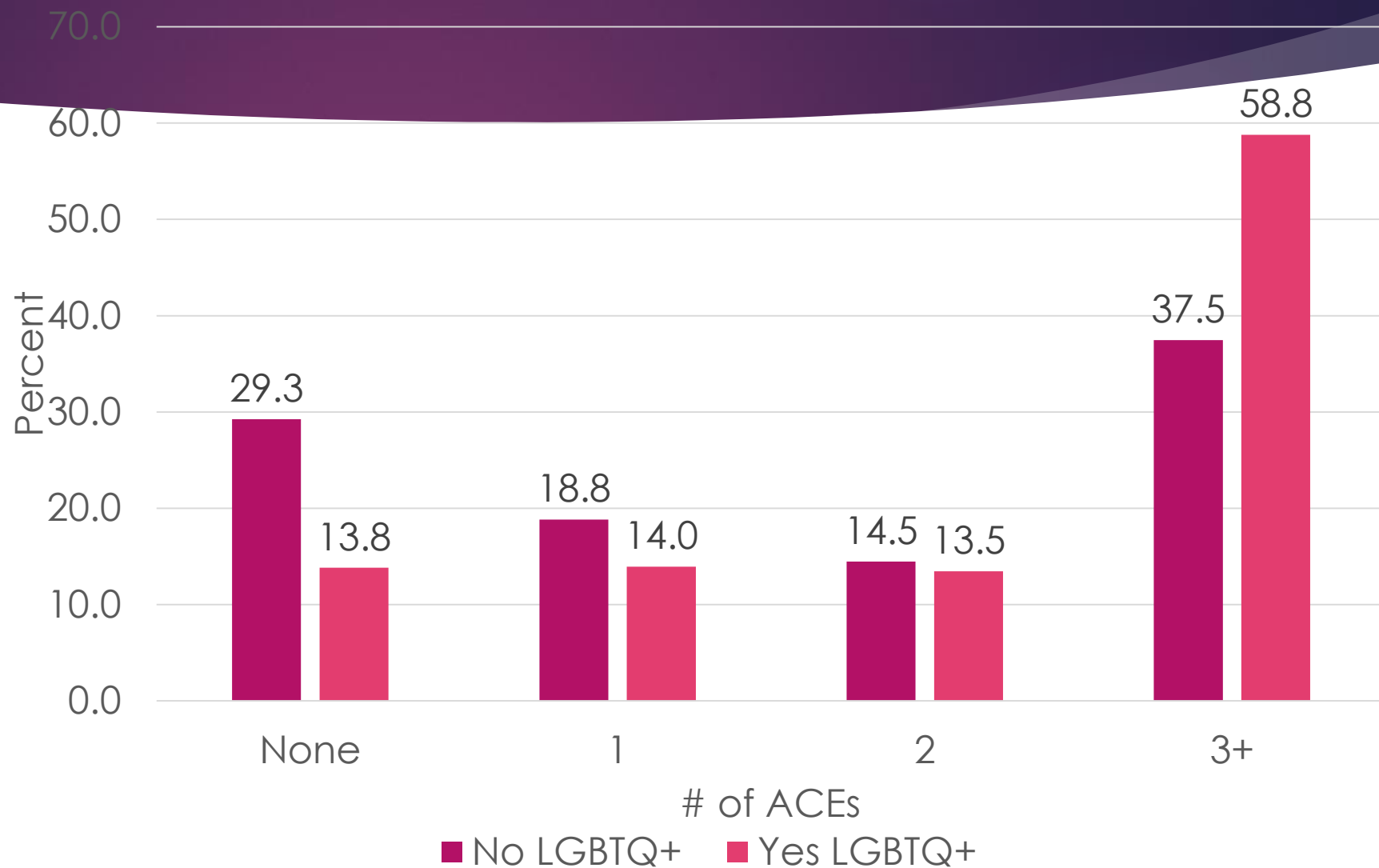
ACEs category: Childhood abuse



Race/ Ethnicity by ACEs

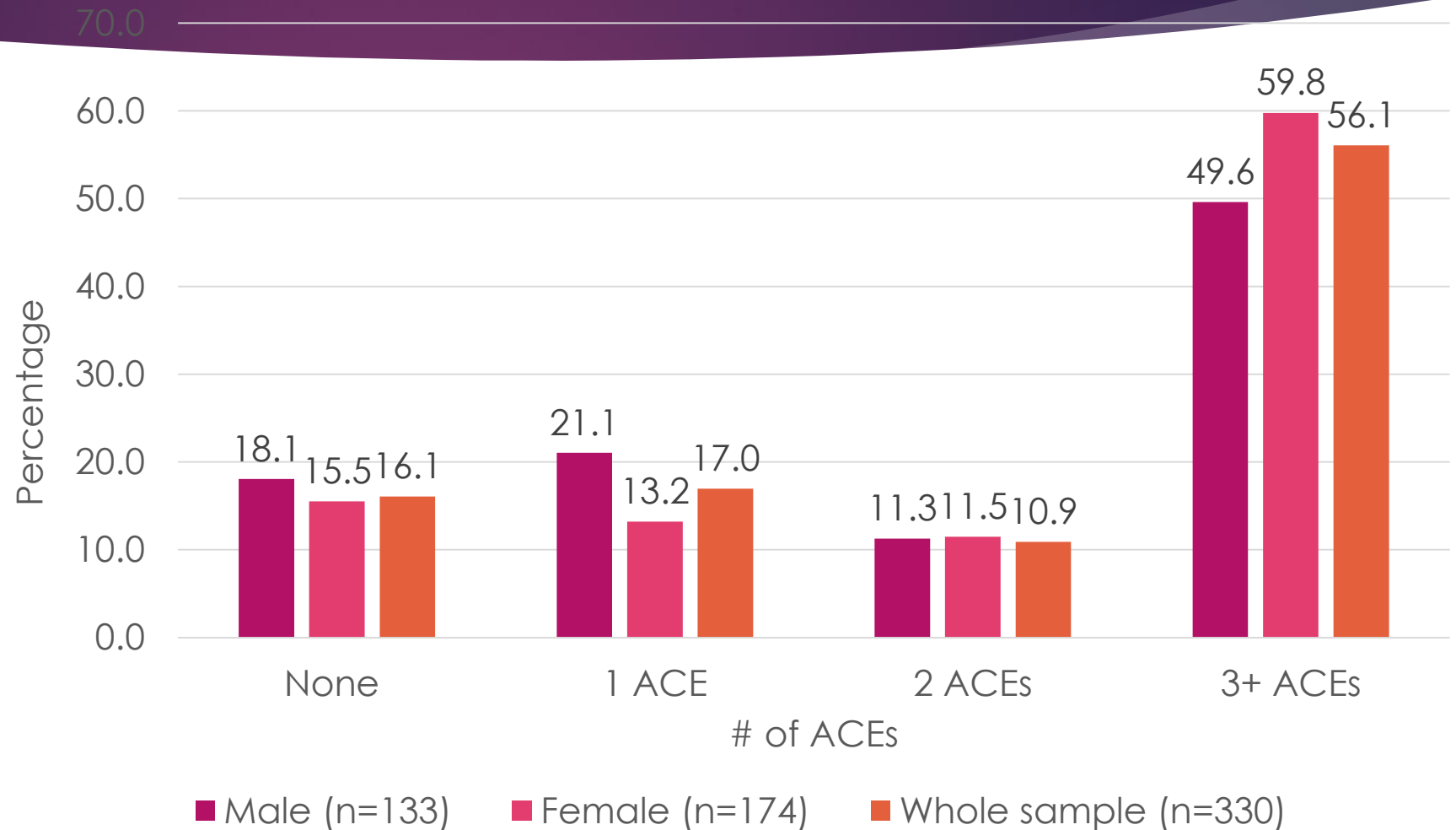


LGBTQ+ by ACEs

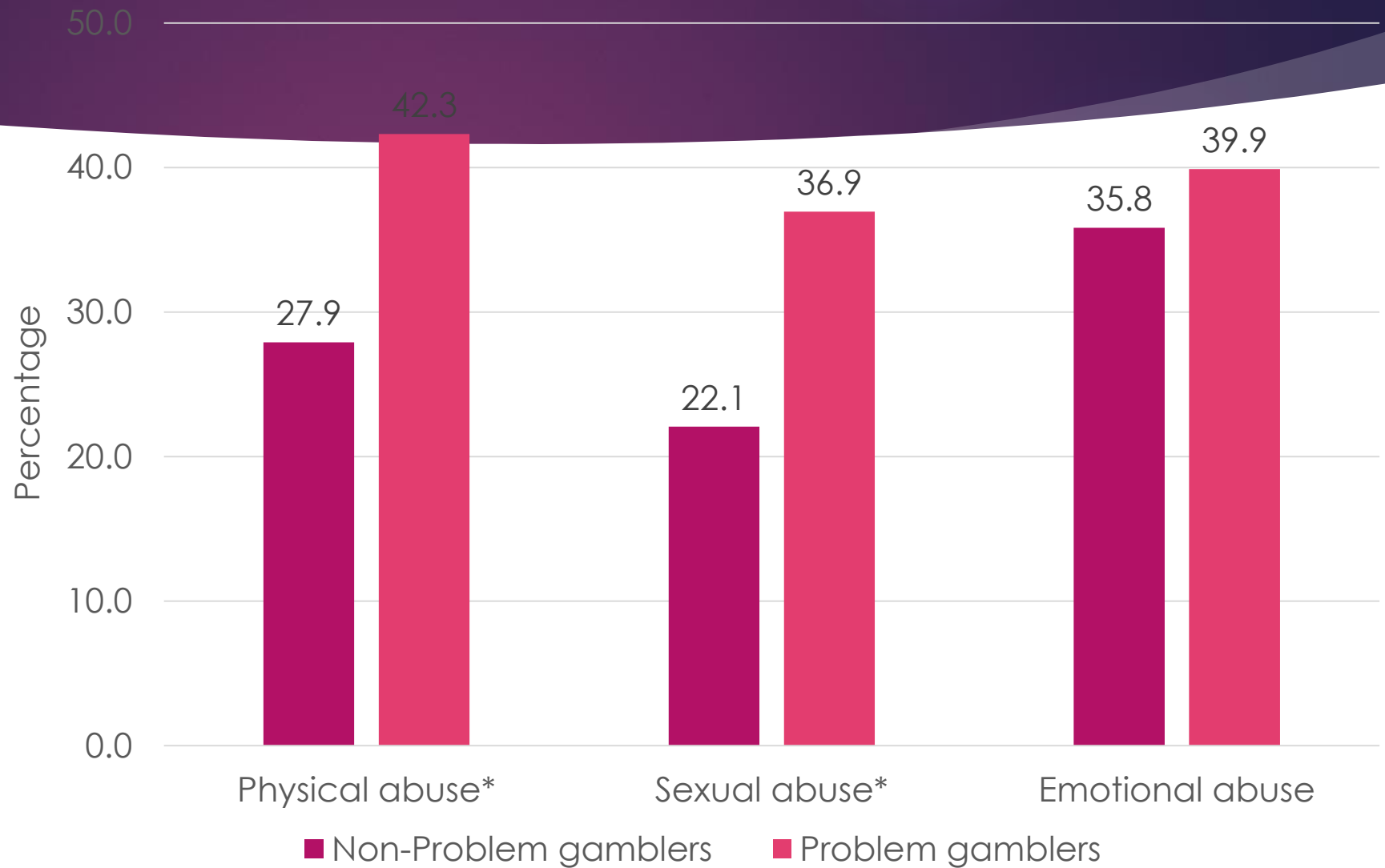


Prevalence of ACEs among problem gamblers

of ACEs among Problem Gamblers



Gambling * ACEs category



Hypothesis 3: ACES and PG

- ▶ Linear regression was performed to assess the impact of a number of factors on the likelihood that respondents would report that had problem gambling.
- ▶ The full model containing all predictors was statistically significant, $R^2 = .02$, $F(12, 8175)=9.82$, $p<0.000$
 - ▶ ACES, coef. .0073735, $p<0.000$
 - ▶ Race
 - ▶ Hispanic, coef. .024595, <0.000
 - ▶ Native American, coef. .057313, <0.000
 - ▶ Asian/Pacific Islander, coef. .0369502, $p<0.053$
 - ▶ Gender, coef. -.0091809, $p<0.042$
 - ▶ Education, coef. -.0056342, $p<0.002$

Hyp 4: Interactions

- ▶ Using the same independent variables, the full model was statistically significant $R^2 = .0222$, $F(21, 8166)=6.41$, $p<0.000$
 - ▶ ACES: Coef. .0237494
 - ▶ Race:
 - ▶ N.A.: .0597216, $p<0.002$
 - ▶ Race*ACES:
 - ▶ Hispanic: .0108331, $p<0.002$
 - ▶ Asian P.I.: .0386786, $p<0.028$
 - ▶ Education: -.0061147, $p<0.001$
 - ▶ Housing*ACES: -.0192475, $p<0.040$

Impact of ACES on PG

- ▶ $R^2 = .0122$, $F(11, 7161)=4.21$, $p<0.000$
 - ▶ ACES1: .0135709, $p<0.036$
 - ▶ ACES4: .0209272, $p<0.038$
 - ▶ ACES6: .0105497, $p<0.017$
 - ▶ ACES10: -0.192656, $p<0.032$
 - ▶ ACES11: .0215802, $p<0.013$
- ▶ ACES11: How often anyone at least 5 years older than you or an adult force you to have sex

AOD

- ▶ Linear regression related to problem gambling (FtF and online)
- ▶ The model contained ten independent variables (ACES, opioid, drinking, race, gender, LGBT status, age, education, military status and housing).
- ▶ The full model containing all predictors was statistically significant, $R^2 = .0548$, $F(14, 2004)=34.27$, $p<0.000$
 - ▶ Opioid: **.0434224**, $p<0.001$
 - ▶ ACES: .0186614, $p<0.000$
 - ▶ Race:
 - ▶ Hispanic: .0328254 , $p<0.004$
 - ▶ LGBT: .0607062, $p<0.058$ (approaching significance)
 - ▶ Education: -.0098046, $p<0.013$

What does this mean for Counselors

- ▶ Racial/ethnic backgrounds
 - ▶ Hispanic
 - ▶ Native Americans*
 - ▶ Asian/Pacific Islanders
- ▶ ACES
 - ▶ Trauma Informed Counseling
- ▶ Education (protective factor)
- ▶ AOD
 - ▶ Exploring for other Problem behaviors