



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

**MEETING AGENDA**

**October 3, 2013  
1:00 PM  
Roberts Room  
Scholes Hall**

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'**  
**ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**  
Thursday, October 3, 2013 – 1:00 p.m., Scholes Hall, Roberts Room

**AGENDA**

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meeting:** *(September 10, 2013)*
- III. Reports/Comments:**
  - A. Provost's Administrative Report  
*Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs*
  - B. Member Comments
  - C. Advisor Comments
- IV. Approval Items:**
  - A. Faculty Handbook Policy C250 (Academic Leave for Lecturers)  
*Richard Holder, President of Faculty Senate*
- V. Information Items:**
  - A. Honors College Update (ASA&R Goal #8.1)  
*Kate Krause, Dean of Honors and University College*
  - B. New One Stop Advisement Center and Virtual One Stop (ASA&R Goal #2)  
*Greg Heileman, Associate Provost for Curriculum*
  - C. Tuition and Fee Policy Task Force Update (ASA&R Goal #3.5)  
*Terry Babbitt, Associate Vice President for Enrollment Management*  
*Andrew Cullen, Associate Vice President for Planning, Budget and Analysis*
- VI. Faculty Presenter:**
  - A. How People Learn: Lessons for UNM  
*Vanessa Svihla, Assistant Professor for the Department of Teacher Education*
- VII. Public Comment**
- VIII. Adjournment**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING  
Thursday, September 5, 2013 1:00 p.m., Scholes Hall, Roberts Room

**SUMMARY OF MEETING**

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

**Committee members present:** *Regent Bradley Hosmer, (Chair), Regent Suzanne Quillen (by telephone), Regent Heidi Overton, Provost & Executive Vice President for Academic Affairs Chaouki Abdallah, Faculty Senate President Richard Holder.*

**Regents' Advisors present:** *GPSA President Priscila Poliana, ASUNM President Isaac Romero, and Parent Association Vice President Katherine Cullen and Professor Melissa Bokovoy*

**I. Call to Order**

Regent Hosmer called the meeting to order at 1:07 p.m.

**Motion to approve agenda was made by Regent Heidi Overton, seconded by Regent Suzanne Quillen. Motion passed unanimously.**

**II. Approval of Summarized Minutes from Previous Meetings: (August 1, 2013)**

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

**III. Reports/Comments:**

Provost's Administrative Report

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

Provost Abdallah reports that the search for 2 Associate Provosts is complete. They are the Associate Provost for Academic Personnel and the Associate Provost for Faculty Development and International Affairs. These candidates are currently being vetted by OEO.

Provost Abdallah further reports that several other searches under way. They are the Vice President for Research, the Dean of Anderson School of Management, the Dean of the College of Education, and the Dean of Libraries. Several existing Deans have been asked to chair the search committees for these positions. Further, the searches for the Director of Robert Wood Johnson Foundation and the Joint Hire with Sandia National Labs are being conducted. There are several excellent candidates for these positions.

Provost Abdallah stated that the Degree Plan Website has been unveiled in August with 8000 hits from 78 countries, all states and the District of Columbia. Most hits are from the state of New Mexico which is expected. The activity of visitors to the website will be monitored with results captured to determine which sites they visit and what degree plans they are looking at how long they stay on the pages.

Provost Abdallah stated that the College of Education process continues with as stated previously, the search for a new Dean. In addition, a planning grant from a national foundation was awarded to reimagine and there's a parallel effort from the state to help the College of Education graduate teachers to help student ready for college and their careers.

3 committees to be formed

- 1) Internal committee from UNM includes faculty and administrators from across campus task being to gather information and best practices from UNM to see what is working and to come up with a plan for curriculum be designed.
- 2) A statewide committee including representatives from the community that will be helping in getting feedback superintendents, teachers, principals and representation from the national labs and those interested in K-12 education. This group will be giving feedback on what schools need including challenges the smaller districts may have.
- 3) A national committee includes deans of college of educations and big thinkers from across the United States to help recruit for the Dean and help bring ideas to the vetted by the other 2 groups on what will work in New Mexico.

This process is expected to take a year. Discussion will be held with many groups who are interested in how we are educating teachers. This will require a long term investment that will help us graduate teachers and produce students ready to enter college and graduate. If this process is successful, the national foundation will continue to fund this for multiple years. The state has committed some support.

Provost Abdallah gives an update on the academic plan:

The Academic Affairs Office is engaged in UNM 2020 and working on becoming a destination university. An Honors College has been implemented and there has been an increase in international programming. Goals have been set to make sure that UNM is rated as a great place to work and attend. This is a preview for one of the new Associate Provosts. The office is also working on degree customization and reducing the number of credit hours required to get a degree and the initiative to improve the retention and graduation rates. Through the office of the Vice President for Research impact on economic development through our initiatives.

**Comments from Members:**

Regent Overton comments that she is happy to be back after a long summer and to see school back in session. She commends Provost Abdallah and the team on their hard work over the summer, especially the work on the Degree Plans.

Regent Quillen commends Provost Abdallah on a great report and recognizes how much work has been done on these processes and initiatives and moving the benchmark for UNM and it appears we are quite ahead of others in the state and national levels.

**Comment from Advisors:**

Faculty Senate President Richard Holder reports that the Faculty Senate has passed a policy for SACS (Special Administrative Components) that faculty get for carrying out administrative duties. This policy will be placed in the Faculty Handbook.

Parent Association Vice President Catherine Cullen states she is happy to be present and to provide input.

GPSA President Priscila Poliana thanks the Regents, President Frank and Provost Abdallah for including both GPSA and ASUNM in the discussions on the Tuition and Fee Policy Committee and are excited to be working on the different models and including student voices.

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

- A. Approval of Research and Public Service Projects Funding Submissions to the Higher Education Department

*Provost Abdallah reports for Marc Saavedra, Director Government Affairs*

As part of the budget process, the Higher Education Department requires the approval by the Board of Regents for Research and Public Service Projects (RPSPs) that are being requested for the 2014 Legislative Session.

Rank#1 VentureSpace (new request \$250,000)

Rank #2 Design Planning Assistance Community Collaborative (new request \$947,000)

Rank #3 Degree Plans (non-recurring \$300,000)

Rank #4 Utton Transboundary Resource Center/Ombudsman (new request \$320,590)

Rank #5 Planning School Turnaround in NM (non-recurring \$147,555)

Rank #6 Family Development (base expansion request \$244,938)

Rank #7 Student Mentoring Programs (base expansion request \$335,618)

**Motion to approve was made by Regent Suzanne Quillen, seconded by Regent Heidi Overton. Motion passed unanimously.**

- B. Approval of Summer 2013 Degree Candidates

*Richard Holder, President, Faculty Senate*

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

#### **V. Information Items:**

- A. Enrollment and Student Cost Update

*Terry Babbitt, Associate Vice President Enrollment Management*

*Full presentation available upon request.*

Associate Vice President reports that there is an increase in beginning freshmen and total credit hours. Declining enrollment is the national trend and graduate enrollment is stable. Part-time students account for  $\frac{3}{4}$  of the headcount decrease. Branches in larger communities often struggle with enrollment fluctuations during economic recovery.

B. Tuition and Fee Policy Task Force Update

*Greg Heileman, Associate Provost for Curriculum*

*Full presentation available upon request*

Associate Provost Greg Heileman gives a status update on work from the Tuition and Fee Policy Committee. A timeline has been created with breakdowns according to issues that impact how tuition and fees are set. Policy recommendations are expected to come out of this. Tuition and fee rates should be established through a consultation with campus constituencies using a process that emphasizes the five elements of collaboration, inclusiveness, transparency, timeliness, and accountability. The Board of Regents, which has ultimate authority for approving tuition and fee rates, has delegated responsibility to the University President for developing the specific process for the establishment of tuition and fee rates. In all stages of the process, the University President must incorporate the five elements noted, regular communication with the Board and meaningful opportunities for student involvement. Based on the results of the tuition and fee setting process, the University President will make recommendations to the Board on tuition and fee rates.

Curriculum Fees (de facto differential tuition) – are fees paid by all students taking a course in a given curriculum. Two extremes: Engineering – primarily paid by students pursuing an engineering major, curriculum fees tend to support laboratories that these students may eventually use. Music – primarily paid by students not pursuing this major, and used to support expensive courses (e.g., pianos, one-on-one instruction) later in the curriculum, and scholarships.

Differential Tuition – paid on every course by students enrolled in a particular program. For example, an MBA student who takes a music class pays the differential for the credits associated with the music class, along with the curriculum fees for the music class.

*Babbitt,*

Regent Overton asks the question regarding differential tuition by degree and when this takes effect, does it begin when a student enters a program? Some programs wait until the junior year and formally declare a major (for undergraduate only). Graduate students begin paying the differential tuition once they are accepted into a program.

C. Student Affairs Initiatives

*Eliseo Torres, Vice President Student Affairs*

Vice President Eliseo Torres recognizes director of El Centro de la Raza, Veronica Mendez-Cruz who will be retiring after 27 years of service at UNM. She introduces UNM student Jaen Emmanuel Ugalde, who won the Hispanic Association of

Colleges and Universities (HACU) Hispanic College Quiz TV game show contest in Chicago on August 24<sup>th</sup>. His coach was El Centro's staff, Jorge Garcia.

The beginning of the fall semester was successful with Operation Lobo Move In, Friday Night Live which had over 1000 students participating, and Class Crawl with student volunteers offering campus tours to almost 1200 students plus parents and family members.

Two successful scholarship golf tournaments were held which raised \$100,000. The 7<sup>th</sup> Annual American Indian Student Services Golf Scholarship Program raised \$48,000 while the 5<sup>th</sup> Annual Mezquite Golf Scholarship Tournament raised \$52,000. This scholarship will be matched by the Mexican Consul through the Mexican government.

Additional scholarships are being coordinated. They are the Rosemont Leadership Scholarship Program for 31 students in conjunction with New Mexico State University. Each student receives a \$25,000 scholarship and the Daniel's Opportunity Scholarship Program which is funding \$42,000 for need-based scholarships and the Bernard Osher Foundation Scholarship which funds \$50,000 for non-traditional, need based students re-entering college.

Summer initiatives included hosting 70 high school students enrolled in math and English courses through the Upward Bound Program, six summer residential programs for pre-college students with a concentration on college readiness, law camp, the Hispanic Youth Institution and Los Angeles county work-study program and the Hispanic Youth Research Leadership Program.

2 - 5 year grants have been awarded for two STEM Programs: STEM UP for \$3.5 million in conjunction with Central New Mexico (CNM) and STEM GATEWAY for \$3.8 million to improve graduation rates within science, engineering and math.

#### Civil Campus Council

*Tomas Aguirre, Dean of Students*

*Full presentation available upon request.*

Dean of Students Tomas Aguirre reports on the activities of the Civil Campus Council. Goals for the council are being established and process to address the issues to support civility on campus. The council meets monthly and includes representatives from various student groups and departments. A monthly civility speaker series and creating a communication tree to address issues as they occur is being planned. The first step is to assess, evaluate then determine if there are any gaps then make recommendations for policies.

Regent Hosmer suggests the group identifies what they define as success and focus the activities toward that.

## Housing Report

*Chris Vallejos, Associate Vice President Business Planning and Services/ISS*

*Walter Miller, Associate Vice President Student Life*

Associate Vice President Chris Vallejos reports that on campus housing is at 92% occupancy. The goal of 90% was exceeded. There are 4113 beds 3839 filled. This includes Lobo Village and Casas del Rio. Recruitment efforts have been modified to include a student to student connection and joint efforts on UNM Housing and American Campus Communities. The result is an increase in occupancy and an increase in contract renewals and the perception of a seamless housing recruitment process.

Regent Overton asks what the relationship with American Campus Communities and the University is. What is the reporting process? Associate Vice President Vallejos explains that American Campus Communities has a ground lease with the University for Lobo Village and Casas del Rio. This is a public/private partnership with American Campus Communities managing Lobo Village and Casas del Rio. UNM Housing is managed by UNM Housing.

Associate Vice President Walter Miller reports that national reports indicate that Living Learning Communities have proven this model has helped to increase student success and higher freshman retention rates. We have created more of these communities within UNM Housing working closely with specific colleges.

Regent Overton comments that Living Learning Communities should be seamless to both UNM Housing and American Campus Communities.

### **VI. Public Comment**

None

### **VII. Adjournment**

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

**Meeting adjourned at 3:41 p.m.**



## **C250: Academic Leave For Principal Lecturers**

Approved By: Faculty Senate

Last Updated: **Draft 9/24/13**

Responsible Faculty Committee: Operations

Office Responsible for Administration: Faculty Contracts

Revisions to the Policy Rationale, Policy Statement, Applicability, and Definitions sections of this document must be approved by the full Faculty Senate.

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### **POLICY RATIONALE**

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The main purpose of academic leave is to encourage professional growth and increased competence among lecturers by subsidizing significant research, creative work, or some other program of study that is judged to be of equivalent value.

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### **POLICY STATEMENT**

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1. Any Principal Lecturer is eligible to apply for Academic leave, which is the opportunity to apply for a professional development teaching release with pay to pursue other academic and/or professional opportunity activities. A Principal Lecturer is eligible to apply for such releases every six years of full-time service. Lecturers who qualify have the right to apply for academic leave; however, academic leave is not granted automatically upon the expiration of the necessary period of service. Rather, the lecturer shall present, as part of the application, evidence of recent sound teaching or other activities that materially support UNM's academic mission. Also, this program shall give reasonable promise of accomplishing the major purpose of the leave, cited in the Policy Rationale section above. Academic leave will not be granted to subsidize graduate work or work on advanced degrees.

1(a). For lecturers whose faculty appointments are not in the Health Sciences Center (HSC), academic leave may be approved for up to one semester at full salary.

1(b). For lecturers whose faculty appointments are in the HSC, academic leave may be approved for up to six months at full salary.

2. Academic leaves will be approved only with the clear understanding that the lecturer will at the completion of the academic leave return to the UNM for a period of service at least as long as the duration of the leave.

3. Academic leave is counted toward retirement. While a person is on academic leave, UNM will continue to pay its share toward retirement, group insurance, and social security benefits.

4. Lecturers on 12-month contracts may not accrue annual leave while on academic leave.

5. Appeal: If at any stage of the approval process, the applicant believes that his or her proposal has not been considered properly according to the provisions of this Policy, that matters of academic freedom are involved, that improper considerations have entered into a negative decision, or that other demonstrable conditions prevented a fair and impartial evaluation, he or she may appeal to the Committee on Academic Freedom and Tenure for a review of the matter.

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## APPLICABILITY

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This Policy applies to all academic UNM units, including the Health Sciences Center (HSC) and Branch Campuses.

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## DEFINITIONS

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**Full-time Service:** Service time equivalent to that of a faculty member employed on a contract designated as 1.0 full-time equivalent (FTE). For example, a faculty member whose contract is designated 0.5 FTE would have to multiply his or her service by a factor of two or reduce the leave time taken by one-half to meet the full-time service requirements listed in this policy.

Revisions to the remaining sections of this document may be amended with the approval of the Faculty Senate Policy and Operations Committee in consultation with the responsible Faculty Senate Committee listed in Policy Heading.

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## WHO SHOULD READ THIS POLICY

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- Board of Regents
- Professors and academic staff
- Academic deans and other executives, department chairs, directors, and managers

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## RELATED DOCUMENTS

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[Section B: "Policy on Academic Freedom and Tenure."](#)  
[Policy C280 "Leave Without Pay."](#)

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## CONTACTS

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Direct any questions about this policy to your chair and/or dean or the Office of Faculty Contracts.

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## PROCEDURES

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1. As a general rule, the faculty members of the department concerned will be expected to absorb the teaching load of the individual on leave, and the departmental chairperson (or the dean in non-departmentalized colleges) shall present with each recommendation for academic

leave a statement of the planning in this regard. A department may, for example, decide to alternate courses or to cancel certain offerings. Further, it is expected that the department shall prepare its program over a period of years so that essential courses are not be neglected because of the temporary absence of a member of the faculty.

2. To avoid adverse effects on the educational objectives of individual departments, the administration finds it necessary to place a practicable limit on the number of academic leaves granted in any one department for any one semester. Other conditions having been fulfilled, it is general practice that requests for leave be considered on the basis of length of service.

3. Approval of Application: Primary responsibility for determining the merit of a proposed program from the point of view of the validity of the program and the probable value of the program to the faculty member and to UNM lies in the department and should be accomplished by a departmental committee. The departmental chairperson shall forward to the dean the departmental evaluation together with the chair's recommendation and a statement as to how the teaching obligations of the department will be achieved in the event the proposal is approved. The dean with the advice of a college-wide faculty committee shall then evaluate the proposal both on its merits and on its effect on the operation of the college.

3(a). For non-HSC faculty, the dean shall then send the departmental and college recommendations to the Provost/Executive Vice President for Academic Affairs so that the original and one copy of the proposal together with all recommendations shall reach that office by February 1 for a leave commencing in Semester I of that year and by October 1 for a leave commencing in Semester II of the following year. The Office of the Provost shall verify that the applicant is eligible for the proposed leave and that provisions of this Policy have been properly followed. The Provost/Executive Vice President for Academic Affairs shall forward all materials to the President with an evaluation of the proposed leave from a University-wide point of view. The President makes the final decision.

3(b). In the HSC, the dean shall send the departmental and college recommendations to the Vice Chancellor for Academic Affairs (VCAA) so that the original and one copy of the proposal together with all recommendations shall reach that office at least two months prior to the proposed start of the leave. The VCAA shall verify that the applicant is eligible for the proposed leave and that provisions of this Policy have been properly followed, and forward all materials to the Chancellor for Health Sciences, who shall forward them to the President with an evaluation of the proposed leave from a University-wide point of view. The President makes the final decision.

4. Upon returning to UNM, every lecturer granted an academic leave shall submit promptly to the Provost/Executive Vice President for Academic Affairs or the Chancellor for Health Sciences, with copies to department chairperson and dean, a full report of the research, creative work, publications, or other results of the period of leave. The report submitted shall be placed in the lecturer's personnel file.

5. See item 2 under Policy C280 "Leave Without Pay".

6. Those lecturers who receive all or part of their salaries directly from agencies outside of UNM will be granted academic leave with salary guaranteed only to the extent of UNM funding of the previous year; full funding is possible only when funds are available within the UNM budget.

7. Time toward each new academic leave begins immediately after return to full-time service regardless of the semester of return.

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## HISTORY

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## DRAFT HISTORY

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January 19, 2013 – Draft awaiting Faculty Senate and Board of Regents approval.

March 11, 2013 – Tabled by the Board of Regents.

COMMENTS TO:  
[handbook@unm.edu](mailto:handbook@unm.edu)

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# Honors College Update

ASAR Committee of the  
Board of Regents  
October 3, 2013

# The Honors College Exists. Almost.

Full approval by Faculty Senate, ASAR (thank you) and Board of Regents, Spring 2013,

Catalog Copy included in current AY catalog,

Recognition of degree, minor by Arts & Sciences in time for December grads,

In Process: Coding for Degree Audit and management of Honors Data in the system.

# Growth in Honors

## Student Enrollment Growth

- Fall 2012: Enrolled 353 Freshmen in Honors *Program*
- Fall 2013: Enrolled almost 600 Freshmen in the Honors *College* (today's unofficial data uses base of 557)

## Faculty Growth

- Two conversions from Lecturer to Tenure Stream
- Two new Tenure Stream hires

## Curricular Growth

- 59 classes this fall (prior semester max ~40)
- New program collaboration with athletics
- Spring Semester: New Core, Major reqts

# 2013 Freshman Characteristics

Average High School GPA: 3.97 (higher than '12)

Average ACT score: 27.8 (virtually identical to '12)

Act of 30 or higher: 129 (26% of ACT-takers)

ACT less than 25: 54 (~11% of ACT-takers)

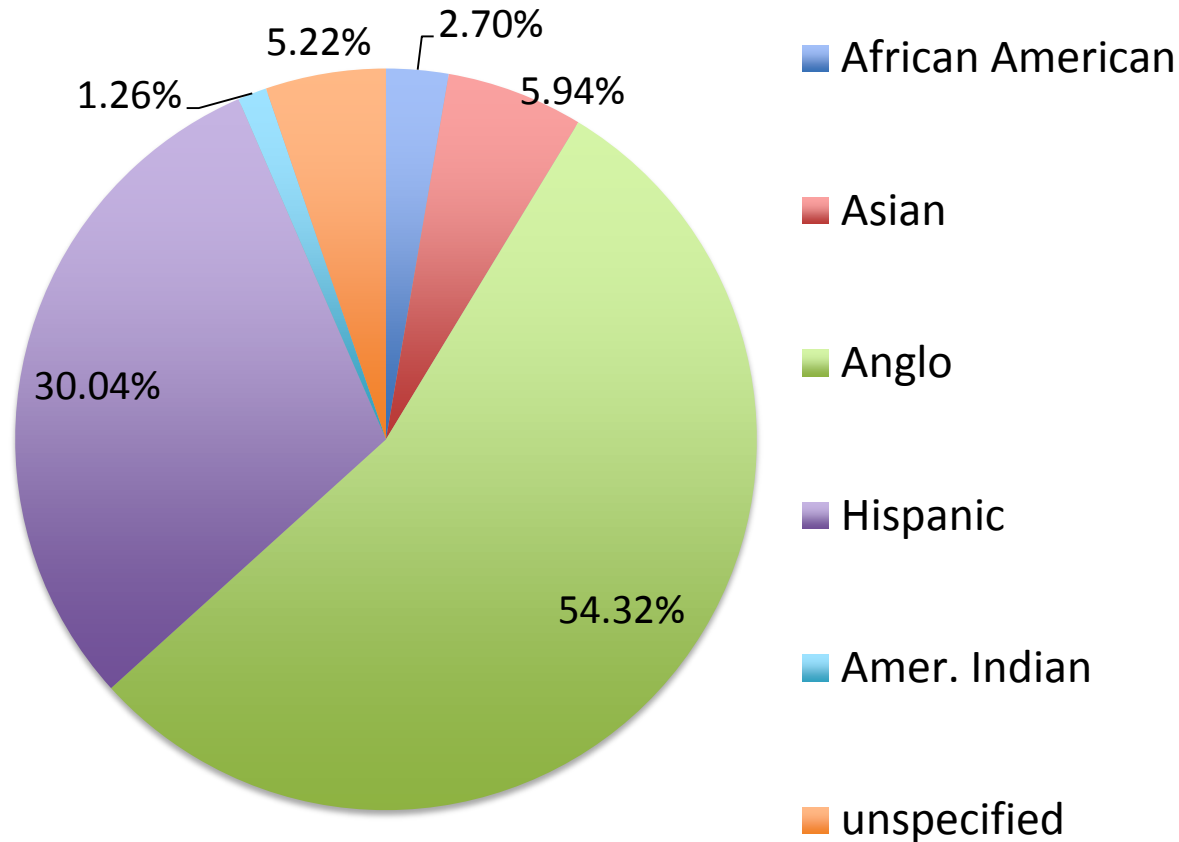
Almost 80% from a New Mexico High School

~4% California, 3% Colorado, 2% Texas

Only 10% out of state last year



# Student Diversity



Numerical breakdown: 15 African-Americans, 33 Asians, 302 Anglos, 167 Hispanics, 7 American Indians and 29 who did not specify.

# Other Honors news:

- Michael Thomas
  - Promoted to Principal Lecturer
  - Recipient, Barnes & Noble Discover Great New Writers Award
- Leslie Donovan
  - Named Presidential Teaching Fellow
  - Revived Tony Hillerman's seminar "Meet the Authors"
- Sarah Feldstein Ewing
  - Editor, *Psychology of Addictive Behaviors Special Edition*
  - Book contract for *Neuroimaging and Psychosocial Addiction Treatment*
- Amaris Ketcham
  - Faculty advisor for *Scribendi*, finalist for the Pacemaker award
- Celia Lopez-Chavez & Michael Thomas
  - UNM International Excellence Award for *Conexiones*, UNM's longest-running faculty-led international program
- Numerous faculty publications, conference presentations, grant activity and creative works
- New endowed scholarships supporting student scholarships and faculty research.
- Forum remodel is underway!

# Physical and Virtual One-Stop Services

Regent's Academic/Student Affairs & Research Committee

October 3, 2013

# Student One Stop

**Purpose:** Provide students with a physical one-stop location on campus where they may seek help and advice.

**Location:** Mesa Vista Hall, directly inside the front door.

## **Goals:**

- Alleviate the “run around” that many students report they are subjected to at UNM.
- Provide a welcoming atmosphere that makes new and returning students comfortable in seeking assistance.
- Efficiently provide correct information and/or referrals.
- Promote student success at UNM.

# Student One Stop

## **Project was led by the Office of Student Academic Success, in collaboration with:**

- Enrollment Management Division
- Student Services (College Enrichment Program, Career Services, Dean of Students)
- University Advisement Center
- Graduate Resource Center
- ENLACE NM
- CNM
- APS

# Student One Stop

- The physical One Stop began serving students on August 12, 2013, one week prior to the start of the semester.
- It is integrated with the new Student Success Center, which had its grand opening in Mesa Vista Hall on Sept. 3, 2013.



# Student One Stop

- **As of last week, a total of 1,784 students had been served.**
- **Most common questions, by week:**
  - Week 1:** Directions (42.2%), Advising (15.6%), Financial Aid (13.2%), Records (9.4%), Other (15.2%)
  - Week 2:** Directions (60.4%), Advising (9.4%), Financial Aid (13.8%), Other (13.8%)
  - Week 3:** Directions (75.6%), Advising (6.2%), Other (8%)
- **After the third week, the number of visits dropped off significantly.**

# Student One Stop

- A project has been initiated to create a virtual One Stop.
- The virtual One Stop is currently accessible via the URL: <http://students.unm.edu>
- We intend to use our experiences with the physical One Stop and data in FastInfo to inform the continued development of the virtual One Stop.  
E.g., to determine when certain FAQ items should be displayed more prominently.



# Student One Stop



## *Students*

Home

Getting Started

Academic Support

Financial Aid

Health & Wellness

Albuquerque Community

Activities & Events

Parking & Transportation

### Online Tools

- [MyUNM](#)
- [UNM Learn](#)
- [UNM Facebook](#)
- [LoboAchieve](#)

Find more at [computing.unm.edu](http://computing.unm.edu)

[Tuition FAQs](#)

[UNM](#) > Home

+ Getting Started

+ Academic Support

+ Financial Aid

+ Health & Wellness

+ Albuquerque Community

+ Activities & Events

+ Parking & Transportation

# Tuition and Fee Policy Committee

## UNM Policies Currently Referencing Tuition and Fees

TYPE	POLICY NO.	TITLE	LAST UPDATED	COMMENTS
Regents Policy Manual	4.7	Tuition and Fees	3-13-2000 (proposed changes pending)	SFRB hasn't met yet to discuss proposed changes, but ASUNM and GPSA representatives provided general comments. Note that the scope of this policy excludes "professional school tuition and fee rates and branch campuses." Should it?
Administrative Policy Manual	1310	Student Fee Review Board	1-17-2013 (proposed changes pending)	SFRB hasn't met yet to discuss proposed changes, but ASUNM and GPSA representatives provided general comments. Students want the policy to include a description of the comprehensive fee and a better description of the uses of the reserve fund.
Administrative Policy Manual	8210	Tuition and Related Fees	2-1-2013	Earlier this year, the policy was revised to clarify the two types of course fees (class fees and curricular fees) and their intended purposes, but the rest of the policy should be reviewed and a section on differential tuition should be added.
Administrative Policy Manual	8215	Tuition and Fee Payments	12-6- <u>1993</u>	The policy includes out-of-date detail that can be found elsewhere, such in the UNM Catalog, on the Bursar's Office website, and in UAP 3700 ("Education Benefits").
Administrative Policy Manual	8240	Distribution of Tuition and Fee Revenue	12-6- <u>1993</u>	Much of the information in this policy is probably out of date. Is this policy necessary? Would it be better to provide comprehensive information on the various fees and their uses in another location?



Division of Enrollment Management

**Guaranteed Tuition and Standard Tuition Comparison  
Cost Per Resident Full-Time for 4 years**

**FY 13 Tuition and Fees**

2013 Resident      \$6,447

<u>Voluntary Guaranteed Tuition</u>					
	2013 Cohort FY 14	2013 Cohort FY 15	2013 Cohort FY 16	2013 Cohort FY 17	4 Year Total
<b>Residents</b>	\$7,091.70	\$7,091.70	\$7,091.70	\$7,091.70	\$28,366.80
% increase	10%	0%	0%	0%	
\$ increase	\$644.70	-	-	-	

<u>Traditional Block Tuition and Fees Equivalent</u>					
	2013 Cohort FY 14	2013 Cohort FY 15	2013 Cohort FY 16	2013 Cohort FY 17	4 Year Total
<b>Resident</b>	\$6,447.00	\$6,859.61	\$7,298.62	\$7,765.73	\$28,370.97
% increase		6.4%	6.4%	6.4%	
\$ increase		\$412.61	\$439.01	\$467.11	

# Fiscal Impact

## Revenue Implications of Guaranteed Tuition Option w 10% Increase and 10% Participation

	FY 14	FY 15	FY 16	FY 17	FY 18	Total Revenue
Guaranteed 10% Standard 90%	\$22,874,794	\$41,404,980	\$58,000,019	\$73,815,140	\$78,303,101	\$274,398,034
Standard w 4% Annual Increase	\$22,648,311	\$41,066,413	\$57,616,959	\$73,436,013	\$77,900,923	\$272,668,619

### 5-year Budgetary Impact



Standard  
\$272,668,619



Guaranteed 10%  
Standard 90%  
\$274,398,034



Guaranteed 30%  
Standard 70%  
\$277,856,865

# TFPC Agenda Priorities

- October 3 - Comprehensive fee description and proposal
- October 17 - The appropriate role for differential tuition and course, curricular and other fees
- October 31 - Review current tuition structure with emphasis on graduate tuition models
- November 14 - Financial/budgetary implications of preferred tuition structures
- December 5 and 19 – Final recommendations of tuition and fee planning for President and EVPs



Dr. Vanessa Svihla, Assistant Professor in University of New Mexico's College of Education, Teacher Education, Educational Leadership, and Policy Department, received an M.S. in Geology (2003) and a Ph.D. in Science Education (2009) from The University of Texas at Austin. She directs the *Interaction and Disciplinary Design in Educational Activity (IDDEA) Lab* (<https://sites.google.com/site/iddealab/>). Dr. Svihla is a learning scientist who studies learning in authentic, real world conditions; this includes a two-strand research program focused on (1) authentic assessment, often aided by interactive technology, and (2) design learning, in which she studies engineers designing devices, teachers designing learning experiences, and scientists designing investigations. She is passionate about interdisciplinary research as a means to find innovative solutions, and applies integrated methods (qualitative/interaction analysis, regression modeling, temporal analysis, design-based research and network analysis).

In addition to four internal grants, Dr. Svihla has actively pursued extramural funding, drawing upon her experience drafting the successful grant extending the UTeach program into engineering (NSF DRL #0831811, 9.2 million). She serves as research PI on a USDA HSI grant, (administrative PI Elizabeth Yakes, UNM Nutrition, \$280,000, FY13-FY15) and Co-PI on an *Research Experience for Teachers* grant (NSF RET, PI Fleddermann, UNM SOE, #EEC1301373, \$509,543).

Dr. Svihla was a post-doctoral scholar in the Graduate School of Education at UC Berkeley, where she designed and researched assessment integrated within science learning. She interned at the Learning in Informal and Formal Environments (LIFE) Center, University of Washington (NSF SLC #0835854). She served as the 2011-2012 chair of the AERA special interest group, Learning Sciences. Dr. Svihla has experience communicating her research to broader audiences, through practitioner journals and interdisciplinary conferences.



I am Dr. Vanessa Svihla, an assistant professor in secondary science teacher education and a former geologist. I am also a learning scientist, which means I study how people learn. There are two strands in my research program: I study authentic forms of assessment. I do this because we know that assessment drives instruction. My real goal is to improve opportunities for meaningful learning, which is the other strand of my research: I study how and what people learn when they engage in design activity. Most of my work is interdisciplinary but generally with a focus on STEM. I direct the **Interaction and Disciplinary Design in Educational Activity – or IDDEA- Lab.**

<https://sites.google.com/site/iddealab/home>



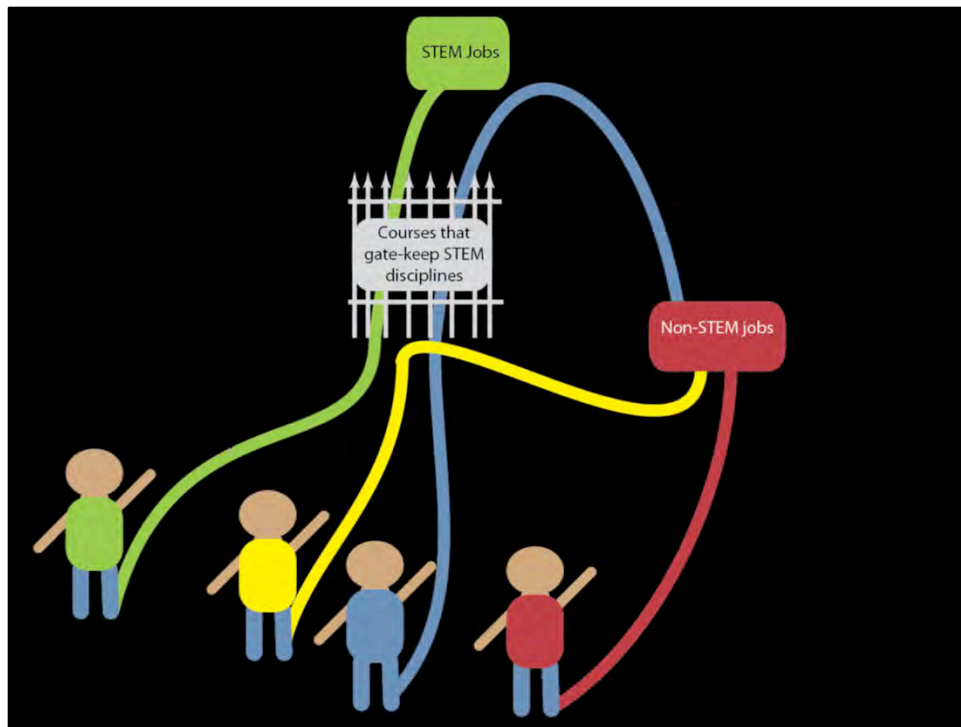
Imagine you are the first person in your family to go to college. You arrive at UNM, already a world apart from your rural upbringing, a literal and figurative difficult road to get here. You are excited, proud, apprehensive. Although you did well in your high school, you are found wanting at UNM, placed in remedial classes. With this “framing” we see this young woman struggle, imagine perhaps that she holds an algebra textbook, and perhaps, holds little hope of graduating. This framing helps us see the stubbornness in her face as a resistance to learning. her squinting seems to say, “I have no idea what that means.”





But let's re-frame her. Imagine we called the course we placed her in an honors course. With this framing, we see her stubbornness as perseverance. Her squinting as focus, or perhaps eyes tired from such diligent study. Of course, the situation is more complex than simply reframing our students as successful. How students see themselves and their potential matters. It is, however, a necessary, but not sufficient approach.

Wortham, S. (2006). *Learning identity*. New York: Cambridge University Press.



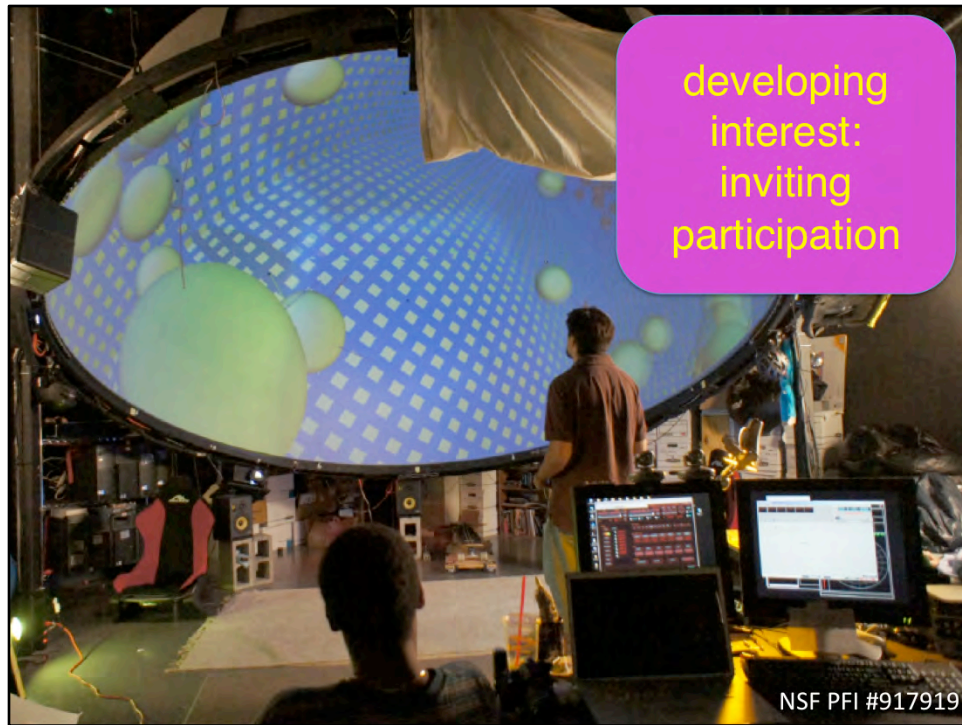
Let's consider four paths that lead toward or away from STEM careers. We know that students who are not interested are unlikely to pursue STEM. We also know that some students are interested, well advised, well prepared, and have a vision of what a STEM career would be like. Maybe dad is an engineer, or mom is a mathematician. When they reach tough coursework that gate keeps STEM careers, they persevere, because they know the good stuff lies ahead. We also know that some students get interested, but are poorly advised, don't take enough math or science, or don't do well enough in it, and when faced with tough courses, they don't persevere because they don't know something better lies ahead. Some students love being good at problem sets, and finding the RIGHT answer. They persevere through those tough courses because they are good at solving simple problems. When faced with the complexity of actual STEM work, they leave the profession.

Stevens, R., O'Connor, K., Garrison, L., Jocuns, A., & Amos, D. M. (2008). Becoming an engineer: Toward a three dimensional view of engineering learning. *Journal of Engineering Education*, 97(3), 355-368.

Svihla, V. (2010). Contingent Identification in a Biomedical Engineering Classroom. In K. Gomez, L. Lyons & J. Radinsky (Eds.), *Learning in the Disciplines: Proceedings of the 9th International Conference of the Learning Sciences (ICLS)* (Vol. 1, pp. 913-920). Chicago, IL: International Society of the Learning Sciences.

- How can we develop interest?
- How can we support students to understand STEM practices?
- How can we know if we are actually doing these?
- How can we build UNM's capacity to do this work?

The questions then, are How can we develop interest? How can we support students to understand STEM practices? How can we know if we are actually doing these? How can we build UNM's capacity to do this work?



First, I'll talk about developing interest by finding ways to invite participation, and by sparking intellectual curiosity, based on some of my research. One of the resources on campus— developed with an NSF PFI grant, is the dome at the Arts, Research, Technology, Science (ARTS) Lab. A bit like a small planetarium, the dome lets you do what no planetarium director lets you— multiple people can interact with the simulation, using Wii remotes and pressure sensors to soar through a carbon nanotube, through an F4 tornado, or the Rings of Saturn.



With funding from the College of Education and Office of the Provost, we co-designed a lesson for pre-service elementary teachers taking a math class at UNM. Matt, the instructor seen here, led his students through a problem-based lesson in which the Earth is threatened by asteroids, but a biologist with an understanding of cell division has used this notion to propose a defensive weapon. The students first worked in their classroom to understand why this might be a good idea, then came to the dome to test the weapon. At first they spent some playful time blowing up asteroids! Matt tried to encourage them to stay focused on analyzing what was happening when the weapon hit an asteroid. After about 15 minutes, a student – Ignacio--said he thought they ought to be able to create a formula for what they were observing. Ignacio led the class to find this formula. After class ended, I asked Matt if there were any surprises, and he said emphatically YES!!! Ignacio had struggled and failed all semester, and to see him emerge suddenly and lead the class was very exciting.

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For more about this project, please visit <https://sites.google.com/site/idealab/idea-lab-projects/supporting-practice-integrating-research-in-immersive-technologies-into-educational-designs-spirited>



I collaborate with Dr. Jeff Wilson, environmental scientist and Dean at Huston-Tillotson, a Historically Black University, on the DUMPSTER Project. Our team is Developing Underutilized Methods for Promoting Sustainable, Transformative Education & Research, driven by the question, How would you design a home for a world with 10 billion people?, a predicted population by the year 2050. Dr. Wilson's answer? Move into a dumpster and ask k-12 students to help him turn it into a sustainable home. This provocative approach to interdisciplinary STEM education will engage students in Texas and NM in intellectually complex and authentic learning.

<http://dumpsterproject.org/>

The image shows a screenshot of the Next Generation Science Standards website. The logo at the top left reads "NEXT GENERATION SCIENCE STANDARDS For States, By States". The navigation menu includes "HOME", "ABOUT THE DEVELOPMENT", "WHY SCIENCE STANDARDS?", and "NEXT GENERATION SCIENCE STANDARDS". A search bar is visible in the top right. A yellow callout box on the right side of the screenshot contains the text "Engaging students in real-world practices". Below the screenshot, a black box contains a bulleted list of science and engineering practices.

- Science and Engineering
- A focus on core ideas, cross-cutting concepts, practices
  - Asking questions (for science) and defining problems (for engineering)
  - Developing and using models
  - Planning and carrying out investigations
  - Analyzing and interpreting data
  - Using mathematics and computational thinking
  - Constructing explanations (for science) and designing solutions (for engineering)
  - Engaging in argument from evidence
  - Obtaining, evaluating, and communicating information

In the K-12 arena, the leverage point is the new Next Generation Science Standards, which bring a focus on engineering, and are a movement away from the mile-wide inch-deep curricula, instead taking deep dives to develop understanding of core ideas and cross-cutting themes. They also bring a strong focus on practices. Two practices in particular are not happening currently: asking questions and planning investigations. Typically the teacher or curricula provide these, but these skills are critical for developing intellectual curiosity about the world around us and engaging critically. This is a big part of my research: the front end, designerly part of what scientists do. But these standards matter for UNM. I need for my pre-service teachers to experience STEM practices first hand. Unfortunately, many students aren't given this opportunity until graduate school, though there are some exceptional exceptions here at UNM.

**The Subsurface Life in Mineral Environments (SLIME) Team**

Home | Publications | Photos | FAQ | People | For kids (K-12) | For Media |  search

Cave  
 Ferromanganese  
 Deposits (a.k.a  
 corrosion residues)

Desert/Rock Varnish  
 Ferromanganese  
 Deposits

Lava Tube Microbial  
 Mats

Sulfur Cave  
 Microbial Ecology---  
 Cueva de Villa Luz

Aeromicrobiology in  
 Caves

Antibiotic production  
 by cave microbes

Cave Pool  
 Precipitates  
 Arthropod  
 Communities of

Engaging students in real-world practices

Funding sources:

The banner features a central photograph of a cave interior with stalactites and a person's reflection in a pool of water. To the right is a yellow rounded rectangle with the text 'Engaging students in real-world practices'. Below the photo is a 'Funding sources:' section with logos for NSF, IISN, U.S. Geological Survey, University of Texas at El Paso, National Park Service, U.S. Department of the Interior, and National Geographic. Other logos include New Mexico Tech and various university emblems.

One such case is the SLIME team, lead by Diana Northup. I have been studying this lab for the past year, finding that students are able to come as they are, yet be scientists. In seeking to find the story in their data, Dr. Northup relies on the expertise her students bring, resulting in a whole that is greater than the sum of its parts, and an authentic science experience for the students.



**Research Experience for Teachers**  
*Programs for 1st - 12th Grade Teachers*



Engaging students in real-world practices

The UNM School of Engineering outreach team offers tours of labs to teachers, assists with science fairs, and visits classrooms around the state with demonstrations that supplement teachers' science curricula.

Another opportunity came in the form of a collaboration between myself and the School of Engineering. This past summer, with funding from the NSF, we brought 14 teachers from around NM to campus. They spent 6 weeks working in engineering labs and developed projects to teach with in their classrooms, bringing real STEM practices to their schools. This effective approach to Professional Development will impact approximately 1000 students directly this year alone, and as these teachers present their work, disseminate their curricula, and engage their colleagues, the reach will be much greater.

# Interactive Learning Assessment



Engaging students in real-world practices

Measuring learning



Funding: 2012 UNM TAG, USDA NIFA HSI #2012-38422-19836

We received a grant from the USDA HSI program. In the United States, fewer than 3 percent of registered dietitians are Hispanic. We know that in our Nutrition program, students leave because they don't see the content they are learning as useful in the real world. A disproportionate number of students who leave the program are Latino or Native American. We also know that high school students don't know much about dietetics as a career option, yet many of them are interested in becoming health professionals. To jointly address these needs, we are developing interactive learning assessments, that lets students provide counsel to virtual clients while learning content. Unlike traditional assessments which pause learning, ILAs allow students to be assessed while they are learning, providing information on what students know as well as on how they learn. Once developed, this system will be useable for other STEM subjects, allowing students to learn practices as they are assessed.

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Administrative PI Elizabeth Yakes is faculty in the College of Education, in Nutrition. For more about ILA, visit <https://sites.google.com/site/iddealab/iddea-lab-projects/interactive-learning-assessment>

This research was supported by an Interdisciplinary Research grant from the College of Education in cooperation with the Office of the Provost, University of New Mexico.

## Performance Assessments are Rich and Robust: a Collaboratory with NMPAN, in conversation with PED

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### Finding a new way to measure learning

A1 Albuquerque News Education News

You, Gabriella Duran Blakey and 13,408 others like this.



Lisa Cascoff, left, talks to teacher Wendell Lane as he works on designing a building model. The model is an assignment at ACE Leadership charter high school, which is piloting a plan to evaluate students based on the skills they demonstrate through projects, not their standardized test scores. (marks brose/journal)

Measuring learning

Having assessments that privilege engaging in real-world practices is the keystone. With funding from the College of Education and Office of the Provost, we formed a Collaboratory with the New Mexico Performance Assessment Network and are providing support to the PED as they develop and roll out performance assessments for non-tested grades and subjects across NM. Our work was featured on the front page of the Albuquerque Journal a couple weeks ago, and we recently spoke to the Legislative Education Study Committee in Clovis.

For more about this project, please visit <https://sites.google.com/site/idealab/idea-lab-projects/parr>

<http://www.abqjournal.com/256943/news/finding-a-new-way-to-measure-learning.html>



I was invited by the presidents of two international organizations to present one of my main research methods to Europe. Design Based Research is an approach that jointly develops learning experiences and so-called “humble theory” about how, why, when, and for whom, they worked. It is an iterative process that leads to better educational interventions, and deeper understanding to guide future development. The goal of the session was to spark conversation about how combining design based research and learning analytics might be productive. Both methods treat learning as a process, which means that simple pre/post testing is not sufficient. While a special issue is planned, there is an opportunity for UNM to take up this call.

Svihla, V. (2013, 27-31 August 2013). *Advances in Design-Based Research in the Learning Sciences: EARLI meets Learning Sciences: Can we take advantage of the methodological advances from each other? Invited Symposium*. Paper presented at the 15th Biennial EARLI Conference for Research on Learning and Instruction: 'Responsible Teaching and Sustainable Learning, Munich, Germany.

Brown, A. L. (1992). Design Experiments: Theoretical and Methodological Challenges in Creating Complex Interventions in Classroom Settings. *The Journal of the Learning Sciences*, 2(2), 141-178.

Collins, A., Joseph, D., & Bielaczyc, K. (2004). Design Research: Theoretical and Methodological Issues. *Journal of the Learning Sciences*, 13(1), 15-42.

Parachute  
Chemistry  
+  
Discipline-Based  
Education  
Research (DBER)

Building  
Capacity

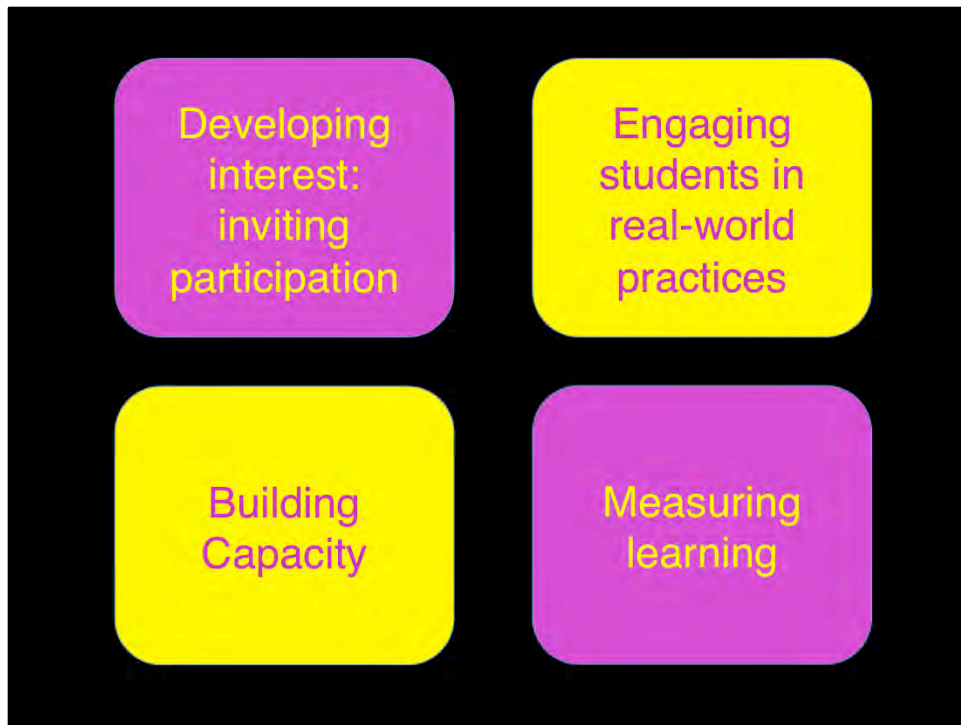
- study skills
- reflection on learning
- specific, explicit feedback

Coming back to UNM, I have been working with Chemistry faculty on courses for students who are failing, and providing support to help faculty conduct study of their practice that contributes both to improved student outcomes and to what is known about how students learn. Last week we hosted an NSF-funded workshop for faculty from across NM interested in this “Discipline-Based Education research”

National Research Council. (2012). *Discipline-Based Education Research: Understanding and Improving Learning in Undergraduate Science and Engineering*. In R. S. Susan, R. N. Natalie & A. S. Heidi (Eds.), *Committee on the Status, Contributions, and Future Direction of Discipline-Based Education Research. Board on Science Education, Division of Behavioral and Social Sciences and Education*. Washington, DC: The National Academies Press.

Underwood, J. S., & Tregidgo, A. P. (2010). Improving Student Writing Through Effective Feedback: Best Practices and Recommendations. *Journal of Teaching Writing*, 22(2), 73-98.

Feedback: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/20072003.pdf#page=23](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20072003.pdf#page=23)



Our students will be well served if we develop their interest by inviting their participation, then engaging them in real-world practices; these approaches build the capacity of our students. To do this, we need to build the capacity of our faculty so that they are prepared to develop student interest and engage students in practices. This includes engaging faculty as Discipline-Based Education Researchers.

We need to assess what we value and need most, while keeping in mind that learning is a complex, fundamentally social process that methods such as Design-Based Research, Discipline-Based Education Research, and Learning Analytics are equipped to measure. We should leverage findings from research to guide instructional decision making. For instance, we know that guided inquiry is better than direct instruction. STEM activities need to spark intellectual curiosity, not just be “hands-on” and fun. Our students deserve intellectually engaging curricula. Connecting to everyday experience and understanding is critical- especially for English Language Learners and underrepresented minority students. These instructional approaches have been shown to narrow achievement gaps.

Effort and perseverance are more important than IQ, and failure can be productive for later learning and success, but students need to understand that learning is prioritized over being right.

Furtak, E. M., Seidel, T., Iverson, H., & Briggs, D. C. (2012). Experimental and Quasi-Experimental Studies of Inquiry-Based Science Teaching A Meta-Analysis. *Review of*



## Findings from research: What doesn't work

- Learning Styles are not real
- Multiple Intelligences is NOT backed by research
- Right-brained/Left-brained is not real
- Whole-brained and brain-based fads are not back by research
- “Brain-training” does not work
- Approaches that cause disinterest/disconnections

What doesn't work? First, research has overwhelmingly shown that Learning Styles are not real, are not effective, and there is no reason instructors should attempt to use them. Multiple Intelligences is NOT backed by research. The idea that students are Right or Left-brained is not real. Whole-brained and brain-based fads are not back by research. “Brain-training” does not work. Any approach that cause disinterest or disconnections is not effective.

Dembo, M., & Howard, K. (2007). Advice about the use of learning styles: A major myth in education. *Journal of College Reading and Learning, 37*, 2.

Geake, J. (2008). Neuromythologies in education. *Educational Research, 50*(2), 123-133.

Gutierrez, K. D., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational Researcher, 32*(5), 19–25.

Landrum, T. J., & McDuffie, K. A. (2010). Learning styles in the age of differentiated instruction. *Exceptionality, 18*(1), 6-17.

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning Styles. *Psychological Science in the Public Interest, 9*(3), 105.

Pasquinelli, E. (2012). Neuromyths: Why Do They Exist and Persist? *Mind, Brain, and Education, 6*(2), 89-96.

Riener, C., & Willingham, D. (2010). The myth of learning styles. *Change: The Magazine of Higher Learning, 42*(5), 32-35.