THE UNIVERSITY of NEW MEXICO

BOARD OF REGENTS
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE

MEETING AGENDA

January 29, 2015
1:00 PM
Roberts Room
Scholes Hall

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday, January 29, 2015 – 1:00 p.m.
Roberts Room, Scholes Hall

AGENDA

I. Call to Order

II. Approval of Summarized Minutes from Previous Meeting: *(December 4, 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. Action Items:

A. Form C: Film Technician Certificate (Valencia) TAB B
Laura Musselwhite, Dean of Instruction

B. Form C: Medical Assistant Certificate (Valencia) TAB C
Laura Musselwhite, Dean of Instruction

C. Form C: 3D Printing Certificate (Valencia) TAB D
Laura Musselwhite, Dean of Instruction

D. Constitutional Amendment Faculty Vote TAB E
Faculty Committee on Governance Representative

V. Information Items:

A. Dashboard Assessment Data TAB F
Greg Heileman, Associate Provost for Curriculum

B. Assessment Update TAB G
Neke Mitchell, Director of Assessment

C. Faculty Retention TAB H
Carol Parker, Sr. Vice Provost for Academic Affairs

D. Strategic Pricing TAB I
Terry Babbitt, Associate Vice President of Enrollment Management
Andrew Cullen, Associate Vice President Planning, Budget & Analysis

VI. Public Comment

VII. Adjournment

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday, December 4, 2014 – 1:00 p.m.
Roberts Room, Scholes Hall

AGENDA

Committee Members Present*: Regent Bradley Hosomer, Regent Suzanne Quillen, Provost & Executive Vice President for Academic Affairs Chaouki Abdallah, Faculty Senate President Pamela Pyle and Staff Council President Renee Delgado-Riley*

I. Call to Order 1:10pm

II. Approval of Summarized Minutes from Previous Meeting:
Motion to Pass: Pamela Pyle
Second: Provost Abdallah
Passed unanimously

III. Reports/Comments:

A. Provost's Administrative Report
Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs

- Vice President for Research search committee is preparing to bring candidates to campus
- Office of Institutional Analytics will be evaluated for an organizational redesign
- Quality Metrics are being internally circulated for feedback and will then be externally reviewed

B. Member Comments

Faculty Senate:

- Currently trying to create a fluid process for ROM
- The Faculty Senate is trying to engage more faculty and create stronger connections between students and faculty
- Reincorporation of benefits for pre-65 year old retirees

Staff Council:

- Working to better engage with students through various initiatives
- Staff council also voted to bring back benefits for pre-65 year old retirees

C. Advisor Comments

GPSA:

- Food for Thought raised $500
- Working on capital outlay projects for the upcoming legislative session
- Will have a special lapel pin for the legislative session
- Will be hosting a clothing drive to collect warm clothing
- HSC Council is working on a healthy living projects to help create healthy living environments for the homeless
- The tuition differential is up for review for the Master of Public Administration
- Electrical and Computer Engineering GSA is organizing events for new students to network

ASUNM:

- Preparing activities for UNM Day on Feb. 9th
- There will be Lobo Plaza Project
- ASUNM bought 2,000 blue books to pass out for finals week
- ASUNM will once again be hosting the "Ring Ceremony"

IV. Action Items:

A. Fall 2014 Degree Candidates TAB B
Pamela Pyle, Faculty Senate President

Motion to Pass: Pamela Pyle
Second: Provost Abdallah
Passed unanimously

B. Form D: Graduate Certificate in Law, Environment, & Geography TAB C
John Carr, Professor of Geography

There was discussion about the validity of graduate certifications in regards to what value they carry. It was stated by several Provost Cabinet members in the audience that this is not a technical type of certificate a person would receive from a vocational type school. It was debated that a graduate level certificate is to validate but not certify a specific academic specialization had been earned that was outside of the normal curriculum but aligned with common professional development in that field of study. Regent Hosmer has also requested a presentation about certificates.

Motion to Pass: Provost Abdallah
Second: Regent Overton
Motion Carried

C. Approval of Honorary Degree Recipients (Discussion in Executive Session) TAB D
Melinda Tinkle, Faculty Senate Honorary Degree Chair

V. Information Items:

A. Annual Course Fees Review Report TAB E
Greg Heileman, Associate Provost for Curriculum
See attached presentation

B. Innovation Academy Update TAB F
Carol Parker, Sr. Vice Provost for Academic Affairs
See attached presentation

VI. Faculty Presenter TAB G
A. *Stephanie Forrest, Distinguished Professor of Computer Science & Jefferson Fellow*

VII. Executive Session-Roberts Room
Vote to Close the meeting and proceed in Executive Session for consideration of item **IV, C**
A. Discussion and determination where appropriate of limited personnel matters pursuant to Section 10-151.H(2), NMSA (1978).
Session was closed at 3:37 PM

VIII. Vote to re-open the meeting and certification that only those matters described in Agenda Item IV, C were discussed in Executive Session and if necessary, final action with regard to those matters will be taken in open session.
Session reopened at 3:50 PM
The information discussed during the closed session pertained to agenda item **IV, C**
Motion to pass: Regent Overton
Second: Provost Abdallah
Passed unanimously

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday, December 4, 2014 – 1:00 p.m.
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IX. Public Comment

No Public Comment

X. Adjournment 3:51

Motion to pass: Regent Overton
Second: Provost Abdallah
Passed unanimously

THE UNIVERSITY of
NEW MEXICO

Office of the Vice Provost for Academic Affairs
MSC05 3400
1 University of New Mexico
Albuquerque, NM 87131-0001
505.277.2611

Date: November 6, 2014

To: Laura Musselwhite, Dean of Instruction, UNM-Valencia Campus

From: Gregory L. Heileman, Associate Provost for Curriculum

Re: Pre-Approval for Health Information Technology Associate of Science Degree, and Certificates in 3-D Printing, Film Technology, and Medical Assistance.

Cc: Chaouki Abdallah, Provost and EVP for Academic Affairs
Carolyn Montoya, Chair, Faculty Senate Curriculum Committee
Nancy Middlebrook, University Accreditation Director
Elizabeth Keefe, Chair, Faculty Senate Undergraduate Committee
Elizabeth Barton, Associate Registrar

Thank you for submitting the preliminary review outline for the following programs and certificates: Health Information Technology Associate of Science Degree, 3-D Printing Certificate, Film Technology Certificate, and Medical Assistant Certificate. In my judgment, the four proposals have been sufficiently well developed to warrant submission to the Faculty Senate Curricula Committee, please feel free to proceed.

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NEW ASSOCIATE DEGREE/UNDERGRADUATE CERTIFICATE PROGRAM
PRELIMINARY REVIEW AND PROPOSAL OUTLINE
UNM-Valencia, Film Technology Certificate

Executive Summary

1. Program Description

UNM-Valencia proposes to offer a Certificate in Film Technology. The program's major goal is to train students as entry-level technicians to work on film and television sets as production assistants and in other film crew positions. Students earning a Certificate in Film Technology receive quality instruction from instructors who are experts in the film industry preparing them for entry-level gainful employment in below-the-line production jobs on film sets. Creating programs that directly connect students with workforce opportunities in a timely fashion directly fits with the community-based mission of the branch campuses. Curriculum for the three courses has been developed and is waiting for implementation. With approval, we could begin offering new classes in fall 2015.

2. Evidence of Need

UNM-Valencia's service area includes Valencia and Socorro counties, as well as southwestern Torrance county. Students in this service area reside between thirty and seventy-five miles from Albuquerque. A film technology training facility in Valencia County will make the program much more accessible to students in this area. New Mexico's qualified crew base has expanded in recent years, with Audio and Video Equipment Technicians having an entry hourly wage of $17.56, with a median hourly wage of $21.77. Camera Operators, Television, Video, and Motion Picture Technicians have an entry hourly wage of $17.76, and a median hourly wage of $24.34. The New Mexico Department of Workforce Solutions projects a growth of needed workers in this field of 21% from 2010 to 2010.

3. Program Content and Quality

The two-year, 32 credit-hour certificate in Film Technology will offer specialized training in film industry pre-production, production and post-production for students to gain experience and knowledge of the film industry. The certificate is designed to develop hands-on skills by using and experimenting with equipment covering all aspects of filmmaking, better preparing students for employment on film and television sets as production assistants and other film crew positions.

Upon successful completion of the required courses for the Film Technology certificate, students will be able to:

-Identify and define concepts and rules of filmmaking.
-Demonstrate audio, camera and lighting equipment operations and functions.
-Utilize various post-production and editing software.
-Develop a film portfolio to showcase skills.

4. Evaluation and Assessment

The courses are a combination of didactic instruction, hands-on skills training and on-the-job practicum. Students will be assessed through both written and skills testing, as well as the completion of the practicum. There will be annual Advisory Board Meetings for updates on industry standards and needs. These meeting also provide an opportunity for program leaders to reach back to the community for confirmation of the success of graduates in the workforce.

5. Required Resources

One faculty member is required for program delivery with minimum qualifications of an associate's degree plus five years' experience in the film industry or related field. No change in workload of current faculty would be necessary. Our Perkins Career Technical Education (CTE) grant will continue to fund training for the film technology instructor in current industry certifications and professional development. No additional resources are being requested for this program.

Digital Media Arts and Film Technology internships are being arranged with the City of Belen and other community organizations that need digital media support. Students in the last semester of CTE programs put in forty hours or more in a co-op or internship that is arrange by our campus Career Services.

A special $25 lab fee will cover basic maintenance and upgrades commonly associated with labs and studios.

6. Projected Enrollment and Costs

The following are enrollment estimates for the first three years of the program:

Year 1: Two courses a semester with six students each
Year 2: Two courses a semester with ten students each
Year 3: Two courses a semester with twelve students each

New and innovative equipment will continue to be purchased with the Carl Perkins CTE grant. We do not envision additional costs to be associated with this program.

Faculty and Budgetary Load Implications

Justification for the course:

The need for skilled labor in Film and Television Production Industry continues to grow in New Mexico. Since 2006 32 major productions took place in the UNM Valencia Campuses service area with 47% of the productions in the last four years. By learning the various types of film and television production skills, students will be well informed and trained to gain entry level production work on local productions filling the need for workforce.

According to the New Mexico Film Production Tax Incentive Study July 21, 2014 Phase I Report, under NEW MEXICO'S COMPETITIVE POSITION FOR FILM AND TELEVISION PRODUCTION

2.1.2 EMPLOYMENT

The number of New Mexico production worker days has grown over the past decade. Since the enactment of New Mexico's incentive program in 2002, the state has experienced a general increase in production worker days.

According to the Bureau of Labor Statistics, private sector employment in the motion picture and video production industry in New Mexico grew from 362 in 2003 to 2,209 in 2012; a more than six fold increase. In comparison, national private sector employment in the industry grew to just slightly above 2003 levels, from 176,455 employees in 2003 to 204,946 in 2012.

4.1 FACTORS AFFECTING THE LOCATION OF PRODUCTIONS, TABLE 9: FACTORS AFFECTING THE LOCATION OF FILM AND TELEVISION PRODUCTION

Resource Availability: Availability of Skilled Labor - The availability and quality of local crews is an important element for consideration in film and television production location decisions. The absence of local crews can be expensive, as crews need to be sourced from other regions. On occasion projects are relocated on the basis of the availability of local crews.

Financial Considerations: Economic Conditions - The economic conditions of a jurisdiction may also affect production location decisions. Favorable economic conditions, such as lower labor costs and exchange rates, can result in significant cost savings. For instance, many North American production companies have been shooting in overseas locations with notably lower labor costs (such as Budapest and Prague).

4.2 NEW MEXICO'S PERCEIVED COMPETITIVE POSITION - TABLE 10: NEW MEXICO'S PERCEIVED COMPETITIVE POSITION IN FILM AND TELEVISION PRODUCTION

Resource Availability - New Mexico's qualified crew base has expanded in recent years. For example, the number of members of the IATSE Local 480 has grown from 995 in 2011 to 1,024 in 2013. Over the same time frame, the number of man days worked increased from 98,175 in 2011 to 135,928 in 2013.

<u>Dept of Labor Occupational Employment Statistics</u>
Audio and Video Equipment Technicians Entry: $17.56, Median: $21.77
Camera Operators, Television, Video, and Motion Picture Entry: $17.76, Median: $24.34

<u>New Mexico Department of Workforce Solutions Employment Projections 2010-2020</u>
Audio & Video Equipment Technicians Estimated 2010: 330, Projected 2020: 400, Number change: 70, Percent Change: 21%, Annual Openings: 20

Impact on Long Range Planning:

This certificate could develop into additional certificates such as screenwriting, sound, lighting and so forth. Film Technician certificate will also provide a strong foundation for students who want to continue film and television studies at a 4 year institution.

For compliance with our Carl Perkins Grant a Film Technology CTE advisory board was created including representatives from the CNM and SFCC film programs. Such statewide working relations will greater ensure success for a skilled workforce necessary to the continued growth of our NM Film Industry.

According to the New Mexico Film Production Tax Incentive Study July 21, 2014 Phase I Report, under NEW MEXICO'S COMPETITIVE POSITION FOR FILM AND TELEVISION PRODUCTION

6.4 EDUCATIONAL BENEFITS - The educational benefits of film and television production in New Mexico are planned to be addressed in Phase 3 of the project. However, to provide context regarding some of those benefits, we have included some preliminary information below.

The state of New Mexico is home to a variety of film and television related educational programs that provide students with many options to prepare themselves for a career in the film and television industry. New Mexico has film-related programs at a number of high schools and post-secondary institutions that encourage and prepare youth to enter the film and television industry. The New Mexico Film Office also offers an on-the-job training program for residents interested in adding skill sets or moving to higher positions within their department which, in turn, provides more job opportunities for New Mexico film and television crew professionals.

Detailed Budget Analysis

The certificate program is manageable within the current department budget.

Special $25 lab fee will cover basic maintenance and upgrades commonly associated with computer labs and studios.

Our Carl Perkins CTE grant enabled the purchase of industry standard pre-production, production and post-production equipment and software, as well as a .5 half-time faculty member to facilitate the implementation of new courses. Future certificate program costs will be explored using Carl Perkin Grant funds and the budget will be adjusted as necessary. Currently UNM Valencia is paying .25 of the half-time faculty members salary with intention to continue .5 faculty contract based on success of certificate program.

Faculty Workload Implications

Faculty workload will not change. The .5 half-time faculty member can facilitate instruction for the certificate program.

Degrees & Courses

Film Technology

Film Technology Certificate description

The two year certificate in Film Technology offers specialized training in film industry pre-production, production and post-production for students to gain experience and knowledge of the film industry. The certificate is designed to develop hands-on skills by using and experimenting with equipment covering all aspects of filmmaking better preparing students for employment on film and television sets as production assistants and other film crew positions.

Career and educational advancement opportunities

Film and television productions that often shoot in the area need reliable, trained crew members. Film Technology graduates will be prepared for entry-level crew positions in the areas of film and television production.

Program requirements

Total credit hours required: 32 (see checklist for specific requirements).

P**rogram learning goals**

Upon successful completion of the required courses for the Film Technology certificate, our students will:

- Identify and define concepts and rules of filmmaking.
- Demonstrate audio, camera and lighting equipment operations and functions.
- Utilize various post-production and editing software.
- Develop a film portfolio to showcase skills.

CONTACT AND ADVISING INFORMATION
Information about the Film Technology certificate is available from Advisement Center at 505.925.8560 or vcadvise@unm.edu, or the Chair of the Business, Technology & Fine Arts Division, Michael Ceschiat, at 505.925.8712 or ceschiat@unm.edu, or the lead faculty for the program, Justin Romine, 505.925.8711 or jromine@unm.edu.

Course prerequisites
Students must meet prerequisites by achievement of minimum placement scores on the COMPASS or ACT or through completion of course work.
Course: ENGL 100 & UNIV 101or equivalent – or place into ENGL 110;
Credit hours: 4 & 3; **COMPASS/ACT Minimum Scores:** 75/19

Degrees & Courses

Film Technology Certificate requirements

The following are the course requirements for completion of an Film Technician Certificate. Students should see an advisor to customize their educational plans.

	Credit hours
DMA 120 Intro to TV and Film Production	4
DMA 125 Intro to Post-Production Editing	4
DMA 130 Cinematography	4
DMA 135 Short Film Production	4
DMA 140 Commercial Production	4
DMA 145 Documentary Film Production	4
DMA 150Film and TV On Set Internship	4
DMA 155 Co-Op Feature Film Production	4

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NEW ASSOCIATE DEGREE/UNDERGRADUATE CERTIFICATE PROGRAM
PRELIMINARY REVIEW AND PROPOSAL OUTLINE
UNM-Valencia, Film Technology Certificate

Executive Summary

Please see below for a brief summary of the first seven elements listed for the full proposal, namely: program description, evidence of need, program content, evaluation and assessment, required resources, projected enrollment and costs, and additional information (as appropriate).

1. Program Description

The UNM-Valencia proposes to offer a Certificate in Film Technology. The program's major goal is to train students as entry level technicians to work on film and television sets as production assistants and other film crew positions.

The UNM-Valencia mission is: *A quality education – a lifetime of success.* Students earning a Certificate in Film Technology receive quality instruction from instructors who are experts in the film industry preparing them for entry-level gainful employment in below-the-line production jobs on film sets. To fit in with the mission, we will provide quality training for students to earn livable wages. One of the strategic goals in the 2012-2017 UNM-Valencia Strategic Plan is to create new programs and courses based on community and industry needs and interests. Creating programs that directly connect students with workforce opportunities in a timely fashion directly fits with the community-based mission of the branch campuses.

UNM-Los Alamos offers Digital Media Art (DMA) courses predominantly in Adobe Photoshop and Illustrator with video, not Film Technology. The new film and television industry direction in DMA courses will only add to potential expansion of DMA Film Technology certificates at other branch campuses, assisting the industry need for local trained skilled workers.

Film Technology is a career technical education (vocational) program. This new and innovative direction in DMA is funded by our campus Carl Perkins CTE grant. In order to provide CTE programs funded by Perkins, it is paramount that industry partners participate in the development

of curriculum to meet the needs of the industry. UNM-Valencia works with advisory board members in Film Technology to ensure the curricula we are teaching students gives them the appropriate skills to obtain work at high wages. Advisory Board members include Central New Mexico Community College (CNM) and Santa Fe Community College (SFCC) film technology program coordinators who have agreed to mentor our new program into the state of New Mexico film industry.

Our Associate of Applied Science program in DMA has had a concentration in film since its inception. As student interest grew in the film area, and more film industry productions were being shot annually in our community, we decided to add a new and innovative curriculum to DMA that concentrates on film and motion picture design. Three topics classes have been offered since the new direction started in spring 2014. Five more courses are required to complete a full potential certificate cycle.

2. Evidence of Need

Multiple sections of different film production classes have been offered over the past three years to test the waters. As the topics classes continued to be successful, our advisory board members and area faculty recommended pursuing a film technology certificate, with the objective being to facilitate the skills training our students need for jobs in the local film industry.

The UNM-Valencia Public Information Officer will produce television, web and social media advertisement campaigns for the new certificate program to recruit students from Belen, Los Lunas and Valencia high schools, as well from the general public. Courses will be listed in the UNM-Valencia schedule of classes for summer, fall and spring of the next academic year following approval.

CNM in Albuquerque has a Film Crew Technician program (coordinator Jim Graebner is on our CTE Advisory Board), UNM-Valencia's service area, as determined by the New Mexico Higher Education Department Geographical Area of Responsibility (GAR), includes Valencia and Socorro counties, as well as southwestern Torrance county. Students in this service area reside between thirty and seventy-five miles from Albuquerque. A film technology training facility in Valencia County will make the program much more accessible to students in this area

According to the New Mexico Film Production Tax Incentive Study July 21, 2014 Phase I Report, under NEW MEXICO'S COMPETITIVE POSITION FOR FILM AND TELEVISION PRODUCTION:

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Financial Considerations: Economic Conditions - The economic conditions of a jurisdiction may also affect production location decisions. Favorable economic conditions, such as lower labor costs and exchange rates, can result in significant cost savings. For instance, many North American production companies have been shooting in overseas locations with notably lower labor costs (such as Budapest and Prague).

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New Mexico Department of Workforce Solutions Employment Projections 2010-2020
Audio and Video Equipment Technicians Estimated 2010: 330; Projected 2020: 400
Number change: 70; Percent Change: 21%; Annual Openings: 20

3. Program Content and Quality

The two-year 32 credit-hour certificate in Film Technology offers specialized training in film industry pre-production, production and post-production for students to gain experience and knowledge of the film industry. The certificate is designed to develop hands-on skills by using and experimenting with equipment covering all aspects of filmmaking, better preparing students for employment on film and television sets as production assistants and other film crew positions.

New DMA Courses for Film Technician Certificate
DMA 120 Intro to TV and Film Production
DMA 125 Intro to Post-Production Editing
DMA 130 Cinematography
DMA 135 Short Film Production
DMA 140 Commercial Production
DMA 145 Documentary Film Production

DMA 150 Film and TV on-set Internship
DMA 155 Co-Op Feature Film Production

New DMA film technology courses will be offered at times not competing with other DMA classes.

Upon successful completion of the required courses for the Film Technology certificate, students will be able to:

-Identify and define concepts and rules of filmmaking.
-Demonstrate audio, camera and lighting equipment operations and functions.
-Utilize various post-production and editing software.
-Develop a film portfolio to showcase skills.

Lecture and Lab classes with Blackboard Learn will be the delivery mechanism for the program.

No accreditation will be sought. CTE Industry certifications in software applications will be explored. This program will not affect any existing accreditation.

4. Evaluation and Assessment

The courses are a combination of didactic instruction, hands-on skills training and on-the-job practicum. Students will be assessed through both written and skills testing, as well as the completion of the practicum. This program, like all UNM-Valencia programs, will participate in an annual program assessment cycle of student learning outcomes. There will be annual Advisory Board Meetings for updates on industry standards and needs. These meeting also provide an opportunity for program leaders to reach back to the community for confirmation of the success of graduates in the workforce.

5. Required Resources

One faculty member is required for program delivery with minimum qualifications of an associate's degree plus five years' experience in the film industry or related field. Preferred qualifications would be a bachelor's degree or higher in related field. No change in workload of current faculty would be necessary. UNM-Valencia completed a successful national search for .5 half-time film technology instructor funded by the Carl Perkins CTE grant, with employment started spring 2014. No additional faculty is required. UNM-Valencia has begun to pick up .25 percentage of faculty hired, and is committed to continued .5 halftime faculty contract at $27,500 plus $6,215 in benefits based on success of program.

The Perkins CTE grant will continue to fund training for the film technology instructor in current industry certifications and professional development. Resources are currently available for this program. Perkins CTE grant funding allowed the purchase of cinematography cameras, boom mikes, lighting and sound mixers, green screens and editing software programs and new Apple computers so students can create and retain a portfolio of projects. There is no need for

additional space at the moment. UNM-Valencia currently has a dedicated film lab. Depending on how the program grows, more facility space may be required.

To continually strengthen the academic and career/technical education components of our CTE programs, UNM-Valencia provides students intensive tutoring and supplemental instruction in gateway courses with qualified and certified tutors. Students who need assistance in CTE or academic core classes have access to certified tutors by appointment. Supplemental instruction includes advanced students who have excelled in their classes of expertise and can provide students with a peer-to-peer mentorship. UNM-Valencia hosts Trio, Upward Bound, STEM Center, Highway to Success and iBEST programs that work directly with students from traditionally underserved population, whether displaced homemakers, single parents, or students with disabilities; these programs offer one on one tutoring and career guidance to help strengthen both the academic and CTE skills of students. No additional costs will be incurred.

DMA and Film Technology internships are being arranged with the City of Belen and other community organizations that need digital media support. Students in the last semester of CTE programs put in forty hours or more in a co-op or internship that is arrange by our campus Career Services.

A special $25 lab fee will cover basic maintenance and upgrades commonly associated with labs and studios.

6. Projected Enrollment and Costs

Year 1: Two courses a semester with six students each
Year 2: Two courses a semester with ten students each
Year 3: Two courses a semester with twelve students each

New and innovative equipment will continue to be purchased with the Carl Perkins CTE grant.

THE UNIVERSITY of
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Office of the Vice Provost for Academic Affairs
MSC05 3400
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Date: November 6, 2014

To: Laura Musselwhite, Dean of Instruction, UNM-Valencia Campus

From: Gregory L. Heileman, Associate Provost for Curriculum

Re: Pre-Approval for Health Information Technology Associate of Science Degree, and Certificates in 3-D Printing, Film Technology, and Medical Assistance.

Cc: Chaouki Abdallah, Provost and EVP for Academic Affairs
Carolyn Montoya, Chair, Faculty Senate Curriculum Committee
Nancy Middlebrook, University Accreditation Director
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Thank you for submitting the preliminary review outline for the following programs and certificates: Health Information Technology Associate of Science Degree, 3-D Printing Certificate, Film Technology Certificate, and Medical Assistant Certificate. In my judgment, the four proposals have been sufficiently well developed to warrant submission to the Faculty Senate Curricula Committee, please feel free to proceed.

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NEW ASSOCIATE DEGREE/UNDERGRADUATE CERTIFICATE PROGRAM
PRELIMINARY REVIEW AND PROPOSAL OUTLINE
UNM-Valencia, Medical Assistant Certificate

Executive Summary

1. Program Description

UNM Valencia proposes to offer a Medical Assistant Certificate in response to need expressed from the healthcare-provider community. UNM-Valencia was contacted by First Choice Community Health over a year ago. First Choice provides outpatient care at clinics throughout the state. Further input from other clinics and medical offices in our service area indicates that this is a growing need. The major goal of the program is to fulfill the need of employees with competencies above our Nursing Assistant Certificate program, but below the RN level. By establishing a Medical Assistant program, we will be taking the elements of our existing programs that are proven successes, and packaging them to build a program that fulfills a need that the healthcare providers in our service area have expressed to us. Creating programs that directly connect students with workforce opportunities in a timely fashion directly fits with the community-based mission of the branch campuses.

The Medical Assistant Certificate program can be offered beginning as early as fall 2015. All of the courses within the certificate are existing courses within the UNM-Valencia Catalog.

2. Evidence of Need

Students enter these fields for two reasons: 1) expectation to prepare to enter the nursing career pathway; and 2) to secure a job upon completion of one course. At any given time, there are approximately fifty job openings for Nursing Assistants in the Albuquerque metropolitan area. With the Medical Assistant Certificate, we intend to add to our healthcare pathway, providing students with a credential that can take them from median wages of $24.5K (Certified Nursing Assistant) to $32.5K (Medical Assistant) in as little as one year, and prepare them for higher level employment as RN's, Certified Nurse Practitioners (CNP) or Physician Assistants if they continue in the education pipeline offered through UNM.

UNM-Valencia is included in the Albuquerque metropolitan area. Central New Mexico Community College is the only other public two-year college in the area. It offers a Nursing Assistant/Unit Coordinator program that contains some of the components of our proposed Medical Assistant Certificate. Ours is unique, however, since it includes not only our Certified Nursing Assistant course, but our course in Phlebotomy, Medical Terminology, Computer Science, Math and English. Completion of this series of courses will produce students whom we will send highly skilled into the workforce.

3. Program Content and Quality
No new courses are being proposed. The curriculum consists of the following existing courses that total thirty-two credit hours: Certified Nursing Assistant, Phlebotomy, Medical Terminology, Computing for Business Students, Technical Mathematics, and Accelerated Composition.

Competencies will include: an understanding of basic medical terminology; the ability to properly ascertain patient vital signs and respond to provider directions; an understanding of HIPAA compliance; basic lab skills, the ability to inventory and stock exam rooms (including handling and disposal of biohazard materials); customer service and communication; computer skills to include electronic medical records and software applications.

4. Evaluation and Assessment
The Medical Assistant Certificate will provide students with quality instruction to gain employment in healthcare clinics and medical offices, and, with further instruction in the healthcare pathway, to advance in the healthcare field. In order to measure that students have learned the competencies required to gain employment in the healthcare field, they are required to adhere to strict attendance policies for the certified nursing assistant and phlebotomy classes for classroom, skills lab and clinical rotations; they must complete homework assignments on time, and they are graded on skills, exams and clinicals. In order to sit for the certified nursing assistant and phlebotomy licensure exams, students must pass the courses with 80% or better. Students cannot miss any part of that instruction at approved clinical sites under the supervision of their instructor. Furthermore, we will rely on our Healthcare Advisory Council to help in ongoing evaluation of the program effectiveness.

5. Required Resources
Since the Medical Assistant Certificate program will consist of existing courses, there will be no effect on workload. Because no additional faculty will be required, there will be no additional costs. UNM-Valencia has two labs available, one dedicated to the Nursing program where some of the Certified Nursing Assistant classes are taught; the other is equipped to accommodate Certified Nursing Assistant, Phlebotomy and Emergency Medical Services. No additional space or renovations are necessary.

There are fees associated with the proposed Medical Assistant Certificate, but none are new fees. All are already associated with the existing courses related to either Certified Nursing Assistant or Phlebotomy.

6. Projected Enrollment and Costs
Cohorts of twelve students per year will be established. However, students may enter the program at any time having fulfilled the requirements for English, Math, Medical Terminology and Computer Science, and enroll in the existing Certified Nursing Assistant and Phlebotomy courses, which enroll a maximum of twelve student per class. There is a potential for twelve to thirty-six students to complete the program per year.

There will be no additional cost to the institution for the program.

MEDICAL ASSISTANT

Certificate program description

The UNM-Valencia Medical Assistant Certificate combines the skills and competencies taught in CNA 101 Nursing Assistant, PBT 101/102L Phlebotomy Technician, HCHS 111 Medical Terminology, with English, Math and Computer Science.

Career and educational advancement opportunities

The Medical Assistant Certificate was developed in response to a workforce need expressed by healthcare providers who specialize in outpatient care. Students completing the required courses for Medical Assistant will be employable in clinics and doctor's offices with opportunity for career advancement in the healthcare field.

Program requirements

Total credit hours required: 32

Program learning goals

The Medical Assistant Certificate program provides students with quality instruction to facilitate mastery of the knowledge, skills and behaviors necessary to succeed in careers in the healthcare field. Upon successful completion of the required courses for the program students will demonstrate skills and competencies that include an understanding of basic medical terminology, ability to properly ascertain patient vital signs and respond to provider directions, set up/clean up following provider procedures, understanding of HIPAA compliance, basic lab skills, ability to inventory and stock exam rooms, including handling and disposal of biohazard materials, customer service and communication skills to properly conduct patient interviews and documentation of initial patient history, charting, assisting patients with basic requirements for health insurance coverage, computer skills to include electronic medical records and software applications.

Contact and Advising Information

Information about the Medical Assistant Certificate is available from the Advisement Center at 505.925.8560 at vcadvise@unm.edu, or Community Education Services at 505.925.8970 or rlogan@unm.edu.

Certificate in Medical Assistant requirements

The following are the course requirements for completion of a Medical Assistant Certificate. Students should see an advisor to discuss their educational plans.

Area	Semester	Grade	Credits
Writing & Speaking (3 credits)			
ENGL 110 or 112 or 113	_____	_____	3
Mathematics (3 credits)			
MATH 115	_____	_____	3

Allied Health (20 credits)

CNA 101	_____	_____	8
PBT 101	_____	_____	8
PBT 102L	_____	_____	4

Health Career Health Sciences (3 credits)

HCHS 111	_____	_____	3

Computer Science (3 credits)

CS 150	_____	_____	3

Program Justification

Medical Assistant should be offered in response to need expressed by the healthcare provider community. We were contacted by First Choice Community Health over a year ago. First Choice provides outpatient care at clinics throughout the state. Further input from other clinics and doctor's offices in our service area indicates that this is a growing need. The major goal is to fulfill this need of employees with competencies above our Nursing Assistant program but below the RN level.

Impact on long-range planning

The long-range plan for the UNM-Valencia Allied Health program is to produce highly qualified students ready to enter the workforce. UNM-Valencia is included in the Albuquerque MSA. CNM Community College is the only other public 2-year college in the area. It offers a Nursing Assistant/Unit Coordinator program which contains some of the components of our proposed Medical Assistant Certificate. Ours is unique, however, since it includes not only our Nursing Assistant course, but our courses in Phlebotomy, Medical Terminology, Computer Science, Math and English. The students coming out of the UNM-Valencia program will complete each of our courses which our research with local healthcare providers indicates will produce well-trained individuals ready to perform the duties expected by the employer.

Budget Analysis and Faculty Workload Implications

Since the Medical Assistant Certificate program consists of existing courses, no additional faculty or staff will be required other than those already in place, therefore, no additional cost. UNM Faculty contracts policies for faculty workload will be followed. Since the Medical Assistant Certificate program consists of existing courses, there will be no effect on workload other than what is dictated by Faculty Contracts.

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NEW ASSOCIATE DEGREE/UNDERGRADUATE CERTIFICATE PROGRAM
PRELIMINARY REVIEW AND PROPOSAL OUTLINE
UNM-Valencia, Medical Assistant Certificate

Executive Summary

Please see below for a brief summary of the first seven elements listed for the full proposal, namely: program description, evidence of need, program content, evaluation and assessment, required resources, projected enrollment and costs, and additional information (as appropriate).

1. Program Description

A Medical Assistant Certificate should be offered in response to need expressed from the healthcare-provider community. UNM-Valencia was contacted by First Choice Community Health over a year ago. First Choice provides outpatient care at clinics throughout the state. Further input from other clinics and medical offices in our service area indicates that this is a growing need. The major goal of the program is to fulfill the need of employees with competencies above our Nursing Assistant Certificate program, but below the RN level. Competencies will include: an understanding of basic medical terminology; the ability to properly ascertain patient vital signs and respond to provider directions; an understanding of HIPAA compliance; basic lab skills, the ability to inventory and stock exam rooms (including handling and disposal of biohazard materials); customer service and communication; computer skills to include electronic medical records and software applications.

The mission of UNM-Valencia is: *"A quality education – a lifetime of success."*
UNM-Valencia strives to provide quality in everything we do. Teaching and learning is the priority as we respond to the needs of our community. By establishing a Medical Assistant program, we will be taking the elements of our existing programs that are proven successes, and packaging them to build a program that fulfills a need that the healthcare providers in our service area have expressed to us. We are confident that the students completing this program will possess a higher level of competencies, having completed our established courses that have a track record of quality and success. One of the strategic goals in the UNM-Valencia Strategic Plan for 2012—2017 is create new programs and courses based on community and industry needs and interests. Creating programs that directly connect students with workforce

opportunities in a timely fashion directly fits with the community-based mission of the branch campuses.

All four UNM branch campuses offer programs in the healthcare field. The Medical Assistant Certificate being proposed by UNM-Valencia is unique in that it is a compilation of existing Allied Health programs (primarily Certified Nursing Assistant and Phlebotomy) and core competencies that our community research has shown are required by local healthcare providers who could hire our students, confident that they can perform the jobs in demand.

We continually work with employers in the healthcare community, including First Choice Community Health, New Mexico Direct Care Givers Coalition, Tricore, Quest, Skilled Healthcare, and numerous employers in a seven-county area with whom we have established training sites through our American Heart Association Training Center. In the coming months we will create a Healthcare Advisory Council to include many of these employers with whom we communicate on a regular basis for advice and direction in our ongoing quality improvement efforts.

The Medical Assistant Certificate program can be offered beginning as early as fall 2015. All of the courses within the certificate are existing courses within the UNM-Valencia Catalog.

2. Evidence of Need

Certified Nursing Assistant and Phlebotomy courses are among the first courses to fill every semester they are offered. Waiting lists are common and we are unable to fulfill the demand for these courses each semester. Students enter these fields for two reasons: 1) expectation to prepare to enter the nursing career pathway; and 2) to secure a job upon completion of one course. At any given time, there are approximately fifty job openings for Nursing Assistants in the Albuquerque metropolitan area. With the Medical Assistant Certificate, we intend to add to our healthcare pathway, providing students with a credential that can take them from median wages of $24.5K (Certified Nursing Assistant) to $32.5K (Medical Assistant) in as little as one year, and prepare them for higher level employment as RN's, Certified Nurse Practitioners (CNP) or Physician Assistants if they continue in the education pipeline offered through UNM.

Students will be recruited through our online schedule of classes. Additionally, all of our employer partners will be made aware through flyers and listserv notices that UNM-Valencia now offers Medical Assistant training. Students in our entry-level healthcare pathway courses -- Personal Care Attendant (PCA); Certified Nursing Assistant (CNA); Phlebotomy (PBT) -- will be informed during their class time and advisement that this new opportunity exists for them to complete the entire series of courses and obtain a certificate as a Medical Assistant. We will also make a formal announcement through our local media outlet.

UNM-Valencia is included in the Albuquerque metropolitan area. Central New Mexico Community College is the only other public two-year college in the area. It offers a Nursing Assistant/Unit Coordinator program that contains some of the components of our proposed Medical Assistant Certificate. Ours is unique, however, since it includes not only our Certified Nursing Assistant course, but our course in Phlebotomy, Medical Terminology, Computer Science, Math and English. Completion of this series of courses will produce students whom we

will send highly skilled into the workforce. While private, for-profit colleges in the Albuquerque area have Medical Assistant programs offered at high-tuition rates, the students coming out of the UNM-Valencia program will complete each of our courses that our research with local healthcare providers indicates will produce well-trained individuals ready to perform the duties expected by the employer.

The demand for students trained as Medical Assistants has been expressed by the healthcare provider community. First Choice Community Health, our initial contact over a year ago, provides outpatient care at clinics throughout the state. Further input from other clinics and medical offices in our service area indicates that this is a growing need. Our goal is to fulfill this need of employees with competencies above our Certified Nursing Assistant program but below the RN level.

3. Program Content and Quality

No new courses are being proposed. The curriculum consists of the following existing courses that total thirty-two credit hours:
CNA 101 Certified Nursing Assistant: 8 credit hours
PBT 101/PBT 102L Phlebotomy: 12 credit hours
HCHS 111 Medical Terminology: 3 credit hours
CS 150 Computing for Business Students: 3 credit hours
MATH 115 Technical Mathematics: 3 credit hours
ENGL 110 Accelerated Composition: 3 credit hours

The Medical Assistant Certificate will provide students with quality instruction to gain employment in healthcare clinics and medical offices, and, with further instruction in the healthcare pathway, to advance in the healthcare field. Competencies will include: an understanding of basic medical terminology; the ability to properly ascertain patient vital signs and respond to provider directions; an understanding of HIPAA compliance; basic lab skills, the ability to inventory and stock exam rooms (including handling and disposal of biohazard materials); customer service and communication; computer skills to include electronic medical records and software applications.

Certified Nursing Assistant and Phlebotomy courses will implement didactic, skills lab and clinical instructional models. Computer Science will be hands-on computer instruction in a computer lab. Medical Terminology, English and Math are lecture-based, online or hybrid. In addition, the I-BEST (Integrated Basic Education and Skills Training) model will be used for the Certified Nursing Assistant program. This model is based on the concept of team-teaching, where a basic skills instructor contextualizes basic English, Reading and Math skills into the skills training course in order to facilitate the students' learning of the skill, i.e., Certified Nursing Assistant, thereby increasing their potential for success.

Accreditation will not be sought for this course; therefore, no expenses are involved. The American Association of Medical Assistants offers a credential to candidates who pass the CMA (Certified Medical Assistant) exam. However, employers in New Mexico do not require certification for hiring and are more interested in hiring employees who have completed training through a reputable school or college and possess the competencies to do the job. Employers

will offer further training if required. Because employers in New Mexico do not require certification for hiring, the program at UNM-Valencia does not affect any existing accreditation and licensure requirements.

4. Evaluation and Assessment

The Medical Assistant Certificate will provide students with quality instruction to gain employment in healthcare clinics and medical offices, and, with further instruction in the healthcare pathway, to advance in the healthcare field. In order to measure that students have learned the competencies required to gain employment in the healthcare field, they are required to adhere to strict attendance policies for the certified nursing assistant and phlebotomy classes for classroom, skills lab and clinical rotations; they must complete homework assignments on time, and they are graded on skills, exams and clinicals. They must demonstrate basic nursing and phlebotomy skills in a safe, independent and professional manner. They must demonstrate knowledge of basic medical terminology, anatomy and physiology, and basic patho-physiology according to standards and practices in the field. In order to sit for the certified nursing assistant and phlebotomy licensure exams, students must pass the courses with 80% or better.

Clinical rotations are of vital importance. Students cannot miss any part of that instruction at approved clinical sites under the supervision of their instructor. They must adhere to policies and procedures of the clinical site and demonstrate professionalism at all times. Furthermore, we will rely on our Healthcare Advisory Council to help in ongoing evaluation of the program effectiveness. Also, Medical Assistant, as with all UNM-Valencia programs and courses, is subject to an annual assessment cycle of student learning outcomes evaluation.

5. Required Resources

Courses:

CNA 101: RN License -- Three sections of this course are offered in each of the fall and spring semesters and one in the summer. We employ two to three adjunct faculty from our pool of qualified instructors each semester.

PBT 101/102L: American Society for Clinical Pathology (ASCP) licensure – This course is offered once in fall and spring semesters; however, due to workload requirements, one course during the year will be split into didactic/lab (PBT 101) and clinicals (PBT 102L), with different instructors for each portion of the class.

CS 150, ENGL 110, MATH 115, HCHS 111 – Hiring will occur as per UNM-Valencia policy for faculty hiring and credentialing.

UNM faculty contracts' policies for faculty workload policies will be followed. Since the Medical Assistant Certificate program will consist of existing courses, there will be no effect on workload. Because no additional faculty will be required, there will be no additional costs.

All UNM-Valencia faculty have access to the Teaching and Learning Center, which provides training in the latest technologies available in the classrooms. Since the Medical Assistant Certificate program will consist of existing courses, no additional technology, media, equipment and instructional supplies are needed. Skills labs are well-equipped for teaching of the program's intended outcomes. All resources are available. There are no additional costs.

UNM-Valencia has two labs available, one dedicated to the Nursing program where some of the Certified Nursing Assistant classes are taught; the other is equipped to accommodate Certified Nursing Assistant, Phlebotomy and Emergency Medical Services. No additional space or renovations are necessary.

Students have access to all Student Support services, including: advisement; various assessments such as COMPASS, Work Keys, Key Train and Workforce Connects; tutoring; the STEM Center for math tutoring; TRIO student support for qualifying first-generation college students; I-BEST (Integrated Basic Education and Skills Training). All are existing programs and services at no additional cost to the students. Students are eligible for Pell grants, scholarships from local donor funds, work study and student employment. We have a Career Advisor who actively works with employers to place students in internships. All are existing programs and services and are available to all students.

There are fees associated with the proposed Medical Assistant Certificate, but none are new fees. All are already associated with the existing courses related to either Certified Nursing Assistant or Phlebotomy:

- UNM-Valencia Lab Fees:
  - CNA: $ 40.00
  - PBT: $ 75.00
- American Heart Association Healthcare Provider CPR $ 70.00
- NM Department of Health Background Check: $ 73.30
- NACEP licensure exam (CNA) $ 105.00
- ASCP licensure exam (Phlebotomy) $ 135.00
- Needlestick Insurance ((Phlebotomy) $ 35.00
- Scrubs: $ 22 .00
- Gait belt & Stethoscope: $ 45.00
- Textbook: $ 63.00
- Immunizations and physical exam (cost varies based on provider fees, insurance, etc.)

6. Projected Enrollment and Costs

Cohorts of twelve students per year will be established. However, students may enter the program at any time having fulfilled the requirements for English, Math, Medical Terminology and Computer Science, and enroll in the existing Certified Nursing Assistant and Phlebotomy courses, which enroll a maximum of twelve student per class. There is a potential for twelve to thirty-six students to complete the program per year.

The cost for the program to the student would be $2,744.90, which includes tuition (thirty-two credit hours at the UNM-Valencia tuition rate of $65.05 per credit hour plus the fees listed above. There will be no additional costs to the institution for the program.

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Date: November 6, 2014

To: Laura Musselwhite, Dean of Instruction, UNM-Valencia Campus

From: Gregory L. Heileman, Associate Provost for Curriculum

Re: Pre-Approval for Health Information Technology Associate of Science Degree, and Certificates in 3-D Printing, Film Technology, and Medical Assistance.

Cc: Chaouki Abdallah, Provost and EVP for Academic Affairs
Carolyn Montoya, Chair, Faculty Senate Curriculum Committee
Nancy Middlebrook, University Accreditation Director
Elizabeth Keefe, Chair, Faculty Senate Undergraduate Committee
Elizabeth Barton, Associate Registrar

Thank you for submitting the preliminary review outline for the following programs and certificates: Health Information Technology Associate of Science Degree, 3-D Printing Certificate, Film Technology Certificate, and Medical Assistant Certificate. In my judgment, the four proposals have been sufficiently well developed to warrant submission to the Faculty Senate Curricula Committee, please feel free to proceed.

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NEW ASSOCIATE DEGREE/UNDERGRADUATE CERTIFICATE PROGRAM
PRELIMINARY REVIEW AND PROPOSAL OUTLINE
UNM-Valencia, 3-D Printing Mini Certificate

Executive Summary

1. Program Description

The design and manufacturing industries are moving toward 3D modeling and 3D printing; therefore, UNM Valencia proposes to offer a one-semester, twelve-credit hour mini-certificate in 3D Printing that will meet industry needs. The program's goal is to provide students a working knowledge about 3D Printing through hands-on experience using 3D printers. Students earning a mini-certificate in 3D Printing would receive quality instruction from instructors who are experts in the industry, preparing them for sought-after skills in manufacturing and engineering jobs that prioritize 3D Printing. Creating programs that directly connect students with workforce opportunities in a timely fashion directly fits with the community-based mission of the branch campuses.

In order to provide career technical education (CTE) programs funded by our Carl Perkins grant, it is paramount that industry partners participate in the development of curriculum to meet the needs of the industry. The Valencia Campus works with advisory board members in Computer Aided Drafting (CAD), Digital Media Arts (DMA) and IT industries to ensure the curricula we are teaching students gives them the appropriate skills to obtain work at high wages. Curriculum for the three courses has been developed. With approval, we could begin offering new classes in fall 2015.

2. Evidence of Need

Our CTE Advisory Board members asked the campus to explore incorporating 3D Printing into our DMA, CAD and potentially Manufacturing and Pre-Engineering programs. Also, the Carl Perkins grant project director for Belen High School asked us to develop a 3D Printing program for dual enrollment in CTE courses as well as Pre-Engineering. Thus, the requested program is a direct response to local industry needs. The most in-demand jobs requiring 3D printing and additive manufacturing expertise include the following: Industrial and Mechanical Engineers, Software Developers, Applications, Commercial and Industrial Designers etc. Manufacturing has the highest number of positions for 3D printing and additive manufacturing skills.

The 3D Printing mini-certificate will offer Valencia Campus students a foundation of working knowledge to fully utilize the emerging technology as their studies and careers advance. UNM Valencia's service area includes Valencia and Socorro Counties as well as southwestern Torrance County. Students in this service area reside between thirty and seventy-five miles from Albuquerque. A 3D Printing secondary and postsecondary training program in Valencia County will make the new industry much more accessible to students in this area.

3. Program Content and Quality

This one-semester twelve-credit hour mini-certificate is designed for students who want to gain knowledge about 3D Printing and hands-on experience using 3D printers. 3D Printing is particularly relevant for students in pre-engineering and CAD degree programs, but the courses are open to anyone interested turning a design idea into a real physical product.

Upon successful completion of the required courses for the 3D Printing mini-certificate, students will demonstrate that they have developed the ability to:

-Identify and define concepts of 3D Printing and rapid 3D prototyping.
-Demonstrate basic 3D printer operations and functions.
-Properly prepare CAD files for 3D Printing.
-Utilize various 3D Printing software and hardware.

4. Evaluation and Assessment

The courses are a combination of didactic instruction and hands-on skills training. Students will be assessed through both written and skills testing, as well as the completion of final projects. There will be annual Advisory Board Meetings for updates on industry standards and needs. These meeting also provide an opportunity for program leaders to reach back to the community for confirmation of the success of graduates in the workforce.

5. Required Resources

One faculty member will be required for program delivery. Minimum qualifications would be an associate's degree plus five years of experience in the 3D Printing industry or related field. There would be, however, no change in workload of current faculty.

The Carl Perkins CTE grant will fund instructor training for new and innovative industry certifications and professional development. Physical resources are already available. No additional resources are being requested for this program. A special $25 lab fee will cover basic equipment maintenance and upgrades commonly associated with labs and studios.

6. Projected Enrollment and Costs

The following are enrollment estimates for the first three years of the program:

Year 1: One course a semester with six students
Year 2: Two courses a semester with ten students each
Year 3: Three courses a semester with twelve students each

New and innovative equipment will continue to be purchased with the Carl Perkins CTE grant. We do not envision additional costs to be associated with this program.

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NEW ASSOCIATE DEGREE/UNDERGRADUATE CERTIFICATE PROGRAM
PRELIMINARY REVIEW AND PROPOSAL OUTLINE
UNM-Valencia, 3-D Printing Mini Certificate

Executive Summary

Please see below for a brief summary of the first seven elements listed for the full proposal, namely: program description, evidence of need, program content, evaluation and assessment, required resources, projected enrollment and costs, and additional information (as appropriate).

1. Program Description

The design and manufacturing industries are moving toward 3D modeling and 3D printing; therefore, UNM Valencia proposes to offer a one-semester, twelve-credit hour mini-certificate in 3D Printing that will meet industry needs. 3D Printing technology is currently used in architecture, industrial design, automotive industry, aerospace, military, engineering, dental and medical industries, biotech, fashion, footwear, jewelry, eyewear, education and many other fields.

The program's goal is to provide students a working knowledge about 3D Printing through hands-on experience using 3D printers. This mini-certificate could develop into an AAS (through stackable certificates) in Additive Manufacturing and Rapid Prototyping. 3D Printing classes may be incorporated into other certificate and degree programs in the areas of Computer-Aided Drafting (CAD) and Pre-Engineering.

The UNM-Valencia Campus mission is: *A quality education – a lifetime of success.* Students earning a mini-certificate in 3D Printing would receive quality instruction from instructors who are experts in the industry, preparing them for sought-after skills in manufacturing and engineering jobs that prioritize 3D Printing. To fit in with the mission, we will provide quality training in specialized skills for students to earn livable wages. One of the strategic goals of the 2012-2017 UNM-Valencia Strategic Plan is to create new programs and courses based on community and industry needs and interests. Creating programs that directly connect students

with workforce opportunities in a timely fashion directly fits with the community-based mission of the branch campuses.

The mini-certificate would add to any other branch campus program interested in 3D Printing technology. According to branch campus websites, only Community Education classes for secondary school summer camp programs have 3D Printing courses associated with STEM. This program would be unique to the Valencia Campus.

3D Printing is a career technical education (CTE or vocational) program. This new and innovative direction in CAD is funded by our campus Carl Perkins CTE grant. In order to provide CTE programs funded by Perkins, it is paramount that industry partners participate in the development of curriculum to meet the needs of the industry. The Valencia Campus works with advisory board members in CAD, DMA (Digital Media Arts) and IT industries to ensure the curricula we are teaching students gives them the appropriate skills to obtain work at high wages.

Curriculum for the three courses has been developed and is waiting for implementation. With approval, we could begin offering new classes in fall 2015.

2. Evidence of Need

After a demonstration of the new 3D printers and presentation about the industry direction, our CTE Advisory Board members agreed we should explore incorporating 3D Printing into our DMA, CAD and potentially Manufacturing and Pre-Engineering programs. Also, the Carl Perkins grant project director for Belen High School asked us to develop a 3D Printing program for dual enrollment in CTE courses as well as Pre-Engineering.

The UNM Valencia Public Information Office will produce television, web and social media advertisement campaigns for the new certificate program to recruit students from Belen, Los Lunas and Valencia high schools, as well from the general public. Courses will be listed in the UNM-Valencia Campus Schedule of Classes for summer, fall and spring.

The UNM School of Architecture and Planning FabLab, CNM STEMulus Center and STEM Charter Schools have 3D Printing incorporated as part of their technologies offered in various programs. Our 3D Printing mini-certificate will offer Valencia Campus students a foundation of working knowledge to fully utilize the emerging technology as their studies and careers advance. UNM Valencia's service area, as determined by the NM Higher Education Department Geographical Area of Responsibility (GAR), includes Valencia and Socorro Counties as well as southwestern Torrance County. Students in this service area reside between thirty and seventy-five miles from Albuquerque. A 3D Printing secondary and postsecondary training program in Valencia County will make the new industry much more accessible to students in this area.

According to a *Forbes* September 15, 2014 article titled “Demand For 3D Printing Skills Is Accelerating Globally:”

> The number of job ads requiring workers with 3D printing skills increased 1,834% in 4 years and 103% when comparing August 2014 to August 2013. 35% of all ads posted for engineering jobs in the last 30 days prioritize 3D printing and additive manufacturing as the most sought-after skill.
>
> The most in-demand jobs requiring 3D printing and additive manufacturing expertise include the following: Industrial and Mechanical Engineers, Software Developers, Applications, Commercial and Industrial Designers etc. Manufacturing has the highest number of positions for 3D printing and additive manufacturing skills.

According to a *Business News Daily* Sept 18, 2013 article titled “10 3D Printing Jobs on the Rise:”

> A recent Freelancer.com study found that it has experienced unprecedented growth. A MyCorporation infographic also estimated that it will become a $5.2 billion industry by 2020, with a projected 14 percent annual growth between 2012 and 2017.
>
> To be competitive, job seekers should gain hands-on experience in 3D technologies and stay-up-to-date on how companies are using 3D printing. CAD and Education are part of the jobs that will be created or get a boost from 3D printing.
>
> On 3D computer-aided design (CAD) modeling: "I see a lot more demand for CAD and 3D modeling jobs on the horizon because of 3D printing," said Alex English, owner of ProtoParadigm.
>
> Education - What good are these jobs if no one has the qualifications to fill them? To help fill the skills gap, schools are developing (and some have already launched) 3D printing programs at all grade levels. This will open up jobs for educators who can teach the technical and business aspects of 3D printing.
>
> "From an educational perspective, many K-12 schools are looking to 3D printing as a point of exposure for students within the arts as well as scientific areas of study," said Erol Gunduz, a professor at NYU’s School of Continuing and Professional Studies. Colleges and universities are also launching 3D printing courses and certificate programs, such as NYU-SCPS' Certificate in 3D Printing Rapid Prototyping.

3. Program Content and Quality

This one-semester twelve-credit hour mini-certificate is designed for students who want to gain knowledge about 3D Printing and hands-on experience using 3D printers. 3D Printing is particularly relevant for students in pre-engineering and CAD degree programs, but the courses are open to anyone interested turning a design idea into a real physical product.

The 3D Printing technology is currently used in architecture, industrial design, automotive industry, aerospace, military, engineering, dental and medical industries, biotech, fashion, footwear, jewelry, eyewear, education and many other fields.

New CAD Courses for 3D Printing Mini-Certificate
CAD 170 -- Intro to 3D Printing
CAD 190 -- Modeling for 3D Printing
CAD 293 -- 3D Printing Project

New CAD courses will be offered at times not competing with other CAD classes.

Upon successful completion of the required courses for the 3D Printing mini-certificate, students will demonstrate that they have developed the ability to:

-Identify and define concepts of 3D Printing and rapid 3D prototyping.
-Demonstrate basic 3D printer operations and functions.
-Properly prepare CAD files for 3D Printing.
-Utilize various 3D Printing software and hardware.

The courses will be delivered face-to-face, using lecture and lab classes that utilize the Blackboard Learn course management system.

No accreditation be sought. CTE industry certifications in software applications will be explored. The CTE program does not affect any existing accreditation.

4. Evaluation and Assessment

The courses are a combination of didactic instruction and hands-on skills training. Students will be assessed through both written and skills testing, as well as the completion of final projects. This program, like all UNM-Valencia programs, will participate in an annual program assessment cycle of student learning outcomes. There will be annual Advisory Board Meetings for updates on industry standards and needs. These meeting also provide an opportunity for program leaders to reach back to the community for confirmation of the success of graduates in the workforce.

5. Required Resources

One faculty member will be required for program delivery. Minimum qualifications would be an associate's degree plus five years of experience in the 3D Printing industry or related field. Preferred qualifications would be a bachelor's degree or higher in related field. There would be, however, no change in workload of current faculty. UNM Valencia has a full time CAD faculty member who can pick up the additional classes without any impact to contract or program. If required, adjunct faculty for the program would be hired at the standard UNM-Valencia rate of $700 per credit hour for faculty with a bachelor's degree; $750 per credit hour for faculty with a master's degree; and $800 per credit hour for faculty with a doctoral degree.

The courses will be three-credit hours. Assuming that adjunct faculty hired will be at the bachelor's or master's degree level, budget impact for one semester could range from $2,400 to $2,600, including FICA and workman's comp fees. Resource materials will be provided by the instructor, and no book will be required. This scenario will only be if an adjunct faculty member is required, which is not foreseen at this time.

The Carl Perkins CTE grant will fund instructor training for new and innovative industry certifications and professional development. Physical resources are already available. The Perkins funding allowed for the purchase of two 3D printers and supplies in the last academic year. There is no need for additional or renovated space at the moment. UNM Valencia currently has a devoted CAD lab. Depending on how much the program grows, more facility space may be required.

To continually strengthen the academic and career and technical education components of our CTE programs, UNM Valencia provides students intensive tutoring and supplemental instruction in gateway courses with qualified and certified tutors. Students who need assistance in CTE or academic core classes have access to certified tutors by appointment. Supplemental instruction is led by advanced students who have excelled in their classes of expertise and provide a peer-to-peer mentoring experience. UNM Valencia hosts Trio, Upward Bound, STEM Center, Highway to Success and iBEST programs that work directly with students from non-traditional areas, whether displaced homemakers, single parents, or students with disabilities. These programs offer one-on-one tutoring and career guidance to help strengthen both the academic and CTE skills of students, at no additional cost to students.

As the industry develops and community needs emerge and grow, our CTE Advisory Board, campus Career Services and faculty will build appropriate internships.

A special $25 lab fee will cover basic equipment maintenance and upgrades commonly associated with labs and studios.

6. Projected Enrollment and Costs

Year 1: One course a semester with six students
Year 2: Two courses a semester with ten students each
Year 3: Three courses a semester with twelve students each

New and innovative equipment will continue to be purchased with the Carl Perkins CTE grant.

CAD 170 Introduction to 3D Printing
CAD 190 Computer Modeling for 3D Printing
CAD 294 3D Printing Project

Faculty and Load Implications

Justification for the course:

The design and manufacturing industries are moving toward 3D modeling and 3D printing, therefore UNM Valencia wishes to offer a mini-certificate in 3D printing that will meet industry needs

Impact on Long Range Planning:

This mini-certificate could develop into an AAS in Additive Manufacturing and Rapid Prototyping

Detailed Budget Analysis

The above courses are manageable within the current budget. Future costs that may be associated with course and certificate will be explored using Carl Perkin Grant funds and the budget will be adjusted as necessary.

Faculty Workload Implications

Faculty workload will not change

Degrees & Courses

3D Printing

3D Printing Mini Certificate description

This one-semester certificate is designed for students who want to gain knowledge about 3D printing and hands-on experience using 3D printers. 3D printing is particularly relevant for students in pre-engineering and CAD degree programs, but the courses are open to anyone interested turning a design idea into a real physical product.

Career and educational advancement opportunities

The 3D printing technology is currently used in architecture, industrial design, automotive industry, aerospace, military, engineering, dental and medical industries, biotech, fashion, footwear, jewelry, eyewear, education and many other fields.

Program requirements

Total credit hours required: 12 (see checklist for specific requirements).

Program learning goals

Upon successful completion of the required courses for the 3D Printing mini certificate, our students will demonstrate that they have developed the ability to:

- Identify and define concepts of 3D printing and rapid 3D prototyping.
- Demonstrate basic 3D printer operations and functions.
- Properly prepare CAD files for 3D printing.
- Utilize various 3D printing software and hardware.

CONTACT AND ADVISING INFORMATION
Information about the mini certificate in 3D Printing is available from Advisement Center at 505.925.8560 or vcadvise@unm.edu, or the Chair of the Business, Technology & Fine Arts Division, Michael Ceschiat, at 505.925.8712 or ceschiat@unm.edu, or the lead faculty for the program, Alex Sanchez, 505.925.8716 or alexs@unm.edu.

Course prerequisites

Students must meet prerequisites by achievement of minimum placement scores on the COMPASS or ACT or through completion of course work.
Course: ENGL 100 & UNIV 101or equivalent – or place into ENGL 110;
Credit hours: 4 & 3; **COMPASS/ACT Minimum Scores:** 75/19

Degrees & Courses

3D Printing Mini Certificate requirements

The following are the course requirements for completion of an 3D Printing Mini Certificate. Students should see an advisor to customize their educational plans.

	Credit hours
CAD 170 Intro to 3D Printing	4
CAD 190 Modeling for 3D printing	4
CAD 294 3D printing project	4

Committee on Governance

January 14, 2015

On December 3, 2014 UNM voting faculty received a ballot to vote on proposed changes to the Faculty Constitution (Faculty Handbook Policy A51). The ballot contained seven separate ballot items. Of the seven items, all but two passed with the required two-thirds majority vote. Ballot item numbers three and four received a simple majority but not the two-thirds majority required to pass. Below is a summary of the vote.

Ballot Item 1 - Non-substantive changes: PASSED
Ballot Item 2 - Inclusion of the Faculty Handbook (Article I, Section 2): PASSED
Ballot Item 3 - Members of the Committee on Governance shall be tenured (Article I, Section 5c): FAILED
Ballot Item 4 - Presiding Officer of the Faculty Senate shall be tenured (Article I, Section 6d): FAILED
Ballot Item 5 - Change in calculation of number of Faculty Senators (Article I, Section 6): PASSED
Ballot Item 6 - Inclusion of Provost or Chancellor in Dean/Director (re)appointments (Article III, Section 3): PASSED
Ballot Item 7 - Removal of "Other Administrative Officers" (Article III, Section 4): PASSED

The five ballot items that were approved by faculty will move forward to the Regents' Student/Academic Affairs Committee on January 29, 2015 and then to the full Board of Regents on February 6, 2015 for their consideration. Please note that implementation of these items is pending approval at these meetings. An announcement will go out to all faculty at that time.

A number of eligible faculty were not able to access the ballot immediately. We are confident that access problems were quickly rectified allowing all eligible faculty to vote in a fair and accurate election.

Thank you for taking the time to vote.

Sincerely,

Jackie Hood and Tim Lowrey, Co-Chairs of the Committee on Governance

The University of New Mexico Committee on Governance · MSC05 3340 · 1 University of New Mexico · Albuquerque, NM 87131-0001 · Phone 505.277.4664 · Fax 505.277.4665 · facgov@unm.edu · facgov.unm.edu

FACULTY CONSTITUTION

Article I. The University Faculty

Section 1. Membership

(a) Membership: The University Faculty shall consist of the Professors, Associate Professors, Assistant Professors, Clinician Educators, Lecturers, and Instructors, including part-time and temporary appointees. The President of the University, Provost, other administrative officers at the level of Vice President and above, Deans, and the Secretary of the University shall be ex-officio members of the Faculty whether or not they are actively engaged in teaching.

(b) Voting Faculty: Members of the University who are eligible to vote shall include all members of the University Faculty at professorial ranks (Instructors, Assistant Professors, Associate Professors, and Professors) Clinician Educators, and lecturers. No person holding an interim or temporary faculty appointment shall be a member of the Voting Faculty unless he or she be a member ex officio or on an initial term appointment. The ex officio members of the University Faculty as listed in Sec*tion* 1(a) shall be ex officio members of the Voting Faculty.

(c) Eligibility: Questions of eligibility for voting which may arise shall be settled by the presiding officer of the Faculty as defined in Section 3. Any appeal from the decision should be taken to the Voting Faculty. The Faculty Contracts Office shall prepare the official list of the membership of the Faculty and of the Voting Faculty as defined above.

Section 2. Responsibilities

(a) The University Faculty shall have the right of review and action in regard to the following:

(1) formulation of institutional aims;
(2) creation of new colleges, schools, and departments and divisions;
(3) major curricular changes and other matters which in the opinion of the President of the University or his delegate affect the institution as a whole;
(4) requirements for admission, graduation, honors, and scholastic performance in general;
(5) approval of candidates for degrees;
(6) policies of appointment, dismissal, and promotion in academic rank;
(7) research; and
(8) general faculty welfare.

However, actions taken by the University Faculty shall be subject to the authority of the Board of Regents in matters involving finance, personnel, and general University policy.

(b) The enunciation of the rights and responsibilities delegated to University Faculty in Section 2 (a) and resulting policies shall be contained or referenced in the Faculty Handbook. All university policies that pertain to the rights and responsibilities of faculty, the terms and conditions of faculty employment, and academic matters shall be published in the Faculty Handbook by the Secretary of the University under the jurisdiction of the duly elected faculty governing leaders. The Faculty Handbook shall have primacy, as delegated to the faculty by the Board of Regents, over all faculty policies and procedures.

Section 3. Organization:

The President of the University or in his absence the Provost/Executive Vice President for Academic Affairs, shall be the presiding officer of the University Faculty. The Secretary of the University shall be the secretary of the faculty.

Section 4. Rules of Order and Agenda

(a) The University Faculty shall conduct business according to Robert's Rules of Order, except as modified by Faculty vote.

(b) The agenda for University Faculty meetings shall be prepared by the University Secretary under the direction of the Committee on Governance. The proceedings of each meeting shall be recorded. Meeting minutes, and the audio files shall be made available by the Secretary's office for reference by any faculty member.

Section 5. Meetings

*(a) Meeting*s: Special meetings of the University Faculty may be called (1) by the presiding officer at his or her discretion, (2) by the Committee on Governance, (3) by no fewer than five percent of the Voting Faculty on active duty at the beginning of the academic year whenever a request is made in writing, or (4) by a majority vote of any college faculty.

(b) *Quorum:* Those members of the Voting Faculty present, but no fewer than ten percent of the Voting Faculty on active duty at the beginning of the academic year, shall constitute a quorum for business at a faculty meeting. Members not on active duty may, however, attend meetings and vote. Voting shall be by a simple majority of those present, except on procedural matters, which shall be governed by Robert's Rules of Order,

and on amendments to this Constitution, which shall be voted upon in the manner prescribed in Article IV, Section 2. (On April 8, 1975, the Faculty approved a proposal that members of the Voting Faculty not on active duty i.e., those on leave be permitted to vote on any issue submitted to the Faculty by ballot.)

(c) *Committee on Governance:* A committee of five voting members of the general faculty to be known as the Committee on Governance who are not members of the Faculty Senate shall be nominated and elected by ballot for overlapping three-year terms. Duties of this committee are to prepare, in conjunction with the Secretary of the University, the agenda of general faculty meetings; to oversee elections, including referenda; to recommend adjustments, improvements and refinements in the faculty organizational structure; to represent the general faculty to the Senate; and to call meetings of the general faculty when necessary. The committee shall annually elect a chair.

(d) *Standing rules Governing Meetings of the University Faculty:*

(1) Meetings shall normally be scheduled for two hours.
(2) If the agenda of a particular meeting is not concluded within two hours, a motion to adjourn shall include provision for a subsequent meeting. Alternatively, a two-thirds vote of those present could extend the meeting for another thirty minutes.
(3) Discussion and debate of any item on the agenda shall be limited to forty-five minutes unless an extension of that time is approved by majority vote. No person may speak more than twice on any item, nor longer than five minutes at either time. The presiding officer will adjudge specific applications of this standing rule.
(4) Qualified members of the press are admitted to faculty meetings.

Section 6. The Faculty Senate

(a) Faculty Senate: There is created the Faculty Senate to which the responsibilities of the University Faculty set forth in Section 2 are hereby delegated, with the specific exceptions of (1) the responsibility of approving changes in the constitution, (2) the responsibilities assigned by Section 7(a) to the Academic Freedom and Tenure Committee, and (3) the right of the Faculty to hold special meetings as described in Section 8. All actions under this delegation are subject to the rights of review and referendum reserved to the University Faculty by Section 6(h).

(b) The Faculty Senate shall be composed as follows:

(i) The Faculty Senate shall be made up of 68 members, of which 63 are chosen according to the number of full-time voting faculty in each

academic unit, and 5 chosen at large except as noted in vi below. The number of senators for each academic unit (school, college, or branch with a full-time academic faculty) shall be determined yearly by first dividing the set number of senators (63) into the total number of voting faculty in the University followed by using this resulting number to determine the proportional representation for each of the units with academic faculty. This calculation will be subject to modification as specified by the following rules.

(ii) For purposes of calculating the number of full-time faculty members the actual number of full-time contracted faculty shall be used. Budgeted positions not filled and part-time faculty will not be counted.

(iii) All academic units will be represented by at least one senator; that is, those units whose proportional representation is calculated as zero due to their small number of faculty, will be assigned one senator while maintaining a total of 63 senators (excluding the at-large senators).

(iv) No academic unit will be represented by more than one-third of the senators chosen proportionally; that is, those academic units whose proportion of all full-time voting faculty would be greater than 21 senators out of 63 will be assigned only 21 senators.

(v) The remaining academic units, that is, those units whose number of senators are not assigned by the rules in iii and iv, will be assigned a number of senators according to the proportion of the full-time voting faculty of those units out of the remaining senators (that is, the remainder from 63 after the assignment of senators to units as modified by iii and iv).

(vi) If there is a discrepancy in number of senators assigned by proportion according to ii, iii, iv, and v due to rounding, that is, if the number of senators assigned by proportion according to ii-v leads to a total of 64 or 62 senators, then the number of senators chosen at-large will be adjusted so that the total number of senators remains at 68.

(vii) A full-time faculty member holding appointments in more than one school or college shall select his constituent school or college for purposes of representation in and election to the Faculty Senate by filing a written notice of such selection with the Secretary of the University no later than the first day of the spring semester of each election year.

(viii) The Provost, Chancellor, vice presidents and associate vice presidents of the university and all deans of schools and colleges and directors from branch colleges shall be ex-officio, non-voting members of the Faculty Senate.

(viiii) The President of the University, the Secretary of the University, and the Presidents of the Associated Students (ASUNM) and the Graduate and Professional Student Association (GPSA) shall be ex-officio members of the Faculty Senate without vote.

(c) Eligibility, nominations and elections:

(1) All members of the Voting Faculty as identified in Article 1, Section 1(b), with the exception of ex-officio members, shall be eligible for election as voting members of the Faculty Senate. (2) Procedures for the nomination of individuals eligible for election to the Faculty Senate under the provisions of Section 6(b)(1i) and Section 6(c)(1) above shall be determined by the faculty members of each school or college which procedures and any subsequent changes therein shall be filed in writing with the Secretary of the University; provided, however, that academic deans and vice presidents shall not be eligible. Elections of school and college, senators shall be completed and the certified results shall be filed with the Secretary of the University no later than the last working day of the sixth week of the spring semester as it appears in the official academic calendar of the University.

(3) Procedures for the nomination of individuals eligible for election to the Faculty Senate under the provisions of Section 6(b)(3) and Section 6(c)(1) shall be determined by faculty members of non school or college academic units. The procedures and any subsequent changes therein shall be filed in writing with the Secretary of the University. Elections of non-school or college academic units shall be accomplished and the certified results shall be filed with the Secretary of the University no later than the last working day of the sixth week of the spring semester as it appears in the official academic calendar of the University.

(4) Nominations of individuals consenting to stand for election to the Faculty Senate under the provisions of Section 6(b)(4) above shall be made in writing to the Secretary of the University no later than the last working day of the ninth week of the spring semester as it appears in the official academic calendar of the University. Ex-officio members of the Voting Faculty shall not be eligible for nomination.

(5) Elections of half the members of the Faculty Senate shall be held annually in the spring semester of the academic year. Elections by the Voting Faculty for the at large members of the Faculty Senate shall be conducted by the Secretary of the University.

(6) The Secretary shall notify all Faculty in writing of the results of the election of senators from all schools and colleges within five working days of the deadline specified in 6(c)(2). Final election results shall be reported by the Secretary of the University in writing to each member of the Voting Faculty prior to the last day of the spring semester as it appears in the official academic calendar of the University.

(7) Voting members of the Faculty Senate shall be elected for terms of two years or until their successors are named, and shall take office on July 1 of the same year of their election. All elections shall be for two-year terms. No one shall serve more than four consecutive years as a voting member. Before regaining eligibility as a member, an interim of at least one year must elapse.

(8) Schools, colleges shall provide their own procedures for filling vacancies in their delegations, which procedures and any subsequent changes in them shall be filed in writing with the Secretary of the University. When the positions of Senator-at-Large become vacant for any reason, the Committee on Governance shall make arrangements with the Secretary of the University for holding special elections to fill such vacancies.

(9) Schools and colleges and faculty from non-school or college academic units shall provide their own procedures for filling vacancies in their delegations, which procedures and any subsequent changes in them shall be filed in writing with the Secretary of the University.

(d) Organization and Procedures: The members of the Faculty Senate shall determine how the Senate shall be organized and what procedures shall be established to carry out the responsibilities delegated to it by Section 6(a) above; provided, however, that the presiding officers of the Senate shall be elected by the voting membership from among their number, provided that the Secretary of the University shall serve as the secretary of the Senate.

(e) Meetings: The Faculty Senate shall meet no less frequently than once per month during the regular sessions of the academic year exclusive of the summer session. Members of the University Faculty may observe the proceedings in a space provided for them. Individual faculty members may address the Senate by request to the presiding officer or at the request of any senator. The Senate may provide reasonable limitations as deemed necessary.

(f) Attendance at Meetings: The Faculty Senate shall establish reasonable requirements for attendance at regularly scheduled meetings of the Senate and shall remove from office any member failing to meet those requirements.

(g) Agenda and Minutes: All actions of the Faculty Senate shall be reported in writing to the Voting Faculty regularly and within ten (10) working days of such action. Additionally, the approved minutes of the Faculty Senate shall be distributed to the University Faculty within three working days after the meeting at which they are approved.

(h) Committees: The Academic Freedom and Tenure Committee which is expressly preserved in Sections. 7(a) and (b) below, and the Committee on Governance are committees independent of the Faculty Senate. All other standing committees of the University Faculty, are committees of the Senate and are responsible to it. In order to discharge the responsibilities delegated to it by this Constitution, the Faculty Senate is empowered to create, abolish, merge, or otherwise redefine functions of standing committees of the Faculty Senate. Each standing committee under the jurisdiction of the Faculty Senate as provided for in this subsection shall have at least one senator as member. Any member of the University Faculty is eligible for membership on standing or special committees. No member shall serve on more than two standing committees at a time.

(i) Review and Referendum: The University Faculty reserves the right of review over actions of the Faculty Senate in that the Senate is the agent of the University Faculty and exercises all authority by way of delegation By written petition to the President of five percent of the Voting Faculty, issues not raised by the Faculty Senate may be placed on the agenda of a special faculty meeting, debated, and submitted by a ballot of the Voting Faculty for majority decision.

(1) All actions taken and so reported shall be subject to review and reconsideration by the University Faculty upon written petition made to the President of the University by not less than five percent of the members of the Voting Faculty, provided such petition is received by the President no later than one month after the Senate action is taken. Senate action shall become effective after one month unless the President receives a valid petition within this period.

(2) The President shall convoke the University Faculty within ten (10) working days following receipt of a valid petition. The agenda of such a faculty meeting shall be limited to debate on the petitioned matter(s) and the faculty may vote to have the Faculty Senate reconsider the action(s) involved, which reconsideration

must be undertaken no later than the next regular meeting of the Faculty Senate.

(3) If the Faculty Senate reaffirms the questioned and referred action(s), the question shall then be submitted to the entire Voting Faculty by mail referendum within ten (10) working days of the Faculty Senate's action of reaffirmation. If fifty percent of the Voting Faculty cast ballots, and if a simple majority of those voting disapprove of the Senate's action(s), the Senate shall be overruled. Ballots will be conducted and administered by the University Secretary.

Section 7. Academic Freedom and Tenure Committee

(a) Charge: There shall be an Academic Freedom and Tenure Committee to discharge the functions assigned to it under the provisions of the Policy on Academic Freedom and Tenure; from time to time to review the policy and recommend appropriate changes in it; to hear appeals regarding sabbatical leave applications; and to make recommendations for appropriate changes in the sabbatical leave policy of the University.

(b) Membership: The membership of the Academic Freedom and Tenure Committee shall be composed and elected as follows: thirteen members, all of whom shall be members of the Voting Faculty, with tenure (or whose tenure decision date has passed without adverse notification). Not more than one member of any department shall serve as a member on the committee at the same time. The Voting Faculty shall submit nominations in writing according to the instructions in the call for nominations to the University Secretary. Election shall be conducted by electronic ballot, accompanied by biographical sketches of the nominees, distributed by the Secretary to all members of the Voting Faculty who shall then indicate their choices up to a maximum of six in even-numbered years or of seven in odd-numbered years. The six nominees in even-numbered years or the seven nominees in odd-numbered years receiving the highest number of votes shall become members of the committee for a two-year term commencing at the start of the academic year following election. The remaining nominees shall be called on to serve, in order of the votes they have received, as replacements to complete the terms of any members of the committee who shall resign from the committee during the academic year following the election. No committee member shall serve more than two consecutive two-year terms. The chair shall be elected by committee. For a complete statement of the composition, functions, and duties of the Committee on Academic Freedom and Tenure, see Section 6 of the Policy on Academic Freedom and Tenure.

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Article II. College and Departmental Organization

Section 1 College Responsibilities: The Faculty of each College, School shall be an autonomous unit in all matters relating to that particular College, School subject to review under the powers set forth in Article I, Section 2.

Section 2 Membership: Faculty membership in a college or department shall be as defined in Article I, Section 1(a) for membership on the University Faculty. For college and departmental voting purposes, such membership shall normally be as defined in Article I, Section 1(b). Those faculty members of a college or department whose eligibility to vote is defined in Article I, Section 1(b) may, upon formal motion and majority approval, establish a general policy extending voting privileges in that college or department to those - i.e., faculty members - holding temporary or part-time appointments in that college or department. Formal notification of such action shall be made to the Secretary of the University. Persons described in Article I, Section 1(a) and 1(b) as ex-officio members of the Faculty shall have voting privileges only in the colleges and departments in which they hold academic rank.

Section 3 Procedure

(a) The Faculty of each College shall decide upon the procedure for the efficient functioning of the College.

(b) Regular meetings shall be held at intervals agreed upon by the College Faculty. Special meetings shall be called at the discretion of the presiding officer or whenever a request in writing is made by ten members of the College Faculty, or by a majority from a Faculty of fewer than twenty members.

Section 4. Departments

(a) The Faculty of each Department shall, with the advice and consent of the Dean of the College, decide upon the organization and procedure for the efficient functioning of the Department.

(b) Meetings shall be called at the discretion of the presiding officer or whenever a request in writing is made by ten percent of the departmental faculty.

Article III. The Administration

Section 1 The President: The President of the University shall be the principal officer of the University and with the assistance of his administrative officers shall

carry out the measures enacted by the Voting Faculty within the scope of its responsibilities, and shall perform those duties assigned by the Regents.

Section 2. Provost and Chancellor for Health Sciences:

(a) The appointment or reappointment of the Provost shall be made by the President after consultation with college deans, Faculty Senate President, University officers, Faculty and other interested persons. The Provost shall perform the duties of his or her office as assigned by the President.

(b) The appointment or reappointment of the Chancellor for Health Sciences shall be made as provided and prescribed in Regents Policy 3.4. The Chancellor for Health Sciences shall perform the duties of his or her office as provided and prescribed in Regents Policy 3.4 and related Regents Policies.

Section 3. Deans/Directors of Colleges and Schools:

(a)(1) The Provost may appoint or reappoint Deans of Colleges and Schools and the Dean of Graduate Studies and delegate to such Deans as is consistent with Regent policies (as per Section (a)2 below. In this connection, the Provost will, prior to any such appointment or reappointment of Deans, consult with the President departmental college faculty and chairs, Faculty Senate President, University officers, and other interested persons. In the case of the appointment or reappointment of the Dean of Graduate Studies, the Provost will, in addition to the consultations noted above, also consult with the Faculty Senate Graduate and Professional Committee.

(2) Pursuant to the provisions of Regents Policy 3.4, the Chancellor for Health Sciences may appoint or reappoint Deans of the component colleges and schools of the Health Sciences Center and may delegate to such Deans as is consistent with Regent policies and policies of the University that are applicable to the Health Sciences Center. In this connection, the Chancellor for Health Sciences will, prior to that appointment or reappointment, consult with the President, departmental college faculty and chairs, Faculty Senate President, other University officers, and other interested persons.

(b) The Dean shall be the principal officer of the College or School and shall act as executive officer and representative of the College Faculty. With regard to educational policy, the dean shall prepare plans for consideration of the Faculty, shall carry into effect those plans which it adopts and shall perform such other duties as fall within the scope of the office.

(c) The Dean shall be the presiding officer at meetings of the College Faculty. In case of absence or inability to preside, a substitute shall be designated.

Article IV. General

Section 1. Adoption of Constitution: This Constitution shall be effective when approved by a two-thirds vote of the University Faculty present and voting and ratified by the Regents.

Section 2. Amendments: This Constitution may be amended by a two-thirds vote of those Voting Faculty members responding to an electronic ballot after presentation twice to the Faculty for debate in meetings at least four weeks apart and subsequent ratification by the Regents.

Section 3. Distribution: The Secretary of the University shall publish this Constitution and the Bylaws as amended in the Faculty Handbook.

Approved by the University Faculty
April 11, 1949
Ratified by the Regents
May 14, 1949
Amended in 1957, 1967, 1969, 1970, 1971, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1981, 1982, and 1985

Ballot: UNM Faculty Constitution Revisions

The Faculty Constitution (Policy A51 in the Faculty Handbook) defines and governs the membership and responsibilities of the University Faculty including shared governance procedures and composition of shared governance organizations (General Faculty, Faculty Senate, AF&T Committee, and Committee on Governance). It defines the organization of Schools/College and Departments including membership, procedures, and meetings. It broadly defines the titles, responsibilities, and duties of the upper Administration. Finally, the Constitution provides for adoption and amendments thereof. Revisions have been written in consultation with the Faculty Senate, administration, and the Chair of the Regent's Academic, Student Affairs and Research Committee and presented twice at General Faculty Meetings on October 22, 2014 and November 21, 2014. Comments put forth at these meetings and through email have been considered and incorporated as appropriate.

This ballot is separated into non-substantive and substantive changes. The non-substantive revisions are all included in ballot item number one to be either approved or not approved as a block. The substantive items are presented individually as ballot items two through seven and only those items receiving the required two-thirds majority vote will pass. Faculty approved ballot items will be subject to the approval of the Board of Regents.

The following items are provided for your reference:

- Excerpt from the Faculty Constitution on amendments (pdf)
- Proposed revisions to the Faculty Constitution with track changes (pdf)
- Proposed revisions to the Faculty Constitution without track changes (pdf)
- Background and rationale from the Committee on Governance for proposed substantive changes (pdf)

Non-Substantive Changes

Ballot Item 1

The list below broadly describes the proposed non-substantive changes. To review all specific non-substantive recommendations in track change format, click on the link provided below.

Underscored text = new
~~Strike through text~~ = delete
Unmarked text = no change

- Clean up excessive language to be concise
- Title changes/updates
- Update outdated information to current state
- Remove University Libraries callouts as it is now a college
- Move sections to more appropriate areas

General format/grammatical clean up

Faculty Constitution Non-Substantive with track changes (Pdf)

Frequency Table

Choices	Absolute frequency	Adjusted relative frequency
Yes, I approve ballot item #1	524	90.97%
No, I do not approve ballot item #1	33	5.73%
Abstain	19	3.3%
Sum:	576	100%

Substantive Changes

Ballot Item 2

Inclusion of the Faculty Handbook in Article I, Section 2

Underscored text = new
~~Striked through text~~ = delete
Unmarked text = no change

(b) The enunciation of the rights and responsibilities delegated to University Faculty in Section 2(a) and resulting policies shall be contained or referenced in the Faculty Handbook. All university policies pertain to the rights and responsibilities of faculty, the terms and conditions of faculty employment, and academic matters shall be published in the Faculty Handbook by the Secretary of the University under the jurisdiction of the duly elected faculty governing leaders. The Faculty Handbook shall have primacy, as delegated to the faculty by the Board of Regents, over all faculty policies and procedures.

Frequency Table

Choices	Absolute frequency	Adjusted relative frequency
Yes, I approve ballot item #2	530	92.01%
No, I do not approve ballot item #2	29	5.03%
Abstain	17	2.95%
Sum:	576	100%

Ballot Item 3

Members of the Committee on Governance shall be tenured (Article I, Section 5c)

Underscored text = new
~~Striked through text~~ = delete
Unmarked text = no change

(c) A committee of five voting members, all of whom shall be tenured, of the general faculty to be known as the Committee on Governance who are not members of the Faculty Senate shall be nominated and elected by mail ballot for overlapping three-year terms. Duties of this committee are to prepare, in conjunction with the Secretary of the University, the agenda of faculty meetings; to oversee elections, including referenda; to recommend adjustments, improvements and refinements in the faculty organizational structure; to represent the general faculty to the Senate; and to call meetings of the general faculty when necessary. The committee shall annually elect a chair.

Frequency Table

Choices	Absolute frequency	Adjusted relative frequency
Yes, I approve ballot item #3	300	51.19%
No, I do not approve ballot item #3	273	46.59%
Abstain	13	2.22%
Sum:	586	100%

Ballot Item 4

Presiding Officer of the Faculty Senate shall be tenured (Article I, Section 6d)

Underscored text = new
~~Striked through text~~ = delete
Unmarked text = no change

(d) Organization and Procedures: The members of the Faculty Senate shall determine how the Senate shall be organized and what procedures shall be established to carry out the responsibilities delegated to it by Sec. 6(a) above; provided, however, that the presiding officer(s) of the Senate shall be elected by the voting membership from among their number, and must have tenure, provided that the Secretary of the University shall serve as the secretary of the Senate.

Frequency Table

Choices	Absolute frequency	Adjusted relative frequency
Yes, I approve ballot item #4	306	52.76%
No, I do not approve ballot item #4	260	44.83%
Abstain	14	2.41%
Sum:	580	100%

Ballot Item 5

Change in calculation of number of Faculty Senators in Article I, Section 6

Underscored text = new
~~Striked through text~~ = delete
Unmarked text = no change

(b) The Faculty Senate shall be composed as follows:

(i) The Faculty Senate shall be made up of 68 members, of which 63 are chosen according to the number of full-time voting faculty in each academic unit, and 5 chosen at large except as noted in vi below. The number of senators for each academic unit (school, college, or branch with a full-time academic faculty) shall be determined yearly by first dividing the set number of senators (63) into the total number of voting faculty in the University followed by using this resulting number to determine the proportional representation for each of the units with academic faculty. This calculation will be subject to modification as specified by the following rules.

(ii) For purposes of calculating the number of full-time faculty members the actual number of full-time contracted faculty shall be used. Budgeted positions not filled and part-time faculty will not be counted.

(iii) All academic units will be represented by at least one senator; that is, those units whose proportional representation is calculated as zero due to their small number of faculty, will be assigned one senator while maintaining a total of 63 senators(excluding the at-large senators).

(iv) No academic unit will be represented by more than one-third of the senators chosen proportionally; that is, those academic units whose proportion of all full-time voting faculty would be greater than 21 senators out of 63 will be assigned only 21 senators.

(v) The remaining academic units, that is, those units whose number of senators are not assigned by the rules in iii and iv, will be assigned a number of senators according to the proportion of the full-time voting faculty of those units out of the remaining senators (that is, the remainder from 63 after the assignment of senators to units as modified by iii and iv).

(vi) If there is a discrepancy in number of senators assigned by proportion according to ii, iii, iv, and v due to rounding, that is, if the number of senators assigned by proportion according to ii-v leads to a total of 64 or 62 senators, then the number of senators chosen at-large will be adjusted so that the total number of senators remains at 68.

(vii) A full-time faculty member holding appointments in more than one school or college shall select his constituent school or college for purposes of representation in and election to the Faculty Senate by filing a written notice of such selection with the Secretary of the University no later than the first day of the spring semester of each election year.

(viii) The Provost, Chancellor, vice presidents and associate vice presidents of the university and all deans of schools and colleges and directors from branch colleges shall be ex-officio, non-voting members of the Faculty Senate.

(viiii) The President of the University, the Secretary of the University, and the Presidents of the Associated Students (ASUNM) and the Graduate and Professional Student Association (GPSA) shall be ex-officio members of the Faculty Senate without vote.

Ballot Item 5 Continued

Change in calculation of number of Faculty Senators in Article I, Section 6

Frequency Table

Choices	Absolute frequency	Adjusted relative frequency
Yes, I approve ballot item #5	461	79.9%
No, I do not approve ballot item #5	59	10.23%
Abstain	57	9.88%
Sum:	577	100%

Ballot Item 6

Inclusion of Provost or Chancellor in Dean/Director (re)appointments in Article III, Section 3.

Underscored text = new
~~Striked through text~~ = delete
Unmarked text = no change

~~Sec.~~*Section 3. Deans/Directors of Colleges and Schools*:

(a)(1) The Provost may appoint or reappoint ~~The appointment or reappointment of~~ Deans of Colleges and Schools and the Dean of Graduate Studies and delegate to such Deans as is consistent with Regent policies (except as per Section (a)2 below). ~~shall be made recommended to the President by the Provost or Chancellor for Health Sciences after~~ In this connection, the Provost will, prior to any such appointment or reappointment of Deans, consult~~ation~~ with the President, departmental college faculty and chairs, Faculty Senate President, University officers, and other interested persons. In the case of the appointment or reappointment ~~The appointment or reappointment~~ of the Dean of Graduate Studies, the Provost will, in addition to the consultations noted above, also consult with the ~~shall be made recommended to the President by the Provost after appropriate consultation with the Faculty Senate President,~~Faculty Senate Graduate and Professional Committee.

(2) Pursuant to the provisions of Regents Policy 3.4, the Chancellor for Health Sciences may appoint or reappoint Deans of the component colleges and schools of the Health Sciences Center and may delegate to such Deans as is consistent with Regent policies and policies of the University that are applicable to the Health Sciences Center. In this connection, the Chancellor for Health Sciences will, prior to that appointment or reappointment, consult with the President, departmental college faculty and chairs, Faculty Senate President, other University officers, and other interested persons. ~~*Deans of Collegesand Schools*: The appointment of Deans of Colleges shall be recommended to the Regents by the President after appropriate consultation with all Department Heads of the Colleges concerned, University Officers, and otherinterested persons. The appointment of the Dean of Graduate Studies shall be recommended to the Regents by the President after appropriate consultation withthe Senate Committee on Graduate Programs and Standards, University Officers, and other interested persons.~~

Ballot Item 6 Continued

Inclusion of Provost or Chancellor in Dean/Director (re)appointments in Article III, Section 3.

Frequency Table

Choices	Absolute frequency	Adjusted relative frequency
Yes, I approve ballot item #6	465	80.31%
No, I do not approve ballot item #6	60	10.36%
Abstain	54	9.33%
Sum:	579	100%

Ballot Item 7

Removal of “Other Administrative Officers”, Article III, Section 4

Underscored text = new
~~Striked through text~~ = delete
Unmarked text = no change

~~*Sec.*~~*Section 4 ~~Other Administrative Officers~~*: ~~The appointment of administrative deans (Dean of Students) and other chief administrative officers shall be recommended to the Regents by the President.They shall perform such duties as properly pertain to their offices.~~

Frequency Table

Choices	Absolute frequency	Adjusted relative frequency
Yes, I approve ballot item #7	482	83.39%
No, I do not approve ballot item #7	36	6.23%
Abstain	60	10.38%
Sum:	578	100%

Academic Dashboards

Regent's Academic/Student Affairs & Research Committee

Gregory L. Heileman
Academic Affairs

January 29, 2015

Goals

- Provide an infrastructure that allows for the reporting of “live” and historical institutional data.
- Make data, analytics and dashboards available to those who have the appropriate access rights (requires the development of an institutional data governance policy).
- Support data-driven decision-making/improvement efforts at all levels of the institution.

High Performing Schools

What do high performing schools have in common?

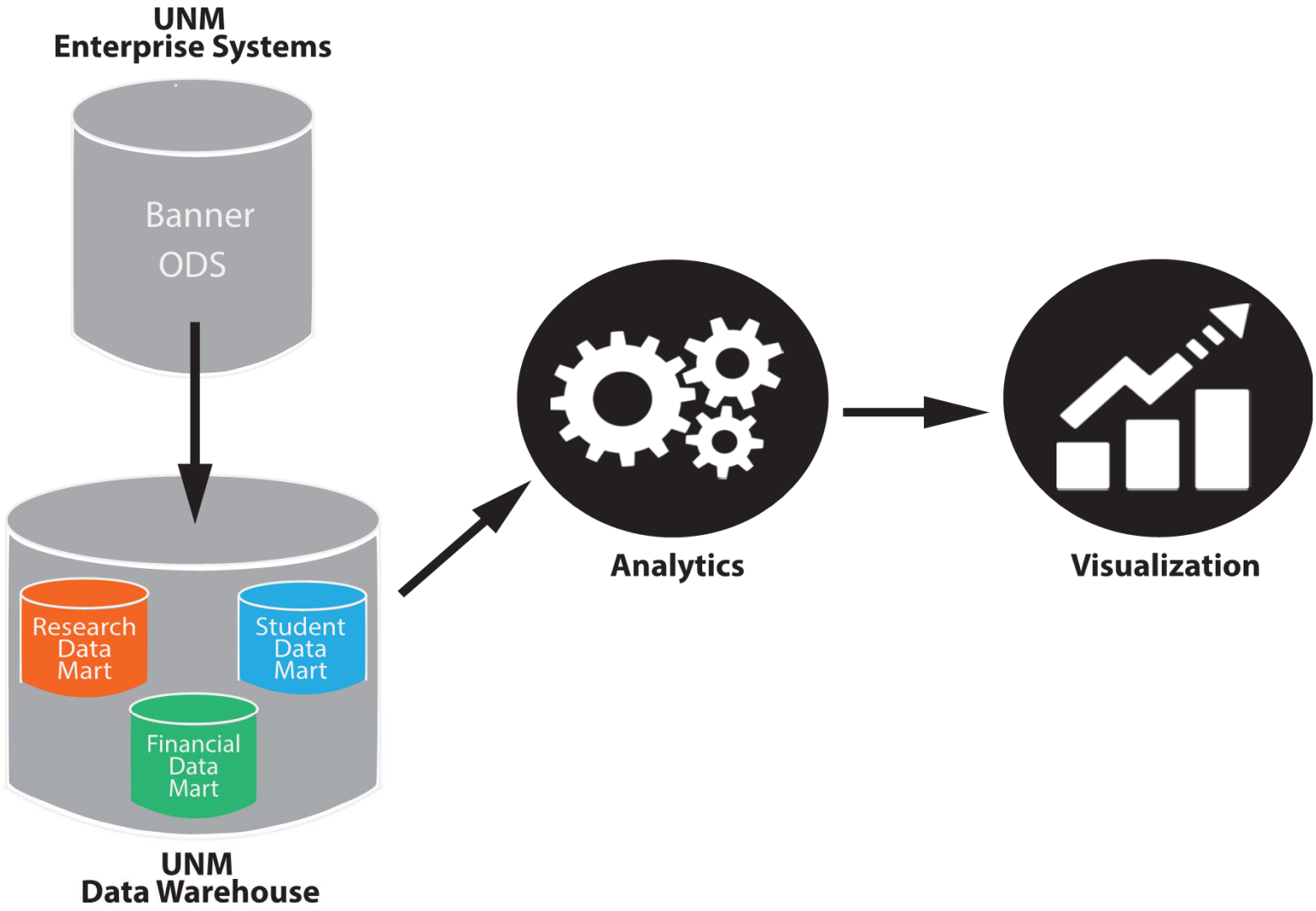
1. Their leaders make sure student success is a campus-wide priority.
2. **They collect data on student success, and they act upon it.**
3. They create clear student pathways to success.
4. They take on introductory and developmental classes.
5. They don't hesitate to demand and require.

Kati Haycock, President, The Education Trust

Office of Institutional Analytics

- Developed a Data Warehouse containing Data Marts organized around key business functions, and optimized for analytics.
- Creating analytics capabilities for determining key measures and modeling future performance.
- Developing dashboards and reporting capabilities for various levels of the university.
- Creating processes for ingesting data/reporting requests, and for developing/submitting required reports.

Processing Pipeline



Development Timeline

Mid-2012 – present:	Data Mart Development
Aug. 2013:	Student Data Mart in Production
Sept. 2013	First Analytics Reports
Dec. 2013:	Financial Data Mart in Production
Jan. 2014:	Financial Analytics/Dashboard Made Available to Fiscal Agents
Sept. 2014	Sankeys go Live

2015 Development

February:	Provost Analytics “Live” Dashboard Released
March:	University-, College- and Department-Level Dashboards
May:	Student Cohort Tracking Analytics and Dashboards
End-of-Year	Faculty Productivity Data Marts and Dashboards

Financial Dashboard

THE UNIVERSITY of NEW MEXICO
New Mexico's Flagship University

Abeyta, Rita | Portals | Sign Out | Hidden Content | Administration |

Executive Dashboard | **Executive Reports** | **College Reports** | **Department Reports**

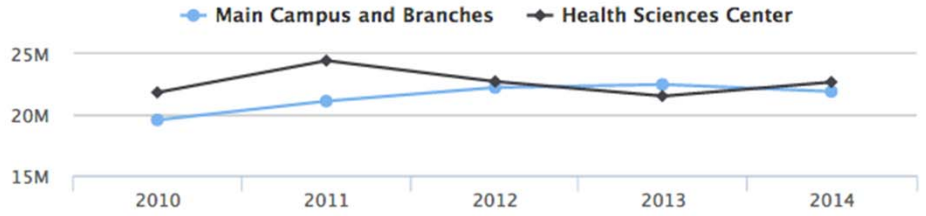
Executive Analytics

Select a Fiscal Year: 2014

Refresh Dashboard

F & A Cost Recovery Generation

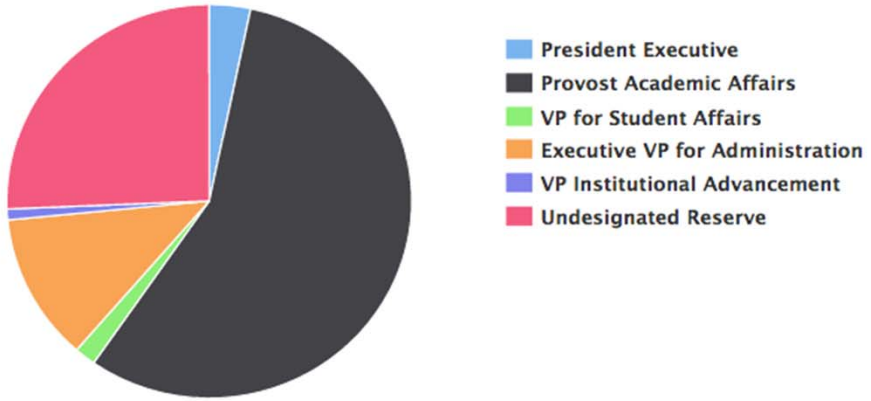
5 Year Trend | Current Activity



Source: UNM Financial Planning Datamart UNM_OIA_FINPLAN Schema.
Data is refreshed monthly and is current as of the last month end close.

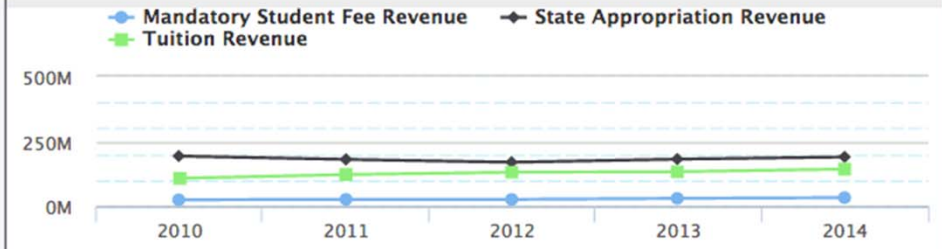
Main Campus I & G Beginning Fiscal Year Reserves

Pie Chart | Current Fiscal Year



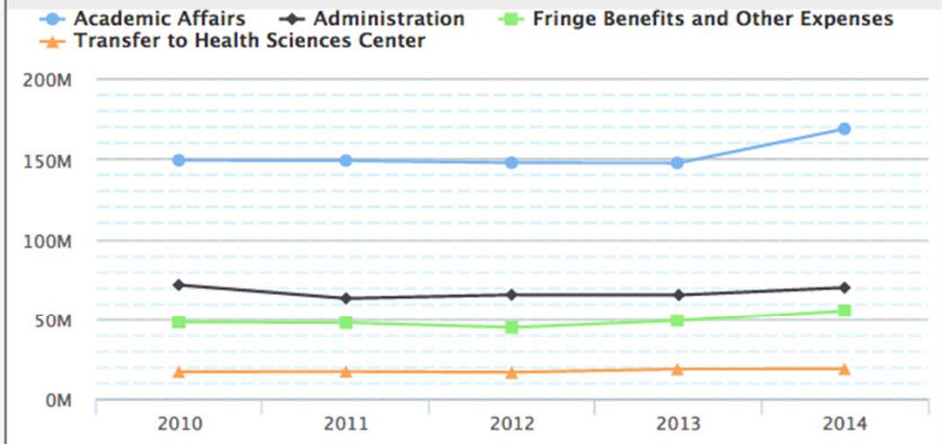
Main Campus State Appropriations, Tuition and Mandatory Student Fees

5 Year Trend | Current Fiscal Year



Main Campus I & G Pooled Allocations

5 Year Trend | Current Fiscal Year

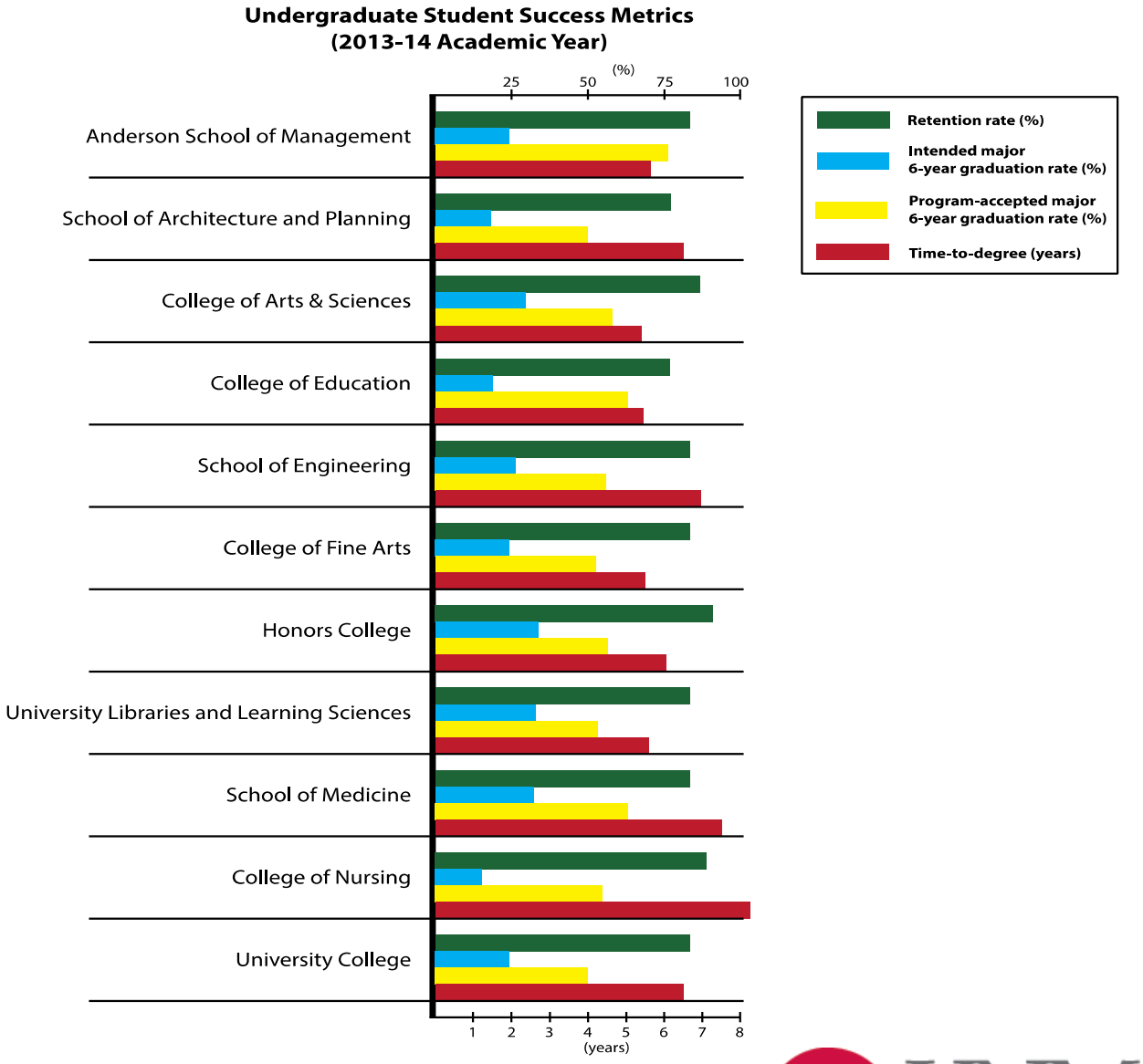


HED Formula (Unrestricted) SCH and Degrees/Awards

Unofficial Albuquerque Enrollment (Headcount)

Instructional Planning

College Dashboard



Cohort Tracking Dashboard

THE UNIVERSITY of NEW MEXICO

Degree Plan Progress

On Track: ⚠ Behind

COMPLETED EXTRA COMPLETED LATE NOT COMPLETED

Your Current Degree Plan

Term 1
Course 1
Course 2
Extra Course

Term 2
Course 4
Course 5
Course 3
Course 6

Model Degree Plan

Term 1
Course 1
Course 2
Course 3

Term 2
Course 4
Course 5
Course 6
Course 7

Live Dashboards

- Sankey Flow Diagrams – Now live, i.e., pulling from the Student Data Mart.http://studentflows.unm.edu

- Prototype: UNM (and branch campus) enrollments, budget information, etc.

  http://agile-hamlet-2913.herokuapp.com/dashboards/2

Questions?

Office of Assessment

Office of Academic Affairs

Presenter: Neke Mitchell, Director of Assessment

Director of Assessment: Goals

- To lead and develop a comprehensive institutional assessment program to support the University's mission and strategic initiatives;
- Design, direct, and support academic and administrative program assessment practices and related activities that demonstrate institutional effectiveness at all campuses;
- Coordinate with the UNM branch campuses, Health Sciences Center, Office of Academic Program Review (APR), and Director of Accreditation for the purpose of Higher Learning Commission (HLC) assessment reporting; and
- Continuously communicate and disseminate assessment expectations, resources, and reporting processes to the UNM community.

Office of Assessment: Mission

- To promote a culture of continuous improvement by:
  - providing support, resources, and training to assist units at all levels in measuring and improving student learning and outcomes;
  - facilitating continuous improvement of academic (curricular & co-curricular) and administrative support services at UNM; and
  - Assisting in the design, ongoing analysis, and investigation of assessment metrics, practices, and processes that enable informed decision-making and continuous organizational learning and development
  - accumulating, generating, communicating and disseminating institutional information to support assessment of student learning and institutional effectiveness.
- This mission will be accomplished by collaborating with partners across the University and the broader education community through practices that encourage innovation in student learning and the learning environment.

Framework of the Office of Assessment

Framework 1: Quality of Learning

- Program level and ongoing
- Includes curricular, co-curricular, and administrative units
- Based on the development and assessment of student learning outcomes
- Mainly managed, monitored, and documented using the TK20 CampusWide assessment, planning, and reporting system
- Analysis focuses on the measurement and evaluation of student learning outcomes and program assessment maturity
- Incorporate the Degree Qualification Profile (DQP) Tool (Appx. A)

Framework 1: Quality of Learning cont'd

- Supported by the Provost's Committee on Assessment: Annual Program Assessment (APAS), General Education Assessment (GEAS), and Administrative Units Assessment (AUAS) Subcommittees
  - APAS 2014-2015 Priorities: Identify/Update roster of College Assessment and Review Committees (CARC) and degree programs by college/department ✓; Collect CARC Program Assessment Review Rubrics ✓; Revise UNM Program Assessment Maturity Rubric ✓; Restructure Assessment Cycle✓; Revise annual assessment report template in relation to Academic Program Review process and TK20 ✓; and Develop a Program Assessment Handbook ✓ (Appx. B)
  - GEAS 2014-2015 Priorities: Identify and synthesize Core courses and curriculum structure across all campuses ✓; Develop Curriculum Maps (NM Higher Education Department and Higher Learning Commission requirements) ✓; Restructure Assessment Cycle ✓; Develop Annual Comprehensive Report Template ✓; and Draft the 2013-2014 General Assessment Comprehensive Report ✓ (Appx. C)
  - AUAS 2014-2015 Priorities: Define academic versus non-academic administrative units ✓; Determine Assessment Cycle ✓; Develop an annual assessment report template in relation to TK20 ✓; and Develop a Administrative Units Assessment Handbook ✓ (Appx. D)

Framework 2: Quality of Programs

- Intuitional level
- UNM's short-term added value (at the time of graduation)
- Based on belief that student's growth in key areas is necessary for academic success
- Analysis focuses on comparing UNM students' learning within and across programs
- Program Assessments and Initiatives
  - Annual Program Assessment Reports (Appx. E)
  - College/Branch Annual State of Assessment Reports based on the UNM Program Assessment Maturity Rubric (Due January, 2015) (Appx. F)
  - Academic Program Review (Revised Criterion 3) (Appx. G)
  - Collegiate Learning Assessment (CLA+) (Appx. H & I)
    - Fall 2014 Results: 133 Participants/Mean Score of 1125 w/ 85th Percentile Rank

      Fall 2013 Results: 172 Participants/Mean Score of 1124 w/ 88th Percentile Rank
    - Redefine and implement as a program assessment (Under investigation pending results of Honors College pilot)
  - Initiate an annual Assessment Connections Retreat (tentatively scheduled for summer w/ focus on teamwork and assessment planning and development in General Education courses)

Framework 2: Quality of Programs cont'd

- Institutional Assessments/Data
  - UNM Annual State of Assessment Report (Due April, 2015)—piloted last year w/ Main Campus and included in Deans' performance evaluations (Appx. J)
  - University-wide Course Evaluations (explore correlations btw students' responses within and across programs)
  - GRE/LSAT/MCAT (explore possible correlations btw SAT/ACT→GRE/LSAT/MCAT scores; GPA→GRE/LSAT/MCAT scores locally and nationally)

Framework 3: Quality and Impact of UNM

- Local, national, and international levels
- UNM's long-term added value (post-graduation/life-long learning)
- Analysis focuses on comparing UNM students' educational attainment and professional success locally, nationally, and internationally
- Institutional and Local/State Initiatives/Data
  - UNM's Alumni Association and Office of Career Services—post-graduation survey data
  - Workforce Data (i.e., salary, promotion, educational attainment, etc.)—UNM's Bureau of Economic Research (BBER) unit purchased dataZoa software which would provide workforce data from Census, Bureau of Labor Statistics, etc. (tentatively available at end of Spring, 2015)
  - Tuning Initiative—this initiative must be implemented at the state level (Appx. A)

Framework 3: Quality and Impact of UNM cont'd

- National Assessments/Initiatives/Data
  - National Student Clearinghouse Data (DegreeVerify, StudentTracker, and/or Gainful Employment Report) (Appx. A)
  - HEDS First Destination Survey (Appx. A)
  - Gallup-Purdue Index (Appx. A)
  - Accenture Graduate Employment Survey (Appx. A)
- International Assessments/Data
  - Program for the International Assessment of Adult Competencies (PIAAC)—ages 16-65 (Appx. A)
  - Education & Skills Online Assessment (E&S Online)—version of the PIAAC w/ a tentative release date in 2015 (Appx. A)
  - Program for International Student Assessment (PISA)—age 15 (Appx. A)

The End

Contact Information

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Phone: (505) 277-4130

Reference List of Appendices

1. Appendix A: Overview of Assessment Instruments Report—Slides 5 & 7
2. Appendix B: Assessment Cycle Diagram—Slide 5
3. Appendix C: 2013-2014 General Education Comprehensive Report Outline—Slide 5
4. Appendix D: SLO and/or AUO Diagram—Slide 5
5. Appendix E: Annual Program Assessment Report Template (3 versions)—Slide 6
6. Appendix F: State of Assessment Report Template and Maturity Scoring Excel Template—Slide 6
7. Appendix G: Revision of Criterion 3 Academic Program Review—Slide 6
8. Appendix H: Collegiate Learning Assessment (CLA+) Fall 2014 Institutional Report—Slide 6
9. Appendix I: Collegiate Learning Assessment (CLA+) Fall 2013 Institutional Report—Slide 6
10. Appendix J: 2013-2014 UNM State of Assessment Report—Slide 6

References available upon board request

Main Campus Faculty Attrition and Retention Analysis of Continuing Faculty Appointments 2008-2014

Carol Parker
Senior Vice Provost
January 29, 2015

Main Campus Faculty Appointments

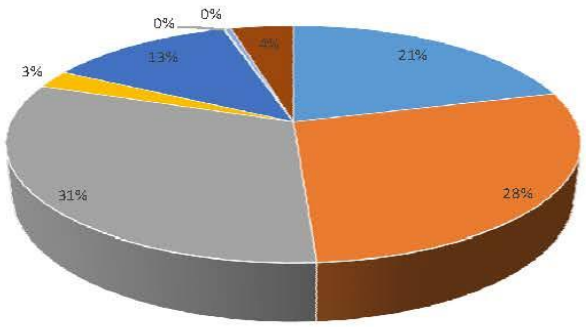
October 31, 2009 Census

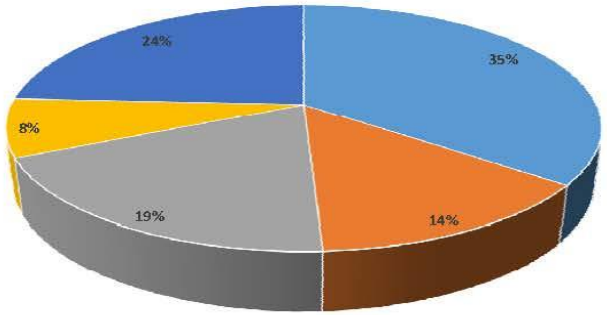
Main Campus Faculty **1046**

As of October 31, 2009

Continuing Appointments (89%)	**930**
Assistant Professors	194
Associate Professors	261
Professors	292
Distinguished Professors	23
Lecturers	116
Professors of Practice	1
Instructors	4
Executives & Administrators	39

Non-Continuing Appointments (11%)	**116**
Research Assistant Professors	41
Research Associate Professors	16
Research Professors	22
Research Scholars	9
Visitors	28





Assistant Professors · Associate Professors · Professors · Distinguished Professors · Lecturers · Professors of Practice · Instructors · Executives & Administrators

Research Assistant Professors · Research Associate Professors · Research Professors · Research Scholars · Visitors

Main Campus Faculty **1046** *As of October 31, 2009*

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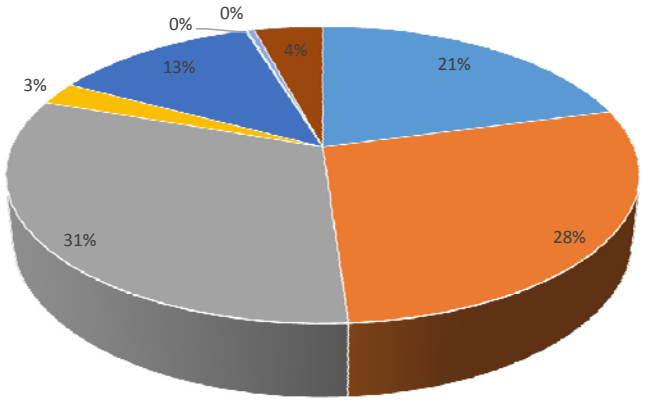
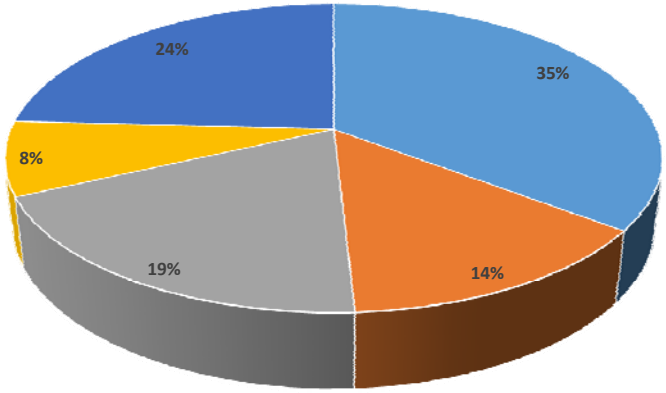
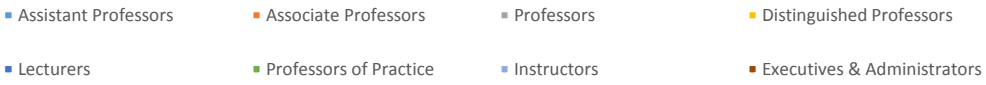
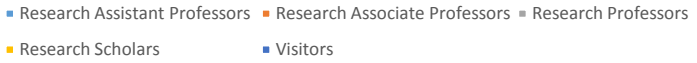








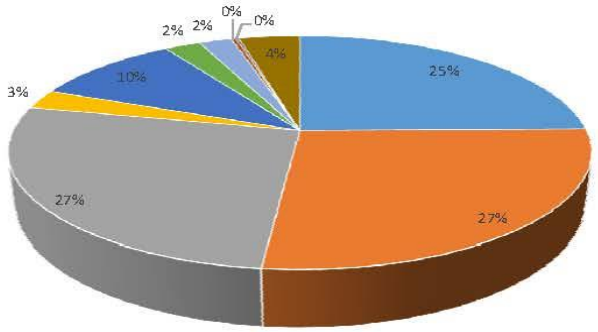
Main Campus Faculty Appointments

October 31, 2014 Census

Main Campus Faculty **1182**

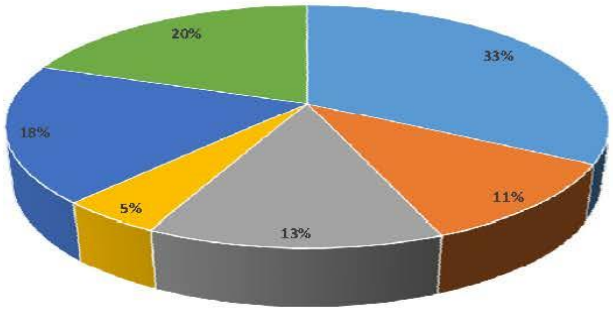
As of October 31, 2014

Continuing Appointments (85%)	**1009**
Assistant Professors	250
Associate Professors	272
Professors	269
Distinguished Professors	27
Lecturers	99
Senior Lecturers	24
Principal Lecturers	22
Professors of Practice	3
Instructors	2
Executives & Administrators	41



▪ Assistant Professors ▪ Associate Professors ▪ Professors ▪ Distinguished Professors
▪ Lecturers ▪ Senior Lecturers ▪ Principal Lecturers ▪ Professors of Practice
▪ Instructors ▪ Executives & Administrators

Non-Continuing Appointments (15%)	**173**
Research Assistant Professors	57
Research Associate Professors	19
Research Professors	23
Research Scholars	8
Term Teachers	32
Visitors	34



▪ Research Assistant Professors ▪ Research Associate Professors ▪ Research Professors
▪ Research Scholars ▪ Term Teachers ▪ Visitors

Main Campus Faculty **1182** ***As of October 31, 2014***

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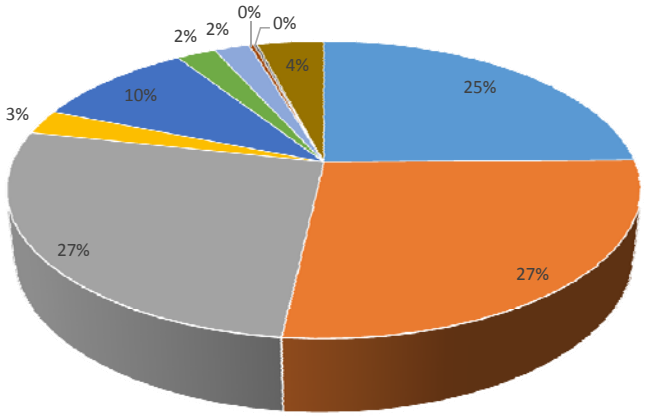

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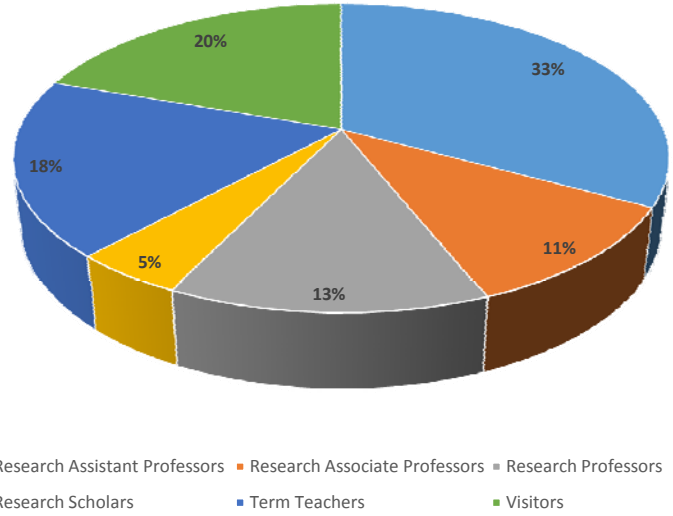


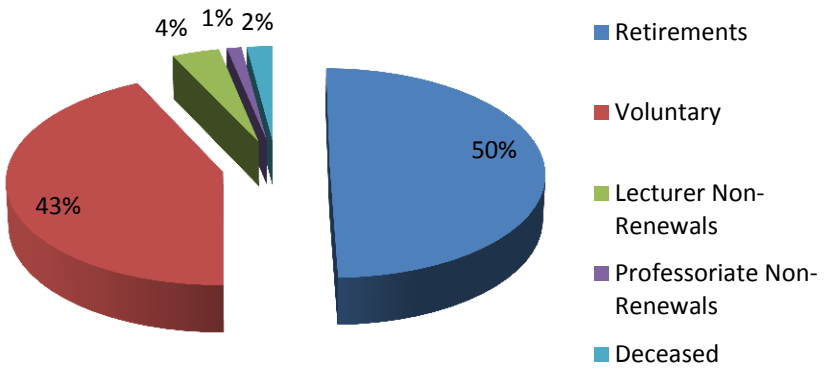
Continuing Appointments Census

October 31, 2009 (930):		*October 31, 2014 (1,009):*	
Assistant Professors	194 (21%)	Assistant Professors	250 (25%)
Associate Professors	261 (28%)	Associate Professors	272 (27%)
Professors	292 (31%)	Professors	269 (27%)
Distinguished Professors	23 (3%)	Distinguished Professors	27 (3%)
Lecturers	116 (13%)	Lecturers	145 (14%)
Professors of Practice	1 (0%)	Professors of Practice	3 (0%)
Instructors	4 (0%)	Instructors	2 (0%)
Executives & Administrators	39 (4%)	Executives & Administrators	41 (4%)

Continuing Appointments Attrition 2008-2014*

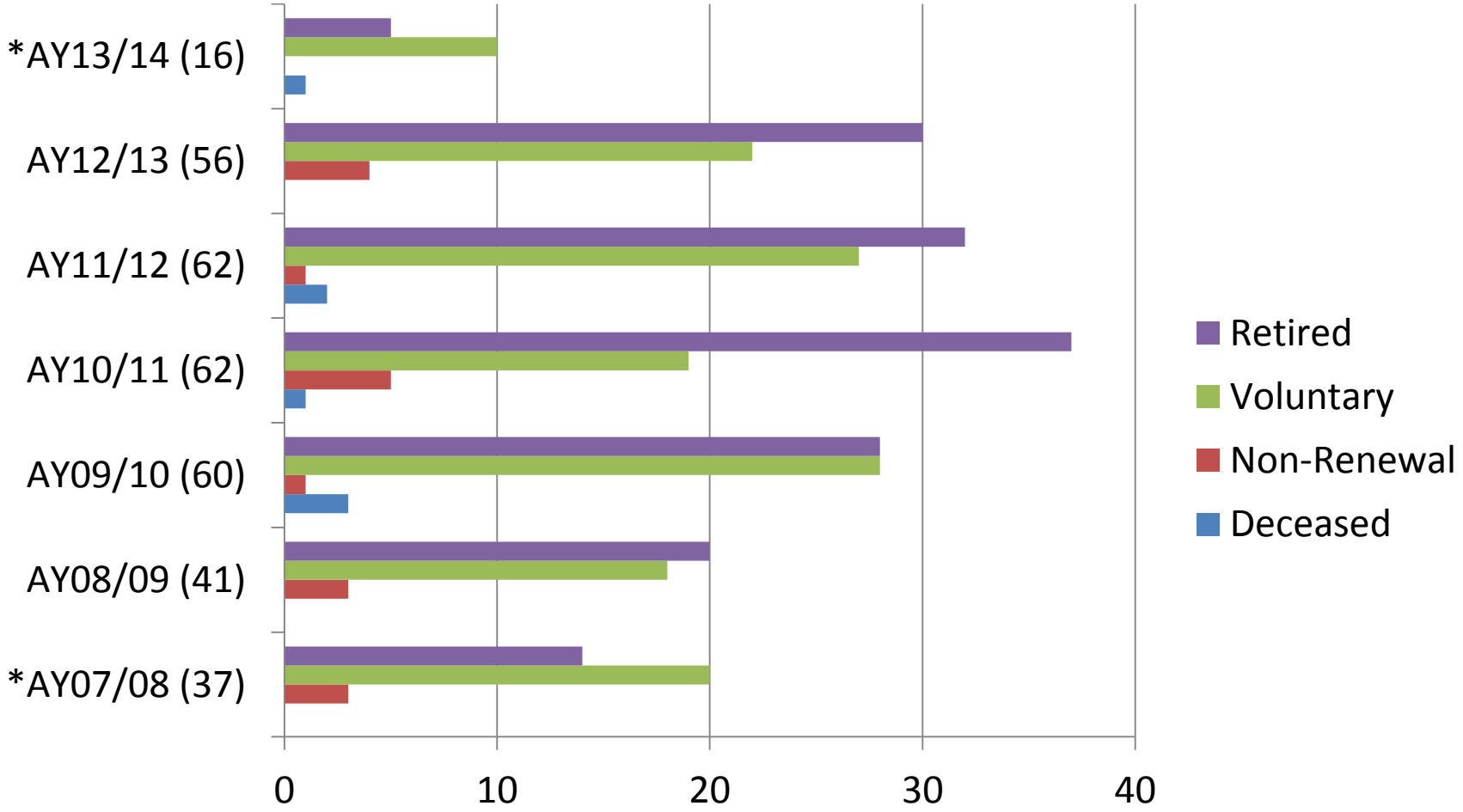
6-Year Turnover 334 (33.4%)

Retirements	166 (50%)
Voluntary	144 (43%)
Lecturer Non-Renewals	13 (4%)
Professoriate Non-Renewals	4 (1%)
Deceased	7 (2%)



**Jan. 1, 2008- Mar. 14, 2014 ; all percentages are estimates based on an average census of 1,000*

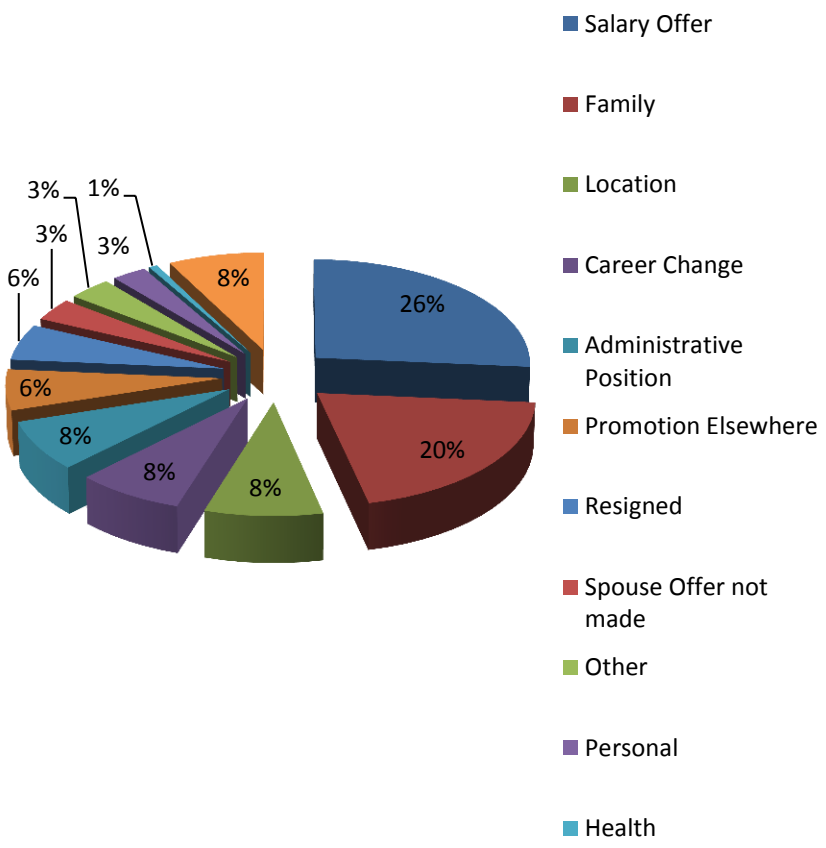
Attrition by Academic Year



Reasons for Voluntary Separations (144)

(based on recent survey; data of record does not currently track)

Salary	**38 (26%)**
Family	29 (20%)
Location	12 (8%)
Career Change	11 (8%)
Admin Position	11 (8%)
Promotion Elsewhere	9 (6%)
Resigned	8 (6%)
Unknown	11 (8%)
Personal	4 (3%)
Health	1 (1%)
Other	5 (3%)



Title/Rank of the 38 (26%) Who Left for Salary

Asst Professor 17 (45%)

Approx 7% of overall rank

Assoc Professor 9 (24%)

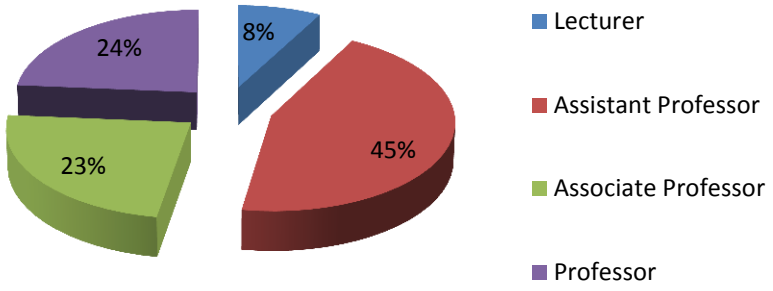
Approx 4% of overall rank

Professor 9 (24%)

Approx 3% of overall rank

Lecturer 3 (8%)

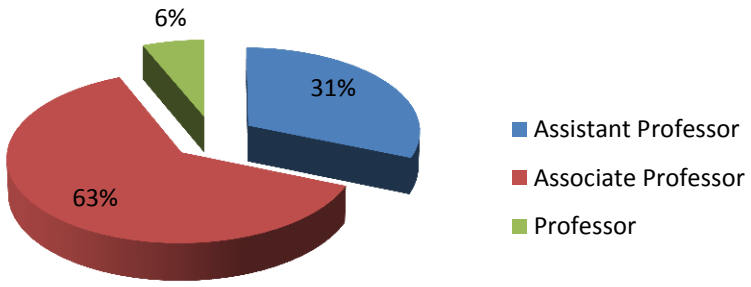
Approx 2% of overall rank



Retention was Attempted for Less Than Half

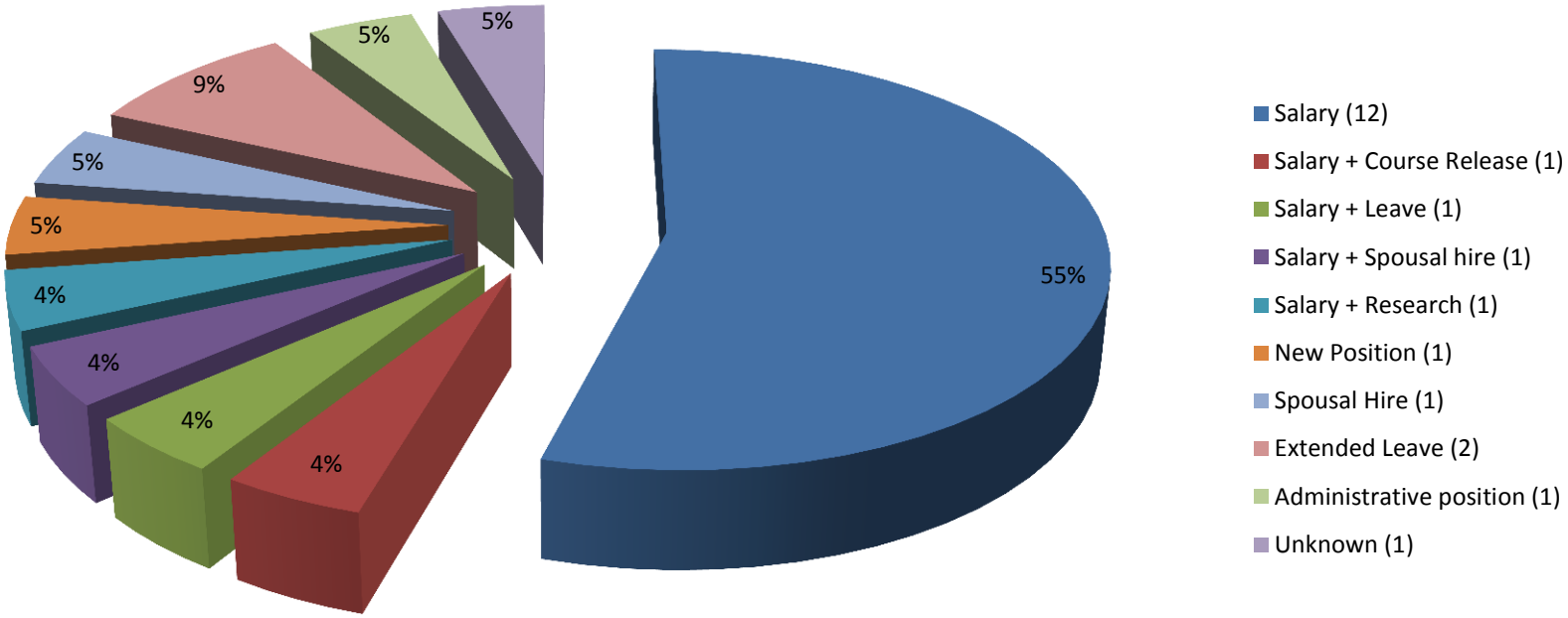
(16 or 42% of the 38 Who Left for Salary)

Professor	1	(6%)
Assoc Professor	10	(63%)
Asst Professor	5	(31%)



Failed Retention Attempts by Type of Offer

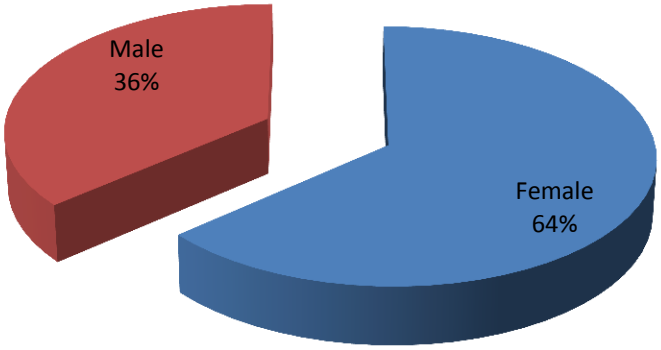
(22 of 144; or 16% of Those Who Left Voluntarily)



Failed Retention Attempts Overall by Gender

(22 of 144; or 16% of Those Who Left Voluntarily)

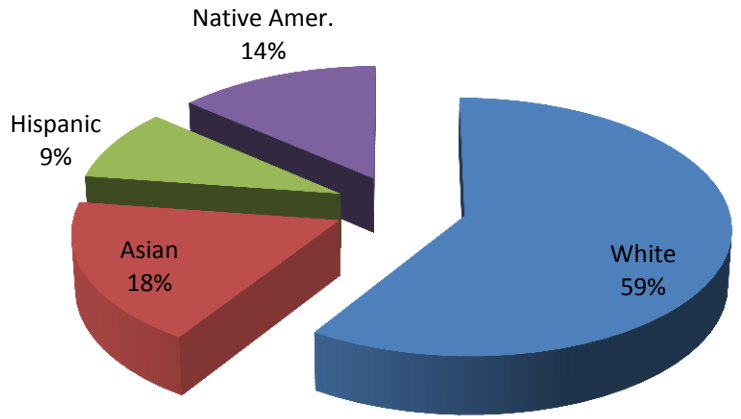
Women	14 (64%)
Men	8 (36%)



Failed Retention Attempts Overall by Ethnicity

(22 of 144; or 16% of Those Who Left Voluntarily)

White	13 (59%)
Asian	4 (18%)
American Indian	3 (14%)
Hispanic	2 (9%)

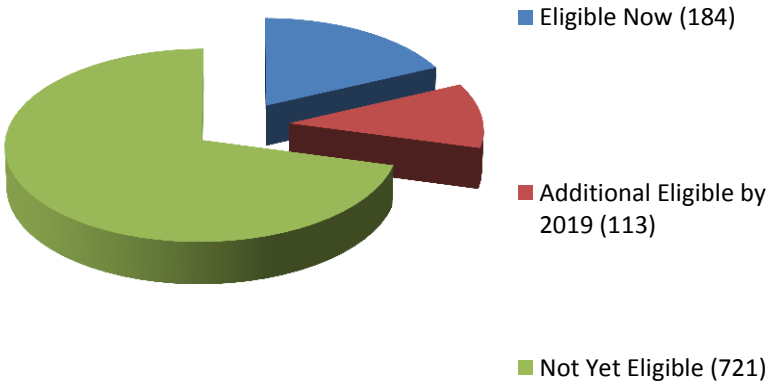


Occurrence of Earliest Retirement Eligibility for Current Continuing Faculty (2014-2019)

	Age @ Earliest Eligibility		Totals		Percentage of Continuing Faculty		Total Percentage
	≥ 65	< 65			≥ 65	< 65	
Dec '14	72	112	184		7.2%	11.2%	18.4%
Dec '15	1	15	16		0.1%	1.5%	1.6%
Dec '16	4	20	24		0.4%	2.0%	2.4%
Dec '17	4	32	25		0.4%	2.1%	2.5%
Dec '18	5	23	28		0.5%	5.0%	2.8%
Dec '19	3	17	20		0.3%	1.7%	2.0%
Totals	89	208	297		8.9%	23.5%	32.4%

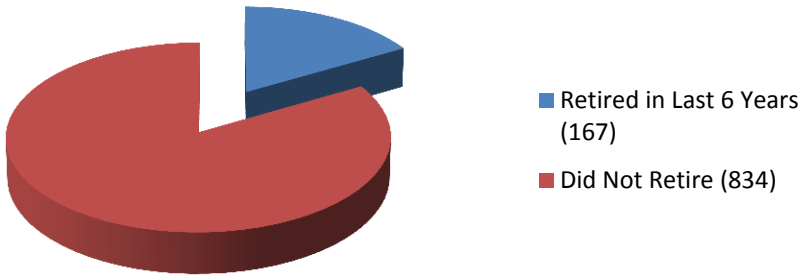
Retirement Eligibility vs. Election

30% Eligible in Next 6 Years



17% Retired in Last 6 Years

(corresponding eligibility not available)



Observations and Future Actions

Faculty retention is a growing concern but one that we intend to actively manage

- Vital that we not lose our investment in UNM's future

Junior ranks see more attrition than Senior ranks

- More job openings at this level
- Are generational influences in operation; more mobile?

Senior ranks appear poised to experience higher rates of retirement than in past

Observations and Future Actions

Focus on attrition factors that we can control:

Improve circumstances for junior faculty

- Competitive salaries
- Renewed emphasis on faculty mentoring programs
- Build greater awareness among chairs of trends

More research needed

- Preliminary research indicates UNM's attrition rates, demographics are typical for higher ed

Continuous process improvements relative to data collection and analysis

Observations and Future Actions

Why did several leave without any apparent attempt to retain?

- Does voluntary attrition serve as a de facto quality control mechanism, e.g., do the data, as currently classified, potentially overstate the junior faculty attrition problem?

Will deeper analysis of past retirement timing serve as a more meaningful predictor of future retirement rate and timing?

- Recent surveys helpful, e.g., Faculty-Worklife (2013-2014); but need stronger data on faculty retentions, both successful and unsuccessful, and retirements

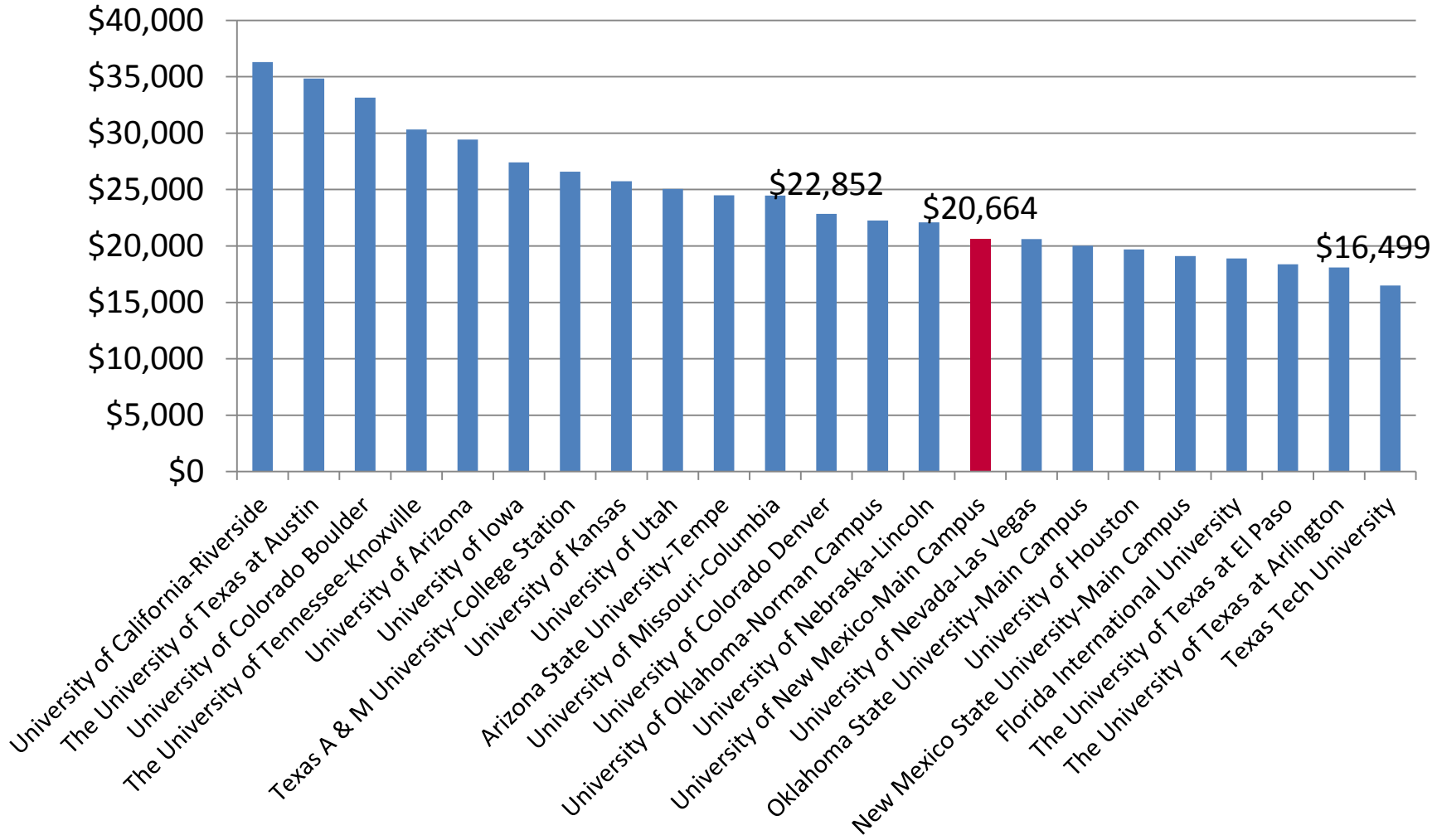
Observations and Future Actions

- Retirement will now span about 20 years for many people. This is new territory.
- In a recent Merill Lynch study 72% said they wanted to continue working part-time in retirement—to stay active not necessarily because they need the money.
- We are actively working with the UNM Retirees Association to better understand how they might be able to contribute to UNM especially during transitional periods ("Emeritus Institute")
- Academic Affairs, HSC and HR are actively collaborating to enhance current support programs and policies relative to retirement

Selective Strategic Pricing to Attract New Non-resident Students

- Competition is extreme for traditional domestic and international students.
- New Mexico is further challenged with student prospects as one of only 6 states with a declining population.
- Strategic Pricing for non-resident tuition is a financially sound tactic when capacity exists.
- Limited scope will allow evaluation and mitigate risk.
- Specific strategies and evaluation are identified.

Non-resident Tuition and Fees for 22 Peer Institutions



International Volume/Agreement Strategic Pricing Example

Undergraduate Int'l Discount	
Students	Annual Rate
<25	$15,688
25 -49	$13,555
50 or more	$11,423

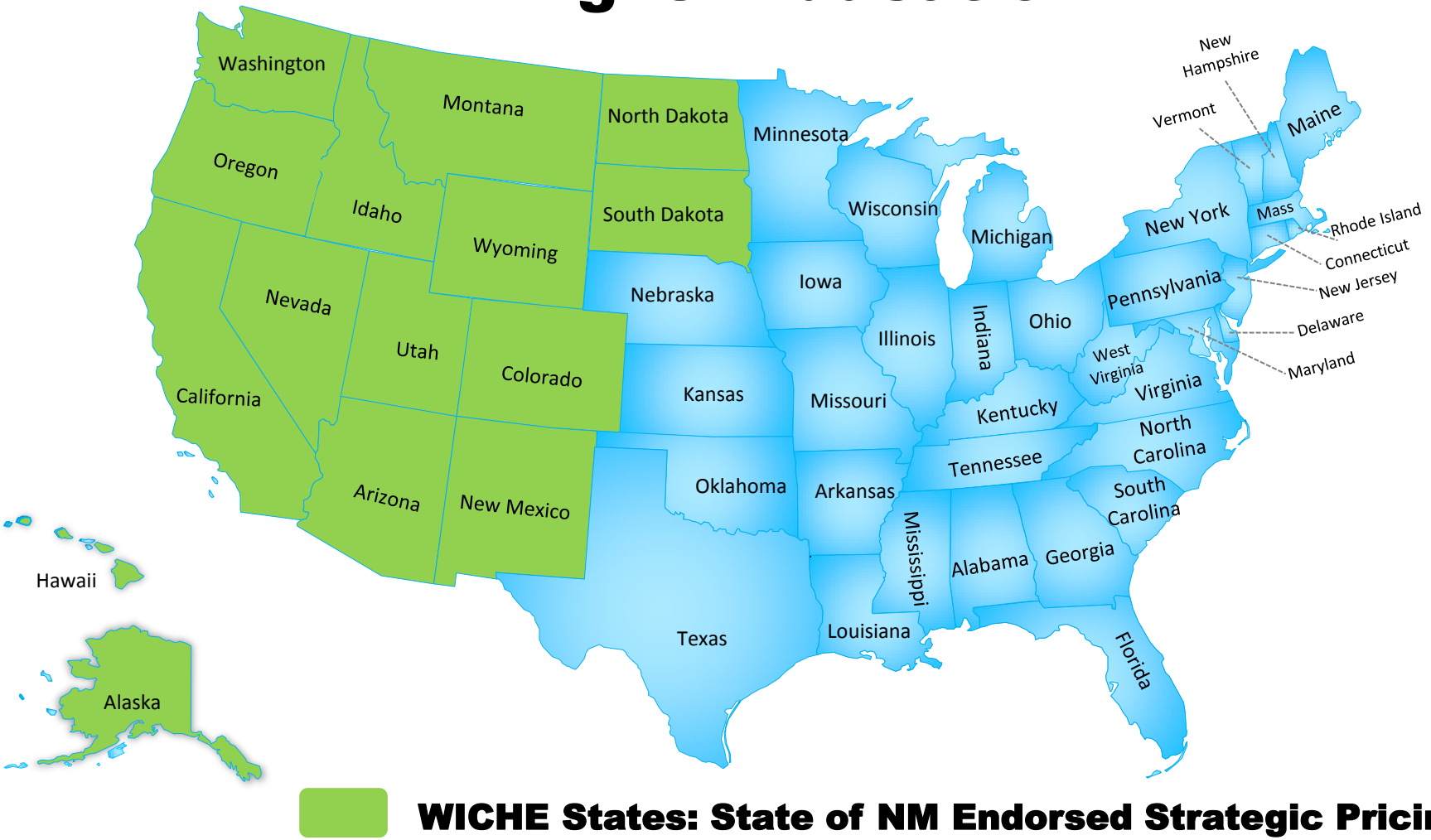
Graduate Int'l Discount	
Students	Annual Rate
<25	$16,395
25 -49	$14,283
50 or more	$12,171

Limited International Pilot with 200 Student Maximum

THE UNIVERSITY of NEW MEXICO

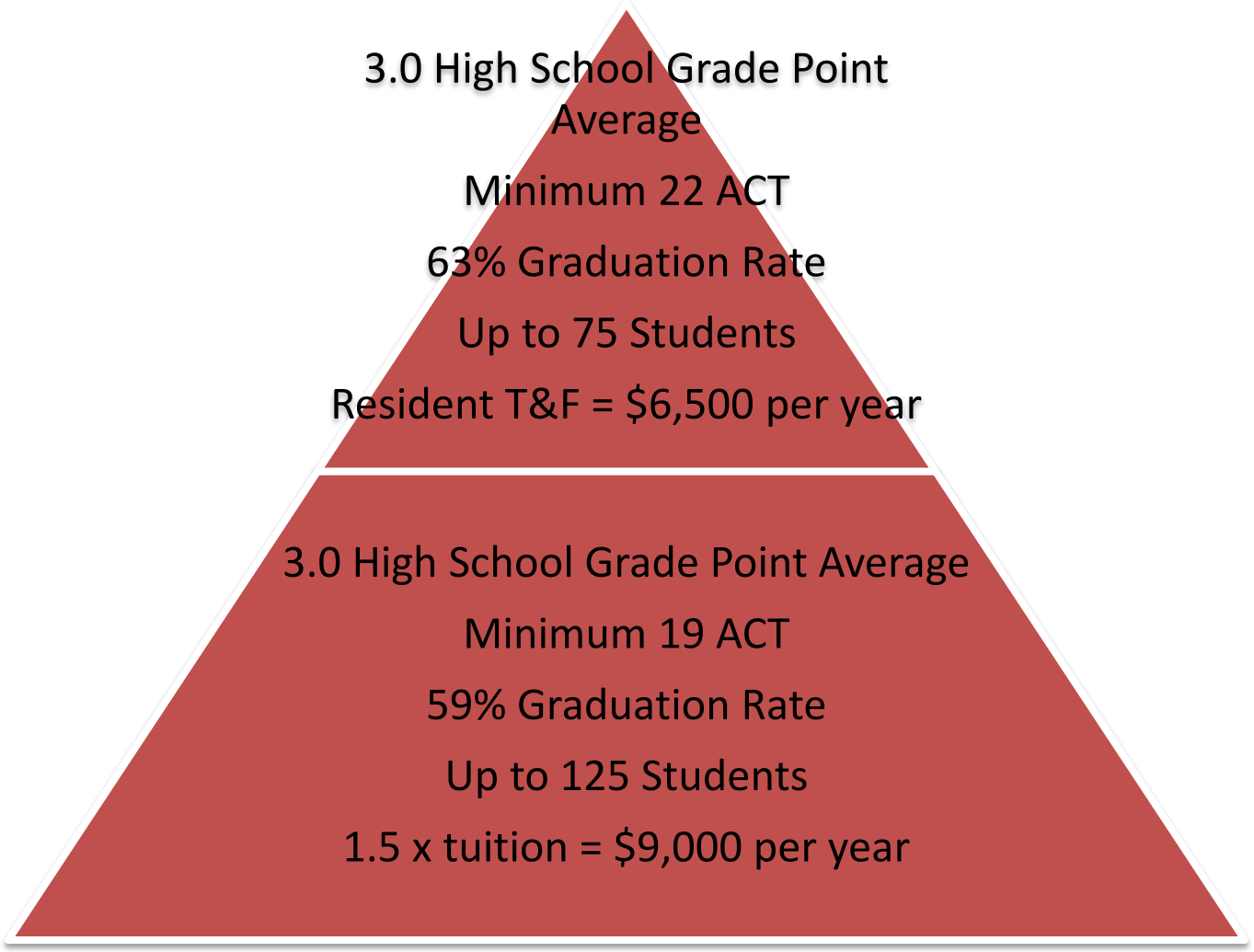
DIVISION of ENROLLMENT MANAGEMENT

Western Interstate Commission for Higher Education



WICHE States: State of NM Endorsed Strategic Pricing

Limited Domestic Pilot



Goals and Assessment

- Domestic
  - Increase yield rates and enrollment of new students from non-WUE states.
  - 10% increase in non-resident first-year students in year one and 20% in year two.
- International
  - Increase international enrollment through agreements with countries and organizations.
  - 15% increase in first-time international students in year one and 20% in year two.