



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

**MEETING AGENDA**

**September 1, 2016  
1:00 PM  
Roberts Room  
Scholes Hall**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING  
September 1, 2016 – 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. Chaouki Abdallah, Provost & EVP for Academic Affairs*
  - Member Comments
  - Advisor Comments
- IV. Action Items:**
  - A. Summer Degree Candidates** **TAB B**  
*Pamela Pyle, Faculty Senate President*
  - B. Removal of Programs** **TAB C**  
*Greg Heileman, Associate Provost for Curriculum*
- V. Faculty Presenter:** **TAB D**  
*Luis Campos, Associate Professor, History*
- VI. Information Items:**
  - C. Enrollment Update** **TAB E**  
*Terry Babbitt, Vice President for Enrollment Management*
  - D. Branch Campus Update** **TAB F**  
*Jeronimo Dominquez, Branch Campus Liaison*
  - E. LoboRespect and Advocacy Center Update** **TAB G**  
*Nasha Torrez, Dean of Students*
- VII. Public Comment**
- VIII. Adjournment**

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

August 4, 2016 – 1:00 p.m.  
Roberts Room, Scholes Hall

**Meeting Summary**  
(All “TABS” correlate to the August ASAR E-Book)

**Committee members present:** Regent Bradley Hosmer, Regent Susan Quillen, Regent Ryan Berryman, Provost & Executive Vice President for Academic Affairs Chaouki Abdallah, Faculty Senate President Pamela Pyle

**Regents’ Advisors present:** ASUNM President Kyle Beiderwolf, GPSA President Glenda Lewis

**I. Call to Order 1:06 p.m.**

**II. Approval of Summarized Minutes from Previous Meeting: TAB A**  
**Motion: Regent Berryman**  
**Second: Provost Abdallah**  
**Motion Passed**

**III. Reports/Comments:**

- The item from the June agenda in regards to the residential living was brought up and the discussion around the item was that the residential living requirement was going to be tabled

Provost’s Administrative Report

*i. Chaouki Abdallah, Provost & EVP for Academic Affairs*

- There will be dean searches for both the School of Engineering & the Honors College as well as a search for the Taos Branch campus CEO
- The money that the regents allocated for compensation and equity adjustments is in the final stages of review for disbursement
- The masters of museum studies program was approved by the state board of finance
- UNM was award two prestigious security awards, they are the James S. Cogswell Outstanding Industrial Security Achievement and the Defense Security Service Award
- Chemical and Biological Engineering was awarded a 2 million dollar NSF grant
- State budgets are getting tighter as the university is feeling the negative impacts of the 2008-2008 budget cuts
- There was discussion about cuts at the university and it was indicated that all units had taken reductions

Member Comments - **None**

Advisor Comments – **None**

**IV. Action Items:**

**A. KMP Security Managerial Group Resolution TAB B**  
*Deborah Kuidis, Manager Industrial security*  
**Motion: Provost Abdallah**  
**Second: Faculty Senate President Pamela Pyle**  
**Motion Passed**

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

August 4, 2016 – 1:00 p.m.  
Roberts Room, Scholes Hall

**V. Information Items:**

- A. Extended Learning Update on On-Line Courses** **TAB C**  
*Monica Obando, Vice Provost for Extended Learning*
- Presentation available upon request
  - Breakdown of the current programs online, both full degrees and minor
  - Overview of the growth
  - Covered an explanation of the online program model
  - Overview of future and potential program
  - Discussion around quality of programs
- B. Curricular Efficiencies** **TAB D**  
*Greg Heileman, Associate Provost for Curriculum*
- Presentation available upon request
  - Breakdown of credit hour production
  - Explanation of methodology for reducing course hour requirement to 120 hours
  - Explanation of savings passed on to students
  - Overview of degree mapping process
  - Discussion around how this will
- C. Strategic Plan Update** **TAB E**  
*Kevin Stevenson, Strategic Planner*
- Presentation available upon request
  - Overview of UNM 2020 Goals
  - Breakdown of progress and success in accomplishing UNM 2020 goals
  - Discussions and feedback around how to improve plan to be more in line with a traditional strategic plan
- D. Campus Conversations/Climate Update** **TAB F**  
*Virginia Scharff, Associate Provost for Faculty Development*
- Presentation available upon request
  - Time line of all events starting in May of 2016
  - Topics include UNM Seal, Native American Initiatives, Black Lives Matter and striving for Inclusive Excellence
  - Speaker Gil Garcetti will be speaking on campus Thursday September 15<sup>th</sup>

**VI. Public Comment**

Jim Wagner spoke about continued service has a volunteer writing tutor

- His comments are attached

- VII. Adjournment 4:02 p.m.**  
**Motion: Provost Abdallah**  
**Second: Regent Quillen**  
**Motion Passed**

8/4/16

Hi.

I am parachuting into your life today to object to a decision that I believe diminishes the quality of education offered here, especially to your international students. I hope my thoughts are memorable—not in a Donald Trump-like way.

One person in this room knows who I am and the role I have played for the past several years on your campus. That would be your provost.....

Who am I?

Jim Wagner. 67. Grandfather. In the late 1990s, I was the city editor of The Albuquerque Tribune. In 2007, resigned as the editor of The Destin Log in northwest Florida. I retired on my 62<sup>nd</sup> birthday..... I have a Harley and a Ducati in the garage. My Jeep is parked out front. I caught one rainbow trout and three brown trout on the Rio Grande near Creede Colorado a week ago.

Why am I here?

On your campus, I serve in the trenches. I volunteer. Writing excellence is the goal. I coach. I tutor. I encourage. I educate. I am unsung, reliable, and my service has been valued, I am told.

I make sure the student places the commas and semicolons in the right places. The students bring to me their dissertations, their theses, their CVs, their class assignments due this afternoon or tomorrow. (By the way, an eagle-eye editor could repair errors in punctuation and inconsistencies in style in the online bios of every member of the Board of Regents.)

Almost five years ago, on Nov. 11, 2011, I first met with a student from Brazil, SMBV. She sought a second set of eyes for her writing. Perfection is what she desired, with punctuation, clarity, noun/verb agreement, etc. I continue to meet with Simoni. She is nearing the end of her dissertation journey.

In February 2013, I began working with Carmela Marie Roybal. I continue to do so. Carmela is a Native American-Hispanic. She is the epitome of class and determination.

In July 2013, I began working with an associate professor here at UNM. She is from an Asian nation. She continues to send to me some of the assignments she hands out to her students.

In April 2013, I began working with Mihye Han, South Korea. That relationship continued until about a year ago when she earned her dissertation, returned to South Korea, married, had a baby. She invited me to her wedding there. I could not attend.

Between that first session with Simoni and today, a window of some 58 months, there have been 284 meetings between me and your students. The vast majority of those meetings took place at the Graduate Resource Center in Mesa Vista Hall. Others took place in a basement room at Zimmerman, at the Frontier, at Flying Star, or at the Satellite coffee house on University.

In early 2013, I wondered if I could find a decision maker on campus who would trust me and set aside space for me to work with students. Weekly. As a volunteer. After visiting several offices on campus as I sought that person—and being turned away by too many gatekeepers, who are quite good at their jobs—it was suggested I find Lawrence Roybal at the GRC. My recollection of that meeting was that it consumed maybe 30 seconds: I described the role I desired. And he replied: “When can you start?”

I have made myself available at the GRC virtually every week for some 3 ½ years. During that period, two other volunteers, Judy Duane and Allice Haddix, also made themselves available, once a week, at the GRC, to help students with their writing.

Here, I have 10 notes, from students. All were mailed to me. All were hand written:

“Thank you very much.” – Woman from Japan.

“I am so grateful for your expertise. Thank you for sharing your talent with me.” – Hispanic woman.

“Here’s a small gift for you from my little vacation Rocky Point, Sonora, Mexico. I couldn’t resist getting this small gift for you as a token of appreciation for all your hard work and help.” – Woman from Mexico.

“Thank you very much for your editing.” – Woman from Japan.

“Thank you for sharing your strengths and talents with me in my work of a dissertation.” – Hispanic woman.

“Thank you very much for your editing. I wish you a very merry Christmas and a happy new year.” – Woman from Japan.

“I feel blessed to have crossed your path because it’s very hard to find kind and generous people like you. Thank you for your continuous help and support.” – Woman from Mexico.

“Receiving your professional help helps my confidence when I turn in my work.” – Woman from Mexico.

“Very much appreciate the work you did on my behalf. I look forward to working with you more in the future.” – Hispanic man born in America who considers himself an international student because he was educated in schools overseas while his father worked as a spy for the CIA.

It became my habit, every Monday at about 3 p.m., to phone the GRC. Alix or Karina would answer. “Did anyone sign up for tomorrow?” I would ask.

On Tuesday morning of last week, July 26, at 8:21, I received an email from an Anne Compton, an associate director at CAPS. Changes are being made, she wrote. I quote her: “Starting this fall, the GRC will not be able to book student appointments for you or reserve space in the Graduate Resource Center. There are a number of common spaces on campus like the libraries and the SUB, where I’m sure graduate students would be happy to meet.”

I do not know Anne. I had never met her or corresponded with her, to the best of my knowledge.

That same morning, at 8:56, I replied.

In part, I wrote: "I am perfectly willing to relocate.... That said, I wonder if some other entity on campus will be a source that a student may contact via telephone to arrange a writing session with me. It has been through the GRC and its 277-1407 number that many of the students I have worked with have been directed to me...."

The next morning, at 7:55, she replied, in toto: "We will be happy to refer students to the editing services and list you on our website. If most of your work is with international students, you may consider contacting the Global Education Office. The UNM libraries also may be a good option for you."

I replied. In part: "I would like that. Do students typically contact or visit CAPS for the sort of writing and editing assistance that I provided at the GRC? ... As I am sure you can tell by what I have shared with you over the past few days that I truly enjoy providing writing assistance to students, at UNM and at universities and colleges around world, and want to continue. This is one of the ways I am 'giving back' to the community in my retirement years. And I hope that the changes that you and others are orchestrating at UNM will result in stronger programs for your students."

My phone number and email address and name are among 17 that appeared, as of 11 a.m. today, on a list that can be found via a link to a link to a link of "off-campus" editing services. No student has contacted me since Anne Compton's memo some nine days ago.

Today, I fear that the quest of writing excellence that your students seek and deserve and that Judy and Alice and I have offered on campus at the GRC is not being replaced. This service is especially essential for your international students, who, according to articles I read in the Journal, are a coveted group on this campus.

I will restate my belief that the decision that has been made to eliminate volunteers like me from the GRC diminishes what this university offers. It is a decision that can be examined – and reversed.

I want to continue serving. On my headstone, in some cemetery someday somewhere, I want these words inscribed: He tried to make a difference.

Thank you.



August 24, 2016

TO: Board of Regents Academic Student Affairs and Research Committee  
FROM: Selena Salazar, Office of the University Secretary  
SUBJECT: Summer 2016 Degree Candidates

The Faculty Senate approved the Summer 2016 Degree Candidates at the August 23, 2016 Faculty Senate meeting.

Included is the list of the Summer 2016 Degree Candidates. Please do not publish the candidates that are on the privacy flag list.

**Degree Candidate Summary\***

Degree Candidate Summary*	
Doctoral and MFA Degree	102
Master's Degree	237
Bachelor's Degree	348
Associate's Degree	46
Total	733

\*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



# Summary of Degrees: Summer 2016

<i>College/School/Program</i>	<i># of degrees</i>
<b>Anderson School of Management</b>	<b>52</b>
BBA Business Administration	32
MACCT Accounting	8
MBA Business Administration	12
<b>College of Arts and Sciences</b>	<b>124</b>
BA American Studies	1
BA Anthropology	4
BA Biology	1
BA Chemistry	2
BA Communication	11
BA Criminology	9
BA Earth & Planetary Sciences	2
BA Economics	3
BA English	6
BA English Studies	2
BA History	3
BA International Studies	1
BA Journalism & Mass Communication	7
BA Linguistics	2
BA Political Science	3
BA Psychology	36
BA Sociology	1
BA Spanish	3
BA Speech & Hearing Sciences	2
BS Anthropology	1
BS Biochemistry	2
BS Biology	11
BS Earth & Planetary Sciences	3
BS Environmental Science	2
BS Psychology	6
<b>College of Education</b>	<b>25</b>
BAED Secondary Education	2
BS Exercise Science	1
BS Family Studies	4
BS Health Education	2
BS Human Development & Family Relations	1
BS Nutrition & Dietetics	2
BSED Elementary Education	6
BSED Health Education	2
BSED Secondary Education	1
BSED Special Education	4
<b>College of Fine Arts</b>	<b>10</b>
BA Art Studio	3
BA Media Arts	2
BA Music	1
BFA Art Studio	2
BFA Interdisciplinary Film & Digital Media	1
BM Music	1

<b>College of Nursing</b>	<b>94</b>
BSN Nursing	94
<b>Graduate Studies</b>	<b>319</b>
Doctor of Physical Therapy	30
EDD Educational Leadership	1
GCERT Educational Diagnosis	15
GCERT Teaching English as Second Lang	3
GCERT Women Studies	1
MA American Studies	1
MA Anthropology	1
MA Communication	2
MA Counseling	7
MA Economics	7
MA Educational Psychology	1
MA Elementary Education	5
MA English	3
MA Family Studies	2
MA History	2
MA Language, Literature & Sociocultural Studies	2
MA Latin American Studies	2
MA Linguistics	1
MA Organization, Information & Learning Sciences	1
MA Organizational Learning & Instructional Technology	2
MA Philosophy	1
MA Secondary Education	9
MA Sociology	2
MA Spanish	3
MA Special Education	3
MARCH Architecture	1
MCRP Community & Regional Planning	9
MEME Manufacturing Engineering	1
MFA Art Studio	5
MFA Creative Writing	4
MMU Music	14
MPA Public Administration	4
MPH Public Health	3
MS Anthropology	3
MS Architecture	2
MS Biology	5
MS Biomedical Engineering	2
MS Biomedical Sciences	1
MS Chemistry	1
MS Civil Engineering	8
MS Clinical Laboratory Science	1
MS Computer Engineering	4
MS Computer Science	7
MS Dental Hygiene	2
MS Earth & Planetary Sciences	6
MS Electrical Engineering	11
MS Geography	3
MS Mathematics	2
MS Mechanical Engineering	10
MS Nanoscience and Microsystems Engineering	1

MS Nuclear Engineering	1
MS Pharmaceutical Science	1
MS Physical Education	3
MS Physician Assistant Studies	15
MS Physics	2
MS Psychology	4
MS Speech-Language Pathology	11
MS Statistics	2
MWR Water Resources	1
PHD American Studies	3
PHD Anthropology	2
PHD Biology	5
PHD Biomedical Sciences	1
PHD Chemistry	2
PHD Communication	2
PHD Computer Science	3
PHD Earth & Planetary Sciences	3
PHD Educational Linguistics	2
PHD Educational Psychology	1
PHD Engineering	5
PHD English	2
PHD French Studies	1
PHD History	3
PHD Language, Literature & Sociocultural Studies	3
PHD Linguistics	2
PHD Mathematics	2
PHD Nanoscience and Microsystems Engineering	2
PHD Philosophy	1
PHD Physical Education, Sports & Exercise Science	2
PHD Physics	3
PHD Political Science	2
PHD Psychology	9
PHD Special Education	1
<b>School of Architecture and Planning</b>	<b>3</b>
BAA Architecture	2
BAEPD Environmental Planning & Design	1
<b>School of Engineering</b>	<b>14</b>
BSCE Civil Engineering	2
BSCHE Chemical Engineering	5
BSCPE Computer Engineering	2
BSCS Computer Science	2
BSME Mechanical Engineering	3
<b>School of Medicine</b>	<b>11</b>
BS Emergency Medical Services	1
BS Radiologic Sciences	9
BXML Medical Laboratory Sciences	1
<b>University Libraries &amp; Learning Sciences</b>	<b>1</b>
BS Technology & Training	1
<b>University College</b>	<b>34</b>
BLA Liberal Arts	34
<b>Associate Degree</b>	<b>46</b>
AA Business Administration	2
AA Criminal Justice	3

AA Liberal Arts	12
AA Psychology	1
AAS Criminal Justice	1
AAS Design & Digital Media	1
AAS General Studies	6
AS Health Information Technology	1
AS Medical Laboratory Technology	3
AS Nursing	5
AA Pre-Business Administration	1
AS Pre-Engineering	2
AS Pre-Science	3
AA Criminology	2
AAS Information Technology	1
AIS Integrative Studies	1
AS General Science	1

## Removal of Programs

### **Program:**

AAS Tribal Court Advocate (Gallup)

### **Rational for Program Demise:**

Due to low enrollment, this AAS degree program has been voted to be deleted by the UNM Gallup Curriculum Committee and UNM Gallup Faculty Senate.

### **Program:**

Design & Digital Media Certificate (Gallup)

### **Rational for Program Demise:**

Due to non-completers in the program and very little employment opportunities in the area along with the need to upgrade this program to a more current offering, this program has been voted on by the curriculum committee and faculty senate to delete and phase students out of the degree program.

### **Program:**

Drafting (Gallup)

### **Rational for Program Demise:**

The Certificate in Drafting has had continual low enrollment. It recently went through a program review and the curriculum committee voted to discontinue the program. UNM-G Faculty Senate has voted to delete program

### **Program:**

Entrepreneurism Certificate (Gallup)

### **Rational for Program Demise:**

The Certificate in Entrepreneurship at Gallup Branch has produced only two completers and has had little enrollment. The Curriculum committee has requested to phase this program out, to discontinue it. Faculty Senate at UNM-G has voted to delete program.

**TAB D**

**Faculty Presenter**

*Luis Campos, Associate Professor, History*

Presentation to be added

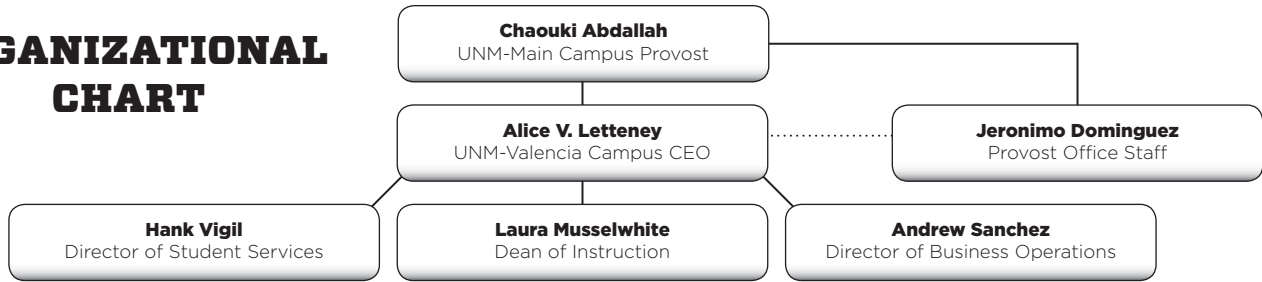
## **TAB E**

### **Enrollment Update**

*Terry Babbitt, Vice President for Enrollment Management*

Presentation to be added

## ORGANIZATIONAL CHART



## CELEBRATING AN ANNIVERSARY

35 years of higher education in Valencia County!

## OUR ENROLLMENT

<b>Fall 2013</b> 2,295	<b>Spring 2014</b> 2,455
<b>Fall 2014</b> 2,364	<b>Spring 2015</b> 2,404
<b>Fall 2015</b> 2,282	<b>Spring 2016</b> 2,377
<b>Fall 2016*</b> 1,720 (as of August 24)	

\*Prior to census date, we anticipate a flat enrollment with addition of dual credit.

## TRANSFERS\* TO MAIN CAMPUS

in 2012	in 2013	in 2014
<b>353</b> students	<b>328</b> students	<b>355</b> students

\*UNM-Valencia Campus students who took 15 credits.

## TRANSFERS TO OTHER N.M. COLLEGES

2012	2013	2014
173 students	163 students	200 students

## TRANSFERS\* TO OUT OF STATE COLLEGES

2013	2014
54 students	64 students

\*Access to National Clearinghouse began in 2013.

## GRADUATION

<b>2013-2014</b> <b>336</b> total awards
<b>2014-2015</b> <b>284</b> total awards
<b>2015-2016</b> <b>249</b> total awards

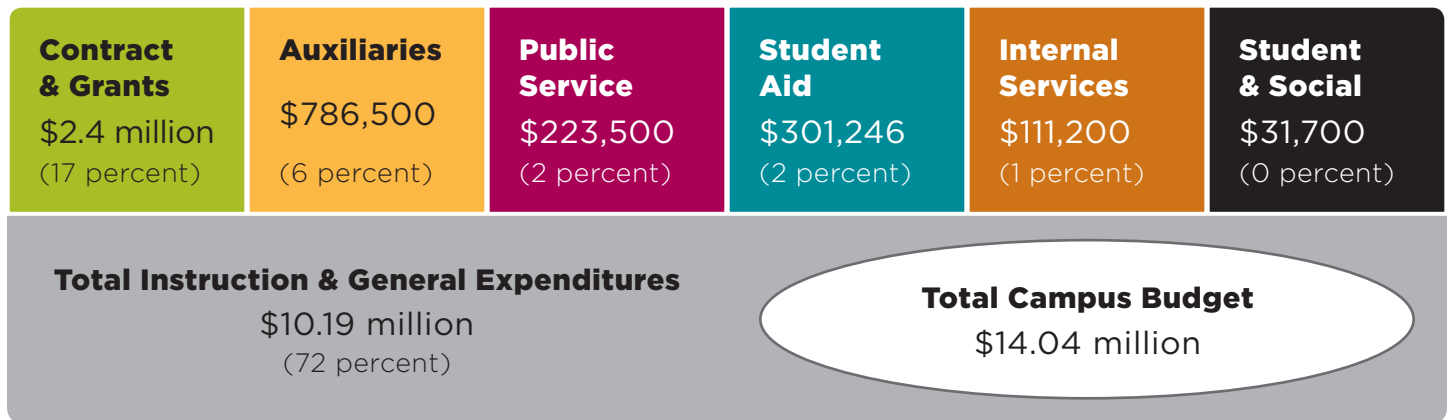


## ETHNICITY

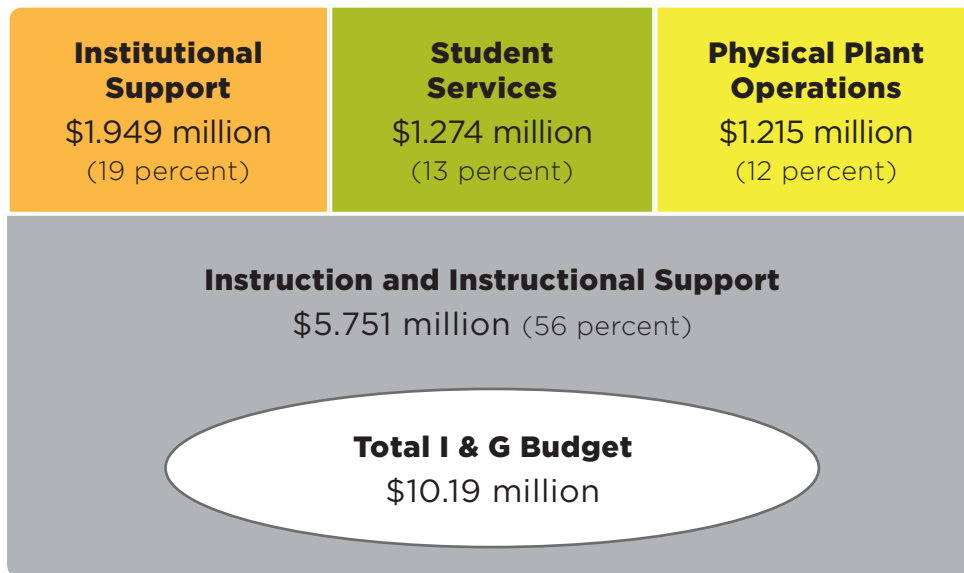
<b>HISPANIC</b> 63 percent	<b>Female</b> 63 percent
<b>NATIVE AMERICAN</b> 4 percent	
<b>CAUCASIN</b> 25 percent	
<b>OTHER</b> 8 percent	
	<b>Male</b> 37 percent



## UNM-VALENCIA CAMPUS 2016-17 BUDGET



## I & G EXPENDITURE 2016-17 BUDGET



### Math 101

It was discovered that Math 101 can be a stumbling block for many students. Over a three year period (AY13-AY15) a total of 822 students at UNM-Valencia Campus took Math 101. Forty-four percent of the students (362 of 822) who took Math 101 failed the course.

### PRE-ENGINEERING

**FA 2015**  
There were **46** students

**FA 2014**  
There were **50** students

**FA 2013**  
There were **48** students

**FA 2012**  
There were **16** students

**FA 2011**  
There were **3** students

### WORKFORCE DEVELOPMENT

There are 2,345 FY15-16 non-credit participants.

### WESTSIDE FACILITY NEEDED NEAR I-25

A workforce and basic skills training center would serve the area's growing economy.

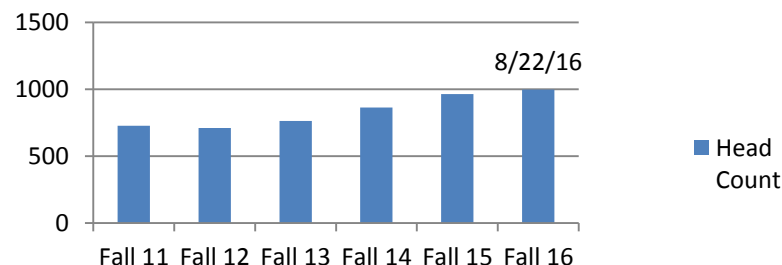
### COMING IN 2017

Entire online Associate of Arts in Integrated Studies.

# UNM-Los Alamos: August 2016

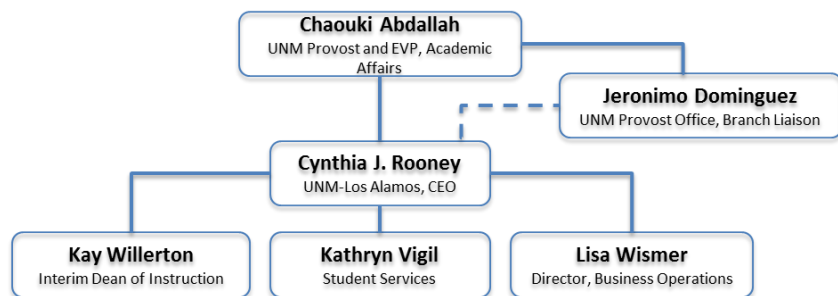


- Brief History:** Established in 1980 as a UNM branch campus; Graduate classes have been offered by UNM in Los Alamos since 1956 (as a Graduate Center).
- Mission:** UNM-Los Alamos (UNM-LA) provides innovative, rigorous, and affordable education opportunities to build essential foundations for transfer, leading-edge career programs, and life-long learning opportunities.
- Growing Enrollment:** Enrollments, by semester, have been increasing for the last three years.
- Programs:** UNM-Los Alamos currently offers 22 transfer and career technical programs. Of our 51 students graduating in 2016, 51% were in STEMH fields.
- Quality Faculty:** 36% of UNM-LA faculty have earned a PhD and 46% have earned Masters degrees. Most faculty also actively work in their field.
- Diverse Students:** 44% Hispanic, 7% Native American; 56% female; 83% part-time
- Successful Graduates:** UNM-Los Alamos Students have a 93% job placement/continuing education rate.



# UNM-Los Alamos: August 2016

## Organization Chart



## Challenges and Priorities

### Financial strength and stability (*Institution Excellence*):

- Revenue growth through an increase in the local mil levy
- Continue to look for efficiencies related to expenditures

### Relationship with LANL (*Community Excellence*):

- Develop workforce programs
- Encourage collaboration efforts (teaching, internships, economic development, and increase connections with UNM in Abq)

### Relationship with Los Alamos (*Community Excellence*):

- Continue partnerships with local school districts
- Serve as a liaison for upper division and graduate classes in Los Alamos

### Students (*Student Excellence*):

- Continue growth in enrollment and outcome metrics
- Maintain the reputation as the high-quality education provider in our market
- Increase internship opportunities through LANL and Community Internship Collaboration
- Provide excellent student support including advising and academic support

### Faculty and Staff (*Institutional Excellence*):

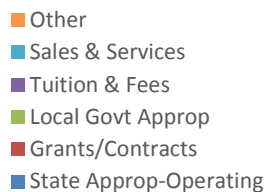
- Continue to attract and retain high quality faculty
- Address faculty and staff compensation issues

### Campus Environment (*Institutional Excellence*):

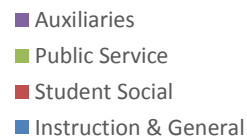
- Create and maintain a vibrant, positive, and safe campus environment

## 2016-2017 Budget, \$5,544,613

### REVENUE SOURCES



### EXPENDITURE BY TYPE



# UNM-Taos Campus Highlights

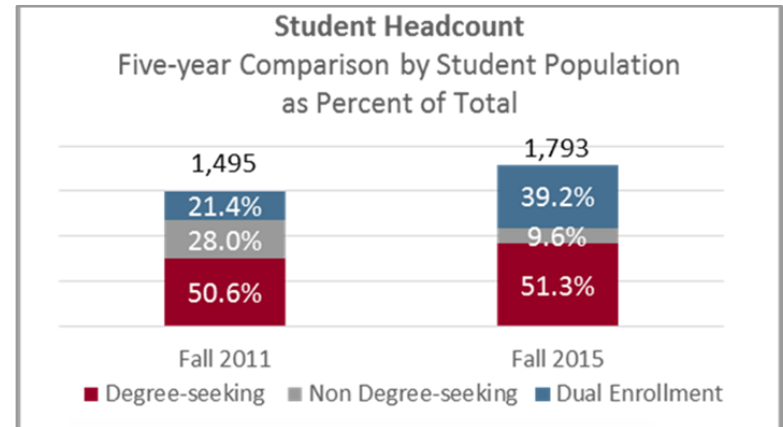
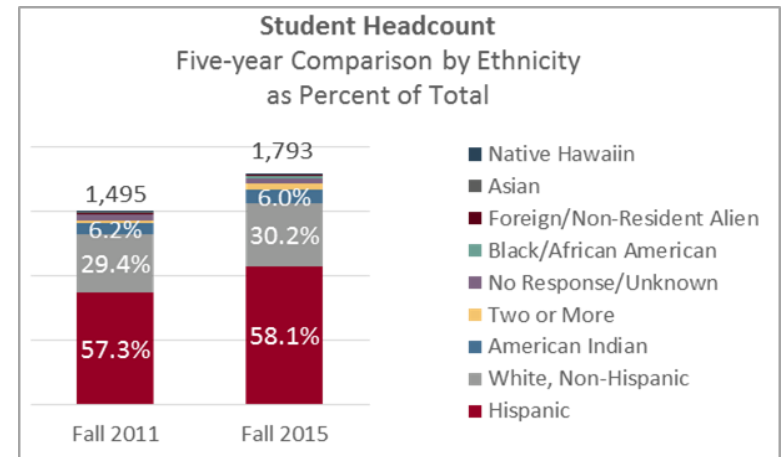
## MISSION

UNM-Taos provides quality educational opportunities that transform the lives of our students, enrich the cultural life of our diverse communities, and strengthen the regional economy.

### Strategic Plan Goals 2014-2019

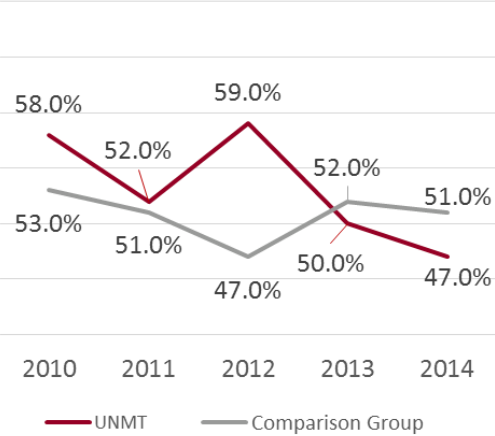
- Increase student services to support student retention and graduation.  
Provide meaningful pathways, dual enrollment, and early college initiatives.
- Improve and maintain campus safety and security.
- Expand effective communication among all stakeholders.
- Focus on facilities planning and the evolving needs of the campus community.
- Provide fiscal stability and promote excellent human resources.
- Promote Institutional Effectiveness through data-driven decision making and thoughtful assessment of outcomes.

<http://taos.unm.edu/home/about/strategic-plan-2019/>

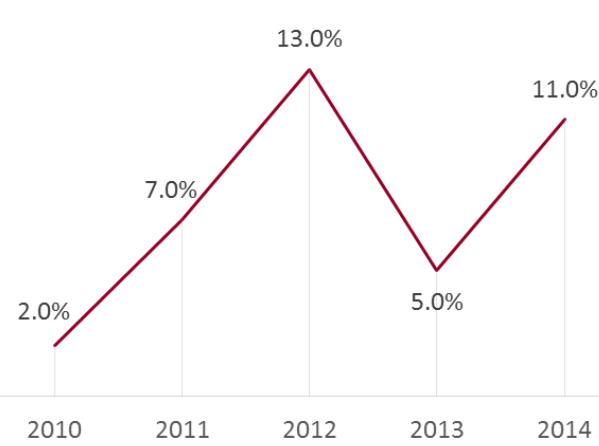


# UNM-Taos Campus Highlights

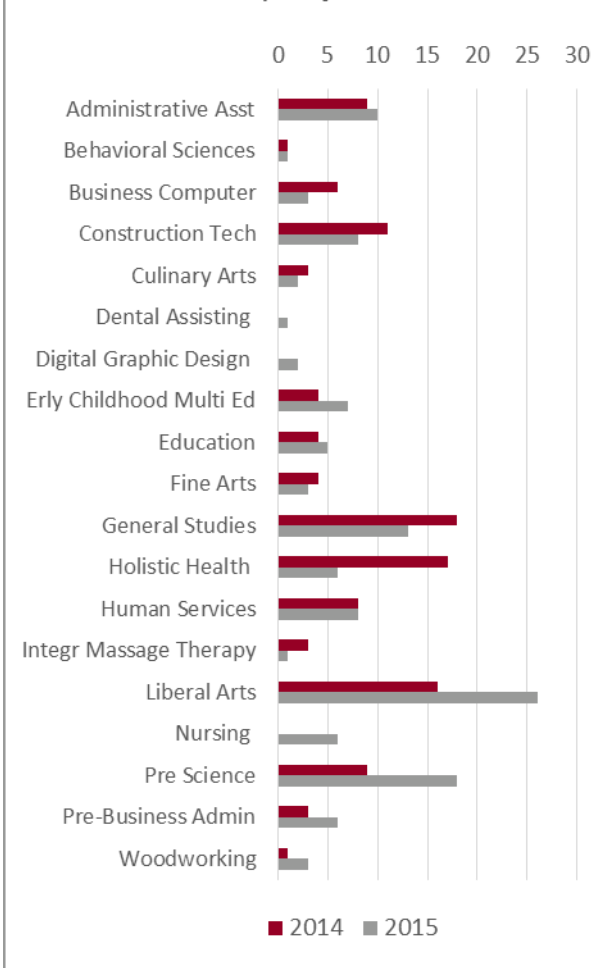
Retention Rate\*



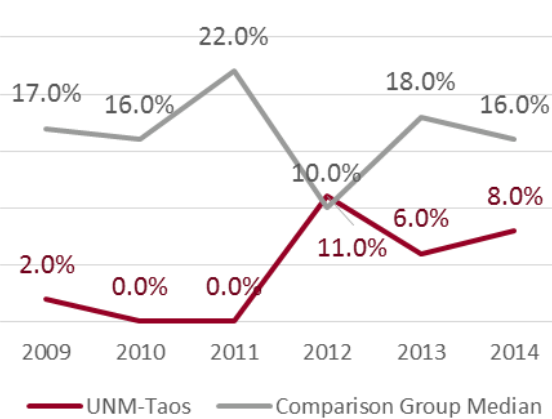
150% of Time Graduation Rate\*\*



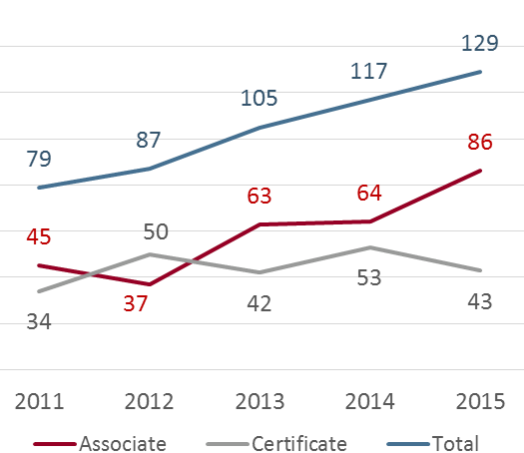
Awards by Major 2014-2015



Transfer-out Rate

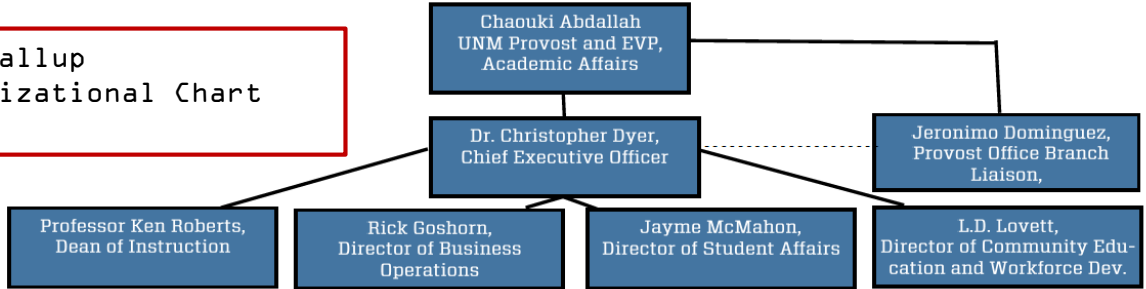


Awards by Type



\*Retention rates are measured from the fall of first enrollment to the following fall. \*\*Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation Rate is calculated as cohort students who receive a degree or certificate within 150% of time (three years) IPEDS Winter 2014-15, Graduation Rates component

**UNM-Gallup  
Organizational Chart**

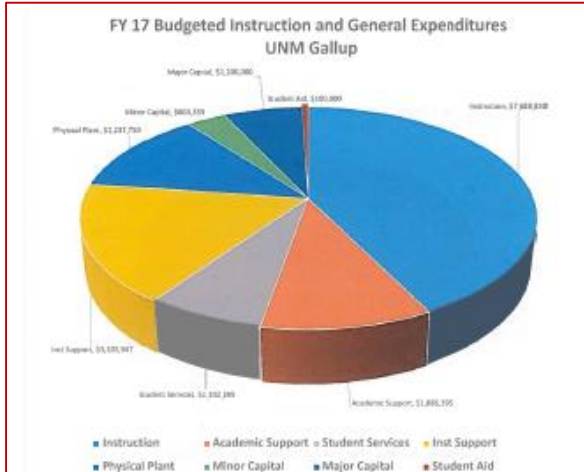
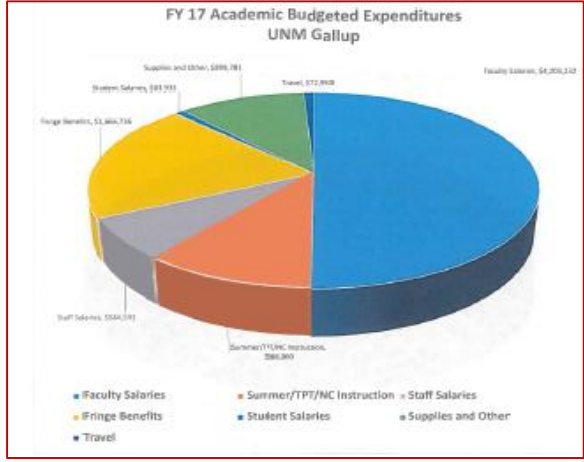
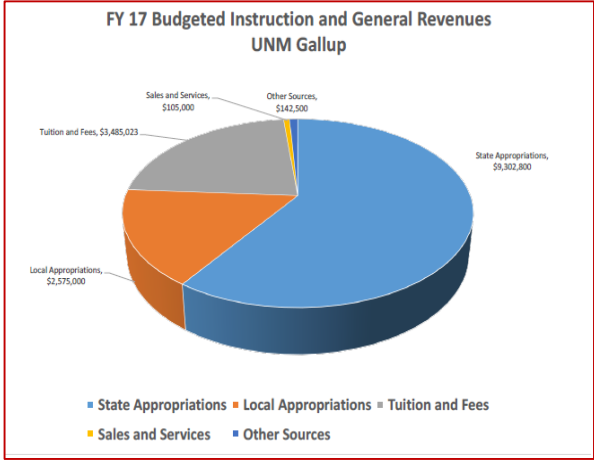


**Key Financial  
Indicators:**

**FY 2016-2017 Budget:**  
\$15,610,323

**UNM-Gallup Enrollment:**

Fall 2013	-	2,693
Fall 2014	-	2,409
Fall 2015	-	2,473
Fall 2016	-	2,112 (As of 8/22/16)



**From There to Here:**

UNM-Gallup was established as a branch campus of the University of New Mexico in 1968 with 128 students in the Gallup High School Building.

Today, we have a diverse student population of 2,276 (Spring 2016), of which 77% are Native American, on a sprawling campus with 10 buildings.

**We offer :**

- 9 Associate of Arts Degrees
- 4 Associate of Science Degrees
- 6 Associate of Applied Science Degrees
- 18 Certificates

**Strategic Priorities:**

- Promote lifelong learning through Innovative Recruitment, Enrollment and Retention Practices;
- Establish Community Engagement Model that Includes Partnerships with Local, Regional, Civic and Educational Entities;
- Strengthen Programmatic & Instructional Excellence, Opportunities and Innovation;
- Develop Robust Technology Infrastructure and Applications;
- Complete and Operationalize Master Plan to Include Campus Infrastructure Build-Out
- Enable Professional Development for Staff & Faculty and Support Organizational Development;
- Focus Outreach to the Community and Region;
- Strengthen the Management & Acquisition of Resources;
- Enhance Comprehensive Academic and College Life Experience for Students;
- Enhance Campus Diversity and Inclusion;
- Adopt Campus and Community Sustainability Practices as Core Values;
- Develop New Programs and Opportunities that link Educational Needs with Regional Economic Priorities;
- Initiate Phased, Multi-year Capital Campaign.



**Mission Statement:** The University of New Mexico-Gallup prepares people to achieve their educational and professional goals in a context of respect for the traditions and values of the many groups it serves.



# UNM

***Lobo*RESPECT**

Respond Educate Support Prevent Empower Consent Train

## Advocacy Center

Academic/Student Affairs & Research Committee

Nasha Torrez, J.D – Dean of Students

September 1, 2016

University of New Mexico





# History of the creation of the Advocacy Center

- In the wake of Title IX, the Pilgrim Report, and the DOJ investigation, the University determined that the most effective way to support students and the UNM Community was to provide confidential/anonymous reporting sites and advocates to navigate the University systems.
- The LoboRESPECT Advocacy Center was established as a first stop to receive support and advocacy services in the aftermath of any form of crisis including, but not limited to, sexual assault/misconduct, hazing and hate/bias related incidents.
- Opened in September 2015.



# Services

- **Confidential/ Anonymous Reporting Location for Sexual Assault or Misconduct**
- **24/7 Hotline**
  - (505) 277-2911. Licensed counselor available for reporting and customized resource referrals
- **Advocacy and Crisis Intervention**
  - Supportive Measures, such as: Absence Notifications, Leave of Absence, Short-term Loans, Tuition Appeals, Communication with Faculty and Departments (i.e. Financial Aid, Registrar, SHAC, ARC)
- **Training and Outreach**
  - Sexual Assault Prevention, Active Bystander Intervention, Healthy Relationships, Risk Reduction, and Consent



# Background of the Advocacy Center

- Since inception (September 2015) has assisted:
  - 700 students including 76 students for sexual misconduct advocacy
- Created LoboRESPECT Student Group and Peer Mentors to encourage student involvement
- Work closely with confidential/anonymous reporting locations:
  - The Women’s Resource Center (WRC)
  - LGBTQ Resource Center
- 5 Advocates between all confidential/anonymous reporting sites.



# Training & Outreach

**Summer 2015 – Presentation added to New Student Orientation**

**Summer 2015 to date:**

**9512** students trained in person on various topics:

- Grey Area Presentation - topics include sexual assault definitions and statistics, prevention, consent, bystander intervention, and available support and resources both on and off campus
- Freshman Orientation - Summer 2015: 3,367, Spring 2016: 105, Summer 2016: 3,437
- Constituent Groups (Athletes, Orientation Leaders, Resident Advisors): 227 students
- On-line Training Module – Think About It: 1,347 students
- Classroom/Student Group presentations: 1,029 students
- Student outreach:
  - Peer Educator Program – peer facilitation of in-person training modules
  - LoboRESPECT Student Group – campus-wide programming initiatives



# Training & Outreach

## Upcoming:

- By December 2016, approximately **17,400** continuing students will complete mandatory online training, “Campus Clarity”
- Safety Week: workshops offered campus wide with special attention to:
  - Bystander Intervention
  - Sexual Assault Prevention
  - Healthy Relationships
- Additional Active Bystander Interventions Workshops will be scheduled in the coming semester.



# Marketing Plan

- **Key Objectives**
  - Increase awareness of LoboRESPECT and what the initiative encompasses
  - Educate students, faculty, and staff on retaliation policy, sexual assault prevention, and general ways to shift the campus culture
  - Encourage “Active Bystanders” at UNM
  - Promote different reporting options/resources for sexual violence at UNM
- **Tactics**
  - Strategic Time Frames**
    - We will strategically align all of our marketing efforts with major on campus events, relevant programs, national awareness months/campaigns, and issues affecting students on campus.
  - Strategic Locations**
    - We will strategically place all marketing material in high traffic areas, targeting our audience in the most pertinent locations both physically, on and off campus, and online through social media and web presence.
  - Relevant Posters & Social Media Presence**
    - In addition to current posters, we will collaboratively design additional posters to meet our mission & position, alongside increasing LoboRESPECT’s social media presence and relevance to students.
  - Tabling & On Campus Programming**
    - We will increase student, faculty, and staff engagement via tabling and on campus programming.
  - Increased Education Efforts**
    - We will increase the number of trainings offered by peer educators and the LoboRESPECT Advocacy Center.



# What are our goals? How do we gauge success?

- Goal: Benchmark the number of students who use our advocacy services year one. Success: If the number of students who report sexual misconduct increase, than success would be seeing these students also be aware of the Advocacy Center's services.
- Goal: Increase awareness of the Advocacy Center to students, faculty, and staff through training, outreach and the marketing plan. Success: After rolling out the marketing plan, and adding questions to the institutional assessment surveys, we will know if more people are aware of the Advocacy Center. This will create a benchmark for us to work from.
- Goal: Continue education efforts in sexual misconduct prevention. Success: Completion rate of online continuing education modules at 90% or greater. Increased in requests for in-person training.



# UNM

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## Q&A