



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

**MEETING AGENDA**

**April 3, 2014  
1:00 PM  
Travelstead Hall  
College of Education**

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'**  
**ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**  
Thursday April 3, 2014 – 1:00 p.m.  
Travelstead Hall – College of Education

**AGENDA**

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meeting:** *(March 6, 2014)* TAB A
- III. Reports/Comments:**
- A. Provost's Administrative Report  
*Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs*
  - B. Member Comments
  - C. Advisor Comments
- IV. Approval Items:**
- A. Approval of C1353 – New AAS Environmental Technology – Los Alamos Branch TAB B  
*Dawn Venhaus, Department Chair of Science, Los Alamos Branch*
  - B. Approval of Form D – Masters in Public Policy, Departments of Economics, TAB C  
Political Science and Sociology, and the School of Public Administration  
*Melissa Binder, Director: Institute for Social Research*
- V. Information Items:**
- A. College of Education Update (ASA&R Goal #10) TAB D  
*Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs*  
*Richard Wood, Special Advisor to the Provost*
  - B. College of Education Research Presentation – Pecha Kucha TAB E  
*Jay Parkes, Professor of Educational Psychology*
  - C. Innovate ABQ TAB F  
*Lisa Kuuttila, CEO and Chief Economic Development Officer STC*
  - D. UNM2020 Update of Academic Affairs Goals TAB G  
*TBD*
  - E. KUNM Annual Report TAB H  
*Carol Parker, Senior Vice Provost for Academic Affairs*
- VI. Public Comment**
- VII. Adjournment**

# TAB A

Minutes from the March 6, 2014 Meeting

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'**  
**ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**  
Thursday, March 6, 2014 1:00 p.m., Clinton Adams Gallery, Art Museum

**SUMMARY OF MEETING**

*A recorded version of this meeting is available upon [request](#)*

***Committee members present:*** Regent Bradley Hosmer, Regent Suzanne Quillen, Regent Heidi Overton, Provost & Executive Vice President for Academic Affairs Chaouki Abdallah

***Regents' Advisors present:*** Faculty Senate President Richard Holder, Staff Council President Gene Henley, ASUNM President Isaac Romero, GPSA President Chief of Staff Matthew Rush, and Professor Melissa Bokovoy

**I. Call to Order**

Regent Hosmer called the meeting to order at 1:04 p.m.

**II. Approval of Summarized Minutes from Previous Meeting: (February 6, 2014)**

**Motion for approval of the minutes was made by Provost Chaouki Abdallah, seconded by Regent Heidi Overton. Motion passed unanimously.**

**III. Reports/Comments:**

A. Provost's Administrative Report

*Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs*

Update on active Dean searches:

Dean of Libraries

Good pool of finalists. 2 have visited campus.

Anderson School of Management Dean

There are 3 finalists and in the last steps for hire.

College of Education

The search will close by the end of March. We are currently in the process of identifying the semi-finalists. They will be brought to campus.

College of Engineering

A change in the Dean has been made appointing Joe Cecchi as interim Dean until a search can be conducted.

Online Graduate Application

This process will help in making the application process more streamlined and attract more graduate students. This will go live mid-March.

#### Update on MOOCS

The first MOOC has been launched 8,500 registrants for the course adding 1,000 per day.

National committee assisting in the College of Education relaunch is on campus and will meet with President Frank. They will make their own recommendations after they listen to reports.

#### Issues regarding the budget

Discussion with the strategic budget leadership team will be held on budget development to include a 4 year guaranteed tuition and faculty/staff salary increases as well as putting more dollars into advising and the first year initiatives.

The action plan for the Foundations of Excellence was presented.

*A copy of this plan is available upon [request](#)*

#### **IV. Approval Items:**

- A. Approval of C969 – New Bookkeeping Certificate - Gallup

**Motion to approve was made by Provost Chaouki Abdallah, seconded by Faculty Staff President Richard Holder. Motion passed unanimously.**

- B. Approval of Form D - Professional Practice Doctoral Degree in Occupational Therapy (OTD)

**Motion to approve was made by Regent Heidi Overton, seconded by Staff Council President Gene Henley. Item to be sent to the HSC Board for presentation.**

- C. AIMS (Albuquerque Institute for Mathematics and Science)  
West Side Needs Assessment

**Motion to approve the needs assessment was made by Regent Heidi Overton, seconded by Staff Council President Gene Henley. Motion passed unanimously.**

**ASA&R supports in principle a partnership between AIMS and UNM West, including a one year transition starting fall 2014, in which AIMS is hosted at UNM West. The purpose of this support is to provide two months for AIMS and UNM to develop a plan to provide space for AIMS after one year, to fill in details of how this partnership would work, and to assure that AIMS will be welcome in Rio Rancho. AIMS and UNM West should present such planning to the ASA&R and F&F Committees, thence to Regents, in May 2014.**

D. Approval of Retiree Association Memorandum of Understanding

**Item to be sent to Regents directly with recommendation subject to reaction from President Frank.**

E. Approval of Parent Association Memorandum of Understanding

**Item to be sent to Regents directly with recommendation subject to reaction from President Frank.**

**V. Information Items:**

A. STEM Objectives and Outcomes

STEM Gateway and STEM UP are committed to improving graduation rates for STEM students at UNM, especially among the Hispanic and low-income populations, with STEM UP also strengthening the pathway from CNM to UNM STEM degree programs.

Performance measures and achievement outcomes are broken into the following categories: Student Enrollment (related to increased interest in STEM programs, improved pre-UNM preparation and successful transition from CNM to UNM), Student Success in STEM Courses (related to in-class support and out-of-class support) and Successful STEM Degree Pathways (related to transfer articulation agreements and roadmaps that support CNM students connection and transition to UNM, peer mentoring, student organizations and workshops).

Activities in each of these areas are also supported by strong STEM UP and STEM Gateway institutional research programs. This research allows us to assess the impact of our programs, and to provide crucial data to UNM regarding strengths and challenges in current STEM programs.

The STEM UP grant is a Title V grant funded for five years in the amount of \$3,473,005 by the Department of Education and authorized under Title III, Part F, Section 371 of the Higher Education Act of 1965 as amended, Hispanic Serving Institutions (HSI) STEM and Articulation Program Cooperative.

*Full report is available upon [request](#).*

B. Report on Assessment/Academic Progress

There is a history of assessment for *compliance* rather than *improvement* at UNM.

This culture is beginning to change, partly due to the national push for assessment associated with nearly any accreditation process. The links between assessment and improvement, and ultimately accreditation, need to be strengthened at UNM. (This requires coordination with faculty senate committees.)

The planned restructuring of the UNM APR process (based upon audit committee recommendations) will benefit us in this area.

A UNM team was sent to a HLC Assessment Workshop entitled *Making a Difference in Student Learning – Assessment as a Core Strategy*.

**Pre-workshop goals :**

Better first-hand understanding of HLC expectations for assessment of student learning.

A complete process map for learning assessment in academic programs to include redesigned paperwork, roles, timeline, and support.

Strategies to assist faculty to look at assessment from a program effectiveness/improvement perspective rather than compliance.

Clarify the reporting process department-to-college-to-Provost and feedback from Provost-to college.

Assessment plan developed as a result of workshop adopted by colleges.

Plan includes an Assessment Maturity Scale:

5. Program has a culture of continuous improvement of student learning. Assessment is routine and ongoing.
4. Program has analyzed data and made changes as appropriate to improve pedagogy, courses, curriculum, and/or assessment plan.
3. Program is collecting data.
2. Program has an approved assessment plan.
1. Program has no assessment plan or merely has SLOs.

Spring, 2014 –

First pass through the process.

Creation of a annual UNM State of Assessment report, including unit-by-unit assessment maturity (available end March).

Incorporation into deans evaluations.

- Support ROM process.
- Incorporate into unit goal setting for the following years.

*Full report is available upon [request](#)*

C. Innovation Academy

Innovate ABQ is a UNM economic revitalization/jobs creation initiative located in Downtown Albuquerque. Launched in 2013, it is supported by local businesses and governmental entities including the City of Albuquerque, Bernalillo County, the State of New Mexico and the New Mexico Educators Federal Credit Union. UNM is purchasing a seven-acre site at the corner of Central and Broadway to house Innovate ABQ. Described as an example of the ‘live, learn, work, play’ concept, this approach to urban planning supports mixed-used real estate projects and districts that can help revitalize communities by focusing on main streets and university districts.

*Full report is available upon [request](#)*

D. Academic Affairs Quality Metrics

Current Best Practices:

Higher education as an industry is in the early stages of developing sophisticated, valid and reliable assessments of student learning outcomes and program quality generally.

Challenge: Cannot directly quantify quality

We fall into the trap of counting what we can, rather than what truly matters

How to develop metrics for quality?

Track things from which quality can be inferred

Challenge:

Select thoughtfully to develop the smallest reasonable number of sound indicators that are most meaningful for the institution. Chaffee, *AGB Trusteeship*, Jan-Feb. 2014

Every metric must return investment on time allotted to devising and executing

Longitudinal data is essential so commitment must be long-term

How can we get the most value from the evidence to show outcomes for all sectors:

Faculty, Students and Programs

**Faculty Performance Indicators**

Performance outside UNM

Research, e.g., RFP to automate

Teaching

Service to the unit and to the university

Impact on students

*Full report is available upon [request](#)*

E. Tuition and Fees Committee Report

**Provost Charge to Tuition and Fee Policy Committee**

1. Evaluate structure of undergraduate, graduate and professional tuition models.
2. Describe and recommend policies and procedures pertaining to differential tuition.
3. Describe and recommend policies and procedures pertaining to course, program and curricular fees.
4. Review best practices for online fee formulation.
5. Incorporate current work on the student fee process and integrate with tuition evaluation.
6. Accommodate other relevant issues germane to tuition and fees as needed.

*Full report is available upon [request](#)*

F. Replacing Remedial English with Credit Courses – Stretch and Studio in First Year Composition

Stretch and Studio Model is designed to add more support to the curriculum to help students succeed.

The stretch model takes the 101 course and stretches it over 2 semesters. The studio model adds a 1 credit hour small group writing lab to the course.

*Full report is available upon [request](#)*

**VI. Public Comment**

None

**VII. Adjournment**

**Motion to adjourn meeting was made by Provost, Chaouki Abdallah, seconded by Regent Heidi Overton. Motion passed unanimously.**

**Meeting adjourned at 4:05 p.m.**



TAB B

Form C1353

New AAS Environmental Technology

Los Alamos Branch

**UNM-Los Alamos**  
Associate of Applied Science in Environmental Technology  
Executive Summary  
Dawn Venhaus, Department Chair of Science  
March 25, 2014

The Environmental Technology program goal is to provide an opportunity for students in Northern New Mexico to gain the education, certification, and experience to qualify for entry level technician jobs in a variety of environmental science specialties. The program would enable them to specialize in biological, geological, or chemical based environmental sampling and testing. This would be achieved through traditional coursework combined with hands on experience with industry standard techniques and equipment. Many of the jobs in this area require specialized training that proves a barrier to interested and otherwise qualified individuals. This program would provide a path for students to overcome these challenges and be successful in a lucrative and fulfilling career.

The Associate of Applied Science in Environmental Technology program fulfills the mission of both UNM and UNM-Los Alamos through its strong partnerships with regional employers, high quality instruction, and an emphasis on experiential learning through mentorships and internships. This program would allow students to gain direct experience working with experts in the field prior to seeking employment as technicians. The vision for this program is that it will remain responsive both to student goals and the changing job market.

This is a unique opportunity that fills a need which is indicated by the number of jobs available, the Bureau of Labor Statistics' projected 15-24% job growth in targeted fields, the regional employers willing to partner with UNM-LA, letters of support from LANL, House Joint Memorial 7, and the lack of programs that offer a certificate or AAS in environmental technology. Los Alamos National Laboratory, Bandelier National Monument, New Mexico Consortium, New Mexico Environmental Department, DOE Oversight Bureau, and Portage, Inc. are represented on the Advisory Board. In order to meet this need, we plan an aggressive recruitment campaign prior to the 2014/2015 academic year targeting traditional students, returning veterans who are interested in retraining, those seeking jobs who may be encountering obstacles to employment. This last group will be identified through contacts with the program partners and non-profits and state organizations that provide services to the unemployed. The following table represents the projected enrollment figures for the program:

<b>Year</b>	<b>Projected Enrollment</b>
1	Minimum 10 students
2	Minimum 20 students
Following years	Minimum 20 students

In order to make this program financially sustainable and provide the highest quality of coursework for students, we have drawn heavily on existing courses, created partnerships that would supplement UNM-LA's capabilities, and identified opportunities for students to gain experience in their field. Much of the lab coursework will be conducted in the field with professionals working in their jobs. Students will have the opportunity to observe and participate in these activities. This partnership will increase student

learning and drastically reduce the amount of new equipment needed. This strategy will enhance student's hands on experience, but will not replace the required internship. If equipment is needed in the classroom, the program coordinator and advisory board will reach out to regional partners for donation of equipment.

This program draws heavily on existing UNM-LA courses, and requires a minimum of 63 credit hours. The curriculum consists of courses designed to enhance each student's academic capabilities including writing and communication, mathematical reasoning, and scientific methods in the physical sciences. All the courses were carefully chosen with extensive input from the Advisory Board in order to give graduates the best background for careers as a technician. Eight new courses were created for the program, six of which are required for graduation. They include Environmental Policy, Field Methods I & II, HAZWOPR, Maps and Geospatial Laboratory, Fermentation and Bio-Production, Internship, and Topics. While the program is science and math based it includes courses in writing, philosophy, business technology, statistics, economics, and computer technology which provides the student with critical thinking, problem solving, and communication skills needed for a successful career. This coursework will meet the program goals of:

1. Students will be proficient in verbal and written communication skills
2. Students will have proficiency with industry standard equipment and techniques including GIS, ArcGis, HAZWOPR, water, soil and biological sampling, field methods, sample analysis, and chain of custody
3. Students will be familiar and able to comply with laws and policies that apply to their job
4. Students will have had at least a one semester internship directly related to their desired job
5. Students will understand the Biology, Chemistry, Geology, and Physics related to their job as an environmental technician

In order to maintain a high quality and relevant program, the advisory board and program coordinator will review the program on a yearly basis and making suggestions on changes that will meet regional needs. In addition, the program will be assessed on financial sustainability and educational effectiveness through analysis of imbedded course outcomes assessment, review of student performance in internships, student satisfaction, student job placement, and program costs.

New resources for this program are minimal and include: 3-5 additional TPT faculty for new classes, additional time commitment for program coordinator, supplies for labs which will be covered by lab fees comparable to existing fees, and oversight of partnerships with local employers providing internships, equipment, and mentoring for students in the program. Below is a table that outlines the new monetary needs of the program over the next three years.

	Year 1	Year 2	Year 3
Faculty	\$12,000	\$12,000	\$12,000
Student Outreach	\$1,000	\$1,000	\$1,000
Miscellaneous	\$750	\$750	\$750
Total Expenses	\$13,750	\$13,750	\$13,750

TAB C

Form D

Master's in Public Policy  
Departments of Economics  
Political Science and Sociology  
School of Public Administration

# MASTER'S IN PUBLIC POLICY AT UNM

**Departments of Economics, Political Science and Sociology,  
and the School of Public Administration**

## EXECUTIVE SUMMARY

Economic uncertainty, high poverty rates, low graduation rates and drought are among the challenges facing the state of New Mexico. The proposed Master's in Public Policy (MPP) program would train a new generation of analysts who can serve the state by identifying and championing data-driven policy options. The applied research, critical thinking, oral presentation and writing skills of MPP graduates will contribute to improved decision-making in local and state government agencies, in Native communities, and in the private and non-profit sectors.

1. Program Description: The MPP will be administered jointly by the School of Public Administration and the Departments of Economics, Political Science and Sociology, and will use existing courses in these departments to build an academically demanding and individually specialized curriculum to train professionals who can rigorously analyze policy, budget, and program questions. The curriculum will emphasize data analysis and interpretation, critical thinking, and oral and written communication. Students completing the MPP will have the skills to become professional policy analysts for government agencies, non-profit advocacy and research groups, and private firms. Representatives from these organizations will serve on an advisory board that will help align the program with community and employer needs.

2. Evidence of Need: At present, there is no degree program available within the state of New Mexico for students seeking graduate-level training in public policy. Both UNM and NMSU offer the Master in Public Administration (MPA) degree, but these differ in notable ways from the proposed MPP degree. The key difference between the two degrees is that the MPP is designed to train policy analysts for both the public and private sectors, while the MPA's major goal is to train public and nonprofit managers.

Potential employers in State and Local governments have identified a strong need for professionals who can rigorously analyze policy, budget, and program questions. Desired skills include critical thinking, data analysis and interpretation, and oral and written communication. Officials in State agencies are keenly interested in developing a pipeline of well-trained students from this program to support the work of state government. Letters of support accompany this proposal.

Although "Policy Analyst" does not appear as an occupation category in the NM Workforce Solutions database, some of our targeted jobs might be categorized as "Budget Analyst" and "Management Analyst." New Mexico's Department of Workforce Solutions projects that growth in Analyst positions will exceed average job growth, and that employers will need to fill 570 new Analyst positions in the next ten years. (See table in Appendix I.) Taken together with the interest of government officials, and the small size of the program, we foresee robust demand for MPP graduates.

3. Program Content: The MPP will be a 2-year, 48-credit program in which students acquire the methodological and statistical skills and the substantive knowledge necessary to enter the workforce as qualified policy analysts. Students will pursue a core curriculum that includes advanced training in applied econometrics, economic analysis of public policy, public policy and the political process, organizational behavior, policy and diversity, public management and ethics, and financial management. Students will also develop expertise in a substantive policy area such as Social Welfare, Economic Development, Health, Education, the Environment, Security, Criminology and Native American communities. A required internship that forms the basis for a comprehensive policy report will give students practical policy analysis experience. An ongoing public policy seminar will develop leadership, writing, presentation and other professional skills by, in part, hosting policy analysts from across the state as guest presenters.

4. Evaluation and Assessment: A successful MPP program will produce students who can: (1) evaluate research literature pertaining to policies and programs, (2) analyze data with appropriate statistical methods and commonly used statistical software, (3) produce well-argued and technically rigorous policy reports that provide politically feasible and institutionally sensitive recommendations, and (4) effectively communicate the content of these reports to general and diverse audiences verbally and in writing. The comprehensive policy report will serve as the basis for evaluation of these learning outcomes.

After four years of operation, the program would be eligible for accreditation by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

5. Required Resources: The program will rely primarily on existing courses. Two new courses will provide the a the policy seminar and internship. A part-time faculty director will teach these courses and coordinate the program with the assistance of a .5FTE program coordinator and a .25 FTE graduate assistant. The program will also require resources to develop a website, recruit students and send a representative to the annual NASPAA meeting.

6. Projected Enrollment: The program will enroll (and graduate) about 10 students each year. At any given time, there will be about 20 students enrolled.

7. Costs: Total costs are about \$55,000 annually. The Dean of Arts and Sciences and the Director of the School of Public Administration have agreed to cover the estimated \$10,000 annual cost for the MPP Director's course releases. The Provost's Office has committed the remaining \$45,000. See documentation in the Budget tab of this proposal.

At full enrollment, revenues from tuition will be in the \$135,000 to \$247,000 range, depending on the number of students paying out-of-state tuition. Revenues will therefore more than cover costs, and the program could conceivably offer more programming and student support under a revenue-sharing arrangement.

TAB D

College of Education Update

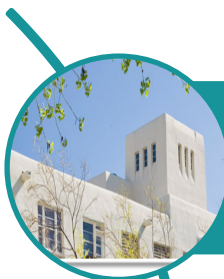
# Office of the Provost

## EL FUTURO ES NUESTRO Imagining the Future of the University of New Mexico College of Education





## Goals of the project:



Advance the profile of the UNM College of Education to national stature



Focus on teacher and leadership preparation that meets the unique needs of New Mexicans



Renew commitment to graduate-level education that contributes to the field

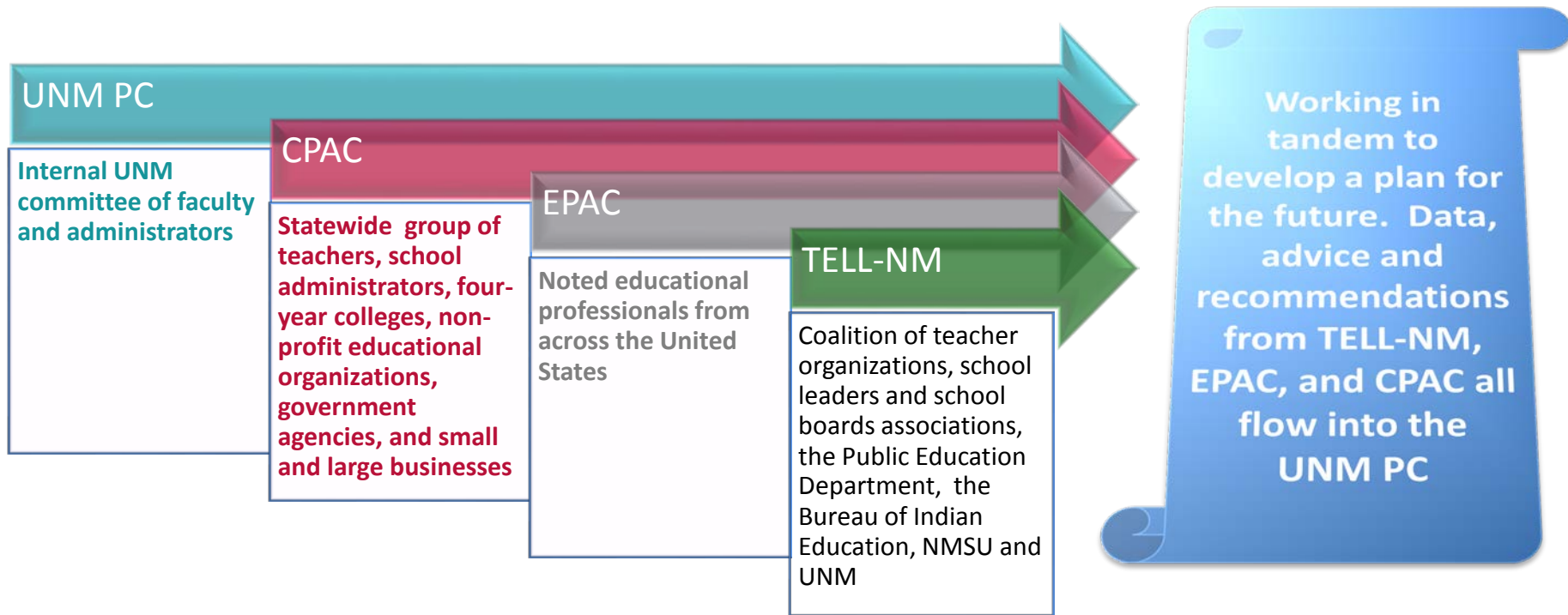
# Office of the Provost



## HOW?

- Based on the best research-based knowledge from a variety of disciplines, plus survey of New Mexico teachers & school leaders in public & tribal schools
- Incorporating the knowledge and expertise of a broad range of professionals from across the country, across New Mexico, and from within the UNM Colleges of Education and Arts & Sciences to develop a plan for the future.

# Office of the Provost



TAB E

College of Education Research Presentation

Pecha Kucha

TAB F

Innovate ABQ



# What is an Innovation District?

- A innovation district creates a mutually supportive relationship between a scientific institution and a concentration of technology businesses.
- The most successful districts are first and foremost centers of innovative science.
- However, innovation is not only a product of the lab.
- Innovation is driven by people and the ability of people to share and develop ideas together.
- An innovation district brings the pieces together.

# UNM Start-ups are spread throughout Albuquerque



**Comet Solutions** (2155 Louisiana Blvd NE – 2,500 sqft)  
**Intellicyt** (9620 San Mateo Blvd NE – 8,000 sqft)  
**NanoMR** (5741 Midway Park Blvd – 19,000 sqft)  
**Eta Diagnostics** (near Menaul and Carlisle– 13,000 sqft)  
**K&A Wireless** (2617 Juan Tabo Blvd NE)  
**Pucara Engineering and Logistics, LLC** (Tijeras, NM)  
**Exagen Diagnostics** (800 Bradbury Drive SE Suite 108)

## Technology Ventures Corporation (TVC)

**Dynamic Photonics, Ecopesticides International** (1155 University Blvd. SE  
Shared-office – 225 sqft)



## Incubator Space

**BioScience Center (5901 Indian School Rd NE)**  
19,500 sqft building; 2500 sqft lab space

- **Biophagy**
- **Oligocide** (1000 sqft lab and office)
- **Avisa Pharma, Inc.**
- **Azano Health**
- **AgilVax**
- **InLight Solutions, Inc.**
- **Respira**

**UNM STP & Cecchi Venture Lab (University & Bradbury)**

- **SKINfrared** (2000 sqft)
- **Lumidigm**
- **Tyrosine Pharmaceuticals**

**Verge Building (317 Commercial St. NE)**

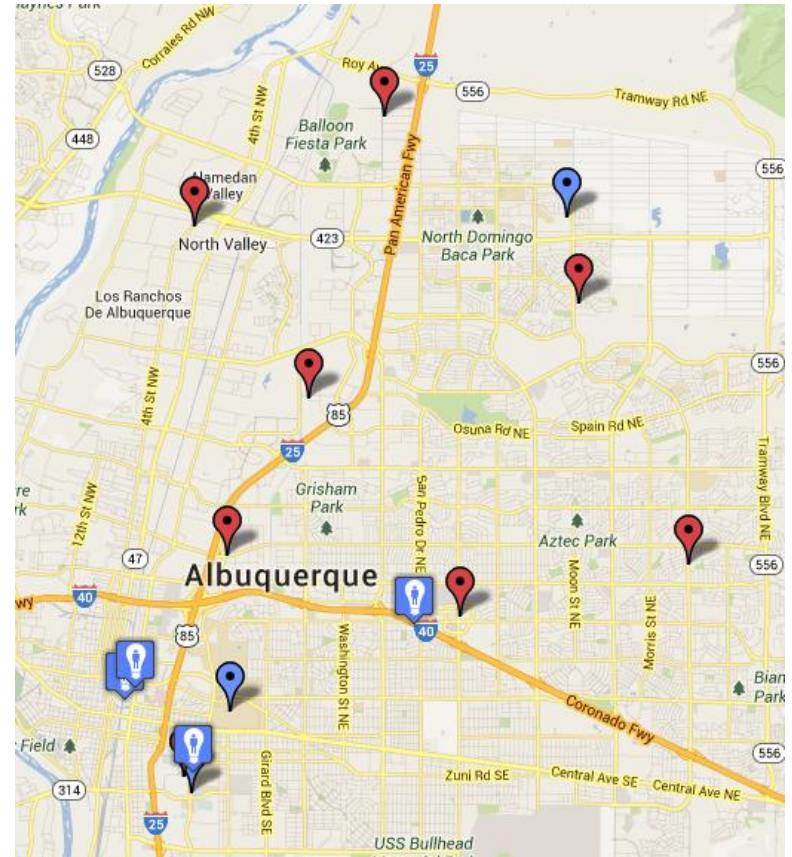
- **TruTouch**
- **Pajarito Powder** (200 sqft office; 2000 sqft manufacturing)

**WESST Enterprise Center (609 Broadway Blvd. NE)**



## No designated office space

- **Accelera Diagnostics**
- **PanMuse**
- **Quatros**
- **Transmix Safe Lock, Inc.** (36 sqft desk space)
- **ThermoDynamics Films, LLC** (100 sqft of kitchen)
- **Batterade, LLC**
- **Wedge Health Communications**
- **Alpine Biosciences**
- **Nanocrystal LLC**



Of the 41 active start-up companies based on UNM Technology that STC has helped to spin-off, 28 of them are located throughout the Albuquerque area, with no geographic proximity. We have no synergy of place.



# Innovate ABQ is...

## **A Highly-Connected Community Where People Live, Work, Play**

- Leveraging the research power of the University of New Mexico and the workforce development engine of Central New Mexico Community College
- Engaging the City of Albuquerque, the County of Bernalillo, and the State of New Mexico
- Connecting with the Albuquerque's Entrepreneurial and Established Business Community

**To create new companies, grow existing ones and attract more out-of-state business and individuals who will expand our ecosystem.**

# Innovate ABQ

## Possible Elements

- Incubator/Co-working/Acceleration Space
- Living community for Students (Innovation Academy program)
- Learning Space
- Office Space
- Apartments
- Lab space
- Restaurants, coffee shops
- Retail

# Innovate ABQ

## Programming (with community partners)

- Events
- Prototyping facility
- Student business incubation programs
- Social entrepreneurship programs
- Entrepreneurial training

# Innovate ABQ

## Innovation Academy Concept

- Innovation Academy may include courses in entrepreneurship, making ethical decisions and fostering innovation through leadership.
- Deliberate mission to foster interdisciplinary exchange and collaboration
- Co-curricular experiences – speaker series, internships with start-up companies, living learning community, service learning, networking with entrepreneurs
- Focus on helping students develop businesses of their own

# Innovate ABQ

## Innovation Academy Concept

- **Members of planning committee:** Carol Parker, Virginia Scharff, Doug Brown, Vi Florez, Geraldine Forbes, Kymberly Pinder, David Herring, Sanjay Krishna, Kate Krause, Dante Di Gregorio, Kevin Malloy, Stacy Sacco, Joe Cecchi, Mike Dougher, Graham Timmins, Eric Prossnitz, Nancy Ridenour
- In early stages of developing the Innovation Academy concept. This may be an innovation minor or something similar for students of all disciplines. The group will be developing budgets necessary for associated fund-raising efforts.
- Innovation Academy will be part of Innovate ABQ through a living learning environment in the entrepreneurial community at Innovate.

# Innovate ABQ Student Entrepreneurial Engagement Options



Attend entrepreneur events



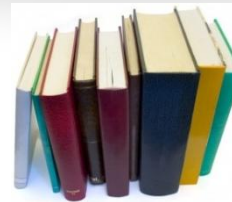
Start a company in Incubator



Co-working spaces at incubator



Random collisions



Innovation Minor at UNM  
Innovation Academy



Internships at NewCos leading to jobs



Meet Corporate tenants in incubator/separate office space (internships, jobs, opportunities)



Living/Learning in Entrepreneur Dorm

# Site

## Innovate ABQ (Central – Broadway)

- +/- 7 acre site along historic Route 66
- Existing buildings on former Baptist Church site could be reused in near and/or long term phasing of project
- Leverage existing neighborhood amenities
- Proximity to a large supply of small parcels and buildings that can be adapted incrementally to support Innovate ABQ
- Adjacent to Rail Station and Rail Yards
- Proximity to WESST, Tricore and Verge Incubator
- Metropolitan Redevelopment Area, Tax incentives, TIDD
- Zoning: SU-3 Special Center Zone

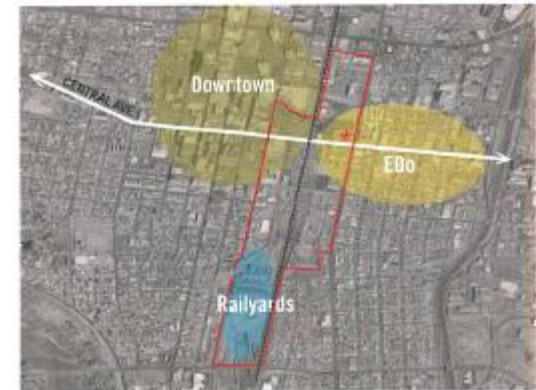
# Innovate ABQ Site Images





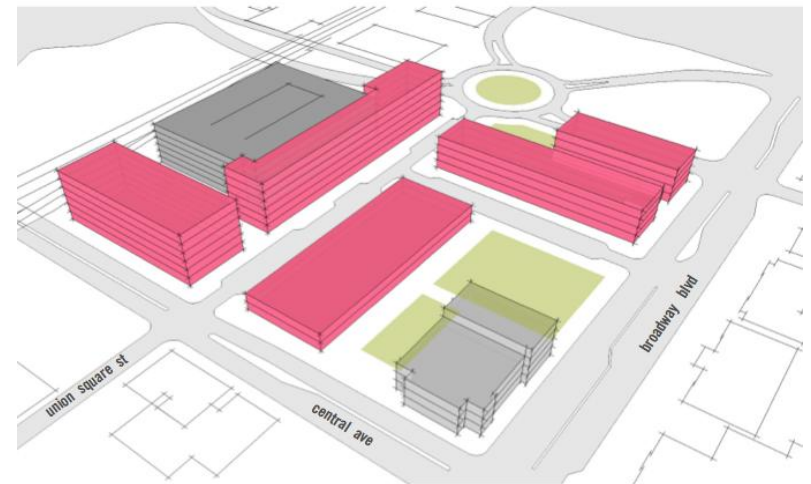
# Innovate ABQ Site Context

## QUARTER-MILE RADIUS AMENITIES



- |  |   |  |  |
|--|---|--|--|
| <p><b>RESIDENTIAL</b></p> <ul style="list-style-type: none"> <li>1 AHS Lofts</li> <li>2 BelVedere</li> <li>3 Gold Lofts</li> <li>4 Silver Gardens</li> <li>6 Banque Lofts</li> </ul> | <p><b>RESTAURANTS &amp; CAFES</b></p> <ul style="list-style-type: none"> <li>8 Standard Diner</li> <li>7 A&amp;B's Lunch Box</li> <li>10 Artichoke Cafe</li> <li>9 Farina</li> <li>10 Grove</li> <li>11 Holy Cow</li> <li>12 Gravy</li> </ul> | <p><b>OFFICE</b></p> <ul style="list-style-type: none"> <li>13 WESST</li> <li>14 Verge</li> <li>15 Singer Building</li> <li>16 Union Square</li> </ul> | <p><b>ENTERTAINMENT</b></p> <ul style="list-style-type: none"> <li>17 Apothecary Lounge</li> <li>18 Hartford Square</li> <li>19 Century Theaters</li> <li>20 Sunshine Theater</li> </ul> <p><b>CIVIC</b></p> <ul style="list-style-type: none"> <li>1 Alvarado Transit Center</li> <li>2 Convention Center</li> <li>3 Special Collections Library</li> </ul> |
|--|---|--|--|

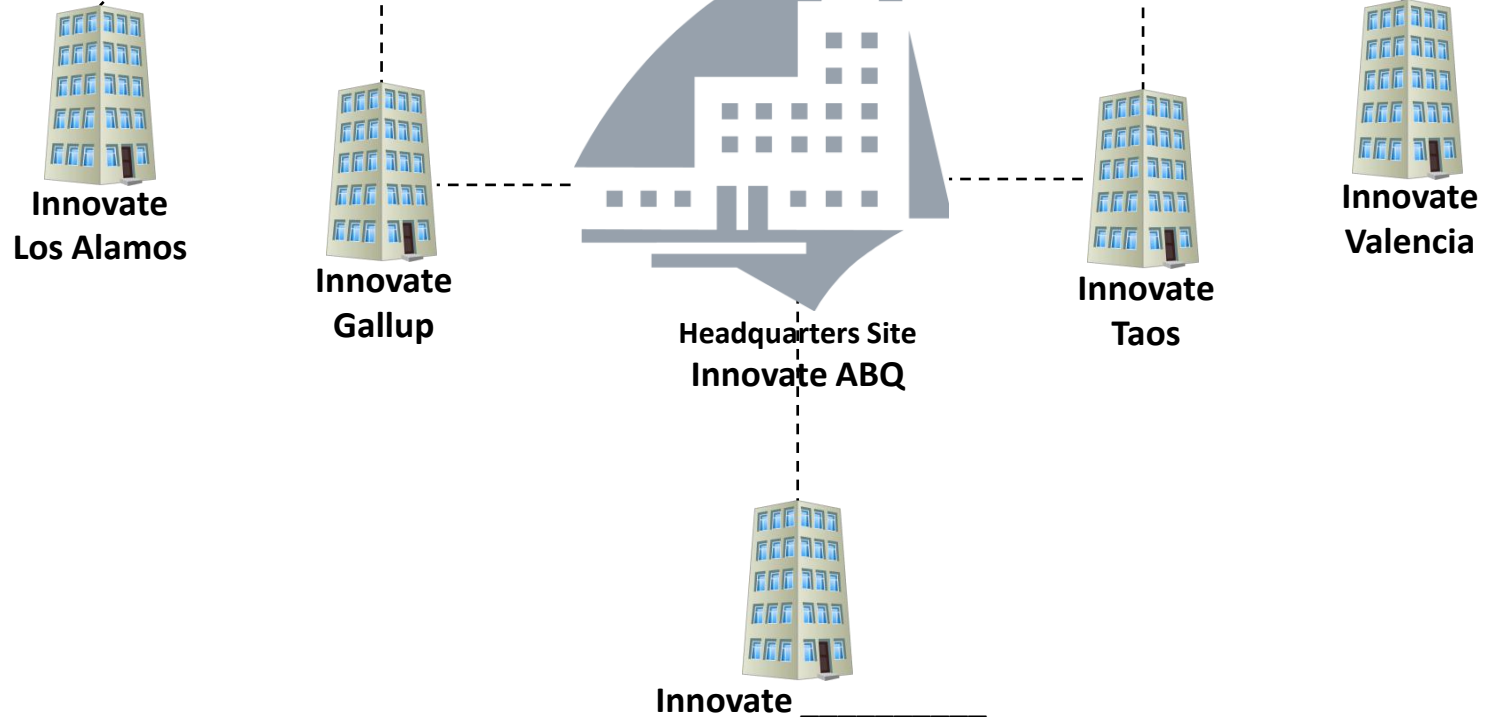
# Innovate ABQ Site Drawings



	Type	Height	Square Feet	Employees
<b>Phase I</b>				
Building 1a	Innovation	Two	50,000	182
Building 1b	Residential	Four	64,800	162
Building 1c	Residential	Four	38,400	96
<b>Phase II</b>				
Building 2a	Office	Six	99,000	360
Building 2b	Residential	Six	102,000	255
Building 2c	Parking	Six	688 Spaces	0

# Statewide Vision

## Innovate New Mexico



Connected by a statewide network sharing affiliated programming and resources.



## Funding partners

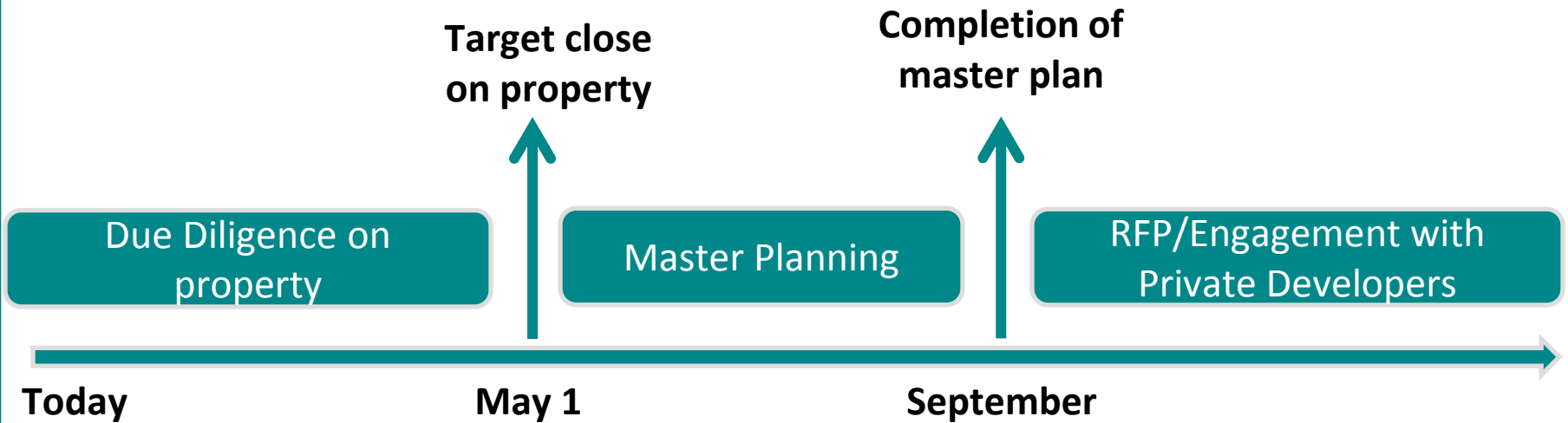
- In November 2013, the City of Albuquerque's \$2 million funding for Innovate ABQ was approved by the voters.
- In November, the New Mexico Educators Federal Credit Union pledged \$3 million to the project.
- In November, the EDA grant to STC was approved for Innovate ABQ for \$1.5 million.
- In December , the UNM Regents voted to move forward with the purchase of the Central/Broadway site and approved \$7.3 million in funding which includes funds for closing costs and master planning.
- In February, Bernalillo County Commission approved \$1 million in funding for Innovate ABQ, with clawback provisions and other conditions.

# Innovate ABQ Moving Forward

## Master Planning

- Perkins & Will, Dekker Perich Sabatini along with Roger Schlunz from UNM will develop a Master Plan for the site. Constituents including neighborhood associations will be involved in planning. Anticipate start date is close of property and complete within 3-4 months.
- Perkins & Will visited on Feb. 27-28 for pre-master planning (historical, environmental, governance).
- Perkins & Will planning second visit for late April/early May.

# Timeline for Development



# TAB G

## UNM2020 Update of Academic Affairs Goals

TAB H

KUNM Annual Report



KUNM Radio Board Annual Report to the Board of Regents  
January 2013 - December 2013

The KUNM Radio Board was established by the UNM Board of Regents to make recommendations to station management on programming issues and other important station policies and practices. The KUNM Radio Board, referred to in this report as the Board, provides a vital forum where KUNM staff and volunteers as well as members of the KUNM listening community are free to voice their views and concerns at monthly meetings. It is the Board's duty, along with hearing volunteer grievances, to review the issues brought before it and to act accordingly to ensure that KUNM is operated according to the Board of Regents Policy on KUNM.

The Board operates under bylaws approved by the Board of Regents. The bylaws require that the Board prepare an annual report for the Board of Regents that covers all actions taken, concerns raised, and recommendations made. This January 2013 – December 2013 report is supported by the Board's meeting minutes, which are posted on the radio station's web page.

### **KUNM Displacement**

#### Issues

- § The Board continues to be concerned about the status of the scheduled demolition of Oñate Hall, KUNM's current location, under Phase III of the University's plans for new resident housing. Careful planning must be done in the event of a KUNM displacement to avoid any loss of service to our listeners. If the demolition plans are still underway, an action plan should be created as soon as possible to identify a new location and to prepare for a smooth transition from Oñate Hall to the station's new facility.

#### Actions Taken

- § Discussions among Board members, volunteers, and KUNM staff are ongoing regarding this important matter.

#### Recommendations

- § The Board will request an update from the Board of Regents regarding the displacement issue and ask that a contingency plan be developed in collaboration between the University and KUNM to assist with the transition to a new location.
- § The Board will be proactive and exercise whatever powers it may have to ensure that there is a smooth transition, if and when KUNM moves to a new base of operation.

### **KUNM Strategic Plan**

#### Issues and Actions taken

- § The Strategic Plan for 2011-2015 is in its fourth year. The board continues to work with the station staff, volunteers, and Board members to assume its role in the plan's implementation.

#### Recommendations

- § The Board will work on its assignments and continue to make periodic inquiries with station staff regarding the implementation of the plan.

### **Role of the Radio Board**

#### Issues

- § The Board wanted to clarify to new and existing members its role as an advisory board and compare it to the roles of other boards that have a governing mandate. Several Board members discussed how the Board could be more effective in its advisory capacity while still remaining within its mandated boundaries.

#### Actions Taken

- § A two-hour training session on the roles and impacts of advisory boards was conducted in

August of 2013 by Tina Ludutsky-Taylor, a community member with experience in Board development and governance. Rebecca Phillips, a Board member, organized the training and helped facilitate it. After the training, the Board established new committees and started the development of an annual work plan calendar. Committees formed were Membership, Programming, Governance & Grievance, and Fundraising.

#### Recommendations

- § It was recommended and implemented that the Board should alternate its monthly meetings between regular business meetings and ones that include work sessions for the different committees. It was also recommended and implemented that the Board meet at Oñate Hall to accommodate committee work sessions in separate rooms. This venue change will also give the Board more opportunities to interact with KUNM staff and volunteers.

### **Board Membership**

#### Issues

- § New members join the Board at different times of the year. This ensures good overlap between new and exiting members but also leads to a lot of time being spent in meetings introducing and updating new members instead of focusing on the issues at hand. The Board is currently working on an election/appointment schedule that would have half of the Board members elected/appointed in September and seated in October and the other half elected/appointed in March and seated in April.
- § The Board should diversify its membership to more closely represent the demographics of the community. The board should also reach out to the KUNM Board constituent groups to ensure that vacancies are filled as soon as possible.

#### Actions taken

- § The Membership Committee has started reaching out to the different Board constituent groups to inquire about changing election/appointment and to fill vacancies as needed.
- § A new informational document was finalized that will assist with Board member recruitment.

#### Recommendations

- § The Board will take a more active role in encouraging the constituent groups to recruit/select a more diverse Board and to request that vacancies are filled as needed.

### **Programming**

#### Issues

- § The Board has not undertaken a KUNM program review in the past few years as mandated by its bylaws.

#### Actions taken

- § The Programming Committee has devised a work plan for the development of a yearlong program review that will start in 2014.

#### Recommendations

- § The Board will strive to improve its impact on KUNM and its listening community through its more focused and engaged Programming Committee work.

### **Fundraising**

#### Issues

- § The Board needs to take a more active role in assisting KUNM's fundraising goals.

#### Actions taken

- § The Fundraising Committee has met with the KUNM Development team to determine how the Board can assist with pledge drives, auctions, and general fundraising.

#### Recommendations

- § The Board will continue to work with KUNM management and its development team to assist

the station as needed to help diversify and increase KUNM's funding sources.

### **Board Governance**

#### Issues

- § The Governance and Grievance Committee started looking at the Board's bylaws to see if edits were necessary. They noticed that simple editing and formatting changes, and also substantive changes, needed to be made.

#### Actions taken

- § The Governance and Grievance Committee compiled suggested bylaw edits and brought them up for discussion at the December 2013 general Board meeting. One of the sections under review is the programming section. Discussions have been focused on ways to streamline the process whereby station management consults with the Board on programming changes.

#### Recommendations

- § The Board will continue to work on suggested changes to the bylaws and will make final recommendations to the Board of Regents for approval later in 2014.

### **Grievances**

#### Issues

- § One of the Board's duties is to hear and decide on volunteers' grievances. No grievances were presented to the Board in 2013.

#### Action Taken and Recommendations

- § New Board members must receive grievance training, as required by the KUNM Radio Board bylaws. John Walker, an attorney and former Board member, conducted a grievance training in September of 2013. The next one is tentatively scheduled for October of 2014.

### **Current Board Membership**

#### Current Board roster

- § Election of four community representatives took place in March of 2013. Willis Duff, Dixie Cole, Marc Robert, and John Brown currently hold the four seats. The two alternates, Bob Davis and Brian Neal, have been attending and participating in committee meetings. Having willing and engaged alternates participate in Board activities has been a bonus to the Board.
- § Undergraduate Students: Pauly Denetclaw, one vacancy
- § Graduate/ Professional Student: Benjamin Jones
- § Faculty Members: David Weiss, one vacancy
- § University Staff Member: Elmo Riggs
- § Elected Community Members: Willis Duff (Secretary), Dixie Cole, Marc Robert, and John R. Brown. Alternates: Bob Davis and Brian Neale.
- § Provost Appointed at Large Members: Armelle Casau (Vice Chair), Rebecca Phillips, one vacancy
- § Elected KUNM Volunteer Representative: Henry Gonzales (Chair)

This report was prepared by the KUNM Radio Board and was reviewed and recommended for approval by KUNM Management on January 13, 2014. It was reviewed and approved by motion of the KUNM Radio Board on January 14, 2014. It was forwarded to UNM's Deputy Provost for the Board of Regents' information on February 7, 2014.