



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

MEETING AGENDA

**December 5, 2013
1:00 PM
Roberts Room
Scholes Hall**

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

AGENDA

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meeting: (October 31, 2013) TAB A**
- III. Reports/Comments:**
 - A. Provost's Administrative Report TAB B
Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs
 - B. Member Comments
 - C. Advisor Comments
- IV. Approval Items:**
 - A. Approval of Honorary Degree TAB C
Joyce Szabo, Chair, Art and Art History, College of Fine Arts
 - B. Approval of Honorary Degree TAB C
Joyce Szabo, Chair, Art and Art History, College of Fine Arts
 - C. Fall 2013 Degree Candidates TAB D
Richard Holder, President, Faculty Senate
 - D. ASUNM Constitutional Amendments TAB E
Isaac Romero, President, ASUNM
 - E. Form D – MS in Information Systems and Assurance Program Proposal TAB F
Stephen D. Burd, Associate Professor, Anderson School of Management
- V. Information Items:**
 - A. Course Fee Annual Update (ASA&R Goal #3) TAB G
Greg Heileman, Associate Provost for Curriculum
 - B. STEM Gateway and STEM Up Grants (ASA&R Goal #1) TAB H
Tim Schroeder, Director for the STEM Gateway Program
Carolina Aguirre, Director for the STEM UP CNM/UNM Cooperative
 - C. Albuquerque Institute of Math and Science (AIMS) TAB I
National Blue Ribbon Schools
Kathy Sandoval, Director, Albuquerque Institute of Math and Science
 - D. Equity and Inclusion Survey (ASA&R Goal #5) TAB J
Dr. Rona Halualani, Halualani and Associates
- VI. Faculty Presenter:**
 - A. Arts in Medicine TAB K
Patrice Repar, Associate Professor, Departments of Music and Internal Medicine
Director, Arts-in-Medicine Program
- VII. Public Comment**
- VIII. Adjournment**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday, October 31, 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, Regent Heidi Overton, Provost & Executive Vice President for Academic Affairs Chaouki Abdallah, Faculty Senate President Richard Holder, Staff Council President Gene Henley*

Regents' Advisors present: *Priscila Poliana, GPSA President, and Professor Melissa Bokovoy*

I. Call to Order

Regent Hosmer called the meeting to order at 1:05 p.m.

II. Approval of Summarized Minutes from Previous Meeting: *(October 3, 2013)*

Motion for approval of the minutes as amended was made by Regent Suzanne Quillen seconded by Provost, Chaouki Abdallah. Motion passed unanimously.

III. Reports/Comments:

A. Provost's Administrative Report

Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs

Update on Provost's work plan for ASAR Committee

2.2 Budget wedge into the future – ROM Resource Oriented Management will be discussed at the Dean's Retreat as well as at UNM 2020.

3.5 Tuition and fees policy committee is looking at 4 year plans and how to reallocate some of the fees. This committee will report when a plan is ready to present.

4.5 Establish a 5 – 10 year plan to increase internally funded research in order to support faculty in the humanities and junior faculty.

Two targets from UNM 2020

5.1 Assessment – this will be discussed more this year and a group is looking at how to measure the quality of UNM education. 4 year and 6 year graduation with 4 year being placed front and center.

Team from UNM was sent to HLC to help develop a plan. A quality initiative has begun and planning for the next visit is underway.

Update on Dean's Retreat:

Focus was on budget and how to move to the ROM budget. Outcome was that a quality metrics will be used and discussion of other methods used to allocate or reallocate funding in underway.

Update on College of Education:

Process of re-envisioning is taking place. The internal and statewide groups are meeting. The national group will meet in March and will be the final test in putting something in place. This is a research based project and the group is very diverse. Once the final outcome is determined, we will go back to the Kellogg Foundation to seek funds to implement the plan.

A national search firm will be sought to encourage candidates to fill the Dean of the College of Education position.

Education Advisory Board has been asked to research benefits plus salaries and how does it make UNM competitive or uncompetitive and how we compare in the market. Another research project is the quality of metrics.

IV. Approval Items:

- A. Approval of Posthumous Degree – Jessica S. Pabinquit
Bill Walters, Associate Professor; Department of Theatre and Dance

Motion for approval was made by President of Faculty Senate, Richard Holder, seconded by Regent Heidi Overton. Motion passed unanimously.

V. Information Items:

- A. Research Enterprise Update (ASA&R Goal #4)
Michael Dougher, Senior Vice Provost for Academic Affairs

Focus has been on addressing internal procedures intended to

- Increase awareness of research accomplishments and initiatives by UNM faculty and research staff
- Create an efficient and effective main campus IRB process
- Consolidate and centralize our research compliance functions
- Improve sponsored projects services to faculty by restructuring the Office of Sponsored Projects (pre-award), especially with respect to contract arrangements with external agencies and industry
- Increase the transparency of the OVPR budget and work with the Faculty Senate, Associate Deans for Research, and Center Directors to forge an F & A distribution model that more fully incorporates deans and center directors in decision making

New Mexico Collaborative Research and Development Council has been formed with Senators Udall and Heinrich's offices, which focus on collaboration, testing and evaluation. This collaborative includes Holloman Air Force, Cannon Air Force Base, Air Force Research Laboratory, 96 Test Group, Sandia National Laboratory, Los Alamos National Laboratory, White Sands Missile Range, Kirtland Air Force Base, New Mexico Tech, New Mexico State and University of New Mexico. The

discussion will begin with the importance of collaboration, what make collaborations work and what will be done in the next year.

IRB process at HSC will remain the same, IRB process on main campus will be separated for those that do not require human research subjects.

B. Center for Teaching Excellence (ASA&R Goal #7)

Virginia Scharff, Associate Provost for Faculty Development

Aeron Haynie, Associate Professor of English and Director for the Center for Teaching Excellence

Full presentation available upon request.

The Center for Teaching Excellence:

- Focuses on student learning
- Is a community of teaching scholars
- Research on teaching
- Teaching excellence demonstrated through evidence of student learning

Services provided are:

- One-on-one consultations with instructors
- Classroom observations/mid semester evaluations
- Workshops on teaching topics
- Teaching Awards, Teaching Grants
- Library of teaching-related materials and books
- February Conference – “Success in the Classroom”

C. Update on Projects and Program Statistics, International Programs (ASA&R Goal #9.2)

MaryAnne Saunders, Special Assistant to the President for Global Initiatives

Full presentation available upon request

An update on International Programs was given by MaryAnne Saunders. This program’s goals are defined as “A commitment to integrate international, global and comparative perspectives throughout the teaching, research, and service missions of higher education.”

Results after one year include:

- Established an advisory board
- Increased the number of students studying abroad
- Opened a recruiting office in Beijing and plans on a potential office in Mexico
- Developed an effective protocol for dignitary visits now utilized by the university
- Global Education Office is being included in conversations regarding economic development of Albuquerque

D. Financial Aid Update ASA& R Goal #3)

*Terry Babbitt, Associate Vice President for Enrollment Management
Full presentation available upon request*

Associate Vice President Terry Babbitt gave an update on financial aid breaking data down by aid type, aid source, institutional aid and undergraduate scholarships. UNM made some gains in the recruitment of top students due to enhanced recruitment efforts with the Honors College and other Schools. Best scholarship practices provide an early commitment of funds to students based on their credentials at the time of application.

E. STEM Gateway and STEP UP Grants

*Tim Schroeder, Director for the STEM Gateway Program
Carolina Aguirre, Director for the STEM UP CNM/UNM Cooperative*

Item deferred to the December 5, 2013 Academic/Student Affairs and Research Committee Meeting.

VI. Faculty Presenter

A. The Economics of Shale Gas, Hydraulic Fracturing and Helium

*Janie Chermak, Professor and Chair for the Department of Economics
Presentation available upon request*

Professor Janie Chermak gave a presentation titled “The Economics of Shale Gas, Hydraulic Fracturing and Helium”.

VII. Public Comment

None

VIII. Adjournment

Motion to adjourn meeting was made by Provost, Chaouki Abdallah, seconded by Regent Suzanne Quillen. Motion passed unanimously.

Meeting adjourned at 4:07 p.m.

Foundations of Excellence® Implement for University of New Mexico-Main Campus Phase I Implement

Part A. General Information

Steering Committee (FoE Implement Steering Committee)

Name	Title	Email Address	Committee Roles (Liaison or Member)
Carolina Aguirre	Director: STEM UP CNM/UNM Cooperative	caguirre@unm.edu	Subcommittee Chair
Tomas Aguirre	Dean of Students	taaguirre@unm.edu	Member
Terry Babbitt	Associate Vice President Enrollment Management	tbabbitt@unm.edu	Liaison
Jennifer Gomez-Chavez	Director, Student Academic Success	jengomez@unm.edu	Member
Tim Gutierrez	AVP, Student Services	tgutierr@unm.edu	Member
Vanessa Harris	Director, University Advisement Center	vgharris@unm.edu	Member
Greg Heileman	Associate Provost	heileman@unm.edu	Liaison, Co-chair
Kate Krause	Dean of UC and Honors	Kkrause@unm.edu	Liaison, Co-chair
Diane Marshall	Associate Dean, College of Arts & Sciences	marshall@unm.edu	Member
Amy Neel	President, Faculty Senate	atneel@unm.edu	Member
Sonia Rankin	Associate Dean, University College	sgrankin@unm.edu	Subcommittee Chair
Tim Schroeder	Director, STEM Gateway Program	timschroeder@unm.edu	Subcommittee Chair
Joe Suilmann	Program Coordinator, Foundations of Excellence	suilmann@unm.edu	Liaison, Program Coordinator

Part B. Summary of Major Action Items within Overall Plan

Item #	Major Action Item	Goals/Objectives	Responsibility	Projected Start Date	Projected Completion Date	Connection to Major Institutional Initiatives
1.	Front Door - Recruiting	Publicize UNM's unique and value-added qualities through a variety of media to appeal to potential students.	Terry Babbitt	10-1-2012	Ongoing	UNM 2020 - Perceived Reputation of UNM
2.	Front Door - First-Year Communication	Develop structures and processes for timely, coordinated, and effective communication with students and their families from admissions to second fall.	Carolina Aguirre	11-13-2013	4-1-2014	UNM 2020 - Perceived Reputation of UNM
3.	Front Door - New Student Orientation Observation	Form a committee responsible for observing the current operation of New Student Orientation and make recommendations for improvement.	Greg Heileman	4-1-2013	9-1-2013	President Frank's commitment to combine the multiple orientation events into a single UNM New Student Orientation. FoE; Regent's goals: student success, Providing a clear picture of students' costs, providing a clear picture of the research enterprise; UNM2020: G2. Prepare Lobos for Lifelong Success
4.	Front Door - New Student Orientation Redesign	Our mission is to welcome students to the UNM community and introduce them to their role in the creation of new knowledge. We will do this by sharing resources and strategies that encourage students to reach ambitious academic goals and exceed their own expectations.	Sonia Rankin	9-1-2013	4-20-2013	FoE; Regent's goals: student success, Providing a clear picture of students' costs, providing a clear picture of the research enterprise; UNM2020: G2. Prepare Lobos for Lifelong Success

5.	Front Door - Implement effective placement and supportive programs for less well-prepared students	Appropriately place and support students so that virtually all students complete college-level work in their first semester.	Diane Marshall Terry Babbitt	10-1-2013	4-1-2016	UNM 2020 - Prepare Lobos for Lifelong Success. Regents goals - Student Success. Improve graduation and retention rates.
6.	HIPs - Increase Freshman Learning Communities, First-Year Seminars	Identify current offerings to determine whether all students have access to a HIP in their first year. Expand number of offerings that meet HIP criteria. Refine curricula to align with learning outcomes.	Kate Krause	9-1-2013	5-31-2014	FoE, UNM 2020 Objective: Improve retention and graduation rates
7.	HIPs - Data Collection	Design a system to help UNM identify and understand which first-year engagements are most connected to student achievement, and disseminate recommendations and findings to University leaders, academic units, and other stakeholders.	Tim Schroeder	9-1-2013	3-31-2014	FoE; UNM2020, Improve retention and graduation rates; UNM2020 Objective: Implement process for continuous evaluation of programs....
8.	HIPs - Matching Students to Practices - System Development	To ensure that all UNM students receive at least one high-impact practice during their first year, and to match students as much as possible with the kinds of practices best suited to their particular needs.	Tim Schroeder Jennifer Gomez-Chavez Vanessa Harris	Contingent on previous Action Item completion		UNM 2020 (President Frank has declared the importance of ensuring that every freshman has a high-impact first-year experience).
9.	HIPs - Improve Writing in the Curriculum	To coordinate and strengthen the writing and writing support programs that impact first-year students.	Daniel Sanford Aeron Haynie Kate Krause	11-11-2013	3-31-2014	UNM 2020 - Teaching and Learning, Regent's Goals - Student Success
10.	Curriculum - Financial Capability	Include financial capability programming where it can impact vulnerable students including the curriculum in UNIV 101 courses. Offer workshops and interventions for students facing financial risk. Develop programs that incentivize financial planning and incentives for study abroad and other activities.	Terry Babbitt	6-1-2013	6-30-2014	Regent's goals: Student Success, Providing a clear picture of students' costs, UNM2020: G2. Prepare Lobos for Lifelong Success

11.	Curriculum - Service Learning and Community Engagement	Expand opportunities for students to engage with the community for academic credit and as part of degree programs.	Kate Krause	9-1-2013	5-31-2014	Effort to obtain Carnegie designation; UNM2020: Create opportunities members of UNM community to serve local, state, regional.... ; UNM2020: Create structures & process that support collaborative and interdisciplinary research and scholarship
12.	Curriculum - Offer challenging curriculum for high-achieving students	Establish the Honors College and develop Honors tracks that complement all degrees.	Kate Krause	10-1-2011	5-31-2013	UNM2020: Fully implement Honors College; UNM2020: Improve retention and graduation rates
13.	Curriculum - Develop and Adopt Student Learning Outcomes	To bolster and ensure quality of education across the curriculum, the FYSC will develop, adopt, and assess specific and overarching Student Learning Outcomes (SLO) for the first year. Suggestions for SLOs are: 1. Financial literacy (coupled with cost and financial aid information) 2. Collaborative learning 3. Civic literacy 4. Diversity	Kate Krause	1-31-2014	6-30-2014	UNM2020: Lifelong Learning, degree completion
14.	Curriculum - Lobo Reading Experience	The goals of the UNM Lobo Reading Experience are to create a common academic experience for incoming freshmen, as well as a common academic and cultural experience for the University community, to introduce students to the high academic expectations of UNM, and to provide students with a better awareness and appreciation for diversity.	Jennifer Gomez-Chavez	11-1-2012	4-1-2014	FoE; UNM2020, Improve retention and graduation rates; UNM2020 Objective: Implement process for continuous evaluation of programs.
15.	Curriculum - Best Teachers in First-Year Classrooms	Recruiting the best teachers in each department to teach high freshman enrollment courses will contribute to the creation of a culture that values the first year, connects first-year students with faculty members who exemplify the methods of their disciplines, can model critical thinking skills, and guide students in their own ideological exploration.	Amy Neel	6-1-2014	5-20-2015	Regent's goals: Student Success, Providing a clear picture of the research enterprise; UNM2020: G2. Prepare Lobos for Lifelong Success.

16.	Student Support - Degree Maps for Majors	Collect and streamline degree program curricula, including semester-by-semester maps and identification of crucial courses, and present the information for students in an easily searchable format.	Greg Heileman Vanessa Harris	6-1-2013	1-20-2014	UNM 2020 - Teaching and Learning, Regent's Goals - Student Success
17.	Student Support - Electronic First-Year Newsletter	Distribute monthly electronic newsletter to first-year students that includes important academic dates, student resources, and semester appropriate study tips.	Tomas A. Aguirre	11-18-2013	1-21-2014	FoE; UNM2020 - 2.1.1 Empower students with tools to assist in selecting, planning and successful completion of a UNM (customized) degree; Regent's Goals - 1. Student Success
18.	Student Support - Front Line Culture for Faculty and Staff	Provide comprehensive and easily-accessed information to faculty and staff about resources for students.	Amy Neel Tomas A. Aguirre Jennifer Gomez-Chavez	12-6-2013	5-20-2014	Regent's goals: Student Success; UNM2020: G2. Prepare Lobos for Lifelong Success.
19.	Student Support - Communication - Advertising Campus Resources	Develop a communication model dedicated to increasing student, faculty, and staff awareness of important campus resources.	Joe Suilmann Renee Delgado	1-20-2014	5-15-2014	UNM 2020 - Teaching and Learning, Regent's Goals - Student Success
20.	Student Support - Advising Portal: LoboAchieve	The purpose of the LoboAchieve project is to implement a campus-wide advising system that will standardize how student notes are captured, as well as establish a campus-wide Early Alert System and integrated tutoring system.	Vanessa Harris	8-2013	Ongoing	Connected to UNM2020 - The Students: The Lobo Experience and Technology.
21.	Student Support - Reduce Student-Advisor Ratio in University College	To address concerns raised during the Reaffirmation of Accreditation visit in 2009 about the high student-advisor ratio in University College, an initiative has been started to restructure advising by shifting more advising duties to college-specific and major-specific advisers.	Vanessa Harris Greg Heileman	10-2013	2-2014	UNM 2020 - Teaching and Learning, Regent's Goals - Student Success
22.	Student Support - Volunteer Academic Coaching Program	Academic coaching is an effort to help increase retention and student success for first year full-time freshmen students to the following fall semester. Academic coaching is a process that provides students with guidance and support to achieve success. By utilizing coaching techniques such as active listening, observation, and asking powerful questions, academic coaches help students reach their academic and personal aspirations.	Jennifer Gomez-Chavez Vanessa Harris	8-2012	Ongoing	Regent focus on student success. Increase opportunities for students to connect with resources and to develop the necessary skills to help them problem-solve and to think critically.

23.	Student Support - HIPs Matching Implementation	Using the model developed by the FYSC - Data subcommittee, determine resources needed to use and maintain a high impact practices matching system, including intrusive support and other interventions, and determine responsibility for implementing the system.	Tim Schroeder Jennifer Gomez-Chavez Vanessa Harris	Contingent on other Action Items		Create structures and processes that allow for student degree customization by 4Q15.
24.	Student Support - Develop an Electronic One-Stop for Students	Develop a student landing page (students.unm.edu) with information on resources, programs, and services to aid in their college success.	Jennifer Gomez-Chavez	11-1-2012	4-1-2014	FoE; UNM2020, Improve retention and graduation rates; UNM2020 Objective: Implement process for continuous evaluation of programs....
25.	Student Support - Create a Physical Student One-Stop	Create a Student Success Center - Student One Stop to efficiently answer students' questions or assist them with any academic or non-academic challenges by providing individual support, and seamless transitions to programs and services.	Alex Gonzalez Jennifer Gomez-Chavez	1-1-2013	8-28-2013	FoE; UNM2020, Improve retention and graduation rates; UNM2020 Objective: Implement process for continuous evaluation of programs....
26.	Faculty/Staff Support - Disseminate data to those who work with first-year students.	Provide faculty and staff who work closely with first-year students with the demographic data needed to properly support those students.	Tim Schroeder Melissa Binder	Contingent on other Action Items		Regent's goals: Student Success; UNM2020: G2. Prepare Lobos for Lifelong Success.
27.	Faculty Support - Create a new Center for Teaching Excellence	Increase institutional investment in teaching and learning excellence by creating a new Center for Teaching Excellence and hiring a new center director.	Greg Heileman	1-7-2013	6-25-2013	Regent's goals: Student Success, Providing a clear picture of the research enterprise; UNM2020: G2. Prepare Lobos for Lifelong Success.

28.	Faculty Support - Reward Excellent Teaching in the First-Year Curriculum	Incentivize excellent teaching in first-year classrooms.	Amy Neel Aeron Haynie Greg Heileman Virginia Scharff	8-20-2014	5-15-2015	Regent's goals: Student Success, Providing a clear picture of the research enterprise; UNM2020: G2. Prepare Lobos for Lifelong Success.
29.	Faculty Support - Increase Development Opportunities for Faculty	Provide the resources that faculty need to improve teaching skills.	Aeron Haynie Amy Neel Terry Turner Virginia Scharff	9-1-2013	Ongoing	Regent's goals: Student Success; UNM2020: G2. Prepare Lobos for Lifelong Success.
30.	Faculty Support - Approve Career Path for Lecturers	Provide incentives for excellence among lecturers by adopting a career path for lecturers.	Amy Neel	5-1-2013	9-1-2013	Regent's goals: Student Success; UNM2020: G2. Prepare Lobos for Lifelong Success
31.	Faculty/Staff Support - Increase Faculty and Staff Adoption of LoboAchieve	Promote widespread faculty adoption, especially among those instructors in high-failure rate courses, of LoboAchieve.	Vanessa Harris Aeron Haynie	10-2013	Ongoing	Improve graduation rates to 50% by 2Q15
32.	Graduate Student Support - Increase training and development opportunities for graduate student teaching assistants	Develop a transcribed certificate program in college teaching for graduate teaching assistants that will include the following: a. a course on best-practices that includes an introduction to the scholarship of teaching and learning b. an introduction to online teaching best practices c. training in discipline-based best practices	Aeron Haynie	1-1-2014	1-1-2015	Regent's goals: Student Success; UNM2020: G2. Prepare Lobos for Lifelong Success
33.	Campus Quality and Safety - Themed Residence Floors	Residence Life has introduced themed residence floors, called the Living and Learning Program, which provide students with the opportunity to live with peers, form study groups and interact with faculty and staff from academic programs. A primary purpose for these communities is to facilitate a smooth transition from high school to the University. AY 2013-14: 12 themed floors, most fully occupied; AY 14-15 the goal is to have 15 floors.	Kate Krause Tomas A. Aguirre	9-1-2013	12-31-2014	FoE; UNM2020 - 2.1.1 Empower students with tools to assist in selecting, planning and successful completion of a UNM (customized) degree; Regent's Goals - 1. Student Success UNM2020: "compelling case to be on campus"

34.	Faculty/Student Support - Increase Research Opportunities in the Area of Effective Teaching and Learning	The Center for Teaching Excellence will pilot a "UNM Teaching Fellows" program to foster the scholarship of teaching and learning. One fellow from each college will be selected to participate in this 1-year program. Each fellow will receive two course releases and will be expected to develop an evidence-based, researched teaching project.	Aeron Haynie	1-2014	6-2015	Regent's goals: Student Success, Providing a clear picture of students' costs; UNM2020: G2. Prepare Lobos for Lifelong Success
35.	Campus Quality and Safety - Provide incentives for including SLOs in out-of-classroom activities	Provide increased funding and administrative support for the development and assessment of out-of-classroom activities that meet SLO criteria and reward Residence Life and Student Groups that participate in them.	Tomas A. Aguirre Wayne Sullivan	1-1-2014	9-1-2014	FoE; UNM2020 - 2.1.1 Empower students with tools to assist in selecting, planning and successful completion of a UNM (customized) degree; Regent's Goals - 1. Student Success
36.	Data and Assessment: Coordinating and Centralizing Survey Data Collection	A committee has been formed to streamline student surveying, since currently students are surveyed far too often, and there is a lack of central oversight. The committee will collect all surveys and combine them into simpler survey tools to be administered at intervals throughout the school year.	Tim Schroeder	1-1-2013		Regent's goals: Student Success; UNM2020: G2. Prepare Lobos for Lifelong Success
37.	Data and Assessment - Assessment of First-Year Steering Committee	The FYSC will review evaluations of first-year efforts, including academic, co-curricular, and other activities through the Offices of Institutional Analytics and Assessment. Units that work with first-year students will be provided with models of good assessment plans and rubrics.	Tim Schroeder Joe Suilmann Kate Krause Greg Heileman	9-1-2013	Ongoing	Regent's goals: Student Success; UNM2020: G2. Prepare Lobos for Lifelong Success
38.	Data and Assessment - First-Year Experience Analytics	Measure the success of the FoE Implementation project.	Tim Schroeder	9-1-2013	Ongoing	Regent's goals: Student Success; UNM2020: G2. Prepare Lobos for Lifelong Success

39.	Communication - Internship for "Telling the Student Story" Videos	In place of the annual institutional spot internship, UCAM has decided to offer six undergraduates the chance to tell the student story of UNM through four thematic 2-minute videos. Students from Communication & Journalism, Interdisciplinary Film & Digital Media and Fine Arts will be challenged to find diverse stories from all over campus and weave these stories together to represent the culture on campus. Those themes will address UNM's diversity, the roles and purposes of higher education in students' lives, the unique opportunities available to students at a research university, and the features that make UNM a destination university.	Joe Suilmann Tomas A. Aguirre	10-1-2013	5-15-2014	Regent's goals: Student Success; UNM2020: G2. Prepare Lobos for Lifelong Success
40.	Statement of Philosophy for the First College Year	The following statement will be used as an initial philosophy of the first year at UNM, taking into consideration the UNM 2020 vision, and feedback from campus constituencies: As this state's flagship research university serving a highly diverse student body, the University of New Mexico is committed to offering a high-quality education marked by a challenging and supportive environment that provides all students with the foundation for academic and personal success in the first year and beyond.	Joe Suilmann	11-15-2013		Regent's goals: Student Success; UNM2020: G2. Prepare Lobos for Lifelong Success
41.	Operation Registration	A campus wide effort to assist Freshmen students with Spring registration from 10 pm - 2 am the night prior and day of registration providing advisement, on-line chat, bursar questions, registration inquiries, etc. Locations are held throughout residence halls.	Jennifer Gomez-Chavez Tonya Bryant Vanessa Harris The Operation Registration Committee	10-15-2012	12-2-2013	FoE; UNM2020, Improve retention and graduation rates; UNM2020 Objective: Implement process for continuous evaluation of programs.

Part C. Sharing and Approval of Overall Implement Action Plan

Group / Person	Projected Date for Sharing	Projected Date for Approval (When Needed)	Notes
Provost's Committee on Academic Success	12-18-2013		This will likely be a similar presentation as the one given to the Regents on December 5, which is a more robust presentation than the monthly First Year Steering Committee updates given regularly.
Deans' Council	12-12-2013		
Board of Regents	12-5-2013		Provost Abdallah presenting the Action Plan, Progress, and UNM Implement website to the Regents.
ASUNM			Update - 11-12-2013 J.S. - Arranging a meeting with ASUNM President Isaac Romero in order to get the FoE Implement Plan onto the agenda of one of their meetings.
GPSA			Update - 11-12-2013: Arranging a meeting with GPSA President Priscila Poliana. We will discuss a possible FoE presentation during a GPSA council meeting.
Advisors Institute	5-22-2013		At the Spring Advisor Institute on May 22, the Provost and Associate Provost for Curriculum introduced advisors to the importance of the initiative to improve the student-to-advisor ratio, and to get advisors to "buy in" to the new LoboAchieve advising and student-tracking system.

Part D. Communication Plan

Topic of Communication	Audience	Person(s) Responsible	Communication Channel	Date to be Distributed / Published
President's Convocation Address	New and returning students, faculty	President Robert Frank	Speech	08-16-2013
FoE information in the President's Weekly Perspective	Campus	President Robert Frank	Email message to campus	08-09-2013
Release of FoE Final Report	Campus	Provost Chaouki Abdallah	Provost's Wednesday Communique	07-17-2013
Student Success Center Ribbon Cutting	Local press, administrators, faculty, students.	Jennifer Gomez-Chavez, Director, Student Academic Success Office	Campus event	09-03-2013
FoE Information for Parents of UNM Students	Parents of Students	Joe Suilmann	Parent Association Newsletter	01-21-2014
Student Success Summit III	UNM Community	Joe Suilmann	Large Event	05-01-2014
PCAS Implementation Plan	Provost's Committee on Academic Success	Joe Suilmann	PCAS Meeting	12-18-2013
New Student Orientation Redesign	Campus	Joe Suilmann	Provost's Wednesday Communique	01-22-2014
Campus FoE Update	Campus	Joe Suilmann	Provost's Wednesday Communique	03-12-2014
Email to FoE Self-Study Task Force	FoE Task Force	Joe Suilmann	FoE Listserv	12-6-2013
Message to Parents	Parents and Families of UNM Students	Joe Suilmann	Parent Association Newsletter	08-22-2014

Part E. Phase I Summary Report1. What steps have you already taken to implement your major action items?

1. The First Year Steering Committee has been created and charged with the implementation of the Foundations of Excellence action plan.
2. The NSO Redesign committee has been created, the subcommittee chair has formed the committee, and has made considerable progress in understanding existing logistics, has developed a mission statement and set of learning outcomes for NSO, and has set established a schedule for Summer 2014. This group was formed immediately due to the timing of many of the logistics decisions that needed to occur soon.
3. Two efforts to reduce remediation were included in the FoE Action Plan, the Math Learning Lab for Math 120 students, and the English 101 "Summer Stretch" and "Studio Courses." The MaLL has just finished its first year as the sole form of Math 120. The curricula for the English Stretch and Studio courses has been completed and piloted. Elimination or reduction of ISE100 is awaiting the identification of funding.
4. The number of Freshman Learning Communities was doubled this year (from roughly 30 to 60) with the goal of making high-impact practices more widely available in course work.
5. University College is offering five new Freshman Year Seminars (in addition to those offered in athletics) targeting Pell-eligible students. Another Freshman Year Seminar will be offered by Accessibility Resources and will include curricula on financial competency (the number one reason students cite for leaving UNM), critical thinking, the Lobo Reading experience, and research skills.
6. Curriculum for the new Honors College has been approved, and students have been recruited.
7. The degrees.unm.edu website has been launched, which shows "road maps" for degree programs. The ultimate goal will be to have 4-year plans for every program, as well as variable start times depending on student readiness. The road maps identify crucial courses. They are searchable by academic college, interest area, and keyword. While the degree maps are useful for many on campus, they are especially useful for incoming freshman students and those who advise them.
8. As part of the plan to increase research service-learning opportunities for students, including freshmen, the Faculty Senate created the Community-Engaged Scholarship Task Force.
9. A subcommittee of the Provost's Committee on Academic Success (PCAS), to which the First Year Steering Committee (FYSC) reports, is developing rubrics for evaluating teaching effectiveness. Those rubrics are part of an effort to make effective teaching a bigger part of the promotion and tenure process and other evaluative processes, and to find ways to recognize and celebrate excellent teaching.
10. A second subcommittee of the PCAS, the Provost's Committee on Writing, has been charged with exploring the formation of a Writing Across the Curriculum (WAC) program, and this committee will oversee the implementation of Foundations of Excellence outcomes as they pertain to writing.
11. A career path for lecturers, many of whom teach high-enrollment freshman courses at UNM, was approved.

12. A new Center for Teaching Excellence has been formed and a new director, Aeron Haynie, was hired. The center will provide the professional development needed to support faculty in first-year courses, formalize training for graduate student teaching assistants, and increase research opportunities in the area of effective teaching and learning.
 13. As part of the plan to restructure advising, and to shift more advising duties to college-specific and major-specific advisors, a pilot program in the School of Engineering has been established to begin moving engineering students to begin seeing engineering advisors earlier. Two more colleges have been identified to continue the project. A forthcoming report from the Office of Academic Affairs will describe the next steps and expected outcomes of this project.
 14. The LoboAchieve advising system went "live" on August 1, 2013, and is now open to the 2013 cohort of freshmen. The system allows students to sign up for faculty office hours, allows for a centralized location for recording advising notes, and has an Early Alert feature that will allow instructors to alert advisors and other support services to potential issues with student behavior and academic performance.
 15. For the first time in over ten years, the University Advisement Center gave advising awards as part of an overall effort to heighten the profile of advising on campus.
 16. The grand opening of the new Student Success Center, a one-stop student resource center, was held on September 3, 2013. The center has already helped a large number of students since it opened its doors in August, 2013.
 17. The students.unm.edu website, an electronic one-stop for students, is up and available, though it is still under development.
 18. A committee was formed and has been working on improving the Lobo Reading Experience, and they have been trying to create much wider campus involvement than has been present in the past. Part of that will include making the book available electronically to incoming students, and then integrating the book into orientation and the high-enrollment freshman courses English 101 and 102. A call for book nominations for the 2014 Lobo Reading Experience went out to campus with a deadline of December 9, 2013.
 19. The Volunteer Academic Coaching program has shown promising early results and is in its second year. Plans to expand the program are under development.
 20. A subcommittee of the FYSC has been formed to streamline and coordinate communication with students from admission to the second fall semester. The first step was to collect and inventory all first-year communication. The Office of Student Academic Success completed those early collection efforts.
 21. Finally, as part of the effort to ensure that all students are receiving at least one high-impact practice during their first year, a subcommittee of the FYSC has been formed to coordinate with the Student Affairs Office, the Office of Institutional Analytics, and other areas around campus, to design a system of institutional research to help UNM to identify and understand which first-year engagements are most connected to student achievement. That committee has also been charged with establishing a First Year Experience Student Achievement Dashboard, updated automatically from the Office of Institutional Analytics student DataMart each semester, to demonstrate UNM's First Year Experience performance using Key Performance Indicators (KPI's), drillable by ethnicity, gender, age, and socio-economic standing.
2. What steps will you take between now and the submission of the next status report?
The FYSC will proceed to Phase II of the Implement process, which includes the formation of intermediate milestones and action steps, dates for the completion of those steps, identification of one-time and ongoing costs associated with the Action Item, and other information. A Foundations of Excellence website will be created on the

Provost's Cloud, which will host FYSC committee and subcommittee information, as well as information on participating in the FoE program. The FYSC will be reaching out to original FoE Task Force members for participation in the implementation process.

3. Based on your efforts to date what challenges or barriers do you foresee in implementing the FoE action plan? These could include finances, personnel, space, institutional politics, and others. Is there help you need from the Gardner Institute in addressing these challenges?

Funding: The First Year Steering Committee has begun to identify funding obstacles with regards to critical student success efforts. For instance, curricula for English Stretch and Studio courses are completed and have been piloted, but efforts to reduce reliance on Introductory Studies English 100 are contingent on the identification of funding. Reducing reliance on the Introductory Studies courses is part of the goal to improve placement and supportive programs for less well-prepared students.

New Student Orientation: In order to implement the initiatives based on FoE and UNM2020, it will be necessary for campus partners to provide in-kind contributions to shared goals such as New Student Orientation. This will be in the form of adopting shared visions and providing supplies, skilled personnel, financial contributions, and facilities. Without this outward show of in-kind support, it will be impossible for the recommendations of FYSC to begin to create an institutional cultural change.

Campus Silos: The success of many of the Foundations of Excellence action items will depend on identifying and resolving obstacles due to campus fragmentation, or lack of coordination and communication between administrative offices and colleges and departments on campus.



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

Approval of Honorary Degree

Materials provided onsite



November 27, 2013

TO: Board of Regents Academic Student Affairs and Research Committee
FROM: Selena Salazar, Office of the University Secretary
SUBJECT: Fall 2013 Degree Candidates

The Faculty Senate approved the Fall 2013 Degree Candidates at the November 26, 2013 Faculty Senate meeting.

Included is the list of the Fall 2013 Degree Candidates. Please do not publish the candidates that are on the privacy flag list.

Degree Candidate Summary*

Doctoral and MFA Degree	88
Master's Degree	391
Bachelor's Degree	1488
Associate's Degree	142
Total	2109

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

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

Thank you.

Attachments

TO: Cheo Torres, Vice President for Student Affairs
FROM: Debbie Morris, Director of Student Activities
DATE: November 15, 2013
RE: ASUNM Constitutional Amendments Fall 2013 Election

The amendments listed below were approved in the ASUNM Election held on November 13, 2013.

Amendment 2

Amendment 2 would require that the status of Good Standing be clarified to state that students must be enrolled in, maintain and complete at least six (6) credit hours during their time in office.

Yes	1456	86.7%	Approved
No	223	13.3%	

Amendment 3

Move the composition requirements of the ASUNM Elections Commission from the ASUNM Constitution to the ASUNM Law Book

Yes	1215	73.9%	Approved
No	429	26.1%	

Melanie Baise, Associate Legal Counsel, has already reviewed the amendments and found no legal concerns.

If this could be placed on the agenda for the December 1st Academic/Student Affairs/ & Research committee meeting that would allow these qualifications to be in place for the spring 2013 semester. Isaac will be able to address any questions the Regents may have concerning the amendments.

Please let me know if I can provide you with any further information.

cc: Melanie Baise, Associate University Legal Counsel
Isaac Romero, ASUNM President
Brandon Meyers, ASUNM Vice President



November 27, 2013

TO: Board of Regents Academic, Student Affairs, and Research Committee

FROM: Selena Salazar, Office of the University Secretary

SUBJECT: Form D - MS in Information Systems and Assurance Program Proposal

The Faculty Senate approved Form D - MS in Information Systems and Assurance Program Proposal at the Tuesday, November 26, 2013 meeting.

Please place this item on the December 5, 2013 Board of Regents Academic, Student Affairs, and Research Committee meeting agenda for consideration.

Thank you.

Attachment

NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE FORM D

UNIT PREPARES IN QUADRUPLICATE
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

Date: March 22, 2013

Stephen D. Burd
(Name of individual initiating Graduate Degree or Graduate Certificate)

Associate Professor - 505-277-6418
(Title, position, telephone number)

burd@unm.edu
(Email address)

Anderson School of Management - Department of Marketing, Information, and Decision Sciences
(Department/Division/Program)

***Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.**

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes No If yes, attach statement.

Proposed date to admit new students: Term Spring Year 2014

Required Signatures:

Department Chair	<u>Aaron G. Younstone</u>	Date	<u>3/23/13</u>
College Curricula Committee	<u>[Signature]</u>	Date	<u>3/25/13</u>
College or School Dean	<u>[Signature]</u>	Date	<u>"</u>
Dean of Library Services	<u>[Signature]</u>	Date	<u>3/27/13</u>
Office of the Registrar—Catalog	<u>Elizabeth A. Baer</u>	Date	<u>08/16/13</u>
FS Graduate Committee	<u>[Signature]</u>	Date	<u>9/6/2013</u>
Dean of Graduate Studies	<u>[Signature]</u>	Date	<u>9/9/13</u>
FS Curricula Committee	<u>[Signature]</u>	Date	<u>[Blank]</u>
Office of the Provost	<u>[Signature]</u>	Date	<u>10/16/13</u>
Faculty Senate	<u>[Signature]</u>	Date	<u>11/7/13</u>
Board of Regents	<u>[Blank]</u>	Date	<u>[Blank]</u>

Additional Approvals for Degrees:

Board of Regents	_____	Date	_____
Council of Graduate Deans	_____	Date	_____
Academic Council of Higher Education	_____	Date	_____
Higher Education Department	_____	Date	_____
State Board of Finance	_____	Date	_____

Entered Banner

Entered Catalog

For Registrar's Office ONLY:

Copies Mailed

MS in Information Systems and Assurance Program Proposal (Form D Attachment)

Executive Summary

The Anderson School of Management (Anderson) proposes an MS program in Information Systems and Assurance (MS-ISA) to begin in the Spring or Fall 2014 semester. The MS-ISA program is targeted to students holding a BBA with an accounting or MIS specialization or a Bachelor's degree in computer science or computer-related engineering. The program will prepare such students for advanced career positions in information systems development, system administration, computer and network security, forensic investigations, risk assessment and mitigation, and IT auditing. The program will be 32 credit hours in length and include a mix of courses tailored to specific student backgrounds and needs. A thesis option is included for students pursuing a research-oriented career.

The program represents a natural evolution of IS- and IA-related graduate programs at UNM. It follows in the footsteps of the MS in Accounting (MAACT) program by providing a more specialized graduate degree than the MBA to meet specialized student and employer needs. The MS-ISA program also enhances UNM degree offerings within the scope of its designation as a National Center of Academic Excellence (CAE) in Information Assurance Education and Research (CAE-R). The program will also serve students who participate in the recently funded UNM Scholarship for Service program in cyber-security. The MS-ISA program incorporates content from Anderson, computer science (CS), and electrical and computer engineering (ECE) thus enabling students to pursue multidisciplinary IA studies. The program's thesis option provides a pathway for greater IA-related research collaboration across UNM.

The program responds to feedback from employers and students about the strengths and weaknesses of Anderson's current MBA program with an MIS or IA concentration and to the anticipated knowledge and skill requirements for future employees. The MS-ISA program is better targeted to IS- and IA-related skill and knowledge requirements than is the MBA program with a concentration in MIS and/or IA. Compared to the MBA program, the MS program is shorter, requires fewer general management courses, and provides greater flexibility and technical depth.

The MS-ISA program can be offered with existing resources. Existing courses comprise the bulk of the program though a handful of new courses will be created over the next two years to support the MS-ISA and a revised MBA program. Current faculty resources are sufficient to offer all needed courses while maintaining current BBA courses. The program should attract most/all of the students who currently pursue the MBA with an MIS and/or IA concentration. MIS and IA courses will continue to be available to MBA students as electives though the formal MIS and IA concentrations will be discontinued.

Though the program can operate with existing resources it could provide greater capacity and support more technical breadth and depth if additional adjunct or full-time faculty resources are added. The IA portion of the program occupies a unique national niche and has significant potential to attract new out-of-state students, especially if the entire program is offered online.

Program Description and Purpose

What is the program and why should we offer it? Include the program's major goals (both primary and secondary, if any).

How does the program fit within the unit's future plans?

Anderson has offered concentrations in management information systems (MIS) within the BBA and MBA degree programs since the early 1980s. These concentrations prepare students for careers in information systems development, system administration, and related positions. Anderson has offered a concentration in information assurance (IA) within the MBA program since 2009 and a related concentration within the Master of Accounting program since 2011. Information assurance is a broad field encompassing computer, network, and data security, related behavioral and organizational design issues, forensic investigations, risk assessment and mitigation, and accounting-related subareas including auditing and internal control.

The proposed MS in Information Systems and Assurance (MS-ISA) program is targeted to students holding a BBA with an accounting or MIS specialization or a BS in computer science or computer-related engineering. The program will be 32 credit hours in length and include management courses of no more than 12 credit hours, a common technical core of no more than 11 credit hours, and advanced technical courses in information systems (IS) and information assurance (IA) totaling 9-24 credit hours. The precise mix of courses will be tailored to specific student backgrounds and needs. A thesis option is included though it is anticipated that the majority of students will not write a thesis.

The motivation to propose a new MS program is partly a reaction to planned changes in Anderson's MBA program, partly a response to market forces, and part of the broader effort to modernize and streamline related curricula. The MBA MIS concentration was last updated in 2006. That update did not incorporate IA and was limited in scope due to constrained faculty resources and weak student demand. Since that time, additional faculty have been hired and IS enrollment and hiring have rebounded both locally and nationally. The MBA IA concentration was started in 2009 and has enjoyed considerable success, reflecting both the program's strength and strong local and national demand for IA graduates.

The program also represents an evolutionary step in Anderson's efforts to redefine its MBA program and to broaden its graduate program offerings with more focused Masters programs. The first step in that evolution was the development of the Master of Accounting program in the mid-2000s. Creation of this program represents the second step. Subsequent steps will include revising the MBA program and developing additional specialized MS programs.

The goals of the MS-ISA are to:

- Modernize content to address existing coverage gaps and anticipated trends.
- Attract students with computer-related undergraduate degrees from management, computer science, and engineering.

- Provide sufficient technical depth to ensure that program graduates are competitive for a wide variety of jobs in the local and national job markets.
- Enable faculty and students to tailor programs of study to individual student backgrounds and interests.
- Respond to anticipated changes in the MBA program by developing a strong stand-alone program that will attract students "lost" due to anticipated MBA program revisions.

Underserved Market Segments

Though the current MBA concentrations appear well-suited to students holding a bachelor's degree in computer science (CS) or engineering, few such students enroll in the program. The primary reason appears to be the length of the MBA program – 48 credit hours, and the balance of managerial and technical content. Potential students are unwilling to devote 2 years of full-time study and generally prefer a degree program with a balance of technology and managerial emphases. Also, employers of IS and IA graduates tend to view an MS program more positively because it has more technical depth than an MBA program. Attracting CS and engineering students to Anderson for an IS- or IA-related graduate MS degree will require a smaller management core, shorter overall program, greater technical depth, and content that evolves more readily as the fields of IS and IA continue to change at accelerating rates.

Pending MBA Program Revisions

A proposal is currently under development to significantly alter the existing MBA program. Anticipated changes include:

- Eliminating general management courses waivers based on similar undergraduate course-work
- Splitting the program into a full-time cohort program and a part-time non-cohort program
- De-emphasizing concentrations by reducing non-core credit hours

Revised MBA Impact on IS/IA Students and Enrollment

The potential impact of the proposed MBA program changes on IS and IA enrollment is substantial. Students completing a BBA and returning for an MBA will no longer have a large number of "free" courses into which they can fit a dual concentration. Thus, students will either be forced to scale back their specialized studies or to pursue a specialized degree at another institution. Preventing the anticipated reduction in MBA enrollment while meeting the needs of BBA alumni is a significant impetus for the proposed program.

How does the program fit within the UNM mission and strategic plan?

The MS-ISA fits within several themes of the 2008 UNM Strategic Framework, including:

- *Excellence through relevance and Research for a better world* – In the post-9/11 world, information assurance has become a national priority. UNM was already a leader in CS and engineering-oriented security-related research prior to 9/11. Development of an IA concentration within the Anderson MBA and related faculty hires increased UNM's capabilities

in this area in the late 2000s. The MS-ISA program is an evolutionary step that further strengthens UNM 's IA-related research and teaching capabilities

- *Synergistic partnerships* – The MS-ISA program will continue a long tradition of partnerships between UNM, the national labs, and other employers within New Mexico. The national labs currently higher many graduates from UNM programs in IS, IA, CS, and ECE. The MS-ISA program was developed with significant input from labs to better serve their current and emerging need for a technology-related workforce. Those same characteristics will benefit other employers within the state – large and small. The MS-ISA program will also enhance the partnership between UNM and the federal government. UNM is designated as a Center of Academic Excellence in Information Assurance Education and Research. The MS-ISA program better fits the CAE designation requirements than the existing MBA program, while maintaining unique characteristics that provide competitive advantage.
- *Infrastructure for student success* – A key element of existing IS and IA programs in Anderson has been the development of virtual computer laboratory facilities and related course content in both IS and IA. The MS-ISA program will provide additional opportunities for building and testing this type of educational infrastructure.
- *Community engagement* – IA students within the current MBA develop and deliver educational modules for a larger audience outside of UNM including K-12 students and the business community. The MS-ISA program will increase the intensity of those efforts and add a student-centered research component to them.

How does the program fit with related offerings at UNM?

UNM has strong related programs in computer science and electrical & computer engineering. The MS-ISA fits with these programs in the following ways:

- It provides a natural graduate pathway for students who receive a BS in CS or ECE while avoiding duplication with existing MS programs in those areas.
- It will increase the number of students pursuing cross-disciplinary studies between Anderson and the School of Engineering by incorporating some CS and ECE courses in an Anderson degree and by providing additional graduate course options to students pursuing an MS in CS or ECE.
- It will increase interaction between Anderson, CS, and ECE with similar and overlapping teaching and research interests. Anticipated benefits include a stronger curriculum in all departments and increased success in obtaining interdisciplinary research funding.

Assuming timely approval, what is the program development and implementation timeline?

Since the program requires few new resources, the implementation timeline is short:

- Spring 2013 – Obtain all UNM-related approvals including the Board of Regents. Concurrently, develop a marketing and recruitment plan for the program
- Fall 2013 – Obtain all state-related approvals. Concurrently implement the marketing and recruitment plan and accept applications starting in mid-semester

- Spring or Fall 2014 – First group of students begin their studies

Describe the curriculum (including coursework and other degree requirements). Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments. (Draft catalog copy will be required for full proposal.)

Draft Catalog Copy

Master of Science in Information Systems and Assurance (section title)

The Master of Science in Information Systems and Assurance (MS-ISA) program is targeted to students holding a BBA or similar degree with an accounting specialization, a BBA or similar degree with a specialization in information systems or technology, or a BS in computer science or computer-related engineering. The program prepares students for advanced positions in information system management, information system development, and information assurance.

Admission Requirements

- Completed bachelor's degree with at least 30 credit hours of courses in management, computer science, or computer-related engineering.
- A grade point average of 3.0 for the last 60 hours of college coursework including any post baccalaureate work.
- A score equal to or greater than 500 on the Graduate Management Admission Test (GMAT) or a Graduate Record Examination (GRE) score that is equal to or greater than 500 on the quantitative section and a score equal to or greater than 500 on the verbal section.

Advisement and Plan of Study

Advisement prior to first-semester enrollment and a formal plan of study is mandatory. Individual students will be advised to enroll in specific classes that match their intended career path and complement their bachelor's degree and work experience. Plan of study approvals will be granted by a designated faculty advisor or committee.

Program Requirements

Students must complete a minimum of 32 credit hours of courses within the following groups:

- **Core Group** — 11 credit hours —MGMT 533 (Professional communications), MGMT 631 (Project management), MGMT 636 (IS security), and MGMT 637 (Database management) —Courses may be waived based on similar undergraduate/graduate courses or experience .
- **Management Group** — 12 credit hours minimum selected from MGMT 502 (Financial accounting), MGMT 503 (Managerial accounting), MGMT 506 (Organizational behavior), MGMT 508 (Law/ethics), MGMT 520 (Operations management), MGMT 522 (Marketing), MGMT 526 (Finance), and MGMT 633 (Vendor contract management)) — Up to 12 credit hours may be waived based on similar undergraduate/graduate courses or experience .
- **Technology Group** – 9 credit hour minimum selected from MGMT 594 (Internal auditing), MGMT 630 (Management of information systems), MGMT 632 (Web application development), MGMT 634 (Systems analysis and design), MGMT 635 (Business intelligence and decision

support), MGMT 639 (Advanced IS/IA topics)¹, MGMT 641 (Forensic accounting), MGMT 642 (Fraud examination), MGMT 646 (Digital forensics), MGMT 647 (System and network administration), MGMT 648 (Advanced IS security), MGMT 649 (IA projects), MGMT 599 (thesis), computer science and engineering courses (CS/ECE 515, CS 544, CS 565, CS 581, ECE 595, and other graduate-level CS and ECE courses with advance approval), and problems and special topics courses (MGMT 551/552 and MGMT 594).

Sample student study plans (not included in catalog copy)

BBA/MIS specializing in IS

- Core Group – 5 credit hours (636/637 waived based on UG courses):
 - MGMT 533 (Professional communications)
 - MGMT 631 (Project management)
- Management Group – 3 credit hours (others waived based on BBA core):
 - MGMT 633 (Vendor contract management)
- Technology Group – 24 credit hours
 - MGMT 630 (Management of information systems)
 - MGMT 632 (Web application development)
 - MGMT 635 (Business intelligence and decision support)
 - MGMT 639 (Advanced database management)
 - MGMT 646 (Digital forensics)
 - MGMT 647 (System and network administration)
 - MGMT 648 (Advanced IS security)
 - MGMT 649 (IA projects)

BBA/MIS specializing in IA

- Core Group – 5 credit hours (636/637 waived based on UG courses):
 - MGMT 533 (Professional communications)
 - MGMT 631 (Project management)
- Management Group – 3 credit hours (others waived based on BBA core):
 - MGMT 633 (Vendor contract management)
- Technology Group – 24 credit hours
 - MGMT 635 (Business intelligence and decision support)
 - MGMT 639 (Advanced database management)
 - MGMT 641 (Forensic accounting)
 - MGMT 642 (Fraud examination)
 - MGMT 646 (Digital forensics)
 - MGMT 647 (System and network administration)
 - MGMT 648 (Advanced IS security)
 - MGMT 649 (IA projects)

¹ New IS/IA courses providing additional technical depth will be initially offered as MGMT 639 sections and later converted to stand-alone courses if needed. High priority offerings anticipated in the next two years include advanced database management, healthcare IT, and forensic data analysis.

BBA/Accounting specializing in IA

- Prerequisite programming – no graduate credit - MGMT 330 or CS 152L
- Core Group – 11 credit hours:
 - MGMT 533 (Professional communications)
 - MGMT 631 (Project management)
 - MGMT 636 (IS security)
 - MGMT 637 (Database management)
- Management Group – 3 credit hours (others waived based on BBA core):
 - MGMT 633 (Vendor contract management)
- Technology Group – 24 credit hours
 - MGMT 594 (Internal auditing)
 - MGMT 641 (Forensic accounting)
 - MGMT 642 (Fraud examination)
 - MGMT 646 (Digital forensics)
 - MGMT 648 (Advanced IS security)
 - MGMT 649 (IA projects)

BS CS or Engineering specializing in IS

- Core Group – 11 credit hours:
 - MGMT 533 (Professional communications)
 - MGMT 631 (Project management)
 - MGMT 636 (IS security)
 - MGMT 637 (Database management)
- Management Group – 12 credit hours:
 - MGMT 502 (Financial accounting)
 - MGMT 503 (Managerial accounting)
 - MGMT 506 (Organizational behavior)
 - MGMT 522 (Marketing)
- Technology Group – 9 credit hours:
 - MGMT 630 (Management of information systems)
 - MGMT 635 (Business intelligence and decision support)
 - MGMT 647 (System and network administration)

BS CS or Engineering specializing in IA

- Core Group – 11 credit hours:
 - MGMT 533 (Professional communications)
 - MGMT 631 (Project management)
 - MGMT 636 (IS security)
 - MGMT 637 (Database management)
- Management Group – 12 credit hours:
 - MGMT 502 (Financial accounting)
 - MGMT 503 (Managerial accounting)
 - MGMT 506 (Organizational behavior)
 - MGMT 522 (Marketing)
- Technology Group – 9 credit hours
 - MGMT 642 (Fraud examination)
 - MGMT 646 (Digital forensics)
 - MGMT 648 (Advanced IS security)

[Prior to submission to the NMHED and NMGDC, include a brief statement regarding institution's priority and refer to documentation provided by Provost's Office (see section 9).]

Justification for the Program

Evidence of Need

Strong evidence of need for the program can be garnered from the placement success of existing IS and IA programs. At the graduate level, Anderson has placed all recent graduates in both MBA concentrations, despite a weak overall economy. Despite recent placement success, Anderson faculty sought employer and student feedback to identify strengths and weaknesses of current programs and opportunities for improvement via the MS-ISA program.

Employer and Student Focus Groups

MIS and IA faculty members hosted focus groups sessions for students and employers in December, 2011. Two sessions were held for students and two more for employers with 7-10 participants per session. Employers were selected from a variety of local organizations including the City of Albuquerque, Sandia and Los Alamos Labs, the FBI, US Department of Homeland Security, Intel, PNM, UNM, APS, Albuquerque Heath Partners, and New Mexico Technet. Three employer participants are Anderson graduates. Students were selected from both undergraduate and graduate MIS/IA students at all stages of program completion.

Employer Feedback

Employers were asked about their experiences with Anderson and non-Anderson graduates in IS and IA positions, their current and anticipated knowledge and skill requirements for those positions, and the desirability of an MBA vs. an MS in IS and/or IA. No specific MS proposal was provided, though the outlines of typical MS programs at UNM and elsewhere were discussed.

There was a consensus regarding knowledge and skills desired in an employee holding or pursuing a Master's degree. Beyond depth of knowledge in technical subjects, employers expressed a strong desire for skills in communication, project management, budgeting, and interacting with clients, vendors, co-workers, and non-technical managers. There wasn't a strong consensus for within which degree program (undergraduate or graduate) those skills should be placed. An employee who acquires technical skills as an undergraduate and then acquires managerial skills as a graduate student was considered equally desirable as an employee who reversed the order in which the skills and knowledge were acquired. What was important to the employers was that a Master's graduate must have the entire portfolio of technical and managerial skills. Employers also expressed a preference for students who had applied those skills through complex academic assignments, projects with real world scope, and on-the-job experience.

Student Feedback

Students were asked to evaluate their experience at Anderson in terms of instructional quality, preparation for the job market, and the match of existing and proposed programs to their needs and

desires. As with employers, only the outline of a generic MS program was discussed without specific content or requirements.

Students were nearly unanimous in their support for an MS program and several MBA students stated that they would have enrolled in such a program at Anderson (if it were available) instead of the MBA due its presumed better match to their needs. Students were generally satisfied with the technical education they were receiving though several expressed a desire for more technical depth in graduate courses and a greater choice of courses and topics.

Reaction to recent and ongoing movement of MIS and IA courses to an online format was mixed. Most students liked the flexibility of online courses and felt that content and depth had not suffered. A few disagreed and expressed either a strong preference for face-to-face instruction or a more consistent and interactive format for online courses.

Provide evidence of student demand.

The MS-ISA is intended to replace the existing MIS and IA concentrations within the MBA program. As such, we will use recent enrollment in those concentrations to estimate student demand for the MS-ISA. Since the current MBA MIS and IA concentrations recruit the majority of current students from the BBA program, graduation statistics for the BBA with MIS concentration are also relevant.

Anderson currently offers IS and IA programs in seven forms:

- BBA with a concentration in MIS
- MBA with a concentration in MIS
- MBA with a concentration in IA
- MBA with a dual concentration in MIS and IA
- Masters in Accounting with a concentration in IA
- Post-Masters Certificate in MIS
- Post-Masters Certificate in IA

The BBA and MBA programs require general management course work (approximately 10 courses in each program) and the concentrations require at least 5 additional courses in specialized IS/IA topics. The Master in Accounting (MACCT) with an IA concentration requires 11 courses of which 5 are part of the IA concentration. The Post-Masters Certificate programs are essentially 5-course MBA concentrations decoupled from the MBA degree. They're intended for students who already hold an MBA or similar degree and want to expand their specialized knowledge. Approximate current graduation rates are as follows:

Program	Estimated graduates in academic year 2011-2012
BBA with a concentration in MIS	41
MBA with dual concentrations in MIS and IA	25
MBA with an MIS concentration (excludes dual MIS/IA concentrations)	8

Program	Estimated graduates in academic year 2011-2012
MBA with an IA concentration (excludes dual MIS/IA concentrations)	16
MACCT with an IA concentration	concentration added Fall 2011
Post-Masters Certificate in MIS	1
Post-Masters Certificate in IA	2

Table 1. Current enrollments in MIS and IA programs and program concentrations.

Current MBA program rules enable many students who hold a BBA to waive most MBA course requirements in general management and complete their degree with 11 courses. Due to the waivers and due to some overlap among courses in the MBA MIS and IA concentrations, it is possible for many students to pursue a dual concentration. Since 2009, the majority of students pursuing/completing MIS and IA concentrations are actually pursuing/completing both concentrations at the same time. A much smaller group of students are pursuing or have completed dual concentrations in Accounting and IA. The majority of all students pursuing dual concentrations are UNM BBA graduates.

UNM has recently been funded by the National Science Foundation to implement the [UNM Scholarship for Service \(SFS\) program](#) starting in 2014. This program provides full scholarships for 6 students per year to pursue a Master's degree at ASM specializing in IA. In exchange, students participate in a mandatory summer internship with a Federal agency and agree to work for a Federal agency for at least 2 years after graduation. Eligible graduate programs for SFS students include the MBA with an IA concentration and the proposed MS-ISA program. Availability of SFS scholarships will further stimulate student demand for the MS-ISA program.

Provide evidence of demand for program graduates.

We anticipate that an MS program will absorb most or all students who would otherwise enroll in the MBA program with the intention of pursuing an MIS and/or IA concentration. We also expect the program to attract recent BS graduates in computer science and computer-related engineering. There are approximately 80 such graduates per year at UNM with many accepting jobs in New Mexico. We expect to attract at least 10 of those students per year. Thus, we anticipate enrollment in the MS-ISA program that equals or exceeds current MBA enrollment and a graduation rate of 30-40 students per year.

US Department of Labor Estimates

(For full proposal, an in-depth needs assessment is required. Department of Labor statistics or surveys of likely employers are potential mechanisms for this.)

Data and estimates in this section are derived from the US Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook for 2010-2020. Careers for program graduates are described in two handbook sections: *Management Occupations* and *Computer and Information Technology Occupations*. The subsections below summarize data and estimates for the most applicable occupations

for program graduates. Note that although each career lists a Bachelor's degree as the entry-level educational requirement, graduate degrees are typically held by persons in more advanced positions.

Computer and Information System Managers

Computer and information systems managers, often called information technology managers (IT managers or IT project managers), plan, coordinate, and direct computer-related activities in an organization. They help determine the information technology goals of an organization and are responsible for implementing the appropriate computer systems to meet those goals.

Quick Facts: Computer and Information Systems Managers	
<u>2010 Median Pay</u>	\$115,780 per year \$55.67 per hour
<u>Entry-Level Education</u>	Bachelor's degree
<u>Work Experience in a Related Occupation</u>	More than 5 years
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2010</u>	307,900
<u>Job Outlook, 2010-20</u>	18% (About as fast as average)
<u>Employment Change, 2010-20</u>	55,800

Database Administrators

Database administrators use software to store and organize data, such as financial information and customer shipping records. They make sure that data are available to users and are secure from unauthorized access.

Quick Facts: Database Administrators	
<u>2010 Median Pay</u>	\$73,490 per year \$35.33 per hour
<u>Entry-Level Education</u>	Bachelor's degree
<u>Work Experience in a Related Occupation</u>	1 to 5 years
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2010</u>	110,800
<u>Job Outlook, 2010-20</u>	31% (Much faster than average)
<u>Employment Change, 2010-20</u>	33,900

Information Security Analysts, Web Developers, and Computer Network Architects

Information security analysts, web developers, and computer network architects all use information technology (IT) to advance their organization's goals. Security analysts ensure a firm's information stays safe from cyberattacks. Web developers create websites to help firms have a public face. Computer network architects create the internal networks all workers within organizations use.

Quick Facts: Information Security Analysts, Web Developers, and Computer Network Architects	
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<u>2010 Median Pay</u>	\$75,660 per year \$36.37 per hour
<u>Entry-Level Education</u>	Bachelor's degree
<u>Work Experience in a Related Occupation</u>	1 to 5 years
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2010</u>	302,300
<u>Job Outlook, 2010-20</u>	22% (Faster than average)
<u>Employment Change, 2010-20</u>	

Network and Computer Systems Administrators

Network and computer systems administrators are responsible for the day-to-day operation of an organization's computer networks. They organize, install, and support an organization's computer systems, including local area networks (LANs), wide area networks (WANs), network segments, intranets, and other data communication systems.

Quick Facts: Network and Computer Systems Administrators	
<u>2010 Median Pay</u>	\$69,160 per year \$33.25 per hour
<u>Entry-Level Education</u>	Bachelor's degree
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2010</u>	347,200
<u>Job Outlook, 2010-20</u>	28% (Faster than average)
<u>Employment Change, 2010-20</u>	96,600

Software Developers

Software developers are the creative minds behind computer programs. Some develop the applications that allow people to do specific tasks on a computer or other device. Others develop the underlying systems that run the devices or control networks.

Quick Facts: Software Developers	
<u>2010 Median Pay</u>	\$90,530 per year \$43.52 per hour
<u>Entry-Level Education</u>	Bachelor's degree
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2010</u>	913,100
<u>Job Outlook, 2010-20</u>	30% (Much faster than average)
<u>Employment Change, 2010-20</u>	270,900

(For full proposal, a discussion of the program's relationship to workforce development is also required.)

Although a Bachelor's degree is the entry-level education for each occupation, higher-level degrees are typical for holders of advanced positions. Thus, the program provides workforce development for employees in many computer-related positions in New Mexico. Large employers in New Mexico who typically require graduate degrees for advanced positions include Sandia and Los Alamos Laboratories, the University of New Mexico, state and local governmental agencies, Hewlett-Packard, and Intel.

Include any other information as appropriate that will support evidence of need for the university, state, or region.

ABQ Ranks 6th for Secure Data Center Sites (<http://www.unm.edu/news/2012/march/26data.html>).

Secure data centers typically employ persons with advanced degrees in information assurance.

Albuquerque is also home to an FBI regional computer forensics lab. Technology and white collar crime forensic skills are a key focus of the program and are in demand at the forensics lab and in law enforcement agencies, prosecutor's offices, and private law firms.

Duplication

Identify, if any, similar programs offered at New Mexico public or private institutions of higher learning. Also identify comparable programs in other states through which New Mexico students have access via the WICHE professional student exchange or WICHE regional graduate program.

If similar programs are offered within the state, describe how the proposed program will meet needs that are currently not met by existing programs already being offered (e.g., programmatic considerations, geographic needs, economic development factors, student demand, etc.).

New Mexico

Three programs related to IS and IA exist in New Mexico **though all are quite different** from the proposed program. Details are provided below for completeness but the programs are not considered similar or duplicative for other purposes within this proposal.

- **New Mexico Highlands University School of Business, Media & Technology** (<http://www.nmhu.edu/academics/undergraduate/business/index.aspx>) has an MS program in Software-driven Systems Design building on their undergraduate program in that area. The program includes courses in software development, data representation and visualization, and systems science and theory. Key differences from the program include having no courses in general management, project management, professional communications, and information assurance. As such, it is targeted to a much narrower audience of students and employers – those focused on internal development of complex software and related systems.
- **New Mexico Tech** (<https://cs.nmt.edu/~IA/index.html>) offers information assurance courses and BS/MS/PhD degrees in its Computer Science department which solely focus on technical aspects of information assurance. Key differences from the program include the purely technical focus and a lack of courses in information systems, project management, professional communications, and general management topics.

- **UNM** also offers an MS degree in computer science, which can include some IA-related courses. Key differences from the program include a lack of courses in management, project management, professional communications, and information systems. IA-related courses offered by the UNM CS and ECE departments are included within the program proposed herein.

Other in-state higher education institutions do not offer MS programs in information systems and assurance. As such, **the proposed program will be unique within the state** in fulfilling employer and student demand for a program that integrates managerial and technological aspects of both information systems and assurance.

WICHE and Southwest Region

In the southwest region including Arizona, California, Colorado, Texas, Oklahoma, Utah, and Nevada, MS degree programs in information management or management information systems are offered by 14 schools including Arizona State University, BYU, Baylor University, San Diego State University, Texas A&M University, Texas Tech University, University of Arizona, University of Colorado-Denver, University of Nevada-Reno, University of Nevada-Las Vegas, University of Oklahoma, University of Texas-Arlington, University of Utah, and University of Dallas. All of their MS degrees are in general information systems and have a number of optional courses about information assurance, rather than a particular emphasis on information systems and assurance, as we propose.

Only a limited number of peer institutions, such as University of Texas in San Antonio, University of Louisville, and Temple University offer MS degree in information systems & assurance in the college/school of business or management, while most of MS degrees are offered by colleges engineering. An information systems & assurance *business* degree is fundamentally different from and prepares students for different careers than an *engineering* degree.

The only WICHE-member institution offering a degree with any significant overlapping content in the University of Nevada at Las Vegas. As with most other programs in the region, their program is a general MIS degree with limited IA content. In addition, the program is not available online nor via other distance education methods. Thus, it is unavailable to working students in New Mexico who would complete the MS-ISA program part-time.

(For full proposal, data must be provided for each program within the state for three consecutive years of number of students admitted, number of degrees awarded, and current capacity to support justification of need for proposed program.)

N/A – no similar programs exist in the state.

(For full proposal, attach statements from representatives of existing programs in the state or from WICHE institutions regarding their position on the proposed program, if available.)

Inter-institutional Collaboration and Cooperation

If applicable, describe opportunities for collaborative relationships with other institutions for shared instruction, faculty arrangements, or student experiences. (For full proposal, outline specific details of any planned collaborative relationships with other institutions and provide supporting documentation if available. Address the governance structure for the collaboration in Section 9.)

N/A – needed faculty and other resources are unique to the University of New Mexico

Clientele and Projected Enrollments

Clientele

Describe the population of students that will be recruited for the program.

The student populations that will be recruited for the program include:

- Students who hold a BBA or similar degree with an emphasis in information systems or accounting
- Students who hold a Bachelor's degree in computer science, computer engineering, or a closely-related field

Indicate how you plan to recruit students. (For full proposal, demonstrate how recruitment plan addresses underrepresented student populations within the state and contributes to preparing a diverse workforce.)

Initially, students will be recruited primarily from within New Mexico. Since the majority of New Mexico students with appropriate undergraduate degrees earn them from UNM, UNM students will be the primary target group. However, we will also actively recruit from other in-state institutions including NMSU, NM Tech, and NM Highlands, all of which have at least one undergraduate program matching the target student background.

If sufficient resources exist, we will recruit nationally and internationally for the program. Though the program content in MIS is not unique within the nation, the program content in IA is unique within the nation and internationally. Only a handful of management schools in the world offer a Master's degree with significant IA-related content and only UNM enables to students to combine accounting- and computing-related content. In addition, the MS-ISA program will be one of a small number of IA-related programs that can be completed online. As such, we anticipate that the program could attract significant numbers of national and international students if sufficient resources were available to meet the demand.

Describe the admission requirements for the program.

Admission Requirements

- Completed bachelor’s degree with at least 30 credit hours of courses in management, computer science, or computer-related engineering.
- A grade point average of 3.0 for the last 60 hours of college coursework including any post baccalaureate work.
- A score equal to or greater than 500 on the Graduate Management Admission Test (GMAT) or a Graduate Record Examination (GRE) score that is equal to or greater than 500 on the quantitative section and a score equal to or greater than 500 on the verbal section.

Projected Enrollment

Provide a five-year projection of enrollments. (For full proposal, detailed tables of enrollment projections are required and should include new student headcount, returning student headcount, the number of students expected to enroll full-time and part-time, and the total number of student credit hours expected to be generated for the first five years. A description of the methodology used to arrive at these projections should also be provided.)

We anticipate admitting 35 FTE students to the program annually. **That level will be achieved immediately** since the program will replace the existing MBA program with concentrations in MIS and IA. There will be no gradual ramp up of capacity since the existing MBA concentrations are already at capacity and since we anticipate that all of current students pursuing those concentrations will transition into the MS-ISA program in its first year.

Anticipated admission and enrollment levels are based on existing MBA enrollments and graduations over the last 4 years. Approximately 40% of each admitted class will be full-time students who will normally graduate in three semesters, Part-time students are assumed to graduate in four years, thus completing an average of eight credit hours each year. A 5 year enrollment projection incorporating these assumptions appears in the table below.

Year	Headcount					Credit Hours				
	New Full-Time	New Part-Time	Return Full-Time	Return Part-Time	FTE	New Full-Time	New Part-Time	Return Full-Time	Return Part-Time	Total
1	20	45	20	135	88	480	360	160	1080	2080
2	20	45	20	135	88	480	360	160	1080	2080
3	20	45	20	135	88	480	360	160	1080	2080
4	20	45	20	135	88	480	360	160	1080	2080
5	20	45	20	135	88	480	360	160	1080	2080

Table 2. Five year head count and credit estimates assuming no enrollment growth.

Institutional Readiness for the Program

How many faculty are necessary for program delivery?

How will this program affect the workload of current faculty and support staff?

Will additional faculty or staff be required? What is the cost?

There are currently eight full-time faculty within Anderson that cover MIS and IA courses and a handful of adjunct and emeritus faculty teaching specialized MIS/IA courses. Full-time faculty members teach between 4 and 6 course sections per year, depending on their rank and research activities.

Additional adjunct faculty members teach MGMT 450 (BBA MIS core course), which frees other faculty members to cover specialized MIS/IA courses. No new full-time faculty resources are anticipated in the near future, though it is possible to add additional adjunct faculty to cover specialized courses. Existing faculty also staff undergraduate MIS courses (approximately 19 sections/ year).

Name	Status	Graduate Courses	Specialization Areas
Bose	Full-time, tenured	634, 635	Systems analysis/design, object-oriented methods, business intelligence
Brody	Full-time, tenured	594, 641, 642	Fraud and forensic accounting, internal and external auditing
Burd	Full-time, tenured	637, 647	Database management, computer hardware/software, accounting information systems, systems analysis/design, application development
Flor	Full-time, tenured	632	Application development, marketing applications, digital media, social networking
French	Full-time, tenure-track	None at present	Database management, application development, IS strategy and policy, project management, systems analysis/design
Jurkat	Adjunct, 2-3 courses/semester	634, 635	Systems analysis/design, database management, data mining
Luo	Full-time, tenured	630, 636, 646	Security, digital forensics, application development, multinational and behavioral IA issues, IS management
Pickard	Full-time tenure-track	549, 635, 637, 639	Database management and mining, advanced application development
Rooney	Staff, max 2 courses per year	632	Application development
Saiz	Staff, max 2 courses per year	647, 637	System/network administration, database management, application development
Schatzberg	Emeritus	630, 631	IS strategy and policy, project management, systems analysis/design
Seazzu	Full-time, lecturer	636, 646, 648, 649	Security, IS resource management

Table 3. Current faculty pool for MIS and IA courses.

Based on existing teaching loads – full-time and emeritus faculty can cover 30 course sections per year. Adjuncts currently cover approximately 15 sections per year. Total capacity is approximately 45 sections

per year which is a few sections less than the current number of sections offered. One possible scheduling scenario is shown in Figure 1.

	Fall Semester		Spring Semester	
	Course	Instructor	Course	Instructor
UG Core	MGMT 450-1	Bose	MGMT 450-1	Adjunct
	MGMT 450-2	Adjunct	MGMT 450-2	Flor
	MGMT 450-3	Adjunct	MGMT 450-3	Saiz
	MGMT 450-4	Luo	MGMT 450-4	Adjunct
	MGMT 450-5	French	MGMT 450-5	French
UG Tech	MGMT 329	French	MGMT 329	French
	MGMT 330	Flor	MGMT 330	Flor
	MGMT 331	Flor	MGMT 336	Luo
	MGMT 336	Luo	MGMT 337	Burd
	MGMT 459	Bose	MGMT 459	Bose
			MGMT 461	Rooney
Grad Core/Tech	MGMT 533 (Prof Comm)	Burd	MGMT 633 (V/Ctr Mgmt)	Burd
	MGMT 630	Schatzberg	MGMT 594	Adjunct
	MGMT 635	Jurkat	MGMT 631	Adjunct
	MGMT 636	Seazzu	MGMT 632	Flor
	MGMT 637	Burd	MGMT 634	Bose
	MGMT 639 (Adv DB)	Burd	MGMT 636	Seazzu
	MGMT 642-1	Brody	MGMT 639 (IA Data Anal)	Pickard
	MGMT 642-2	Brody	MGMT 639 (Scripting)	Luo
	MGMT 647	Saiz	MGMT 641	Brody
	MGMT 648	Seazzu	MGMT 646	Seazzu
MGMT 649	Seazzu	MGMT 648	Seazzu	
Total Sections/semester		21		22
Faculty Sections	Adjunct	6		
	Bose	4		
	Brody	3		
	Burd	5		
	Flor	5		
	French	4		
	Jurkat	1		
	Luo	4		
	Pickard	1		
	Rooney	1		
	Saiz	2		
	Schatzberg	1		

Fall Semester		Spring Semester	
Course	Instructor	Course	Instructor
Seazzu	6		
Total Sections/AY	43		

Table 4. One possible scheduling scenario for undergraduate and graduate MIS and IA courses (assuming no enrollment growth)

There are a few issues that could make faculty course coverage tighter than is shown in Figure 1. The first is sabbatical and other leaves. With seven full-time tenured or tenure-track faculty members, one sabbatical leave per year is expected. If the sabbatical is for one semester then coverage for 2 sections is lost. If sabbatical is for a year, 4-5 sections are lost. Full-year sabbaticals normally free up one third of the faculty member's salary which is sufficient to pay adjuncts but not sufficient to hire a visitor.

Another issue that significantly impacts faculty course coverage is enrollment growth. Only a handful of courses in the existing undergraduate and graduate programs are offered multiple times per year. Current enrollment fills the majority of IA class and MIS core class (MGMT 450) sections to capacity. Most MIS concentration class sections are filled to at least 75% of capacity.

If enrollment in the MS-ISA doesn't exceed current MBA enrollment and if BBA enrollment doesn't increase then sufficient faculty capacity exists. However, any significant increase in enrollment in the BBA program as a whole (thus increasing required MGMT 450 sections), the BBA MIS concentration, or graduate MIS and IA enrollments will require adding additional sections, thus stretching full-time faculty beyond capacity. Such an outcome would require either additional full-time faculty or more part-time faculty coverage. Given the difficulty in securing new permanent faculty lines and the riskiness of building a program on part-time faculty, **admissions may have to be capped to prevent over-extending current faculty.**

A third issue that impacts faculty course coverage is the number of preparations per faculty member. Preparation load is uniformly high with many faculty covering 3 or 4 different courses per year. Some content overlap between graduate and undergraduate courses partly alleviates the challenge, although pending course content changes will reduce content overlap. Maintaining content currency is difficult for many full-time faculty given service and research demands, rapidly changing technology, and the large number of preparations. While larger enrollments would make it feasible to offer more courses multiple times per year, they would also exacerbate the overall faculty shortage unless additional faculty members were added.

In sum, the existing programs fully utilize existing full-time faculty resources. We expect the new MS program to absorb all current graduate enrollments in MBA-related concentrations. Thus, there is minimal room for enrollment growth over current levels without additional faculty resources. This fact constrains our ability to attract new cadres of local, national, or international students.

Will any GA/TA positions be used to assist graduate faculty in the program?

Existing GA lines will be used to support existing faculty teaching in the program, one for each full-time tenured or tenure-track faculty member.

What faculty and staff development services will be needed?

No development services beyond those already in place at Anderson are required for the program.

What technology, media, equipment and instructional supplies are needed to support the program's intended outcomes? Are these resources available? What is the estimated cost?

Existing and proposed courses in the program extensively use computer labs and related software resources. These resources are already in place to support existing programs and they are funded by technology fees for Anderson courses. Since the current funding mechanism scales with enrollment, any increase in program enrollment above the existing enrollment levels will generate new revenue to pay for additional computing resources.

The specific computing resources that support the program include:

- Anderson physical computing lab (ASM #1002)
- Anderson virtual computing lab
- Anderson IA computing lab
- Software licenses primarily covered under Anderson's Microsoft Academic Alliance membership

Are there any needs for additional or renovated space?

Additional or renovated space will not be required unless enrollment is significantly larger than current enrollment.

What, if any, existing external facilities will be used? (For full proposal, discuss any agreements that have been or will be entered into for use of the facility.)

Current programs use facilities at the FBI Regional Computer Forensics Lab, which is located on the UNM south campus. UNM already has an agreement for use of this facility and that agreement extends to all UNM IA-related programs.

Projected Cost of the Program

Provide a five-year projection of program costs including the new costs for program start up and recurring costs to sustain the program including any new costs identified in Sections 5 or 7.

Incremental costs are zero as long as enrollment does not exceed current enrollment or is capped at present levels.

If applicable, describe anticipated sources of new revenue required for the program.

N/A

Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.

Current Anderson students pay technology fees of \$10 per credit hour and an online class fee of \$100 per course. These fees will apply to all courses within the MS-ISA program. Technology fees provide funding for computing hardware, software, and related services which are intensively used across Anderson courses but especially within MIS and IA courses. Online fees cover incremental costs of online course delivery including some related technology, faculty training, and support staff dedicated to online course support.

(For full proposal, a detailed five-year program budget is required outlining programs costs and anticipated state support based on the state funding formula and other areas of support.)

Two budget scenarios are provided in the table below:

- A. Same enrollment as existing MBA concentration in MIS and IA
- B. Double enrollment of existing MBA concentrations in MIS and IA

Program Costs	Budget Scenarios			
	Same enrollment (A)		Double enrollment (B)	
	1 Year	5 Year	1 Year	5 Year
Full-time faculty lines	\$ 660,000	\$ 3,300,000	\$ 1,320,000	\$ 6,600,000
Adjunct faculty	\$ 40,000	\$ 200,000	\$ 80,000	\$ 400,000
Graduate assistants	\$ 50,536	\$ 252,680	\$ 101,072	\$ 505,360
Administrative support	\$ 26,250	\$ 131,250	\$ 52,500	\$ 262,500
Technology costs	\$ 20,880	\$ 104,400	\$ 41,760	\$ 208,800
Marketing costs	\$ 1,000	\$ 5,000	\$ 5,000	\$ 25,000
Total Program Costs	\$ 798,666	\$ 3,993,330	\$ 1,600,332	\$ 8,001,660
Program Funding				
Tuition	\$ 1,036,901	\$ 5,184,504	\$ 2,845,526	\$ 14,227,632
State formula funding	\$ 1,367,640	\$ 6,838,200	\$ 2,735,280	\$ 13,676,400
Technology fees	\$ 20,880	\$ 104,400	\$ 41,760	\$ 208,800
Online course fees	\$ 70,400	\$ 352,000	\$ 140,800	\$ 704,000
Total Program Funding	\$ 2,495,821	\$ 12,479,104	\$ 5,763,366	\$ 28,816,832
Excess or (Deficit)	\$ 1,697,155	\$ 8,485,774	\$ 4,163,034	\$ 20,815,172

Table 5. Program costs and funding assuming current enrollment and doubled enrollment.

Estimated program costs include salary and benefits for full-time faculty, adjunct faculty, graduate assistants, and administrative support. Technology costs for support provided by Anderson are included and are assumed equal to funding generated by the technology fee. Costs not considered include buildings/space and administrative support outside of Anderson (e.g., OGS and NMEL). Marketing costs

are small if program capacity matches current MBA levels. Marketing costs increase disproportionately in scenario B because the marketing effort would be national in scope.

Key assumptions underlying the budget scenarios include:

- Sections taught and average enrollments are based on MIS and IA concentration courses in the MBA program with additional sections for 2 new courses and an average of one general management course per student
- Full-time faculty teach an average of 4 sections per year
- The proportion of sections taught by full-time and adjunct faculty is the same as current proportions for MIS and IA courses in the MBA program
- All salary cost projections include indirect costs (benefits)
- Each full-time faculty member has one graduate assistant
- 10% of students pay out-of-state tuition in scenario A, 40% in scenario B
- State formula funding is \$653 per credit hour
- Enrollment level per year is constant for the 5-year budget
- No inflation assumptions are incorporated into costs or funds

Quality of the Program

Describe the qualifications of the faculty and how the expertise and experience will contribute to the quality of the program.

Faculty Member	Teaching Areas	Research Areas
Rich Brody, PhD, CPA, CFE	Fraud examination, forensic accounting, internal and external auditing	Corporate and financial fraud, identify theft, cross-cultural issues in fraud and Internet banking
Ranjit Bose, PhD	Systems analysis/design, object-oriented methods, business intelligence	Object-oriented software development, IS strategy & policy
Stephen Burd, PhD, CPA	Systems architecture, databases, system and network administration, accounting information systems	Virtualization, systems architecture, auditing, health information technology
Nick Flor, PhD	Application development, user-interface design	User-interface design, mobile applications, social media, digital marketing
Aaron French, PhD	Application development, databases, IS strategy, project management	Information security, social networks, web development
Xin Luo, PhD	Information system security, computer forensics, application development	Information security, E-commerce/M-commerce, Internet banking, global IT adoption and management
Matthew Pickard, PhD	Forensic accounting, accounting information systems, data mining, database management	Forensic accounting, cyber-infrastructure, machine learning, computational linguistics
Laurie Schatzberg, PhD	IS policy, project management, systems analysis & design	Subse. of teaching areas
Alex Seazzu, MBA	Computer and network security, information assurance	Computer and network security, internal auditing, virtualization, cloud computing

Table 6. Full-time faculty qualifications.

Show how the proposed admission standards (identified in Section 1) compare with those of other institutions offering a similar program.

Institution and program	Admission standards
UNM – MS in ISA	<ul style="list-style-type: none"> • Completed bachelor's degree with at least 30 credit hours of courses in management, computer science, or computer-related engineering. • A grade point average of 3.0 for the last 60 hours of college coursework including any post baccalaureate work. • A score equal to or greater than 500 on the Graduate Management Admission Test (GMAT) or a Graduate Record Examination (GRE) score that is equal to or greater than 500 on the quantitative section and a score equal to or greater than 500 on the verbal section. • International students from a country where English is not the native language and who did not receive a degree from a university where English is the language of the institution need to submit a TOEFL score (minimum score of 550 for the paper-based test, 213 for the computerized test, or 80 for the internet-based test) or IELTS score (minimum score of 6.0)
University of Nevada Las Vegas – MS in MIS	<ul style="list-style-type: none"> • Undergraduate degree completed at time of enrollment in the Master of Science program (successful applicants typically have at least a GPA 3.0 on a four-point scale or equivalent) • GMAT or GRE score (successful applicants typically have a score of 550 or higher on the GMAT or a score of 1050 or higher on the GRE). The combined portfolio of test score, undergraduate GPA, and other materials will be considered to make an admission recommendation. • Two letters of recommendation uploaded to the application system or submitted in sealed envelopes (letters may be from professional and academic references) • International students from a country where English is not the native language and who did not receive a degree from a university where English is the language of the institution need to submit a TOEFL score (minimum score of 550 for the paper-based test, 213 for the computerized test, or 80 for the internet-based test).
University of Texas at San Antonio – MS in Information Technology – Information Assurance	<p>For admission to the M.S.I.T. program, applicants must meet University-wide graduate admission requirements. Applicants are further considered on the basis of demonstrated potential for success in graduate study in information technology as indicated by a combination of prior academic achievement, Graduate Management Admission Test (GMAT) scores, personal statement, résumé (optional), and references (optional). The M.S.I.T. Graduate Program Committee evaluates each applicant individually based on the complete package of submitted materials.</p>

Institution and program	Admission standards
University of Colorado at Denver – MS in MIS	<ul style="list-style-type: none"> • Your complete academic records, including GPAs and previous coursework are considered. Undergraduate degrees do not have to be in business, but they must be from regionally accredited colleges or universities. • The Business School uses the test as one predictor of academic performance in the graduate business programs. The average GMAT for admitted students is 560. • If you are an International applicant and your first language is not English you must meet this requirement in one of the following ways: <ul style="list-style-type: none"> ○ Submit TOEFL score that meets the minimum requirements: MBA: 83 (IBT) or 560 (PBT), 11-Month MBA: 90 (IBT) or 575 (PBT), all other programs: 71 (IBT) or 525 (PBT). ○ Submit IELTS score that meets the minimum requirements: MBA and 11-Month MBA: 6.5, all other programs: 6.0. ○ The TOEFL/IELTS will not be required, if the applicant has completed a baccalaureate or graduate-level degree program at an English speaking college or university or have completed at least 2 semesters at a college or university in the United States as a full-time student and obtained a “B” average (3.0 GPA) or higher. ○ The TOEFL/ IELTS can also be waived if the applicant successfully completes CU Denver’s English as a Second Language (ESL) Program (http://esl.ucdenver.edu) and submits a recommendation letter from the program. • Relevant background and a history of increasing responsibility are viewed positively, but are not required for admission.

Table 7. Summary of admission standards for similar degree programs at peer institutions.

What instructional model(s) will be used in presenting the program? What types of technology will be used for delivery of instruction?

Content will be delivered via a combination of face-to-face lecture, experiential, and online learning.

What types of opportunities for experiences outside of the classroom will be available to students and utilized in the program (e.g., internships, service learning projects, research-based service learning).

The MS-ISA program includes strong experiential and research elements that are interwoven through multiple IA courses. These elements enable the program to achieve synergistic goals including enhancing student knowledge and skills, projecting IA knowledge and capabilities into the larger community, and enhancing IA-related research. These activities support current IA students and will form a significant part of the learning and professional development experience for students.

The RCFL at UNM is a partnership among the university, national labs, and national, state, and local law enforcement agencies. While there are 15 other RCFL sites, UNM is only the second participating university and the facility is located on campus. Unlike most RCFLs, the RCFL at UNM also has a unique

research and training mission that combines academic, national lab, and law enforcement expertise and resources. An MOU between UNM and the FBI provides three specific experiential opportunities for IA students: regular internships, the FBI's Honors summer internships and year-round volunteer internships. The primary focus areas of RCFL-related activities for IA students are digital forensics and live detection and analysis of network intrusions.

Center for Cyber Defenders. Sandia National Laboratories extended its *Center for Cyber Defenders (CCD)* program onto the UNM campus in 2008 through an onsite satellite office housed at CIARE. SNL provides training materials, guidance through regular interaction, and internship opportunities for students in the MS-ISA program. Having a CCD program dedicated to management students allows SNL to help UNM build the program specifically around the management aspects of IA. These include hands-on project experience and research and managerial areas on IA. Current research by students and faculty include the adoption of and resistance to information security policies and the management of the discovery process in litigation.

Tracer FIRE (Forensic and Incident Response). Sandia and Los Alamos National Labs conduct two day training sessions with leading experts in the field of computer forensics and incident response in the spring and fall semesters. Through these hands-on exercises IA students are immersed in the cognitive skills needed to perform forensic analysis and reverse engineering of malicious code in a hostile networked environment. The first day is designated to provide training sessions while the second day hands on application and competition.

Collegiate Cyber Defense Competition. A team of students from the IA program participates in a controlled, competitive environment to assess their depth of understanding and operational competency in managing the challenges inherent in protecting a corporate network infrastructure and business information systems.

Computer and Network Vulnerability Assessment Simulation (CANVAS). Developed through the Air Force Academy, IA students from the program participate in CANVAS which shares some elements with a typical "Capture the Flag" exercise, but differs from other security competitions in the overall approach to the exercise, in the exercise objectives, in team makeup, and in the evaluation criteria. Teams are formed at the exercise and combine students from different backgrounds.

Fraud Prevention Audits. Students enrolled in Fraud Examination (MGMT 642) form teams to conduct fraud prevention audits for non-profit organizations in New Mexico. The audits analyze existing internal control systems, identify weaknesses, and recommend improvements to prevent fraud. The audits encompass both accounting and information security topics including asset custody, maintenance of accounting records, segregation of duties, authorization and authentication for automated systems, and the security of workstations, servers, databases, and networks. When the audit is completed, students produce a final report distributed to appropriate parties in the organization.

White Collar Crime Internship. Students who have completed MGMT 641 and 642, including SFS recipients, have an opportunity to work with the white collar crime units of the Secret Service, the Albuquerque Police Department (APD), the Bernalillo County Sheriff's Department (BSC), or the NM

State District Attorney's (DA) office. Students work up to nine hours a week at their respective agency during each semester and assist detectives investigating crimes of embezzlement, fraud, and forgeries that occur in organizations of all sizes.

K-12 Outreach. Every semester, students enrolled in the introductory IA course (MGMT 636) are required to complete an outreach project for a local or state K-12 school. The presentations educate our younger population about the properties of digital information, the risks of not properly caring for what belongs to the individual or the group, and the importance of securing the transmission, processing and storage of information. Projects have reached over 1000 students in 30 schools with topics that range from "Protecting Your Information in Social Networks" to "Digital Rights Management".

Courseware Development. Students in MGMT 646 and 648 develop hands on modules for different student populations, from K-12 to graduate, that demonstrate different technical risks present in protecting information systems and digital forensics. The VLAB serves as the virtual sandbox where diverse environments and scenarios are presented to demonstrate systems and network vulnerabilities. Additional information about the labs developed by our students is available at <http://ia.unm.edu/labs.asp>.

What student support services are likely to be needed and to what extent (CAPS, library, ITS, advising, etc.)? What is the estimated cost?

No additional student support services are anticipated beyond those already provided for Anderson graduate students

What student support will be needed (GA & TA positions, scholarships, internships, etc.)?

No additional GA/TA positions, scholarships, or internships are required unless enrollment exceeds current MBA enrollment. A grant proposal has been submitted to the NSF under the CyberDefenders Scholarship for Service program. If the proposal is funded, it will provide full scholarship and limited administrative support for 33 MS-ISA students over a 5 year period.

What are the expected student learning outcomes for the program? What will the students know and what will they be able to do when they complete this program?

Graduates will combine knowledge and skills in computer and network security, individual and organizational behavior, accounting and finance, information technology, and a wide range of supporting disciplines to address the requirements of careers in criminal investigation, intelligence, national security, auditing, information system design, and management of critical information technology infrastructure.

How will the program's learning outcomes be measured? (For full proposal, also describe any final integrating experiences in the program that will be used to assure graduates have acquired the knowledge and skills expected for the degree/certificate awarded.)

Building upon successful implementation of Assurance of Learning for Anderson's international accrediting body (AACSB), the faculty will use a portfolio review process to assess mastery of program learning goals. A sampling of student projects or papers from the program core MS-ISA classes (MGMT 533, 631, 636, and 637) will be collected during the academic year. MS-ISA faculty will conduct portfolio reviews to determine the effectiveness of teaching, gaps in learning and/or course content, and to develop suggestions for revising curricula and syllabi to close noted gaps.

Based on experiences in other Anderson graduate programs and input from employers, we will pay particular attention to critical thinking, problem analysis and solution, and written and verbal communications in addition to specific technical content skills.

The MS-ISA faculty will maintain documentation of the review process, findings, and subsequent remedial actions.

[Prior to submission to the NMHED and NMGDC, the proposal should UNM is institutionally accredited by the Higher Learning Commission of the North Central Association and has approval to offer any degree program appropriate to UNM's mission.]

If applicable, describe any accreditation issues, including the following:

Will accreditation be sought for the program? If so, describe the process and expenses involved.

How does the program affect any existing accreditation and licensure requirements?

Anderson is accredited by the AACSB and all programs offered by the school must be accredited. Accreditation requirements for the MS-ISA program will be similar to those for the extant MS in Accounting program. Accreditation expenses for all Anderson programs are covered by its annual AACSB membership fee.

Assessment of Operations and Impact

In addition to student learning outcomes, what other measures to evaluate program effectiveness are contemplated?

As for all Anderson programs, program effectiveness will be measured by admissions rates, graduation rates, placement rates, and satisfaction surveys of students, alumni, and external constituents. Measurement, evaluation, and follow-up programs are well-established within Anderson as required by UNM and AACSB accreditation standards

(For full proposal, a long-range plan (at least 5 years) for program assessment and evaluation must be included.)

Anderson has formal ongoing assessment programs for all academic programs which will be extended to the MS-ISA program. Key assessment program elements performed on an annual basis include:

- Student surveys
- Employer surveys
- Review of enrollments and graduations
- Merit reviews of program faculty

In addition, Anderson is scheduled for an accreditation review by the AACSB in academic year 2015/2016 covering all degree programs including the MS-ISA.

Administrative Responsibility for the Program and Institutional Commitment

What is the proposed governance structure of the program? (For full proposal, a thorough discussion is especially important for interdepartmental and intercollegiate programs or when entering into collaborative agreements with other institutions.)

MS-ISA program governance will be the same as for other Anderson graduate programs. Primary responsibility for the program rests with the Dean and the faculty as a whole. Administrative governance will be implemented by the Dean, Associate Dean, department chairs, and Director of Advisement and Placement Services. Faculty will provide evaluation and oversight through the Anderson Graduate Curriculum & Programs Committee.

[Prior to submission to the NMHED and NMGCD, documentation outlining the institution's priority for the proposed program should be obtained from the Provost's Office to include with the proposal.]

Additional Information

Provide any additional information needed to make the case for development of a full proposal. (For full proposal, provide any additional information to support the request for the proposed degree program.)

Working Definitions of Information Systems and Information Assurance

The field of **Information systems (IS)**, also called **management information systems (MIS)**, is the study of how computer hardware, software, networks, and related technologies are best applied to the management and operation of organizations. Subtopics include:

- Applications development, implementation, deployment, operation, and maintenance
- Information and technical resource management
- System and network administration

- Applying technology to achieve greater efficiency, improved quality, and competitive advantage
- Management of projects charged with developing, integrating, and de-commissioning systems and applications, including user involvement and training

Information systems is distinct from the related fields of computer science and computer engineering. Differences include:

- IS has a bias toward applications in business, governmental, and non-profit organizations as compared to scientific and engineering applications
- IS emphasizes application of existing and emerging technologies rather than development of new technologies

Despite their differences, the fields share many common characteristics that arise from using computer and related technologies to solve real-world problems.

The field of **Information assurance (IA)** is the study of "measures that protect and defend information and information systems by ensuring their availability, integrity, authentication, confidentiality, and non-repudiation. These measures include providing for restoration of information systems by incorporating protection, detection, and reaction capabilities." [\[source\]](#) Though broadly inclusive, this definition emphasizes traditional computer, network, and information security and obscures some significant subfields commonly included within information assurance including:

- Forensic investigations - particularly those that employ computer technology
- Risk assessment at all organizational levels
- Penetration testing and other methods of assessing vulnerability to external threats
- Auditing, internal control, and other behavioral subfields normally associated with accounting

As with information systems, the study of information assurance in a managerial context differs from similar study in computer science and engineering primarily in that the management context:

- Emphasizes application of existing and emerging technologies rather than development of new technologies
- Includes of subject such as law, policy, procedure, and human factors

Attachments full proposal only

Department of Labor documentation, if applicable.

Incorporated into proposal body

Formal Needs Assessment.

Incorporated into proposal body

List of similar programs (state and regional).

Incorporated into proposal body

List of potential employers.

Incorporated into proposal body

List of advisory committee or board members, if applicable. Minutes of advisory committee or board meetings, if applicable.

Mary Adams - Sandia National Labs
Mary Adkins - Federal Bureau of Investigation
Elisha Allen - UNM New Media Ext Learning NMEL
Terry Boulanger - New Mexico Technet
Matthew Deller - Sandia National Labs
Jenna Esparza - Los Alamos Labs
Lynn Harris - Albuquerque Public Schools
Stephen Howard - Los Alamos Labs
Clint Hubbard - Albuquerque Police Department
Justin Johnson - Sandia National Labs
Darrin E. Jones - Federal Bureau of Investigation
John Larson - Sandia National Labs
Stephen Lee - SL Consulting
Barbara Lopez - PNM Resources, Business Technology Services
Robert Mayer - Albuquerque Health Partners
Andrew Sloan - Department of Homeland Security
Kelcey Tietjen - Los Alamos National Labs
John C. Woods - Intel

Letters of support from external partners or stakeholders.

See attachments

Additional Attachments for submission to NMHED and NMGDC (supplied by Provost's Office)

Minutes from the Board of Regents meeting, noting approval.

Documentation of institution's priority for the proposed program.



College of Business

Office of the Dean
MSC 3AD
New Mexico State University
P.O. Box 30001
Las Cruces, NM 88003-8001
575-646-2821, fax: 575-646-6155
business.nmsu.edu

September 4, 2012

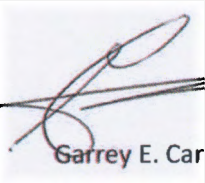
Re: UNM Anderson School of Management Proposal for MS in Information Systems and Assurance

Dear Program Review Committees:

I'm writing to support the UNM Anderson School of Management proposal for a MS degree in Information Systems and Assurance.

New Mexico State University's College of Business does not offer a similar program and we see the value to New Mexico of launching this program. As noted in the UNM proposal, students who earn the MS/ISA degree will be positioned to enter the New Mexico workforce in both the private and public sectors, taking on technical roles in IT security or information systems management.

Yours truly,

A handwritten signature in black ink, appearing to read "Garrey E. Carruthers", written over a light blue rectangular background.

Garrey E. Carruthers
Dean

Stephen Burd

From: Subhasish Mazumdar <mazumdar@cs.nmt.edu>
Sent: Monday, September 17, 2012 11:55 AM
To: Stephen Burd
Cc: Subhasish Mazumdar; Peter Gerity
Subject: Re: MS in Information Systems and Assurance program proposal

Dear Program Review Committee,

The Computer Science and Engineering Department of New Mexico Tech has read a proposal for an MS program in 'Information Systems and Assurance' prepared by the UNM Anderson School of Management.

We do not see any appreciable overlap with our programs in technical content.

I am therefore pleased to offer our support to the UNM Anderson School of Management for its proposed MS degree in Information Systems and Assurance.

The students entering the NM workforce with this degree should be able to fill important Information Technology roles in both the private and public sectors.

Yours sincerely,

Subhasish Mazumdar

Subhasish Mazumdar, Ph.D.
Associate Professor & Chair,
Dept of Computer Science and Engineering,
Adjunct Faculty, Dept of Management.
New Mexico Tech
801 Leroy Place, Socorro, NM 87801
Work: (575) 835-5288
Fax: (575) 835-5587
www.cs.nmt.edu/~mazumdar

New Mexico

HIGHLANDS
University

Box 9000
Las Vegas, New Mexico 87701

Tel: 505-425-7511

www.nmhu.edu

10/8/2012

Subject: Re: MS in Information Systems and Assurance program proposal

Dear Program Review Committee,

Faculty from the graduate Software-driven Systems Design and the graduate Media Arts and Computer Science programs in the Department of Media and Technology, School of Business, Media, and Technology at New Mexico Highlands University have read a proposal for an MS program in 'Information Systems and Assurance' prepared by the UNM Anderson School of Management.

We do not see any appreciable overlap with our programs in technical content.

We are therefore pleased to offer our support to the UNM Anderson School of Management for its proposed MS degree in Information Systems and Assurance.

The students entering the NM workforce with this degree should be able to fill important Information Technology roles in both the private and public sectors.

Sincerely,



Prof. David M. West
Software-driven Systems Design, Media and Technology Dept.
New Mexico Highlands University



Sandia National Laboratories

Operated for the U.S. Department of Energy by

Sandia Corporation

P.O. Box 969
Livermore, CA 94551-0969

Phone: (925) 294-4531
Fax: (925) 294-6600
Internet: rlhutch@sandia.gov

Dr. Stephen Burd
Anderson Schools of Management
MSC05 3090
University of New Mexico
Albuquerque, NM 87131-0001

September 26, 2012

Dear Dr. Burd;

I'd like to take this opportunity to express my enthusiastic support to establish a Master's degree program in Management of Information Systems and Assurance. Your Program targets a unique area of growing need to National security: information assurance to protect our financial and business interests. Over the last several years, the Nation has witnessed the emergence and rapid growth of sophisticated criminal organizations that have transformed computer compromise into a lucrative business. Technology alone cannot address these threats; our greatest opportunities to manage national cyber security risks require policy analysis, security metrics, identity management, and business processes. Without these skills, it's entirely possible to spend billions of dollars on technology and end up with a less secure system. Your proposed Program that couples fraud accounting and financial investigations with digital forensics and computer security will likely have a greater impact on these criminal organizations than will pure technical programs.

Our organization has recently recognized the importance of Master of Science programs that include all aspects of Information Management and security and has restructured our employment designations in order to enable a more aggressive hiring program for these critical skills. We will look to University of New Mexico to help meet these needs. In addition to helping satisfy our staffing needs, I look forward to continuing our strong partnership through our internship Programs. Your Program is unique and necessary to prepare a workforce capable of addressing evolving threats to National security.

Sincerely,

Bob Hutchinson
Senior Manager
Information Security Sciences
Sandia National Laboratories

Dr. Stephen Burd
Anderson Schools of Management
MSC05 3090
University of New Mexico
Albuquerque, NM 87131-0001

October 16, 2012

Dear Dr. Burd;

I'd like to take this opportunity to express my enthusiastic support to establish an MS degree program in Information Systems and Assurance. Having been a recent graduate of the Information Assurance MBA program, I can attest to the value and necessity of the program in an increasingly competitive and dynamic field.

Given the numerous facets in the IT/IA/IS world today, the proposal of different groupings will better equip program graduates in the field according to their strengths and interests. Additionally, making the program a Master of Science will position students more competitively in the challenging job market. Although the breadth of information I gained through my program has been an invaluable starting point for my career, the proposed program and study plans are more congruous with what I've encountered in the last few years. One of the many benefits of this program is combining the institutional and managerial level perspective with a broad technical understanding of the field. However, by having a MS program dedicated to ISA, students will have the opportunity to further broaden and refine their skills by focusing on courses more relevant to their specialization.

As organizations around the world grow more connected and the reliance on technology increases, so will the demand for qualified professionals. However, the most effective and best situated to solve the issues we face today (and will face in the future), are those that have a unique but tightly integrated combination of management and technical skills. This program targets a critical need in national, regional, and local security and for businesses and government of all sizes. As the sophistication of emerging threats grows, so do those who are protecting the assets whether it is for the financial, government, or healthcare sector. This program will help prepare graduates to make the fine distinctions between weighing business and mission impacts with costs- something that a purely technical degree typically does not offer. As budgets continue to tighten, the demand for qualified employees to make those tough decisions will be valuable.

In addition to helping satisfy our staffing needs, I look forward to continuing our strong partnership through our internship programs and educational outreach. The MS-ISA program is unique and necessary to prepare a workforce capable of addressing evolving threats to national security. Please do not hesitate to contact me with any questions.

Sincerely,

Jenna M. Esparza
Office of the Chief Information Officer
Information Security Group
Los Alamos National Laboratory
jesparza@lanl.gov



U.S. Department of Justice
Federal Bureau of Investigation

In Reply, Please Refer to
File No.

4200 Luecking Park Avenue NE
Albuquerque, New Mexico 87107

September 27, 2012

Mr. Stephen Burd
Anderson Schools Management
MSCo5 3090
University of New Mexico
Albuquerque, NM 87131

Dear Mr. Stephen Burd:

I am writing to offer my support for the formation of the MS graduate program, Information Systems and Assurance. Our organization is particularly interested in this masters program as it provides a forum for students from engineering and computer science backgrounds to work in partnership with one another, further advancing the technical depth of the work force that the Federal Bureau of Investigation (FBI) pulls from. The collaboration of our New Mexico Regional Computer Forensics Laboratory's Computer Forensic Examiners and the Anderson Schools of Management Interns has provided positive exchanges of real-world applications and theory. With MS-ISA graduate students, we can continue to build on that relationship, with goal being to provide employment opportunities.

The FBI and its partners are leading the national effort to investigate high-tech crimes, including cyber-based terrorism, computer intrusions, online sexual exploitation, and major crime-frauds. To stay in front of emerging trends, it is absolutely essential that we have employees with advanced technical capabilities and knowledge. The proposed MS graduate program will assist in modernizing content to address the world's progression into the cyber-world.

Currently there are key areas applicants can qualify under for an Agent or Support position within the FBI, with the MS-ISA degree satisfying the Computer Science/Information Technology qualifications. Because of the breadth and scope of the FBI's



U.S. Department of Justice
Federal Bureau of Investigation

mission and our ongoing development of cyber programs, the MS-ISA degree will remain a relevant and versatile area of expertise.

I strongly support UNM's already nationally recognized efforts to expand their recruitment and training of men and women into the field of MS in Information Systems and Assurance.

Sincerely,

A handwritten signature in cursive script, appearing to read "Carol K. Lee", is written over the typed name.

Carol K. Lee
Special Agent in Charge



Office of the Chief Information Officer
Information Security
Attention: Steven G. Howard
Mail Stop B289
Los Alamos, New Mexico 87545
505-667-2051

Date: October 30, 2012

Stephen Burd
Anderson Schools of Management
MSC05 3090
University of New Mexico
Albuquerque, NM 87131-0001

Dear Dr. Burd:

I would like to thank UNM for providing the opportunity to participate in the development of the MS in Information Systems and Assurance program. Having worked in both the technical implementation and operations and oversight roles, I have seen a need for individuals that have both reasonably strong technical skills as well as strong management, leadership and communication skills.

As Los Alamos National Laboratory moves from a compliance based security model to one based on risk, the skill balance provided by your program will be beneficial. A risk based approach requires individuals that can analyze risk, understand the impact of security on mission, be able to balance the two and finally, communicate recommendations to management. Successful graduates of your program will very likely become the managers themselves, in which case a solid understanding of both the technical issues as well as business operations would be very valuable.

During my review of your program it is clear to me you have taken suggestions provided during your focus groups to heart and developed a program that will produce individuals suited for work in areas such as the LANL Office of the CIO. I support your establishment of an MS in Information Systems and Assurance program.

Sincerely,

A handwritten signature in cursive script that reads 'Steve Howard'.

Steven G. Howard
Team Lead, OCIO Risk Management Team

SGH:sgH

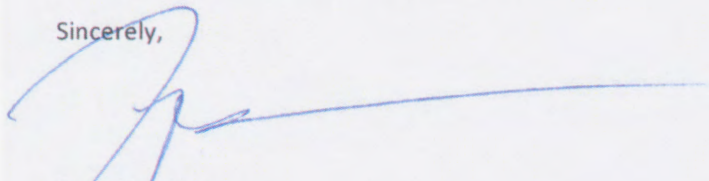
Dr. Stephen Burd
Anderson Schools of Management
MSC05 3090
University of New Mexico
Albuquerque, NM 87131-0001

October 5, 2012

Dear Dr. Burd;

I would like to show my support for the creation a master's degree program in management of information systems and assurance. The Anderson Schools of Management (ASM) program addresses a unique area of growing needs to national and global security that is not currently met by demand for these trained individuals. For the past several years I have personally seen companies, our nation and many others being targeted by state sponsored intruders, organized crime and activists transforming computer intrusions into a actualized problem. Even though technology has emerged to attempt to tackle these problems, highly skilled analysts are still needed to engineer, maintain and analyze the data from these systems. I know your proposed program that combines fraud and financial investigations, digital forensics and computer security will likely have a greater impact on these types of attacks than any pure technical programs; producing true leaders in this space that will have the knowledge of business impact and technical expertise. We have and will continue to hire students and support interns from ASM information security programs.

Sincerely,



Kelcey Tietjen
Global Information Security Operations Manager
Bechtel Corporation

**UNM***New Media & Extended Learning*

To: Dr. Stephen Burd
From: Elisha Allen
Date: September 24, 2012
Subject: MS-ISA

Thank you for the opportunity to sit on the focus group for Anderson's proposed MS program in Information Systems and Assurance (MS-ISA), and for the recent materials you sent relating to this proposal. In my professional opinion as an IT Manager at UNM, this program would be helpful in preparing students for the IT Workforce. In my own selection of applicants to fill technology positions, I look for candidates with the right balance of technical competence, functional problem solving, and communication skills. This combination is not always easy to find, as formal computer science curriculum does not always include the requisite managerial competence and communication skills for effective operation in an organization that needs employees with technical and functional competencies.

Similarly, traditional management degrees can lack sufficient depth in technical issues related to technology implementation, planning and management. The proposed curriculum offers critical skills in both the technical and functional areas, and would be an attractive credential when I am reviewing job applicants. Please feel free to contact me if you have any questions, and I look forward to reviewing applicants with degrees in this program in years to come.

Sincerely,

Elisha Allen

Associate Director, New Media & Extended Learning



THE UNIVERSITY of
NEW MEXICO | SCHOOL of ENGINEERING

Department of Computer Science

Dr. Stephen Burd
Anderson Schools of Management
MSC05 3090
1 University of New Mexico
Albuquerque, NM 87131-0001

August 29, 2013

Dear Dr. Burd,

Faculty from the UNM Computer Science graduate program committee have reviewed the proposal for a MS degree in Information Systems and Assurance to be offered by Anderson School of Management. We enthusiastically offer our support to ASM for this proposed degree program.

We see many benefits of such a program to students who have obtained an undergraduate degree in Computer Science. A key benefit being the opportunity for these students to continue their educational pursuits so that they are better prepared for advanced career positions in information systems development, system administration, computer and network security, forensic investigations, risk assessment and mitigation, and IT auditing. We also support the incorporation of existing CS courses and the opportunity for students to utilize additional CS courses in this program since course requirements are customized on a per-student basis.

We look forward to educational collaborations through the Information Systems and Assurance MS program at Anderson School of Management. Again, we offer our strongest support for this proposal.

Respectfully,

Michalis Faloutsos
Professor and Chair
Computer Science Department



Office of the Dean

September 3, 2013

Dr. Stephen Burd
Anderson School of Management
University of New Mexico
Albuquerque, NM 87131

Prof. Burd,

You have my strongest support for the establishment of an MS degree in Information Systems and Assurance (ISA). This program is an excellent next step for many students earning their BS from the School of Engineering in computer science or computer engineering who want their next venture in higher education to be a combination of business and technical skills. This also sets the stage for vital future collaboration between our schools, and will only enhance the pool of technically competent and business savvy students available in the New Mexico job market, thus enhancing our state's economic development.

Please don't hesitate to contact me for any additional support of this important initiative.

Regards,

A handwritten signature in black ink, appearing to read "Catalin Roman". The signature is fluid and cursive.

Catalin Roman

Proposed MS Degree in Information Systems and Assurance Library Impact Statement

Overview

The impact of the proposed MS degree in Information Systems and Assurance (MSISA) will be minimal for the following reasons:

- Most of the program's courses are existing courses already supported by existing UNM library resources
- Program enrollments in the first several years will supplant existing program enrollment in the MBA program Management Information Systems (MIS) and Information Assurance (IA) concentrations

The primary impact on UNM library resources will be from students completing the optional thesis course MGMT 599. Students completing this course will require library resources to conduct research. However, the required resources are essentially the same as those that support MIS and IA faculty in their research activities.

Details

Salient details of the proposed MSISA program and their impact on UNM library resources are discussed in detail in the following sections.

Program Content

The MSISA program essentially repackages existing courses and adds three new courses. The repackaging produces a shorter, streamlined, and more focused program that will be more attractive to students than the existing MBA with MIS and/or IA concentrations. To the extent that existing courses rely on existing UNM library resources there is no net impact on those resources. It should be noted that most of the existing courses are not research or literature-oriented and make minimal use of UNM library resources at present. The courses are highly technical in nature and the majority of their reference materials beyond textbooks is from online sources not hosted by UNM.

The proposed program does include three new courses. Two of them are described here with their library impacts and the third (MGMT 599) is described in a separate section below.

- **MGMT 533 (Professional Communications):** This course is essentially a 2 credit version of the existing MGMT 712 course oriented to the needs of MS students rather than Executive MBA

[Type text]

students. As with MGMT 712, textbooks and online sources will support students in learning material and completing assignment. This course will not use UNM library resources.

- **MGMT 633 (Vendor & Contract Management):** This course is a continuation of MGMT 631 (Project Management) with specific emphasis on managing multiples types of IT projects, evaluating and controlling project risk, developing RFPs and contracts, and vendor selection and relationship management.

Number of Students

No new faculty resources are allocated to the proposed program. Since the proposed program is better attuned to the needs of students pursuing careers in MIS and IA, we anticipate a rapid migration of students from the MBA program and its MIS and IA concentrations to the new MS program. Once that migration is complete, the related MBA concentrations will be discontinued. As such, the number of students pursuing this area of study will not change significantly in the next 3 years. If additional enrollments are enabled by adding new faculty lines then enrollment may increase over current enrollments. However, this is not anticipated in the near future.

MS Theses (MGMT 599)

The MSISA program creates a research-oriented alternative to more traditional professional study by creating MGMT 599 (a variable credit thesis course) and incorporating it as an optional program component. We anticipate small enrollment in this course since it is primarily intended for students working closely with faculty members on publishable research projects. In the past, few students have pursued such studies through a problems course or independent study alternative to traditional courses. Based on past experience and anticipated student profiles, we anticipate no more than 5 students per year will enroll in MGMT 599.

Students enrolled in MGMT 599 are expected to heavily use library and other research-oriented resources to complete course requirements. Resources used by students will mirror those used by faculty members in their research activities. Examples are listed below. All except those listed in red are currently available through the UNM libraries.

- Databases
 - Computer Database
 - Computers & Applied Sciences Complete
 - Library, information Science, and Technology Abstracts
 - ScienceDirect
- Digital Library Collections
 - Association for Computing Machinery (ACM) Digital Library
 - Institute for Electrical and Electronics Engineers (IEEE) Digital Library
- Journals (not included in digital library collections)
 - Artificial Intelligence
 - AI Expert
 - AI Magazine
 - Communications of the AIS

[Type text]

- Computers and Operations Research
- Computers and Security
- Computer Supported Cooperative Work
- DATABASE for Advances in Information Systems
- Database
- Database Programming and Design
- Decision Sciences
- Decision Support Systems
- **European Journal of Information Systems**
- European Journal of Operations Research
- Expert Systems
- Expert Systems with Applications
- Harvard Business Review
- Human-Computer Interaction
- Information & Management
- International Journal of Electronic Commerce
- International Journal of Human-Computer Interaction
- International Journal of Human-Computer Studies
- International Journal of Information Management
- International Journal of Information Security
- Informing Science
- Interface: The Computer Education Quarterly
- Information Resources Management Journal
- Information Systems Frontiers
- Information Systems Research
- Information and Software Technology
- Information Technology and Management
- Journal of the AIS
- **Journal of Database Administration**
- Journal of Database Management
- Journal of Information Technology Education
- Journal of Management Information Systems
- Knowledge Based Systems
- MIS Quarterly
- Management Science
- Operations Research
- Sloan Management Review
- Telemedicine and eHealth

Institution: **University of New Mexico**

Proposed Program: **MS in Information Systems and Assurance**

Projected Graduate Program Cost Estimates and Resources – **Scenario 2 (2X Enrollment With New Resources)**

ESTIMATED REVENUES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	\$2404K	\$1588K	\$2404K	\$2382K	\$2404K	\$3176K	\$2404K	\$3176K	\$2404K	\$3176K	\$2404K	\$3176K
External Grants and Contracts												
Other	\$91K	\$46K	\$91K	\$69K	\$91K	\$92K	\$91K	\$92K	\$91K	\$92K	\$91K	\$92K
TOTAL REVENUE	\$4129K		\$4946K		\$5763K		\$5763K		\$5763K		\$5763K	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	\$726K	\$363K	\$726K	\$545K	\$726K	\$726K	\$726K	\$726K	\$726K	\$726K	\$726K	\$726K
Learning Resources												
Equipment	\$21K	\$12K	\$21K	\$16K	\$21K	\$21K	\$21K	\$21K	\$21K	\$21K	\$21K	\$21K
Facilities & modifications												
Other	\$51K	\$31K	\$51K	\$43K	\$51K	\$55K	\$51K	\$55K	\$51K	\$55K	\$51K	\$55K
TOTAL EXPENSES	\$1204K		\$1402K		\$1600K		\$1600K		\$1600K		\$1600K	
DIFFERENCE (Rev.-Exp.)	\$2925K		\$3544K		\$4163K		\$4163K		\$4163K		\$4163K	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
FTE Enrollment	132		154		176		176		176		176	
Projected Annual Credits Generated	3120		3640		4160		4160		4160		4160	
Tuition Generated	\$1942K		\$2394K		\$2846K		\$2846K		\$2846K		\$2846K	

University of New Mexico Board of Regents
Academic / Student Affairs / Research Committee
December 5th 2013

Course Fees

Policies

Class and curricular fees, or broadly termed “course” fees, at UNM are determined by the policies spelled out in the Regents Handbook 4.7, “Tuition and Fees,” and the University Business Policies and Procedures Manual 8210, “Tuition and Related Fees.” The relevant portion of the policy is included as Appendix A to this report.

Broadly speaking, “class” fees are fees tied to the specific costs of delivering certain courses with distinctive expenditures. Examples include the travel costs of a field trip, the cost of particular supplies (art or lab), special instructional materials (manuals) or private instruction (music lessons). Since they literally fund the costs associated with the provision of a specific class, these fees are typically expended in the semester in which the costs are incurred. “Curriculum” fees, by contrast, are tied to equipment or staff costs related to an entire course of study. Examples include IT requirements of various colleges (e.g., the unique software requirements of Architecture and Planning or Anderson School of Management); unique equipment costs (e.g., piano studios or engineering labs), or the specific technical staff required to maintain the labs and make them accessible to students.

By policy, the Regents set the level of all tuitions, and fees that apply to all students. Class and curricular fees that apply to a specific course of study, and may be assessed at the class, department, or college level, are reviewed and authorized by the Office of the Provost on the main campus or the Office of the Chancellor for Health Sciences at the HSC.

Procedures

A request to implement or change a class or curricular fee usually originates in an academic department. Proposals are submitted on a required template (attached as Appendix B and C) that gives the necessary technical data, along with a projected budget and description of the fee’s intended use. These are reviewed at the college level and require the authorization of the cognizant dean before being submitted to the Office of the Provost.

The review of a class or curricular fee proposal at the Provost’s level has two components:

1. A review for eligibility, per the definitions of UBPP 8210. We make sure the description of the fee conforms to the uses prescribed in the policy, and that the projected budget is rational and defensible.
2. A consideration of the fee's impact on students, either in terms of scope (e.g., assessing a large fee for a single course) or scale (e.g., curricular fees that would affect large numbers of students). **Fee approvals are not automatic.** In practice, most eligible class fee requests are approved; but curricular fees proposals are often amended or deferred for consideration in the larger context of tuition/fee decisions in the spring.

Review

By policy (UBPP 8210.3.6), the colleges are to review their course fee collections and expenditures at least every two years, in order "to ensure that expenses are allowable, allocable, reasonable, and timely." This year we reviewed fiscal years 2012 and 2013 College of Arts and Sciences, College of Fine Arts, Extended University, School of Law, Anderson School of Management, University College, Provost Units, Gallup Branch Campus and Taos Campus. A summary of this year's reviews is attached as Appendix D.

Transparency

Course fees are published in each semester's registration schedule online and linked to every appropriate class, so that when students enroll they get a real-time calculation of the cost of their course of study. Any student may request a specific accounting of the fees they've been charged for any course or curriculum (UPBB 8210.3.7).

Scope

Class and curricular fees are important parts of the funding streams for most colleges and schools. UNM's main campus units collected \$6,456,449 in class and curricular fees in FY13. Proportionally, that represents 3.31% of their total Instruction and General (I&G) budgets. Course fees are a relatively small portion of the average student bill. According to data from the Bursar's Office, the average class and curriculum fees paid per undergraduate student this fall was \$76.62, about 3.06% of the total resident full time (15-18 credit hour block) undergraduate tuition bill.

Administrative Policies and Procedures Manual - Policy 8210: Tuition and Related Fees

Date Originally Issued: 01-01-1993

Revised: 05-08-1998, 05-22-2006, 06-19-2009, 02-01-2013

Subject to Change Without Notice

Authorized by [Regents Policy 3.1 "Responsibilities of the President"](#)

1. General

The University of New Mexico Board of Regents sets tuition and fee rates annually. The "tuition" portion is committed to the revenue pool that supports the Instructional and General Budget. The "fee" portion is assessed to all students and is committed to various student services.

The University charges tuition and fees on a per-credit-hour basis for students taking up to twelve (12) credit hours in the fall and spring semesters and six (6) credit hours in the summer session. A flat rate is charged to students in the School of Medicine and full-time students taking twelve (12) through eighteen (18) credit hours in the fall and spring semesters and six (6) through nine (9) credit hours in the summer session. Full-time students are charged additional tuition at the per-credit-hour rate for all hours in excess of the full-time range. A flat rate is also charged for dissertation hours.

A "course fee" is a separate fee associated with a specific course. A course fee covers the cost of additional or unusual materials or services required for a course. Refer to Section 3. herein for additional information on course fees. Course fees are not set by the Board of Regents; they are approved by the Provost/Executive Vice President for Academic Affairs or the Chancellor for Health Sciences.

Each semester, the University publishes tuition and fee rates in the ["Schedule of Classes"](#). If the Board of Regents has not determined the new rates in time for publication, the rates for the previous academic year are published. However, any new rates determined by the Board of Regents will be applicable to all courses for the designated semesters.

3. Course Fees

Course fees are fees that are charged upon registration to students enrolling for specific courses. They are not included in the "fees" portion of "tuition and fees," which are paid by all students. Course fees are intended to help defray costs specifically associated with certain courses and are not intended to replace general operating costs, which are paid from tuition. All students who pay course fees must benefit from the fees collected. Course fees include class fees and curricular fees.

3.1. Class Fees

A class fee is charged to support the instructional needs of a specific course. The fee is used to pay for required, uniquely identifiable materials or services provided to students that exceed the costs of supplies normally provided. Class fees may be approved and implemented if they cover any of the following expenses:

- Cost of activities related to a course (e.g., field trip, tickets to off-campus lecture or event)
- Private instruction and models (e.g., guest speakers, models, tutors)
- An object or product of value retained by the student (e.g., artwork, safety gear)
- Class costs (e.g., specialized equipment or materials, risk management, laboratory supplies, products)

Class fees may not be used to fund any of the following costs:

- The cost of any instructor of record or grader
- Regular classroom materials and supplies (e.g., paper, photo copies, markers, chalk)
- Faculty and staff computers, equipment, and general non-program-specific software

3.2. Curricular Fees

A curricular fee is charged to support curricular needs in the department, college, or school. This fee funds short-term and long-term needs for the purpose of instructing students, including technology, broadly shared materials and equipment, and other expenses relevant to multiple courses in a program. A curricular fee can be assessed as a per-credit-hour fee or predetermined flat fee. Curricular fees may be approved and implemented if they meet any of the following conditions:

- Expendable curricular costs (e.g., computer hardware and software, networking components, cameras, projectors and recorders, maintenance fees, sound equipment, musical instruments, laboratory equipment)
- Personnel costs associated with curriculum support (e.g., technical staff support and training course development)
- Gross anatomy program support
- Student progress assessments, clinical or practical skills assessments, and standardized patient costs
- Supplemental instruction programs
- Support of program research requirements and student travel to present research
- Medical education computer support including provision of tutorial and standardized patient computer interfaces (HSC only)
- Develop, install, and maintain technology capabilities in lecture halls and classrooms

Curricular Fees may not be used to fund any of the following costs:

- Administrative equipment and supplies
- Faculty and staff computers, equipment, and general non-program-specific software
- Equipment not used by or accessible to students

- Facilities remodeling other than for classrooms and instructional labs
- Regular classroom materials and supplies
- Scholarships (except for the Music Department)
- Travel costs for faculty and staff (except when related to program-specific field trips or HSC clinical experiences)

3.3. Payment of Course Fees

Approved fees are collected by the University Cashier Department. Academic departments are not authorized to collect course fees directly from students. Course fees are refunded according to Section 2.9. herein. Departmental requests to waive all or part of a course fee must be sent to the Bursar's Office. The request must include a justification for the waiver.

3.4. Authorization to Assess Course Fees

Assessment of course fees requires the approval of the Provost or the Chancellor for Health Sciences for HSC courses. Requests for all course fees must be reviewed and approved by the appropriate dean or branch director prior to submission to the Provost or Chancellor, as applicable, for approval. Repeated approval is not required each semester unless a change in the fee, course title, or index number is needed.

3.5. Publication of Course Fees

All course fees, along with a brief rationale, must be published in the ["Schedule of Classes."](#)

3.6. Review of Course Fees

Colleges, schools, and departments must review course fees at least every two (2) years to ensure that expenses are allowable, allocable, reasonable, and timely. The Provost's Office or Chancellor for Health Sciences will submit summary findings of these reviews annually to the Board of Regents.

3.7. Accountability to Students

Students may submit a written request to the School or College the fee resides under requesting accountability of course fees assessed. The request should state the specific fee and in the case of class fees the specific course number and semester. The School or College will respond to the student as soon as possible but no later than sixty (60) days after receipt of the request.

4. Responsibility and Authority

Tuition and fees are paid at the Cashier Department. The Bursar's Office is responsible for the following functions:

- Collecting tuition and fees and course fees
- Charging tuition and fees

- Processing staff and assistantship tuition waivers
- Billing outside organizations and agencies
- Approving deferred payment agreements
- Distributing tuition, fee, and course fee revenue
- Billing students
- Collecting any unpaid balances (including referral of accounts to a collection agency)

The Provost's Office or Chancellor for Health Sciences is responsible for the following functions:

- Approving course fees
- Publishing course fees in the ["Schedule of Classes"](#)
- Reviewing course fees and reporting on course fees to the Board of Regents every two (2) years



MEMORANDUM

TO: Associate Provost for Academic Affairs/Chancellor of Health Sciences
Office of the Provost and EVP for Academic Affairs/VP for Health Sciences

DATE:

FROM: *(Enter: Dean, Executive Director)*
(Enter: School/College)

RE: **Course Fee Proposal**

Please answer the following questions and provide any additional documentation that will support this proposal.

- Is this course fee a curriculum or class fee (see policy 8210)?
- Reason for the new/revised fee.
- Have you paid for the expense in the past? How?
- What impact on the students/enrollments will this new/revised fee have?
- How have you communicated the proposed fee to the students? Please explain your process and provide contact information for the college/school.

My signature below confirms that I have read UBPP 8210 and understand its requirements (<http://www.unm.edu/~ubppm/ubppmanual/8210.htm>) as it relates to class and curriculum fees. Course Fee Approval Form and appropriate back-up documentation are attached to this request. I also maintain that the uses of these class and curriculum fees are integral to our ability to provide a flagship-level education to our students.

Dean/Executive Director Signature

Printed Name

Title

Date

THE UNIVERSITY OF NEW MEXICO – COURSE FEE APPROVAL FORM

INSTRUCTIONS:

For information regarding the creation of new fees as well as changes to existing fees can found in the UNM Policy 8210 available on the UNM Policy website <http://www.unm.edu/~ubppm/ubppmanual/8210.htm>.

All requests for fee increases or new fees must be fully justified financially by matching projected fee revenues to the purposes specified. Examples and blank budget forms are provided on the attached sheet. If fees will be used for repair or replacement of equipment please attach a depreciation schedule found on the Provost Office website <http://www.unm.edu/~acadaffr/contact-us.html>. Feel free to modify or use additional budget forms as necessary. Please submit two copies to the Associate Provost for Academic Affairs.

Deadlines for receipt of requests:	
Spring	First week of September
Summer	Last week of February
Fall	Last week of February

Please identify: Class Fee or Curriculum Fee (see 8210 policy)					Dept. Contact Person:					
Department:			Mail Stop Code:		Email:					
Index Number:			Program Code:		Telephone Number:					
Subject Code & Course Number	Does fee apply to all sections?	If fee is section specific, provide section #	Course Title	Effective Term	End Term (If applicable)	If cross-listed, will equal fees be assessed for all courses in the cross-list?	Current Course Fee	New/ Revised Course Fee	Index/account code (10 digits)-	Detail Code (Bursar's use only)

REQUIRED APPROVAL SIGNATURES		
Chair _____ __/__/__	Dean / Director _____ __/__/__	Approved _____ __/__/__ Vice Provost for Academic Affairs
Chair (if cross-listed) _____ __/__/__	Dean / Director (if cross-listed) _____ __/__/__	FOR BURSAR'S OFFICE ONLY Processed By _____ __/__/__
Chair (if cross-listed) _____ __/__/__	Dean / Director (if cross-listed) _____ __/__/__	FOR OFFICE OF THE REGISTRAR ONLY Processed By _____ __/__/__

Sample course fee budget per student
Art Studio 100

Proposed fee		30.00
Description	Drawing materials	
Projected expenses		
	5 pencils @ 2.00/ea	10.00
	4 drawing tablets @ 5.00/ea.	20.00
Total projected expenses per student		30.00

Sample course fee budget per section
Biology 100

Proposed fee		20.00
Description	Lab supplies and equipment	
Projected enrollment		25
Projected revenue		500.00
Projected expenses		
	500 microscope slides (10/student)	100.00
	2 microscopes (1/10 th of cost of \$1,000 @ 10 yr. replacement cycle)	200.00
	Cultures	200.00
Total projected expenses per section		500.00

<i>Course fee budget</i>		
Section:		
	Description	Amount
Proposed fee		
Projected enrollment		
Projected revenue		
Projected expenses		
Total projected expenses		

<i>Course fee budget</i>		
Section:		
	Description	Amount
Proposed fee		
Projected enrollment		
Projected revenue		
Projected expenses		
Total projected expenses		

<i>Course fee budget</i>		
Section:		
	Description	Amount
Proposed fee		
Projected enrollment		
Projected revenue		
Projected expenses		
Total projected expenses		

<i>Course fee budget</i>		
Section:		
	Description	Amount
Proposed fee		
Projected enrollment		
Projected revenue		
Projected expenses		
Total projected expenses		

**Review of Course Fees
Fiscal Year 2012 and Fiscal Year 2013**

College of Arts and Sciences
College of Fine Arts
Extended University
School of Law
Anderson School of Management
University College/Honors College
Provost Units

School/College:	Summary of Main Campus Units (listed above)	
	FY12 - Actuals	FY13- Actuals
REVENUE		
OA2 - Student Fees	\$ 4,621,377	\$ 5,448,731
OA5 - Sales & Services	3,115	2,158
OA6 - Other Operating Revenue	6,109	1,578
O61 - Internal Service Ctr Internal Sales	2,769	1,175
O7Z - Other Sales Service Revenue	14,823	19,618
O8Z - Miscellaneous Total	1,732	1,110
OS1 - Transfers (please list all transfers)		
1100 - Transfer to I&G	-	-
1160 - Transfer To Student Social Cultural	(2,000)	(2,000)
1180 - Transfer from Student Social	9,363	70
11A0 - Transfer to Research	-	(9,468)
11C0 - Transfer From Research Gen	-	19,365
11E0 - Transfer to Public Service	(15,800)	-
11F0 - Transfer From Public Service	6,063	6,978
11N0 - Transfer From Student Aid	-	-
1240 - Transfer to Plant Fund Minor	(267,060)	(201,328)
1280 - Transfer to Plant Fund Major	-	-
12C0 - Transfer to Renewal Replacement	-	(50,000)
OV1 - Allocations	(1,359,494)	(2,795,555)
OZ1 - Reserves	850,257	1,023,415
TOTAL REVENUE	\$ 3,871,253	\$ 3,465,846
EXPENSES		
OF1 - Salaries	\$ 621,722	\$ 547,277
OG1 - Payroll Benefits	94,291	53,126
OJ1 - Supplies	1,089,130	1,038,796
OJ2 - Travel	193,640	172,274
OJ3 - Student Costs	135,065	119,733
OJ4 - Research Costs	-	-
OJ6 - Communication Charges	8,904	6,486
OJ7 - Services	153,712	264,194
OJ8 - Plant Maintenance	169,302	183,644
OJ9 - Utilities	1,185	610
OJA - Other Expense	37,160	27,375
OM1 - Capital Expenditures	125,021	119,581
TOTAL EXPENSE	\$ 2,629,130	\$ 2,533,095
RESERVES	\$ 1,242,123	\$ 932,751
	26.9%	17.1%

(1) Majority of total allocations are from Extended University. These funds are allocated to support NMEL operations for delivering online courses.

(2) Majority of total salaries are from ASM and CFA, which are used for technical support in computer labs and lab managers for other labs used directly by the students.

(3) Majority of reserves are from ASM, A&S, and CFA. These reserves are primarily used for equipment replacement and lab maintenance, which will happen over multiple years.

Review of Course Fees
Fiscal Year 2012 and Fiscal Year 2013
School/College:
Gallup Branch Campus

	FY12 - Actuals		FY13- Actuals	
REVENUE				
OA2 - Student Fees	\$	51,772	\$	41,567
OA5 - Sales & Services		-		-
OA6 - Other Operating Revenue		-		-
OS1 - Transfers (please list all transfers)				
11E0 - Transfer to Public Service		-		-
11F0 - Transfer From Public Service		-		-
1240 - Transfer To Plant Fund Minor		-		-
1280 - Transfer to Plant Fund Major		-		-
OV1 - Allocations		-		-
OZ1 - Reserves		-		-
TOTAL REVENUE	\$	51,772	\$	41,567
EXPENSES				
OF1 - Salaries	\$	-	\$	-
OG1 - Payroll Benefits		-		-
OJ1 - Supplies		51,772		41,567
OJ2 - Travel		-		-
OJ3 - Student Costs		-		-
OJ6 - Communication Charges		-		-
OJ7 - Services		-		-
OJ8 - Plant Maintenance		-		-
OJ9 - Utilities		-		-
OJA - Other Expense		-		-
OM1 - Capital Expenditures		-		-
TOTAL EXPENSE	\$	51,772	\$	41,567
RESERVES	\$	-	\$	-
		0%		0%

**Review of Course Fees
Fiscal Year 2012 and Fiscal Year 2013**

School/College:	Taos Branch Campus	
	FY12 - Actuals	FY13- Actuals
REVENUE		
OA2 - Student Fees	\$ 176,375	\$ 209,906
OA5 - Sales & Services	19,974	10,688
OA6 - Other Operating Revenue	-	-
OS1 - Transfers (please list all transfers)		
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
1240 - Transfer To Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	-	-
OZ1 - Reserves	-	-
TOTAL REVENUE	\$ 196,349	\$ 220,594
EXPENSES		
OF1 - Salaries	\$ -	\$ -
OG1 - Payroll Benefits	-	-
OJ1 - Supplies	148,687	180,635
OJ2 - Travel	4,222	5,668
OJ3 - Student Costs	16,063	7,011
OJ6 - Communication Charges	-	-
OJ7 - Services	-	-
OJ8 - Plant Maintenance	-	-
OJ9 - Utilities	-	-
OJA - Other Expense	116,985	141,978
OM1 - Capital Expenditures	-	-
TOTAL EXPENSE	\$ 285,957	\$ 335,292
RESERVES	\$ (89,608)	\$ (114,698)
	-50.8%	-54.6%

(1) Expenditures exceed fees collected, which are subsidize by I&G allocation each year.

**Review of Course Fees
Fiscal Year 2012 and Fiscal Year 2013**
School/College:
College of Arts and Sciences

	FY12 - Actuals	FY13- Actuals
REVENUE		
OA2 - Student Fees	\$ 857,851	\$ 863,799
OA5 - Sales & Services	2,722	2,158
OA6 - Other Operating Revenue	6,109	1,578
OS1 - Transfers (please list all transfers)		
11A0 - Transfer to Research	-	(9,468)
11C0- Transfer from Research	-	19,365
11E0 - Transfer to Public Service	(8,400)	-
11F0 - Transfer From Public Service	79	6,978
1240 - Transfer To Plant Fund Minor	(117,060)	(119,567)
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	(46,263)	(34,263)
OZ1 - Reserves	176,555	168,381
TOTAL REVENUE	\$ 871,593	\$ 898,961
EXPENSES		
OF1 - Salaries	33,320	21,587
OG1 - Payroll Benefits	2,846	8,964
OJ1 - Supplies	422,461	506,625
OJ2 - Travel	57,127	39,031
OJ3 - Student Costs	28,058	2,558
OJ4 - Research Costs	-	-
OJ6 - Communication Charges	2,587	1,493
OJ7 - Services	64,698	56,247
OJ8 - Plant Maintenance	41,149	34,884
OJ9 - Utilities	-	-
OJA - Other Expense	8,992	8,586
OM1 - Capital Expenditures	41,747	2,963
TOTAL EXPENSE	\$ 702,985	\$ 682,938
RESERVES	\$ 168,608	\$ 216,023

**Review of Course Fees
Fiscal Year 2012 and Fiscal Year 2013**
School/College:
College of Fine Arts
REVENUE

	FY12 - Actuals	FY13- Actuals
OA2 - Student Fees	\$ 1,276,571	\$ 1,302,892
OA5 - Sales & Services	303	-
OA6 - Other Operating Revenue	-	-
O61 - Internal Service Ctr Internal Sales	2,769	1,175
O7Z - Other Sales Service Revenue	14,823	19,618
O8Z - Miscellaneous Total	1,732	1,110
OS1 - Transfers (please list all transfers)		
1160 - Transfer To Student Social Cultural	(2,000)	(2,000)
11E0 - Transfer to Public Service	(7,400)	-
11F0 - Transfer From Public Service	5,984	-
1240 - Transfer To Plant Fund Minor	-	(11,500)
1280 - Transfer to Plant Fund Major	-	-
12C0 - Transfer to Renewal Replacement	-	(50,000)
OV1 - Allocations	(199,874)	(340,412)
OZ1 - Reserves	563,551	637,559
TOTAL REVENUE	\$ 1,656,458	\$ 1,558,441

EXPENSES

OF1 - Salaries	\$ 173,907	\$ 246,784
OH1 - Salaries Contingency	-	-
OG1 - Payroll Benefits	25,447	40,865
OJ1 - Supplies	468,765	361,786
OJ2 - Travel	38,666	26,131
OJ3 - Student Costs	86,292	108,919
OJ6 - Communication Charges	1,572	2,926
OJ7 - Services	72,497	56,445
OJ8 - Plant Maintenance	82,421	112,480
OJ9 - Utilities	1,185	610
OJA - Other Expense	22,097	10,712
OM1 - Capital Expenditures	38,970	7,143
TOTAL EXPENSE	\$ 1,011,820	\$ 974,801

RESERVES \$ 644,638

RESERVES \$ 583,640

**Review of Course Fees
Fiscal Year 2012 and Fiscal Year 2013**
School/College:
Extended University

	FY12 - Actuals	FY13- Actuals
REVENUE		
OA2 - Student Fees	\$ 1,742,595	\$ 2,475,280
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers (please list all transfers)		
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
1240 - Transfer To Plant Fund Minor	(150,000)	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	(1,109,100)	(2,475,880)
OZ1 - Reserves	-	-
TOTAL REVENUE	\$ 483,495	\$ (600)
EXPENSES		
OF1 - Salaries	\$ 209,687	
OG1 - Payroll Benefits	60,853	(12,265)
OJ1 - Supplies	1,535	
OJ2 - Travel		
OJ3 - Student Costs		
OJ6 - Communication Charges		
OJ7 - Services		
OJ8 - Plant Maintenance		
OJ9 - Utilities		
OJA - Other Expense	15	(31)
OM1 - Capital Expenditures		
TOTAL EXPENSE	\$ 272,090	\$ (12,296)
RESERVES	\$ 211,405	\$ 11,696

**Review of Course Fees
Fiscal Year 2012 and Fiscal Year 2013**
School/College:
School of Law

	FY12 - Actuals	FY13- Actuals
REVENUE		
OA2 - Student Fees	\$ 164,800	\$ 177,625
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers (please list all transfers)		
1100 - Transfer to I&G	-	-
1180 - Transfer from Student Social	9,363	70
11A0- Transfer to Research	-	-
11F0 - Transfer From Public Service	-	-
1240 - Transfer To Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	-	-
OZ1 - Reserves	32,296	5,046
TOTAL REVENUE	\$ 206,459	\$ 182,741
EXPENSES		
OF1 - Salaries	\$ 56,337	\$ 52,792
OG1 - Payroll Benefits	1,599	1,440
OJ1 - Supplies	81,220	33,286
OJ2 - Travel	-	-
OJ3 - Student Costs	-	-
OJ6 - Communication Charges	4,474	1,797
OJ7 - Services	8,597	53,870
OJ8 - Plant Maintenance	40,493	9,277
OJ9 - Utilities	-	-
OJA - Other Expense	1,421	1,834
OM1 - Capital Expenditures	7,273	21,094
TOTAL EXPENSE	\$ 201,413	\$ 175,390
RESERVES	\$ 5,046	\$ 7,351

Review of Course Fees
Fiscal Year 2012 and Fiscal Year 2013

School/College:	Anderson School of Management	
	FY12 - Actuals	FY13- Actuals
REVENUE		
OA2 - Student Fees	\$ 469,590	\$ 545,260
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers (please list all transfers)		
11E0 - Transfer to Public Service	-	-
11C0 - Transfer From Research Gen	-	-
11F0 - Transfer From Public Service	-	-
1240 - Transfer To Plant Fund Minor	-	(70,261)
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	-	19,500
OZ1 - Reserves	47,010	186,637
TOTAL REVENUE	\$ 516,600	\$ 681,136
EXPENSES		
OF1 - Salaries	148,471	226,115
OG1 - Payroll Benefits	3,545	14,123
OJ1 - Supplies	101,564	133,458
OJ2 - Travel	4,457	15,807
OJ3 - Student Costs	20,318	8,256
OJ6 - Communication Charges	270	270
OJ7 - Services	7,506	51,430
OJ8 - Plant Maintenance	5,240	27,002
OJ9 - Utilities	-	-
OJA - Other Expense	1,561	4,407
OM1 - Capital Expenditures	37,030	78,424
TOTAL EXPENSE	\$ 329,963	\$ 559,291
RESERVES	\$ 186,637	\$ 121,845

Review of Course Fees
Fiscal Year 2012 and Fiscal Year 2013

School/College:	University College/Honors College	
	FY12 - Actuals	FY13- Actuals
REVENUE		
OA2 - Student Fees	\$ 99,695	74,170
OA5 - Sales & Services	90	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers (please list all transfers)		
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
1240 - Transfer To Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	(4,257)	35,500
OZ1 - Reserves	14,986	10,824
TOTAL REVENUE	\$ 110,514	\$ 120,494
EXPENSES		
OF1 - Salaries	-	-
OG1 - Payroll Benefits	-	-
OJ1 - Supplies	2,796	1,695
OJ2 - Travel	93,390	91,304
OJ3 - Student Costs	396	-
OJ6 - Communication Charges	-	-
OJ7 - Services	147	45,784
OJ8 - Plant Maintenance	-	-
OJ9 - Utilities	-	-
OJA - Other Expense	2,963	1,713
OM1 - Capital Expenditures	-	-
TOTAL EXPENSE	\$ 99,693	\$ 140,496
RESERVES	\$ 10,821	\$ (20,002)

Review of Course Fees
Fiscal Year 2012 and Fiscal Year 2013

School/College:	Provost Units	
	FY12 - Actuals	FY13- Actuals
REVENUE		
OA2 - Student Fees	\$ 10,275	9,705
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers (please list all transfers)		
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
1240 - Transfer To Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	-	-
OZ1 - Reserves	15,860	14,968
TOTAL REVENUE	\$ 26,135	\$ 24,673
EXPENSES		
OF1 - Salaries	-	-
OG1 - Payroll Benefits	-	-
OJ1 - Supplies	10,789	1,946
OJ2 - Travel	-	-
OJ3 - Student Costs	-	-
OJ6 - Communication Charges	-	-
OJ7 - Services	268	418
OJ8 - Plant Maintenance	-	-
OJ9 - Utilities	-	-
OJA - Other Expense	111	154
OM1 - Capital Expenditures	-	9,958
TOTAL EXPENSE	\$ 11,167	\$ 12,475
RESERVES	\$ 14,968	\$ 12,198

(1)

(1) All fees collected are for the Nanoscience and Microsystems (NSMS) courses. Reserves will be used for equipment renewal and maintenance.



STEM Gateway

PROJECT FOR INCLUSIVE UNDERGRADUATE STEM SUCCESS

PRIORITIES STATEMENT

The University of New Mexico STEM Gateway program seeks to increase the number of Hispanic and low-income students attaining STEM degrees. STEM Gateway initiatives focus resources on undergraduate science and math courses that serve as gateways to STEM degrees, and that traditionally have had low success rates.

STEM GATEWAY INITIATIVES

- **Gateway Science and Math Course Reform:** Faculty-driven projects designed to change instruction and curriculum to better serve low-income and minority students. Each project team includes faculty from UNM and CNM working collaboratively on such areas as: course outcome plans, curriculum revision, in-class assignments, inquiry-based lab exercises, assessment instruments, and teaching resources.
- **Peer Learning Facilitators:** Peer-assisted collaborative learning activities in large gateway sections. The assistance of facilitators allows instructors to incorporate a wider variety of effective instructional strategies.
- **STEM Gateway Program Courses:** Courses that help students develop strong STEM learning skills, connect to their STEM departments earlier and understand the connections between STEM disciplines. Includes STEM Academies and STEM Student Interest Groups.
- **Data-driven Prioritization:** Data collection and analysis to assist UNM in better understanding the course-taking patterns and success rates of UNM students and CNM transfers in relation to STEM degree attainment. Specific research questions are posed and addressed through qualitative and quantitative methods. Data collection and analysis tools are built in collaboration with the Office of Institutional Research

GRANT INFORMATION

The STEM Gateway program is funded through a U.S. Department of Education TITLE V grant, 2011-2016 (total anticipated funding \$3.82 million).

WEBSITE:

<http://stemgateway.unm.edu> or <http://unmstemgateway.blogspot.com>

PROJECT DIRECTOR: Tim Schroeder, 277-1761, timschroeder@unm.edu

BY THE NUMBERS

22 UNM and CNM faculty members have collaborated in improving instruction in 6 STEM gateway courses, impacting more than 1400 students.

Students in redesigned CHEM 122 sections scored significantly higher on a standardized chemical concept inventory than students prior to the reform.

STEM Gateway has supported active learning by placing Peer Learning Facilitators in 82 sections of 11 STEM core courses, serving more than 1700 students.

Successful student completion ("C" grade or higher) for all students in PLF sections increased from 57.6% prior to STEM Gateway implementation to 61% after the first year.

STEM Gateway Program courses have supported more than 200 students in 22 sections of STEM Academies and STEM Student Interest Group courses.

SELECTED RESEARCH FINDINGS

Of all STEM bachelors degree earners in 2010-11, 41% completed at least one pre-calculus mathematic course at UNM.

American Indian students, Hispanic students, first-generation students and low income students are all less likely to graduate with STEM degree at UNM than their counterparts.

Women are only half as likely to go into non-health STEM as men at UNM, and once in they are 36% more likely to switch to non-STEM degree programs.



Mission Statement

STEM UP Programs at CNM and UNM provide students with guidance, support and an academic pathway for STEM graduation.

Project Goals

1. Increase number of Hispanics and other low-income students attaining degrees in the fields of STEM at CNM and UNM
2. Develop model transfer articulation and transfer degree agreements between two-year and four-year Hispanic Serving Institutions (HSIs) in STEM fields

Project Accomplishments

CNM and UNM Curriculum Alignment through Transfer Agreements

Transfer and graduation processes are expedited by aligning curriculum between institutions through the creation of sustainable transfer agreements and roadmaps for CNM and UNM degree completion.

- Eleven STEM degrees aligned for maximum efficiency and shortest time to graduation
- Fifteen common advising tools used at both institutions to increase consistency in advising transfer students

Established Joint Advisory Council

Council is made up of stakeholders from both CNM and UNM that guide the creation and sustain accuracy of transfer agreements between CNM and UNM. Council consists of Faculty, Deans, Chairs, Advisors, Enrollment Management and Student Representatives from CNM and UNM.

CNM and UNM STEM UP Centers

Build a transfer culture supportive of leaning and confidence in academic pursuits among STEM Students. Inform students of CNM & UNM STEM degree programs and pathways. Develop a transfer sending culture at CNM and a transfer receiving culture at UNM.

Project Objectives in-progress

The STEM UP project has surpassed objectives of a 3% increase in enrollment, retention, and graduation in the STEM fields for target population at CNM. The project continues to strive towards reaching comparable objectives at UNM through fostering transfer and aligned curriculum and advising efforts to reduce time to graduation for transfer students in the STEM fields.

Expand model of transfer articulation and curriculum alignment to other institutions across the state.

Development of state wide transfer website

STEM UP Funding

Title V grant, funded for five years (2011-2016) in the Anticipated amount of \$3.5 million by the U.S. Department of Education and authorized under Title III Part F, Section 371 of the Higher Education Act of 1965 as amended, Hispanic-Serving Institutions (HSI) STEM and Articulation Program Cooperative

STEM UP Contact Information

UNM Project Principle Investigator:
Dr. Tim E. Gutierrez, AVP Student Services

CNM /Co-Principle Investigator:
Dr. Eugene Padilla, AVP Enrollment Services

Project Director:
Carolina J. Aguirre
caguirre@unm.edu 277-0793

Rigor • Fortitude • Passion

KATHARINA SANDOVAL-SNIDER, DIRECTOR

Kathy Sandoval has a long history in the Albuquerque Educational community as an innovative educator. Under her leadership, AIMS@UNM has changed its name, partnered with UNM, amended its Charter to include a college bound mission, added a middle school, increased the rigor of the curriculum including AP classes, secured a beautiful facility on UNM campus, more than doubled the enrollment, tripled the dual credit enrollment and secured a global staff, curriculum and student body. Currently the students at AIMS@UNM in dual enrollment outperform the general population of both UNM and CNM and the school exceeds AYP goals.



With a background in science and engineering, Ms. Sandoval specializes in math and science schools, particularly those associated with post secondary institutions. AIMS@UNM is the second school of its kind she has founded. Prior to coming to AIMS@UNM, Ms. Sandoval was the Principal of the Career Enrichment Center and the Early College Academy.

A member of the Zoning Board of Appeals for the City of Albuquerque, Ms. Sandoval is the recipient of the 2007-2008 Outstanding Educator of the Year, Ms. Sandoval has taught all levels of Math, Chemistry, Physics, AP Physics, AP Biology, Pre-medical Science, Advanced Pre-Medical Research Techniques, and Astronomy. As a Principal, she continues to teach math and science.

Originally from the Catskill Mts of New York state, Ms. Sandoval is a long term resident of New Mexico. She is married to Jerald Snider and has one daughter, Maggie.

An avid speaker and prolific writer, Ms. Sandoval actively promotes not only AIMS@UNM, but also a wide variety of educational topics. If you would like Ms. Sandoval to speak to your organization, please email Kathy at ksandoval@aims-unm.org.



2007 Dedication of new AIMS@UNM Building

Albuquerque Mayor Martin Chavez looks on while Principal Kathy Sandoval speaks at a press conference announcing High Tech High's name change to AIMS@ and a \$1.3 million appropriation from the state.



Albuquerque Mayor Martin Chavez announces the Qwest Grant for AIMS@UNM

DOE honors 3 N.M. schools for excellence

- [New Mexico News](#)
- [News](#)

By [Rick Nathanson / Journal Staff Writer](#) | Wed, Sep 25, 2013

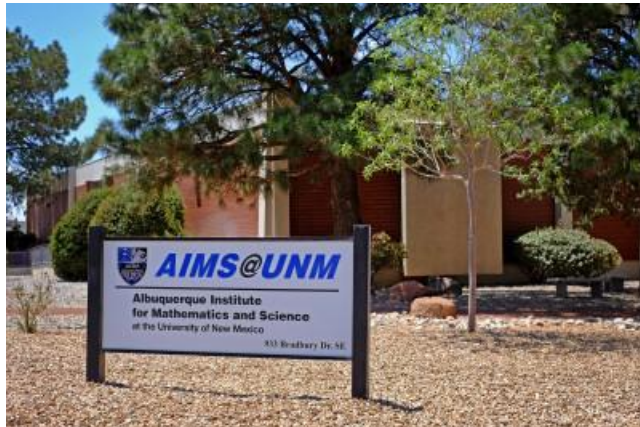
Charter school in Albuquerque is one honoree

Students leave Anthony Elementary School, one of three New Mexico schools named to the 2012-2013 list of Blue Ribbon schools by the U.S. Department of Education.
Journal File

Three schools in New Mexico – Anthony Elementary School in Anthony, Albuquerque Institute for Math and Science at UNM and Holloman Middle School in Alamogordo – have been named to the 2012-2013 list of Blue Ribbon schools by the U.S. Department of Education.

The National Blue Ribbon Schools Program, founded in 1982, recognizes public and private elementary, middle, and high schools at which students demonstrate outstanding performance or show significant academic improvement.

Linda Perez, principal at Anthony Elementary, said she was “floored” upon hearing the news. “For an educator, it’s the biggest dream” and it shows that “language and socioeconomic conditions are no excuse for not learning and not being successful.”



The Albuquerque Institute for Mathematics and Science meets on the UNM campus.
Journal File

She noted that 98 percent of the school’s students are economically disadvantaged, and for 70 percent of them, English is not their primary language.

The teachers at the school, she said, use an individualized approach in which “they look at data and teach the students at the level they need, rather than teaching to the whole class.”

Perez and her staff have fostered a culture in which all students expect and plan to go to college, and everyone is held accountable. Teachers post their photos outside their classroom with details about their degrees and the university from which they graduated, and Perez has posted signs showing the school's standards-based assessment scores in math and reading for the last six years.

A banner hanging in the school's foyer displays the Anthony Elementary motto: "No excuses! We're a College-Bound Campus!"

At AIMS charter school in Albuquerque, principal Kathy Sandoval said she was "thrilled" with the Blue Ribbon designation.

"It's been a long time coming. When we first started, we were 38 percent proficient in reading and 42 percent proficient in math. We knew we had to do something and buckled down and started a new teacher evaluation system that we implemented in 2009. It just so happens that it's pretty close to the system that the state has recently proposed."

Today, reading proficiency at AIMS is 94 percent and math proficiency is 96 percent.

Every AIMS student must take five advanced placement courses and 32 hours in dual enrollment courses at Central New Mexico Community College or the University of New Mexico.

By the time they graduate, most students have an average of 50 dual enrollment hours, Sandoval said.

AIMS, established seven years ago, was also singled out for other honors earlier this year, Sandoval said.

Based on the rigor of its curriculum, Newsweek ranked it among the top 25 percent of private and public high schools; the Washington Post ranked it 42nd in the nation; and the state Public Education Department ranked AIMS first in the state based on students' scores and proficiencies.

George Straface, superintendent of Alamogordo Public Schools, said the Blue Ribbon award for Holloman Middle School "is an honor for the school, our school district and our community."

Further, he said, it reflects "our students' motivation and dedication to learning, as well as the faculty, staff and principal's guidance and instruction."



HALUALANI
& ASSOCIATES

University of New Mexico's Equity & Inclusion Survey Key Highlights

Halualani & Associates
Dr. Rona T. Halualani,
Managing Principal and Founder



Purpose and Preview

- **Share key findings & highlights from the University of New Mexico's Equity & Inclusion Survey**
- **Recommend next steps & pathways**



UNM's Equity & Inclusion Survey

- **Customized survey regarding campus experiences & diversity at UNM (entire system)**
- **April – August 2013**
- **20 minute web-based survey distributed through our firm**
- **3 survey versions (faculty, staff, students)**
- **Nationally benchmarked items on student survey**



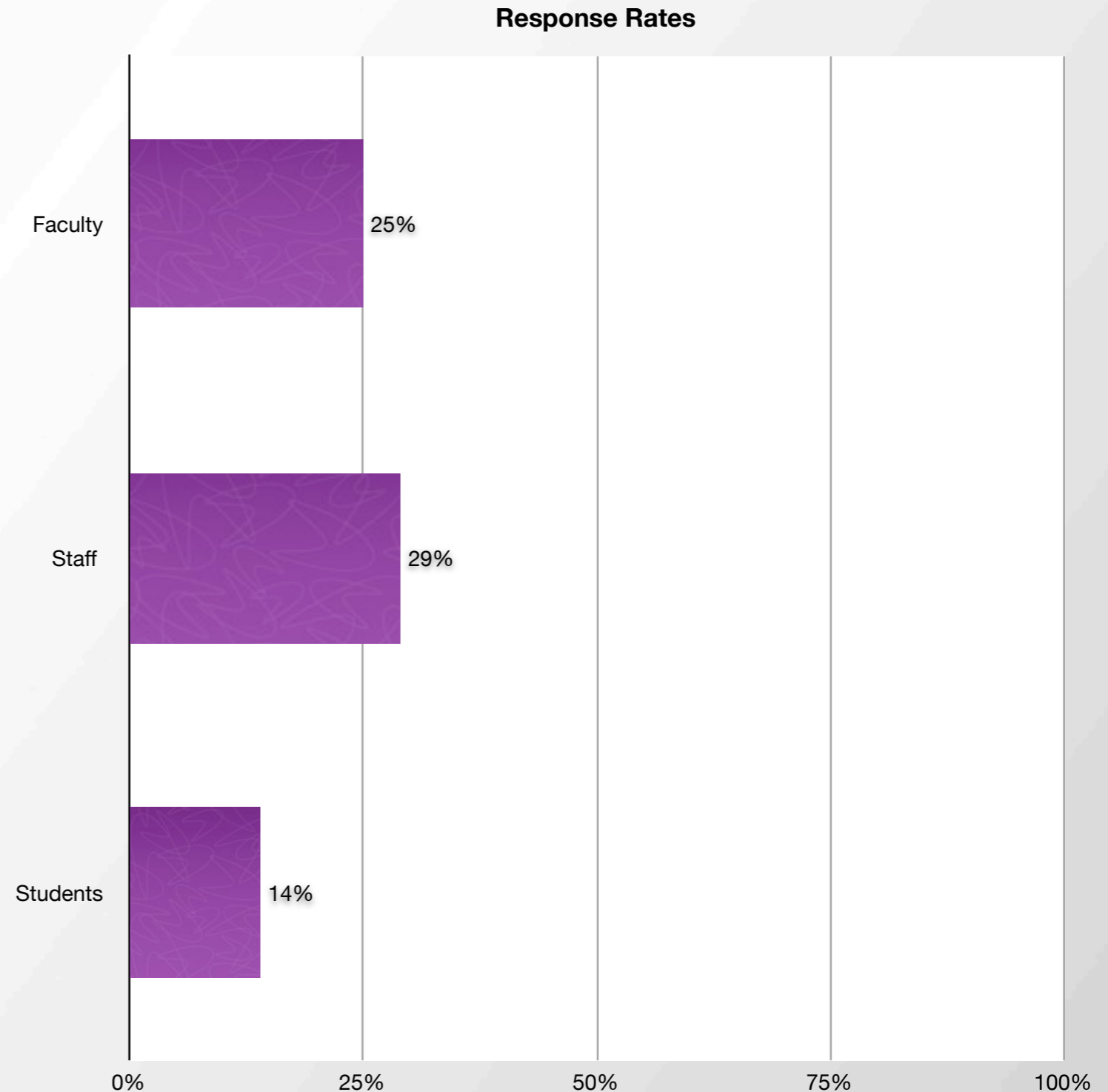
Methodology

- Qualtrics web-based survey
- Statistical analysis via SPSS
- Qualitative analysis via Thematic Domain Analysis, NVIVO, QDA Minder
- Reliability scores (Cronbach's Alpha) = .78 - .95
- Standard deviation range = .79-1.00



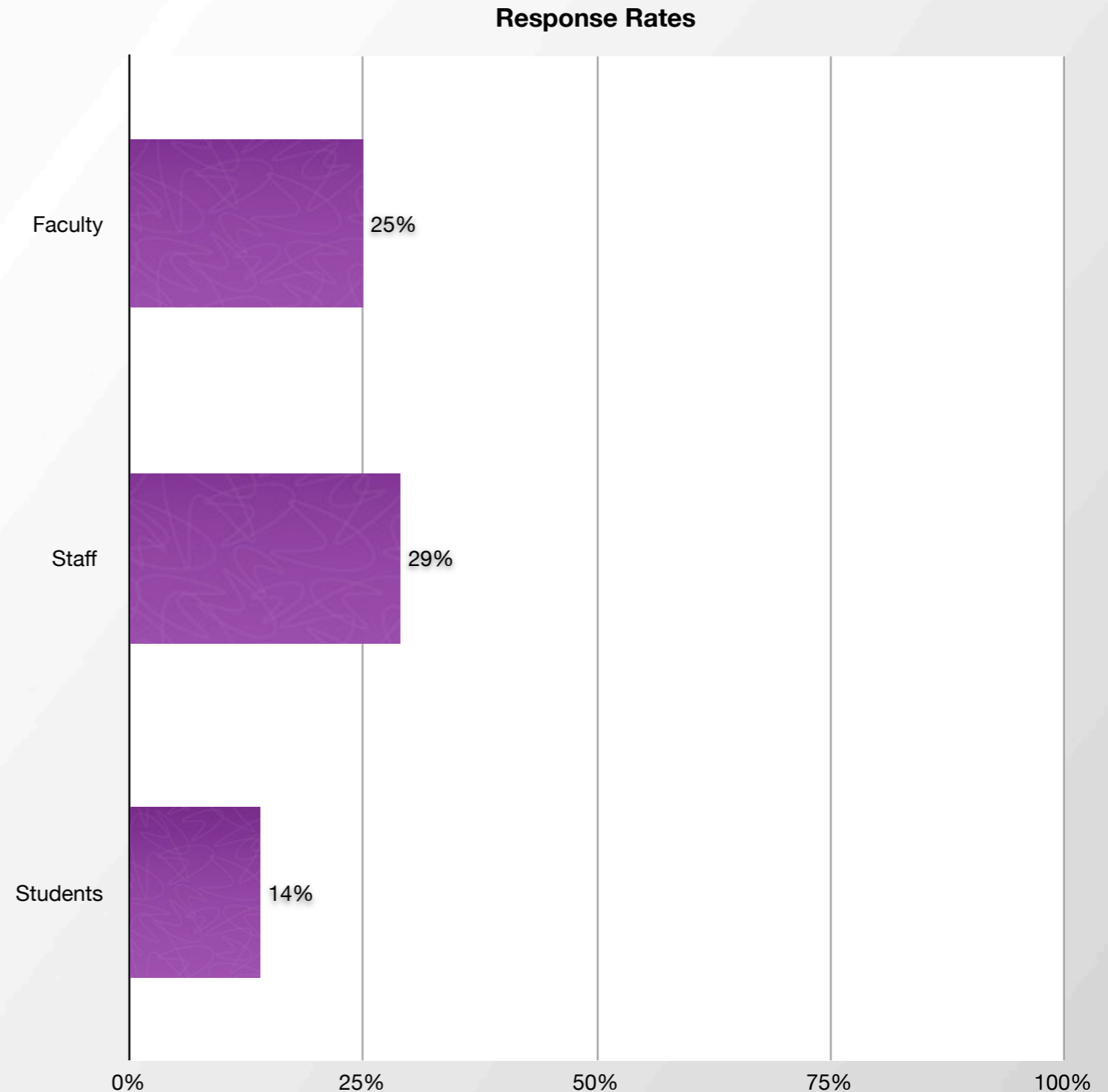
Response Rates

- Faculty – 25%
- 95% Confidence – 3.1% Error in Findings
- ***Strong statistical power in sample size - Only a 1% chance of failing to detect an effect**
- Staff – 29%
- 99% Confidence – 3.1% Error in Findings
- ***Strong statistical power in sample size - 0% chance of failing to detect an effect**



Response Rates

- **Students – 14%**
- **99% Confidence – 1.7% Error in Findings**
- ***Strong statistical power in sample size - 0% chance of failing to detect an effect**

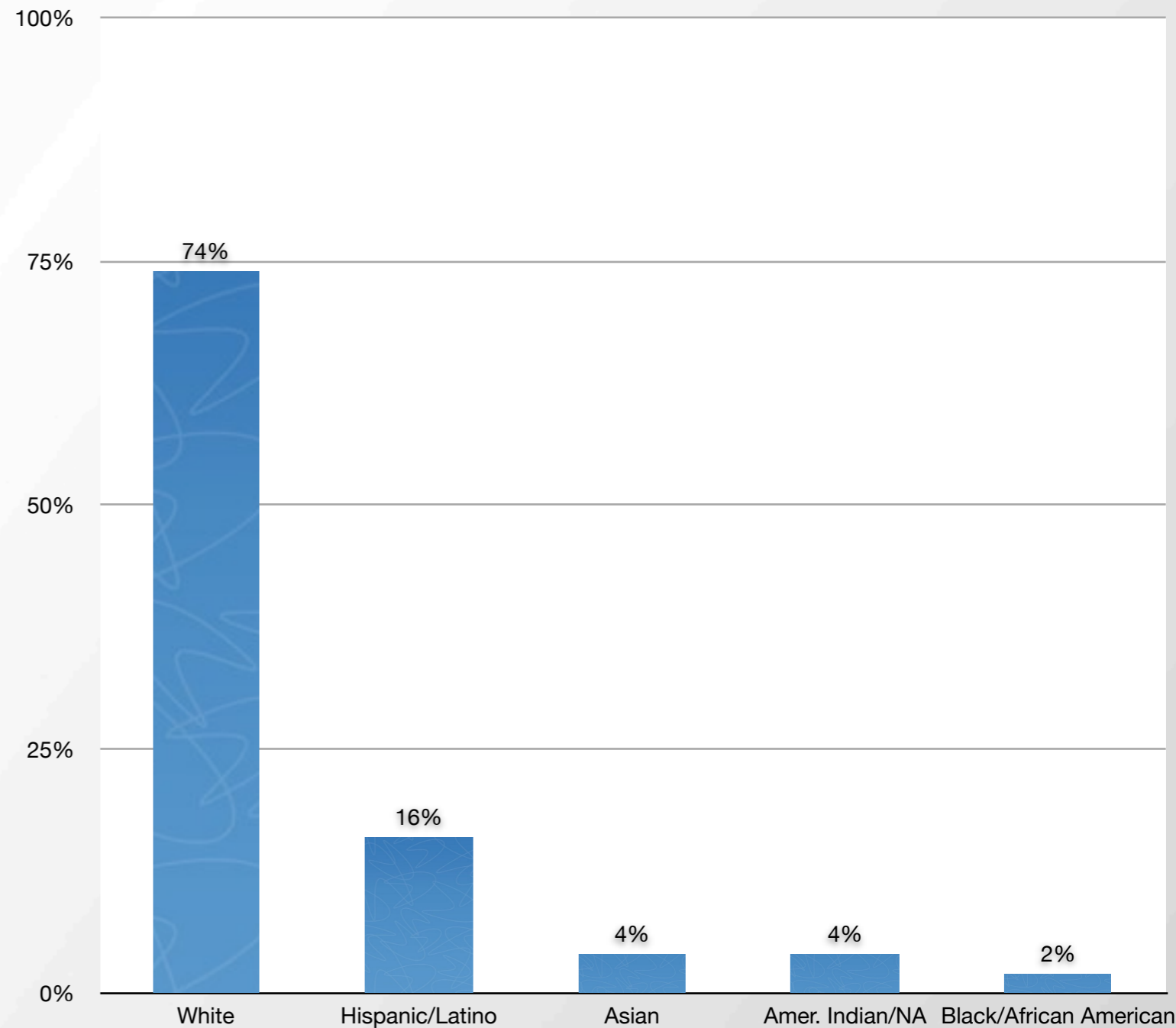




Faculty Demographics

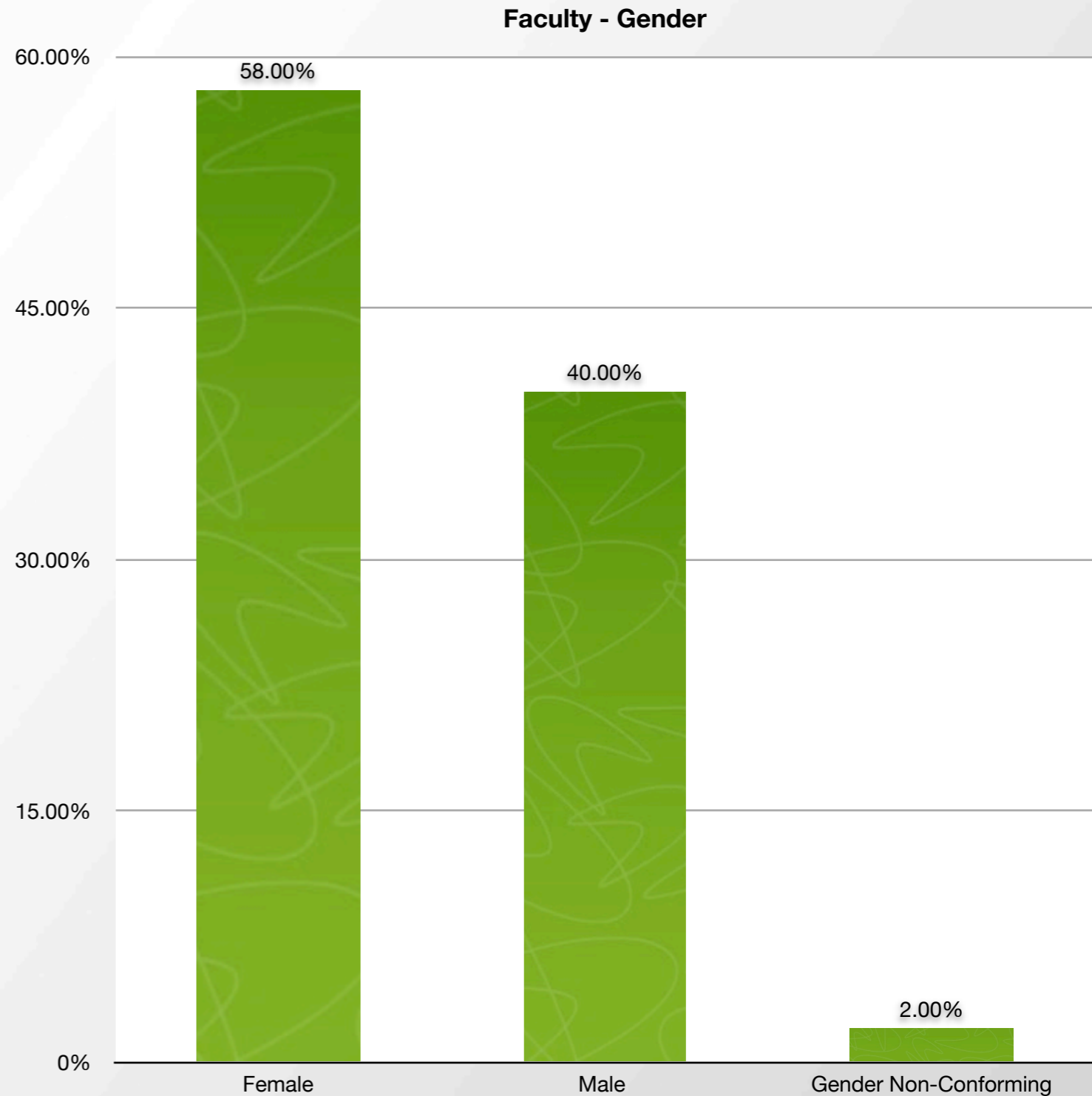
- **Race/Ethnicity:**
- **Reflected more Whites, Hispanics/Latinos, Blacks/African Americans, American Indians/Native Americans and Asians than the 2012 Percentages in the UNM Fact Book, 2012-13**

Faculty - Race/Ethnicity



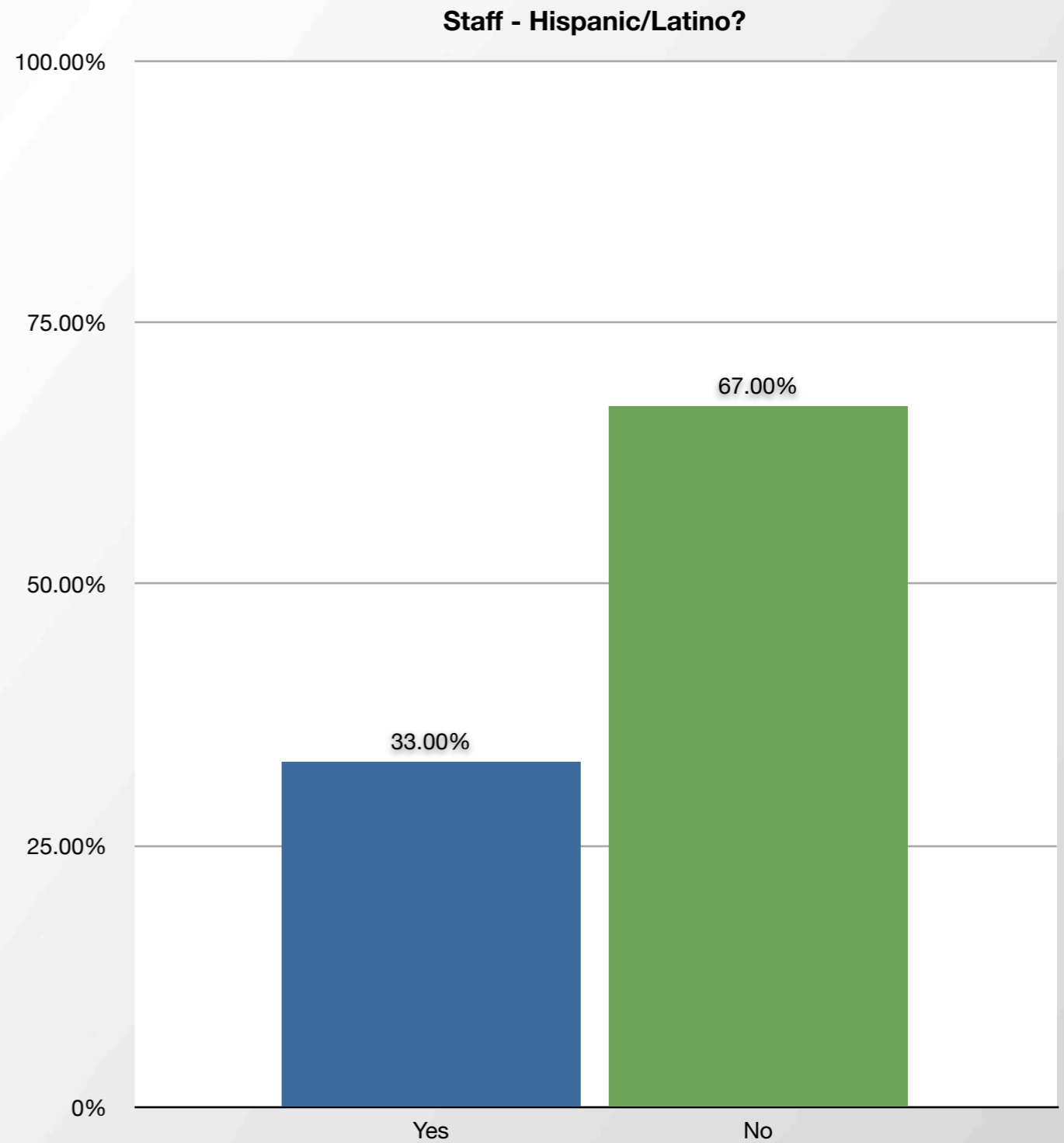
Faculty Demographics

- **Gender:**
- **Reflected more females than the 2012 Percentages in the UNM Fact Book, 2012-13**



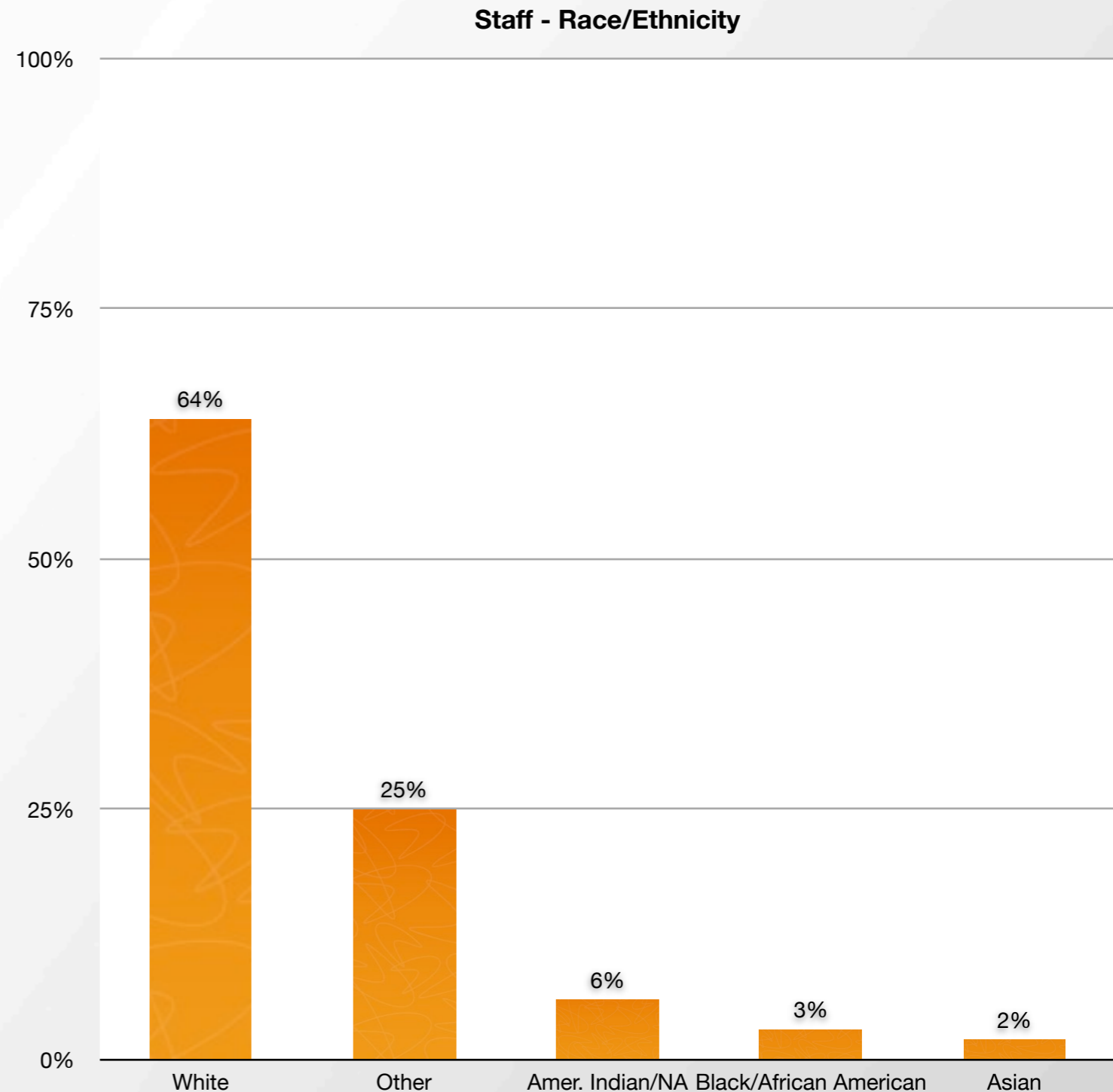
Staff Demographics

- **Hispanic/Latino:**
- **Yes – 33%**
- **No – 67%**



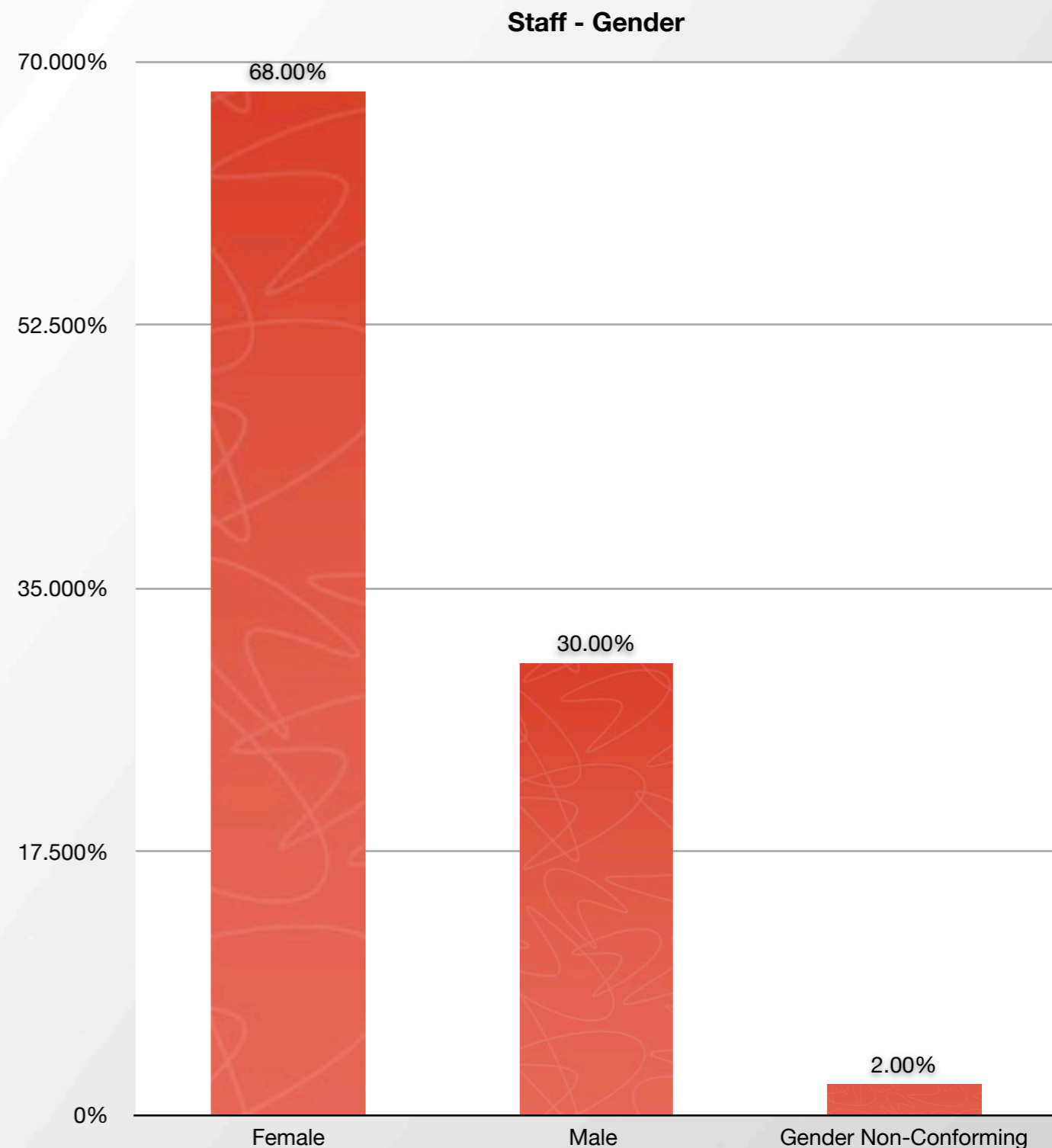
Staff Demographics

- **Race/Ethnicity:**
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Staff Demographics

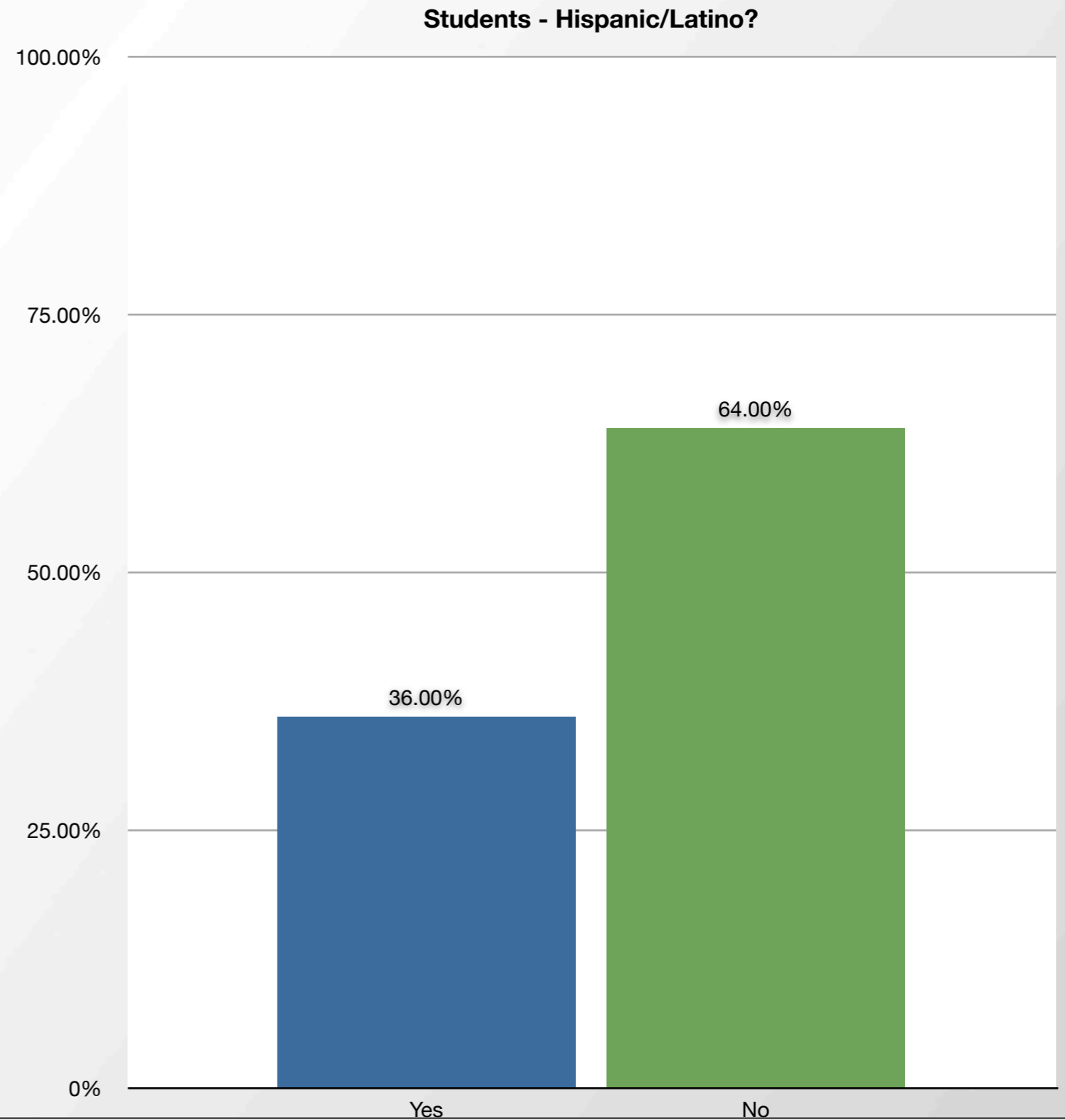
- **Gender:**
- **Reflected close to the 2012 Percentages in the UNM Fact Book, 2012-13**





Student Demographics

- **Hispanic/Latino:**
- **Yes – 36%**
- **No – 64%**

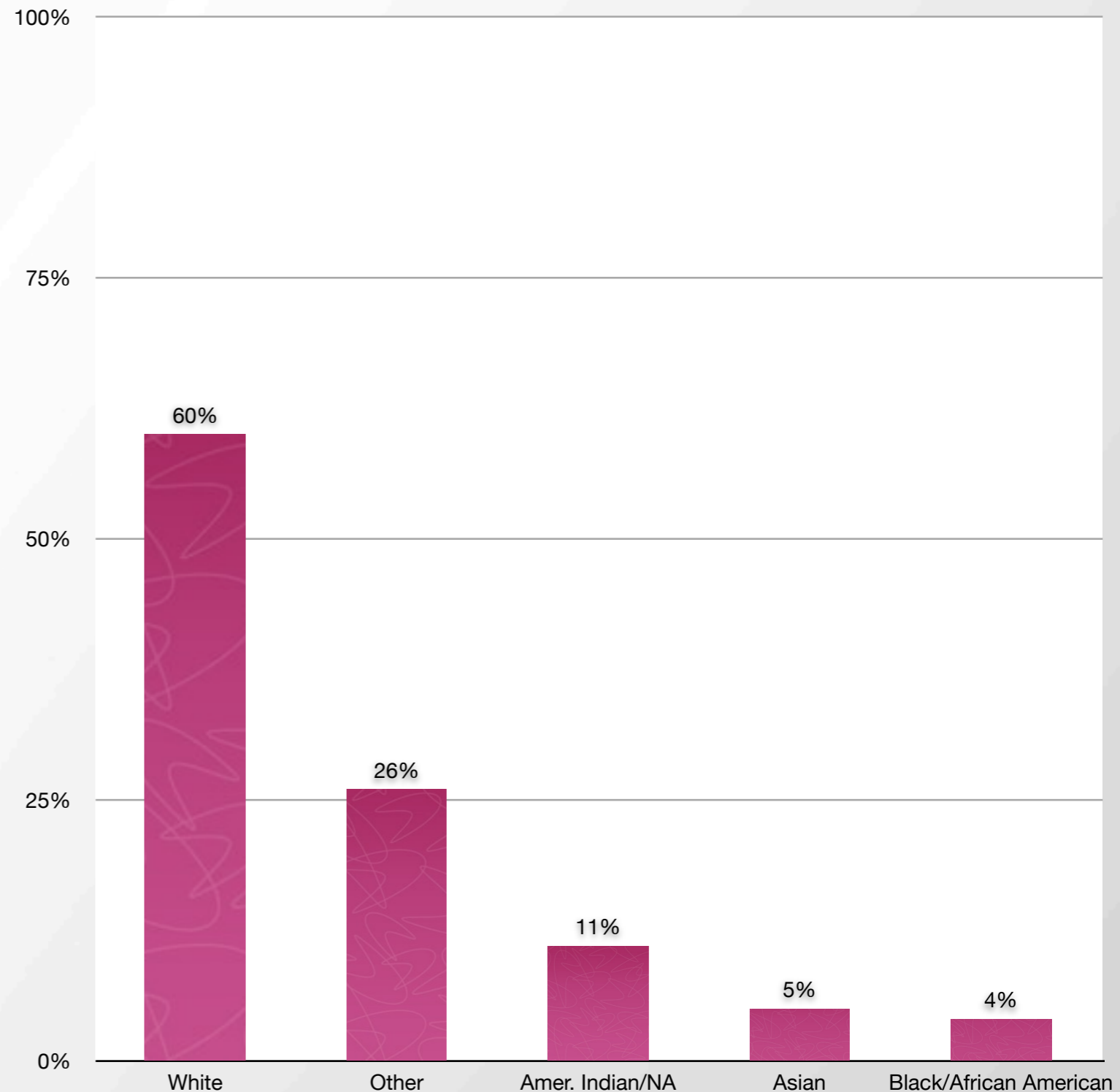




Student Demographics

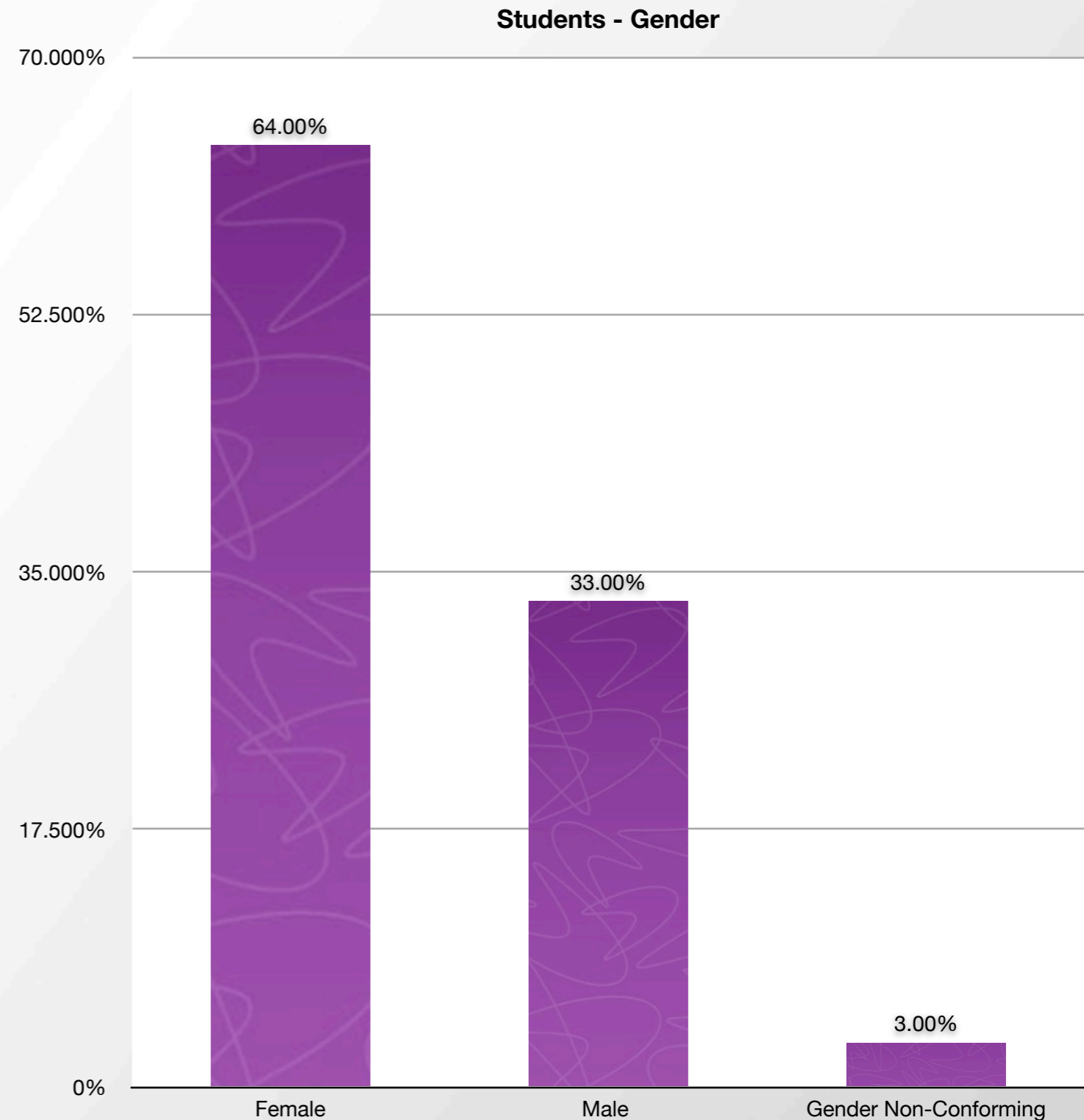
- **Race/Ethnicity:**
- **Reflected more Whites, Hispanics/Latinos, Blacks/African Americans, American Indians/Native Americans and Asians than the 2012 Percentages in the UNM Fact Book, 2012-13**

Students - Race/Ethnicity



Student Demographics

- **Gender:**
- **Reflected more females than the 2012 Percentages in the UNM Fact Book, 2012-13**

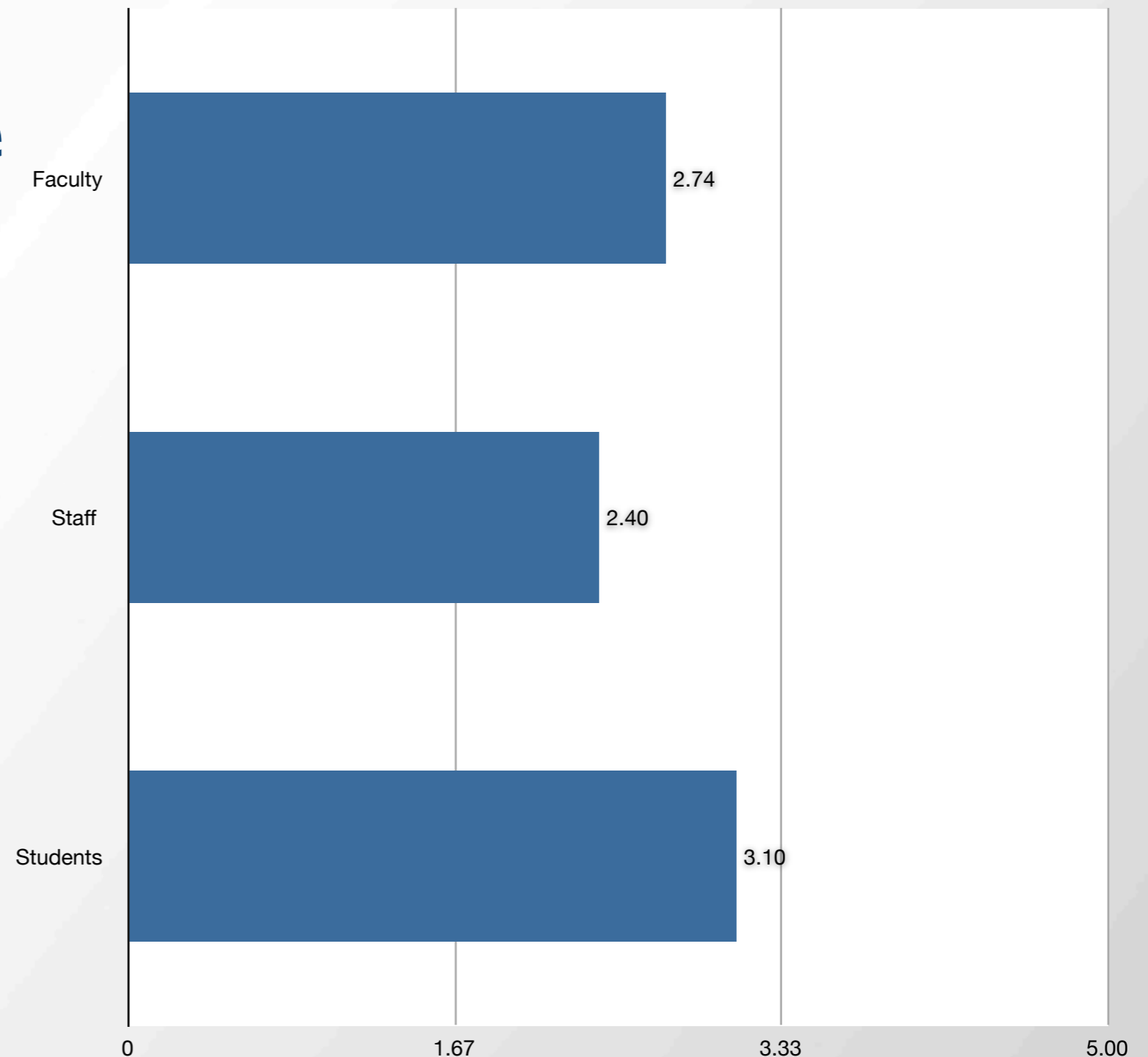




Overall Satisfaction Across Groups

- **Students = Most satisfied with educational experience**
- **Staff = Least satisfied with work experience**
- **Over 2 = Somewhat Satisfied**
- **Over 3 = Satisfied**

Overall Satisfaction - Across All Groups

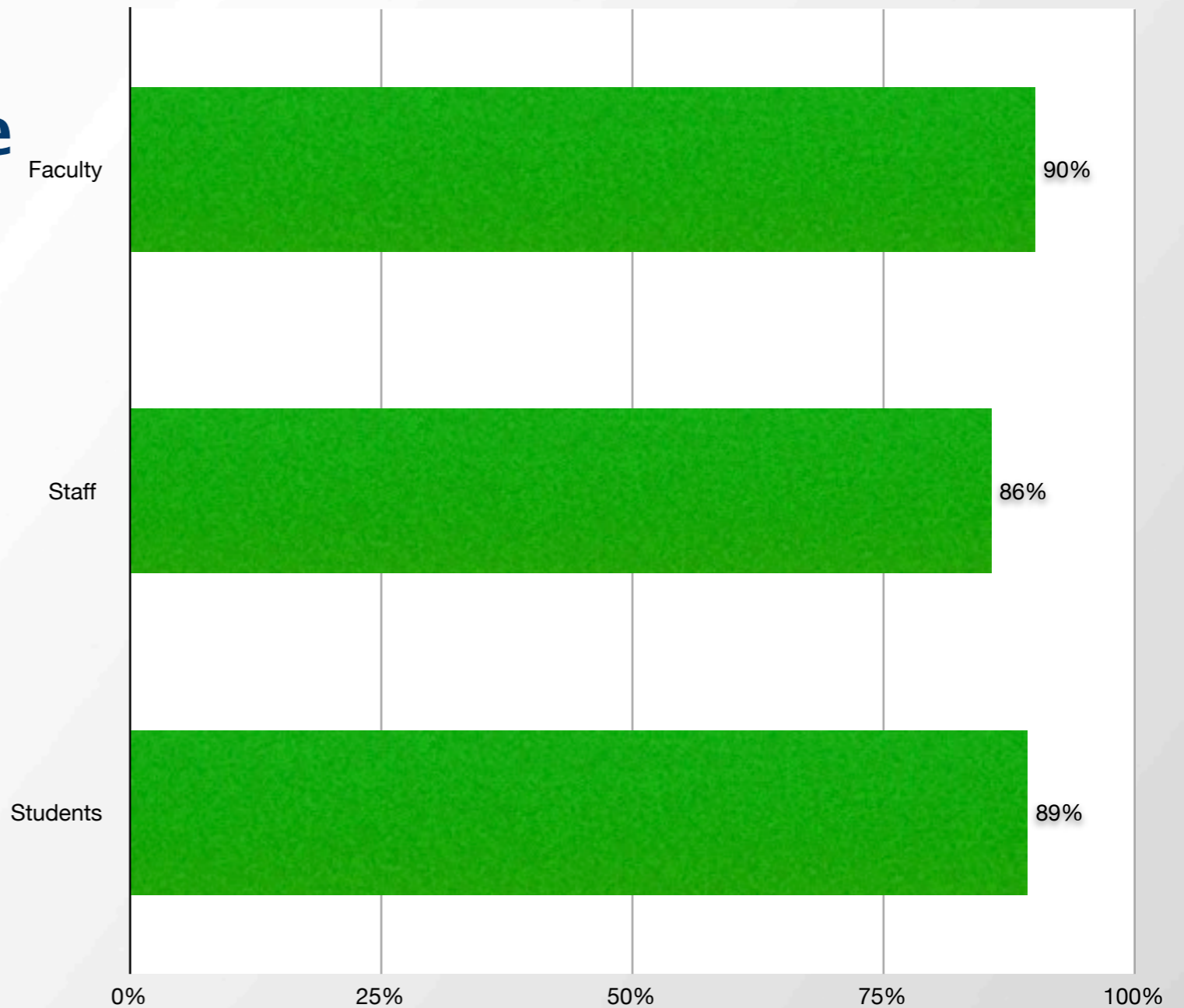




Overall Satisfaction Across Groups

- **Students = Most satisfied with educational experience**
- **Staff = Least satisfied with work experience**
- **Satisfied to Very Satisfied**

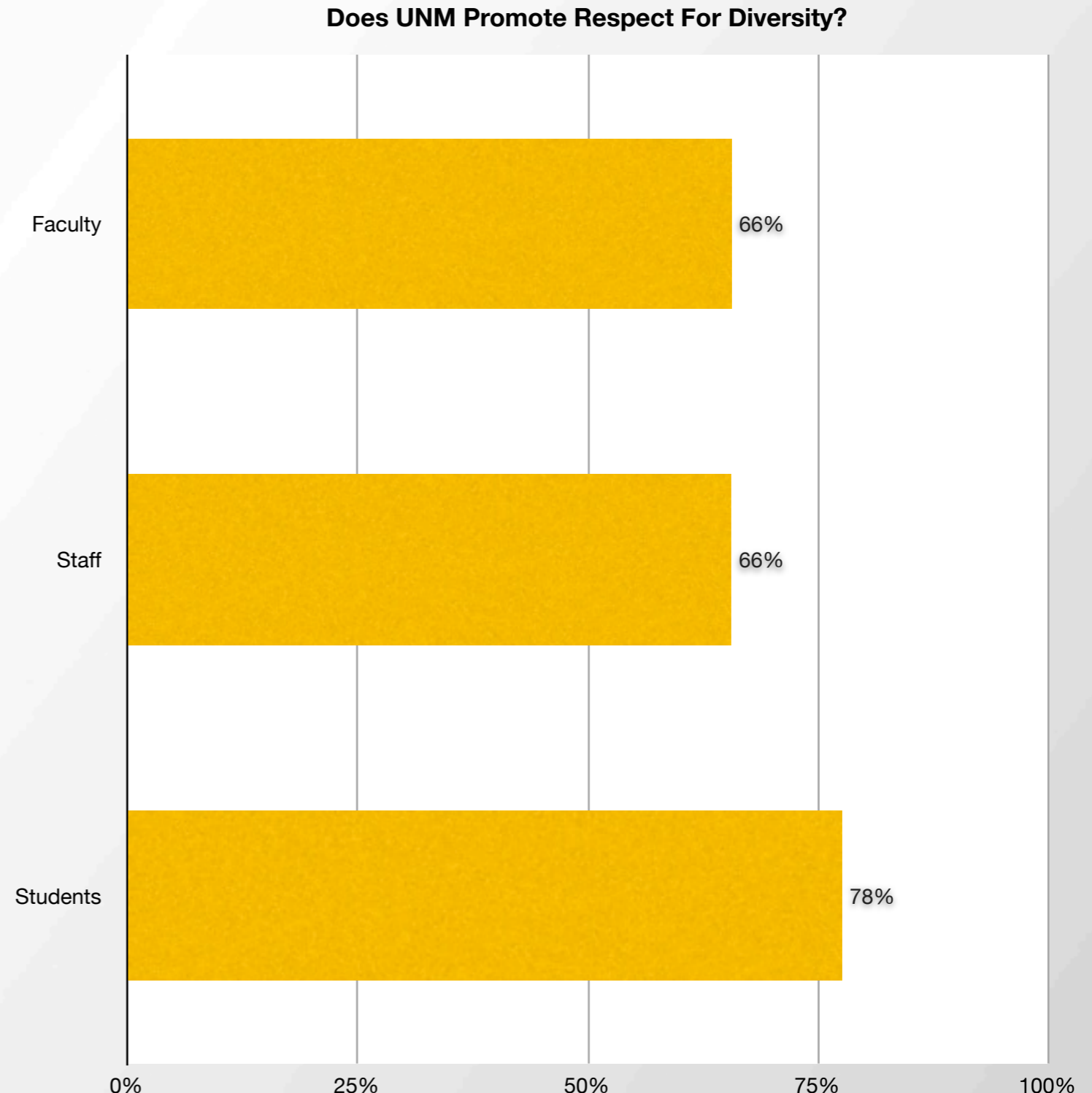
Overall Satisfaction - Across All Groups





Does UNM Promote Respect For Diversity?

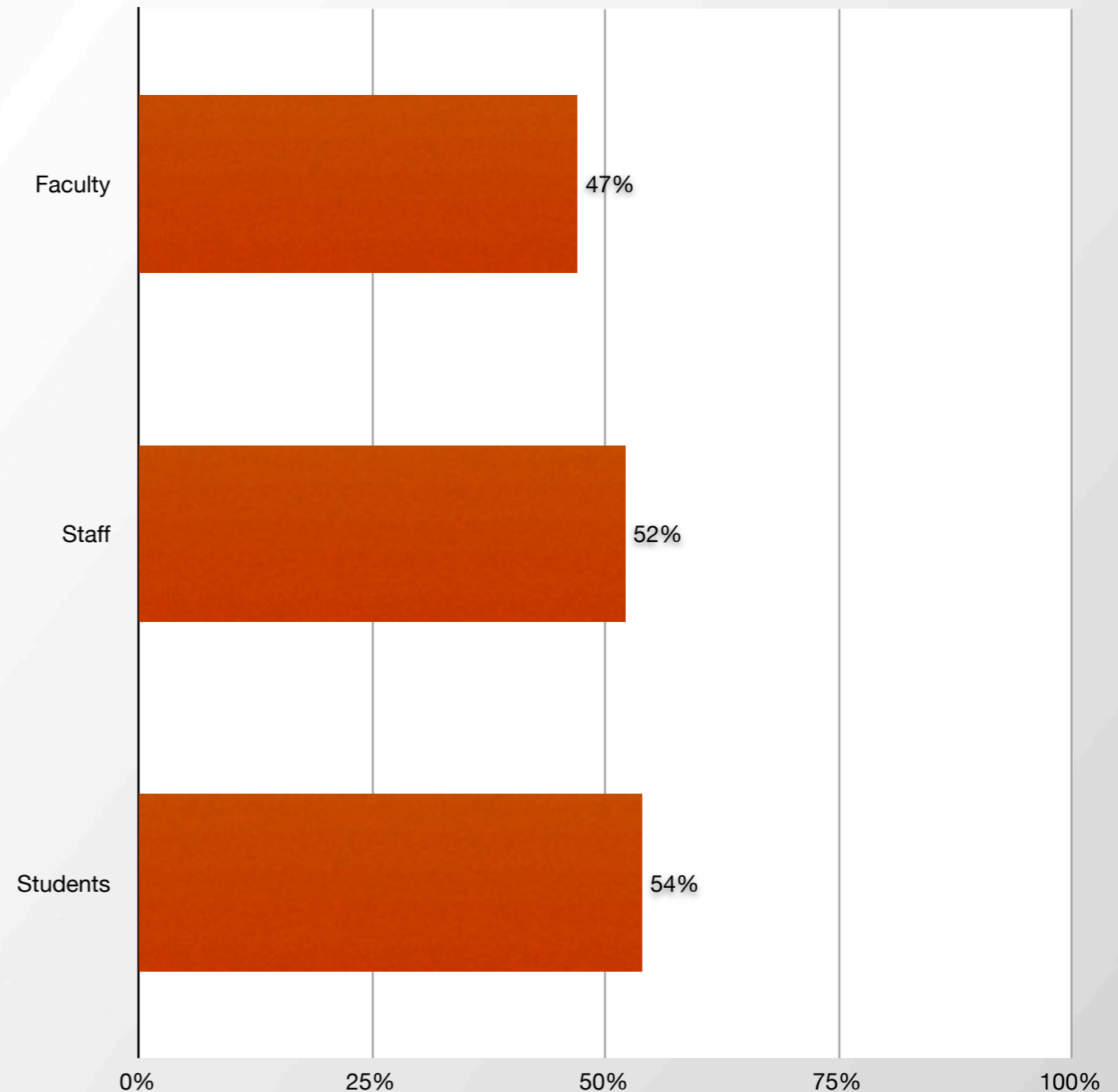
- The majority of all groups reported that UNM promoted respect for diversity.
- Those who did NOT see UNM as doing this:
 - Females
 - Females of color
 - Males of color
 - Employees who had been at UNM 6–10 years



Does UNM Demonstrate That It Values Diversity Through Its Actions?

- About half of all groups reported that UNM demonstrated that it values diversity through its actions
- Those who did NOT see UNM as doing this:
 - Females
 - Females of color
 - Faculty across all ranks
 - Students of color

Does UNM Demonstrate That It Values Diversity Through Its Actions?

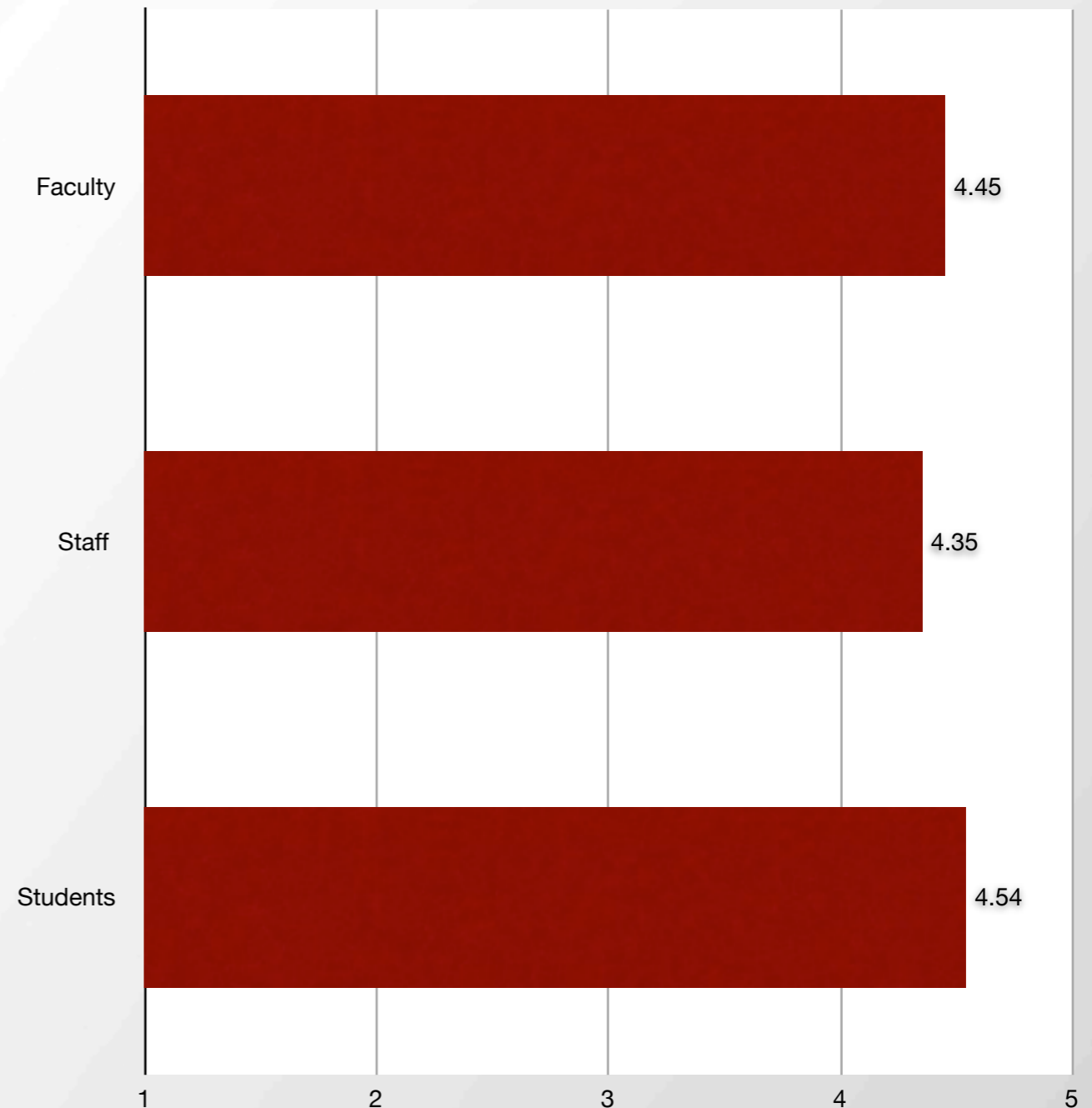




How Important Is It To You To Have a Campus Environment Supportive of Diversity?

- All groups reported that it was important to have a campus environment supportive of diversity.

How Important Is It To You To Have A Campus Environment Supportive of Diversity?

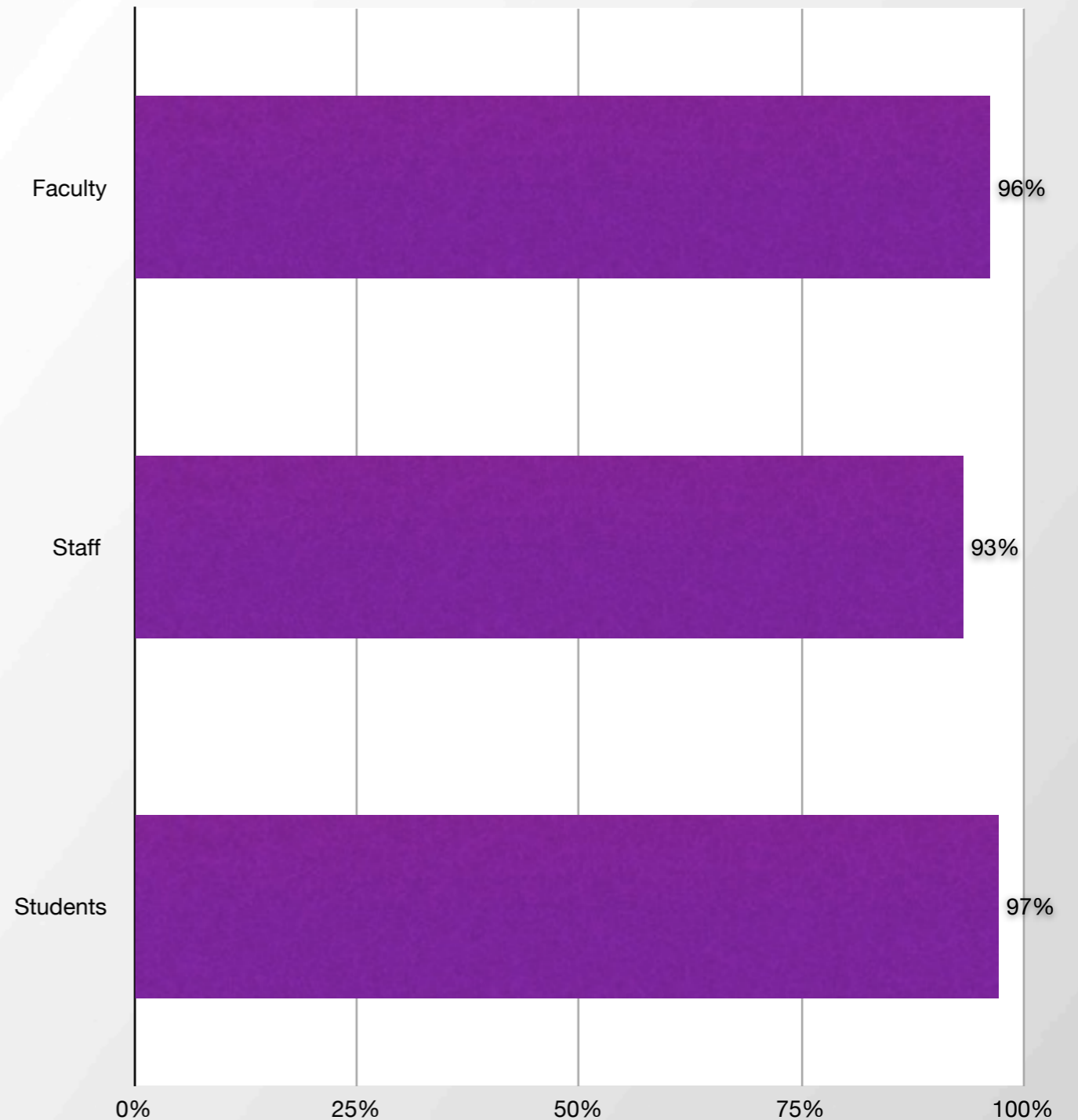




How Important Is It To You To Have a Campus Environment Supportive of Diversity?

- All groups reported that it was important to have a campus environment supportive of diversity.

How Important Is It To You To Have A Campus Environment Supportive of Diversity?

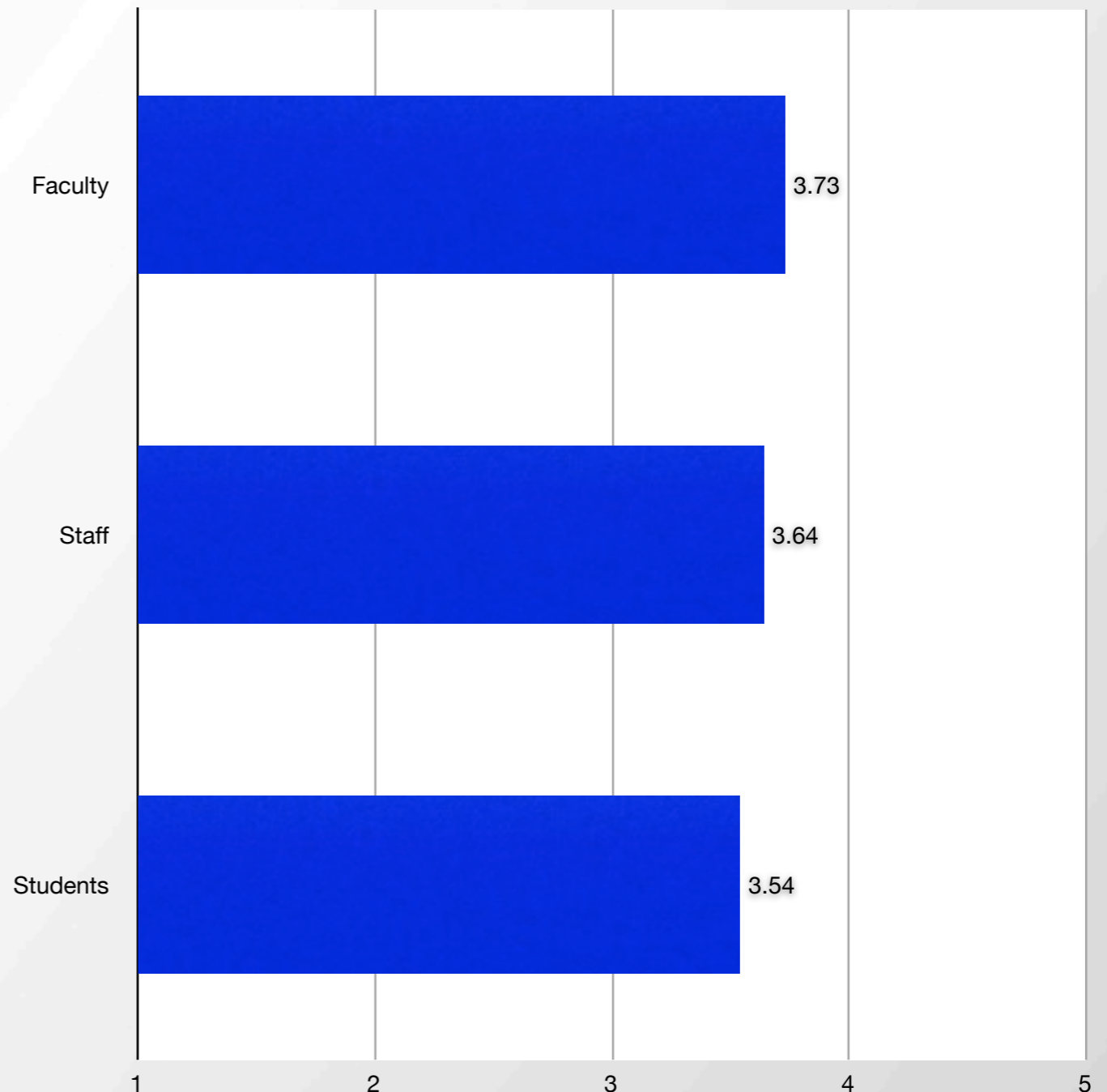




Lack of Understanding of the Differences/Issues That Other R/E Groups Face?

- The majority of all groups reported that there was a lack of understanding of the differences/issues that other racial/ethnic groups face.

Lack of Understanding of the Differences/Issues That Other Racial/Ethnic Groups Face

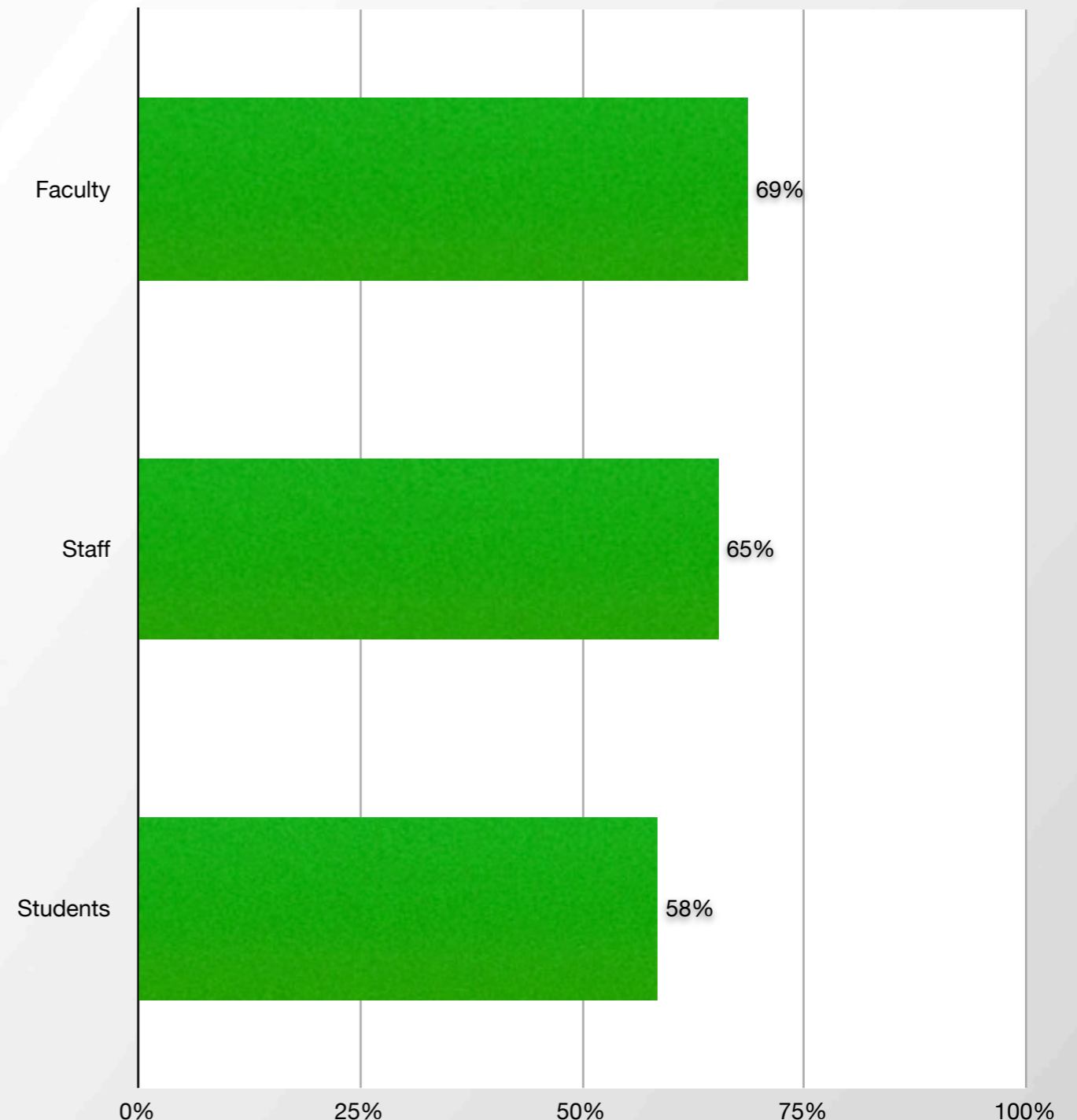




Lack of Understanding of the Differences/Issues That Other R/E Groups Face?

- The majority of all groups reported that there was a lack of understanding of the differences/issues that other racial/ethnic groups face.

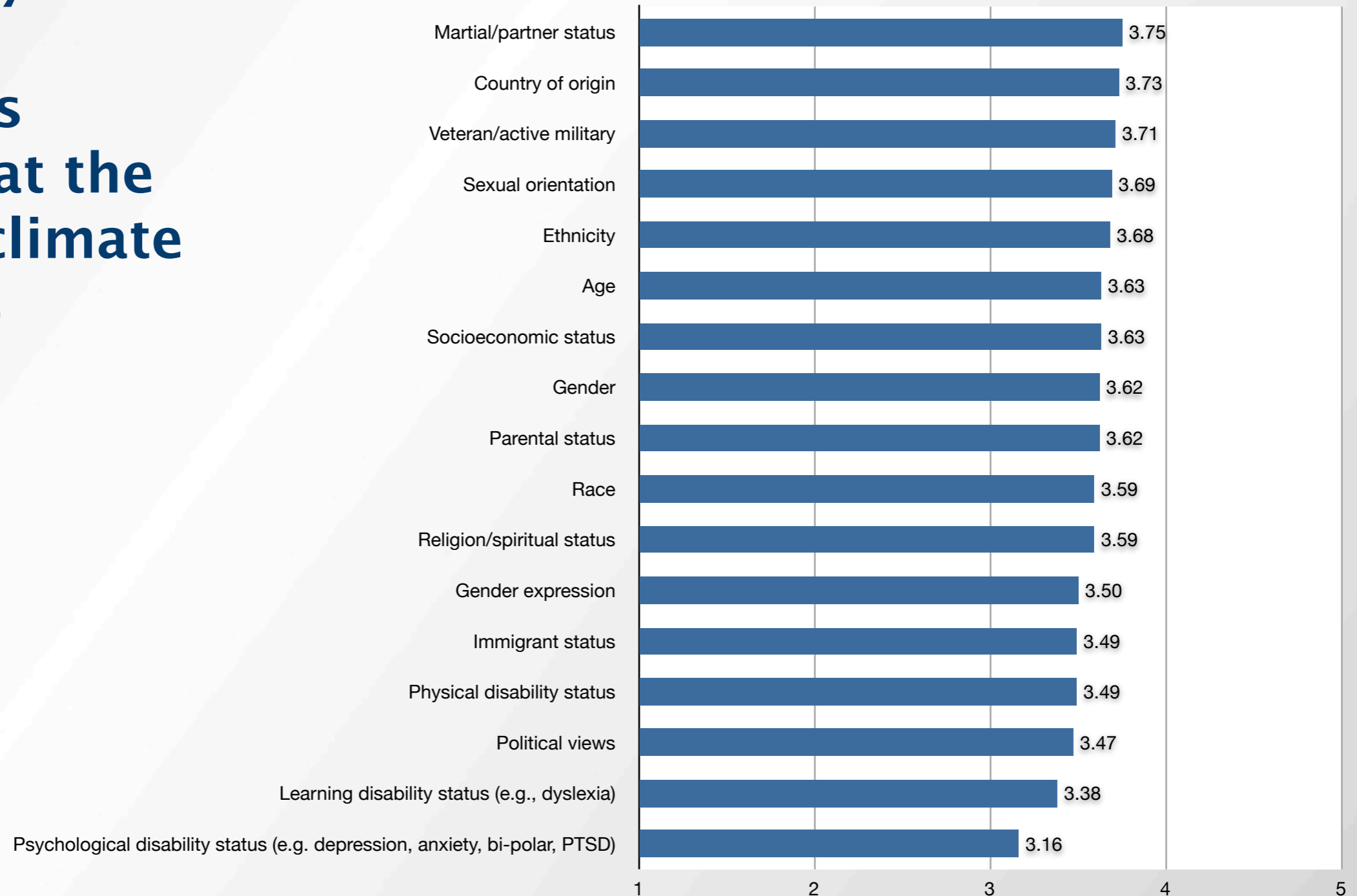
Lack of Understanding of the Differences/Issues That Other Racial/Ethnic Groups Face



Faculty Perceptions of Workplace Climate at UNM

The majority of faculty respondents reported that the workplace climate at UNM was somewhat welcoming.

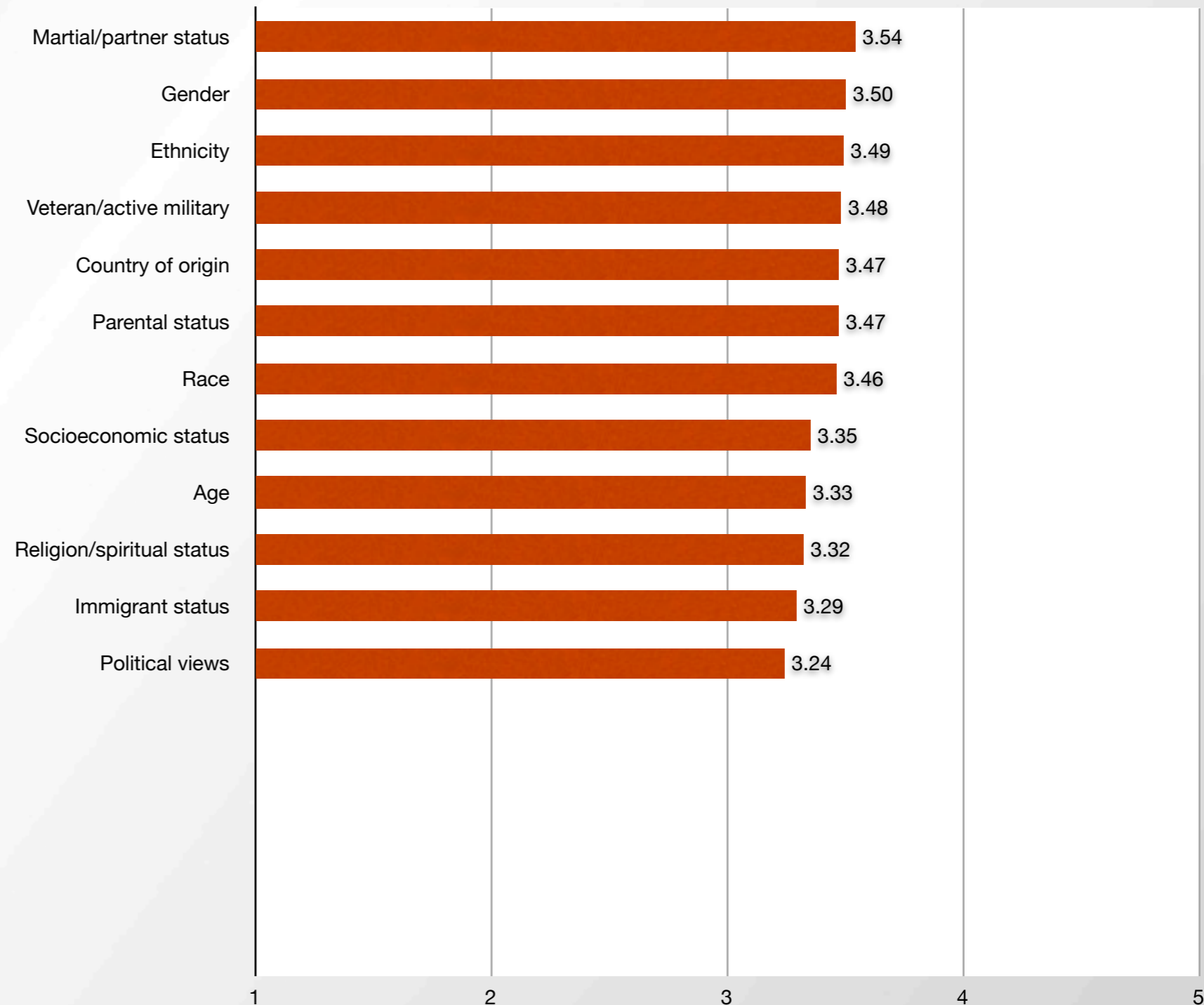
Faculty Perception of How Welcoming the Workplace Climate Is UNM Is For:



Staff Members' Perceptions of Workplace Climate at UNM

The majority of staff respondents reported that the workplace climate at UNM was somewhat welcoming.

Staff Perception of How Welcoming the Workplace Climate at UNM Is For:

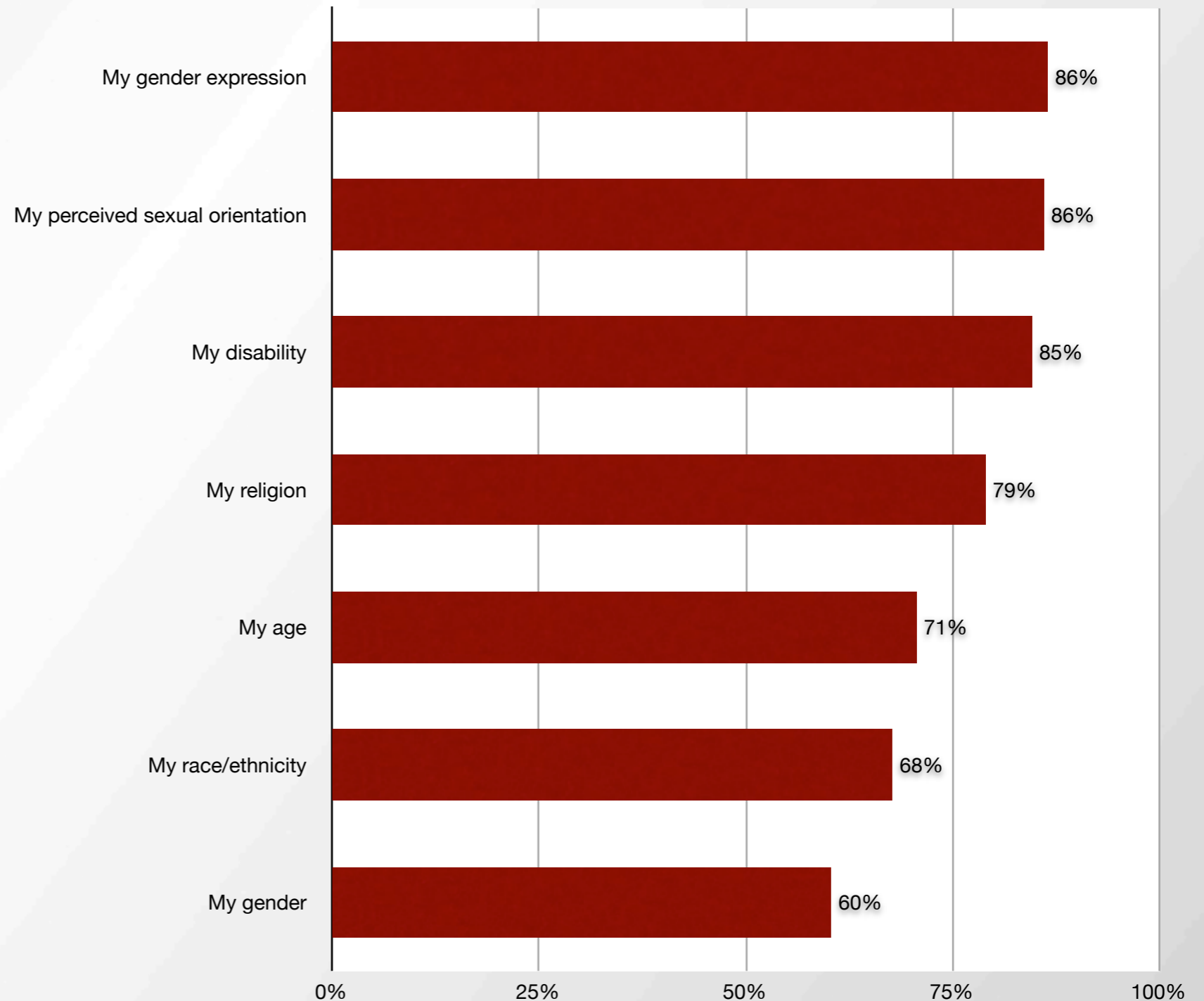


Faculty - Have NOT experienced discrimination at UNM

The majority of faculty respondents reported that they have not experienced discrimination at UNM based on:

- *Gender expression
- *Sexual orientation
- *Disability

Faculty - Have NOT Experienced Discrimination at UNM Based On:



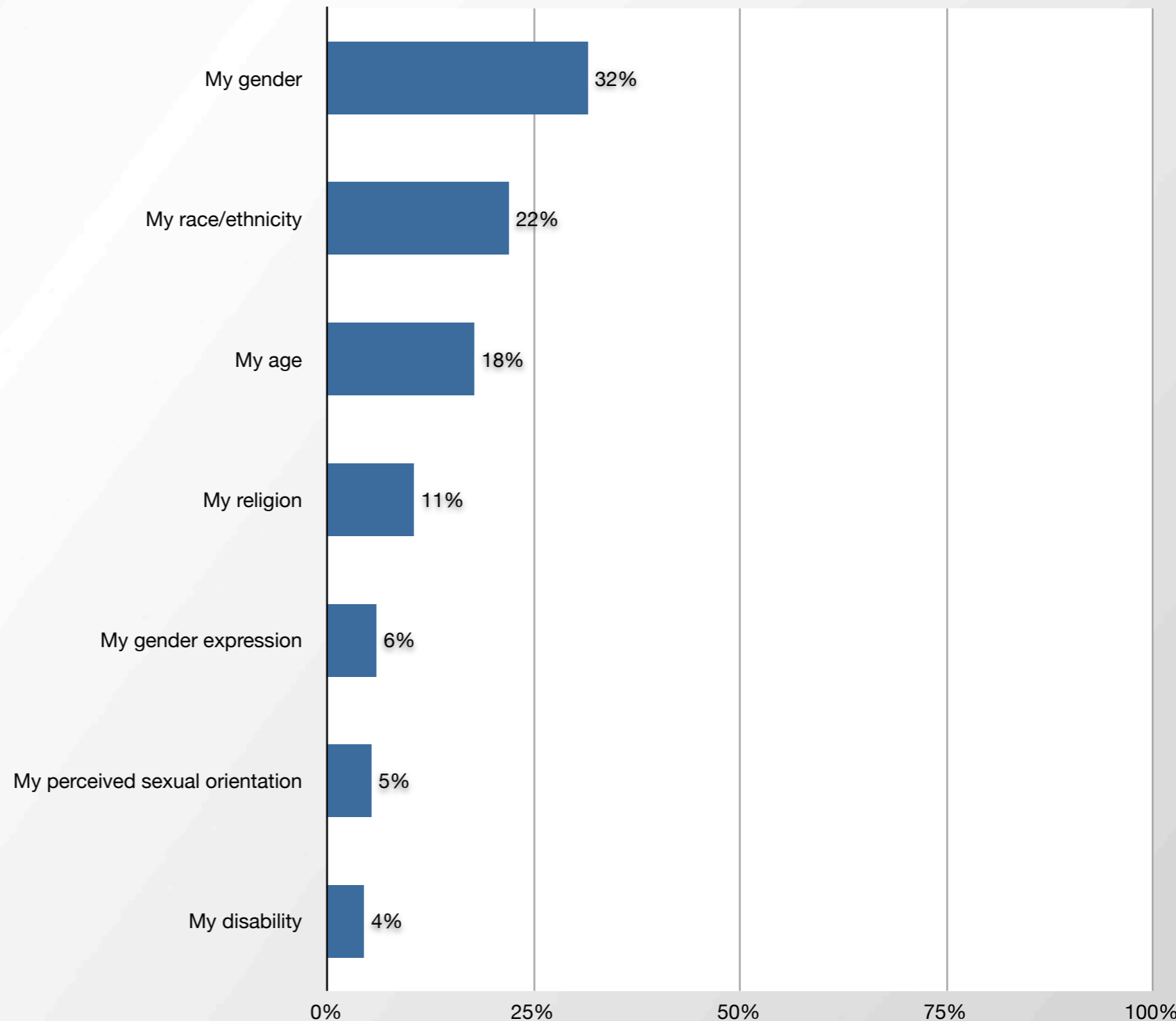
Faculty - Have experienced discrimination at UNM

Those faculty members who have experienced discrimination at UNM, did so based on:

- *Gender
- *Race/ethnicity
- *Age

These were: females, female/males of color, all ranks

Faculty -- Have Experienced Discrimination at UNM Based On:

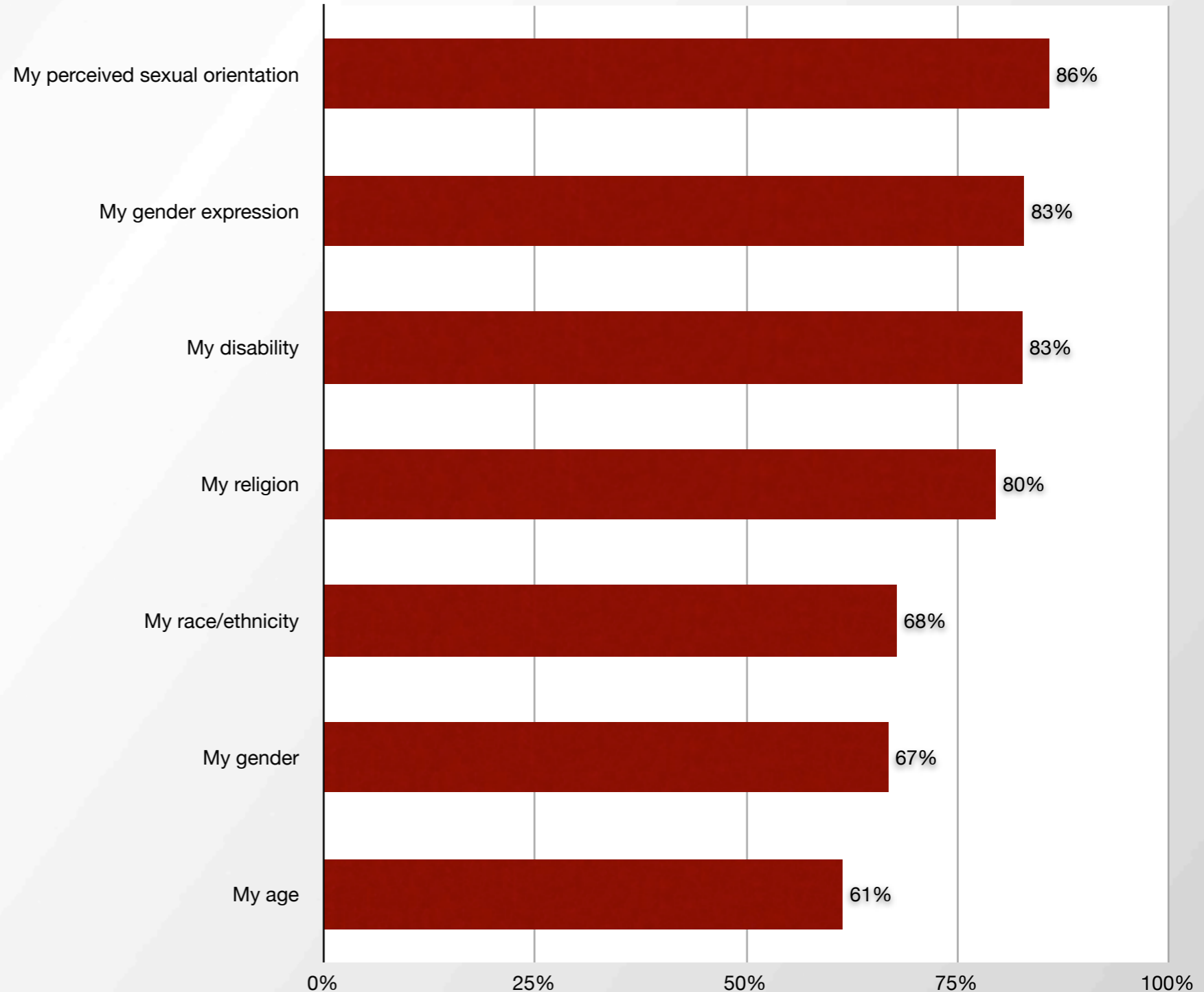


Staff - Have NOT experienced discrimination at UNM

The majority of staff respondents reported that they have not experienced discrimination at UNM based on:

- *Sexual orientation
- *Gender expression
- *Disability

Staff - Have NOT Experienced Discrimination at UNM Based On:



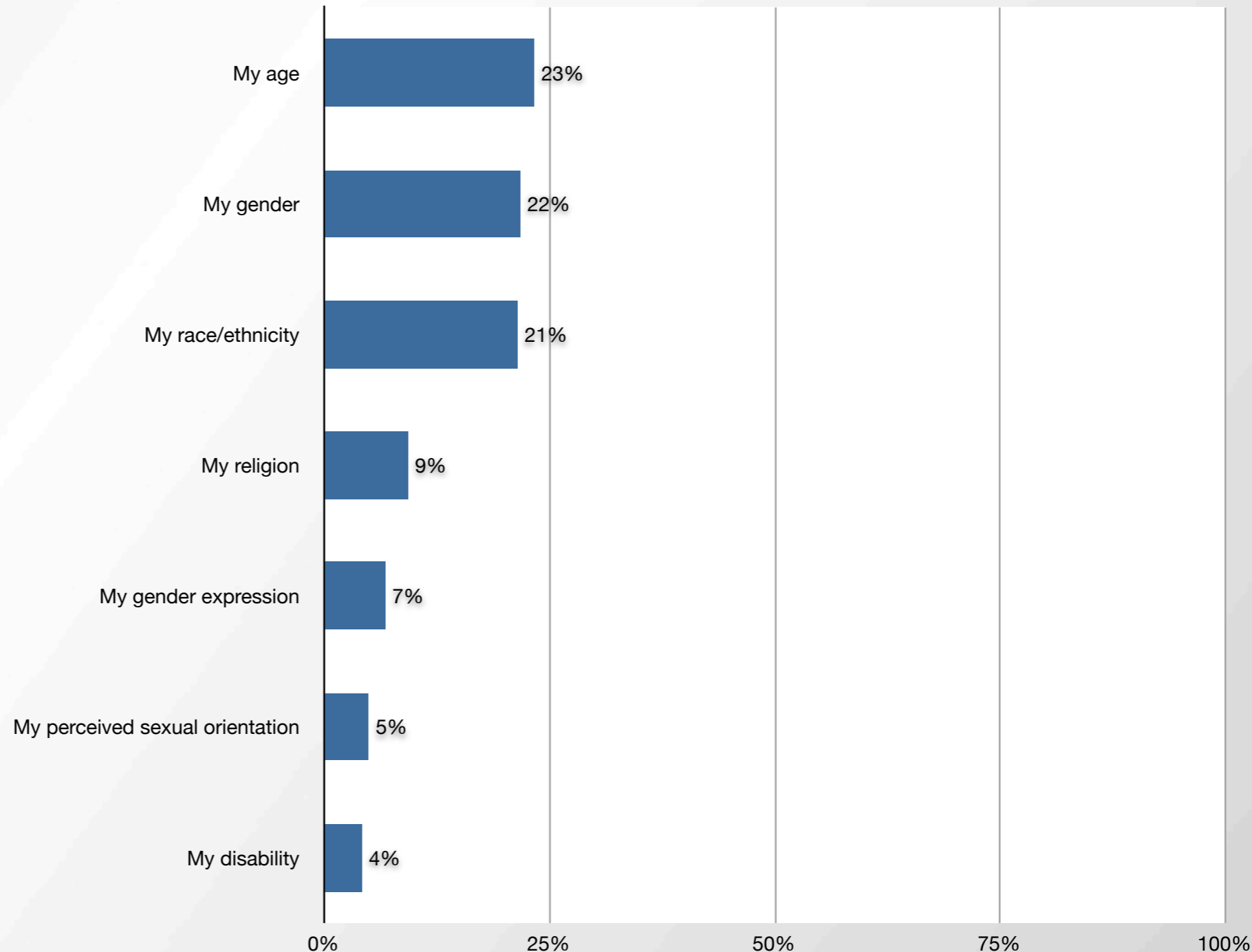
Staff - Have experienced discrimination at UNM

Those staff members who have experienced discrimination at UNM, did so based on:

- *Age**
- *Gender**
- *Race/ethnicity**

These were: females, males, female/males of color, employees of 6-10 years

Staff -- Have Experienced Discrimination at UNM Based On:

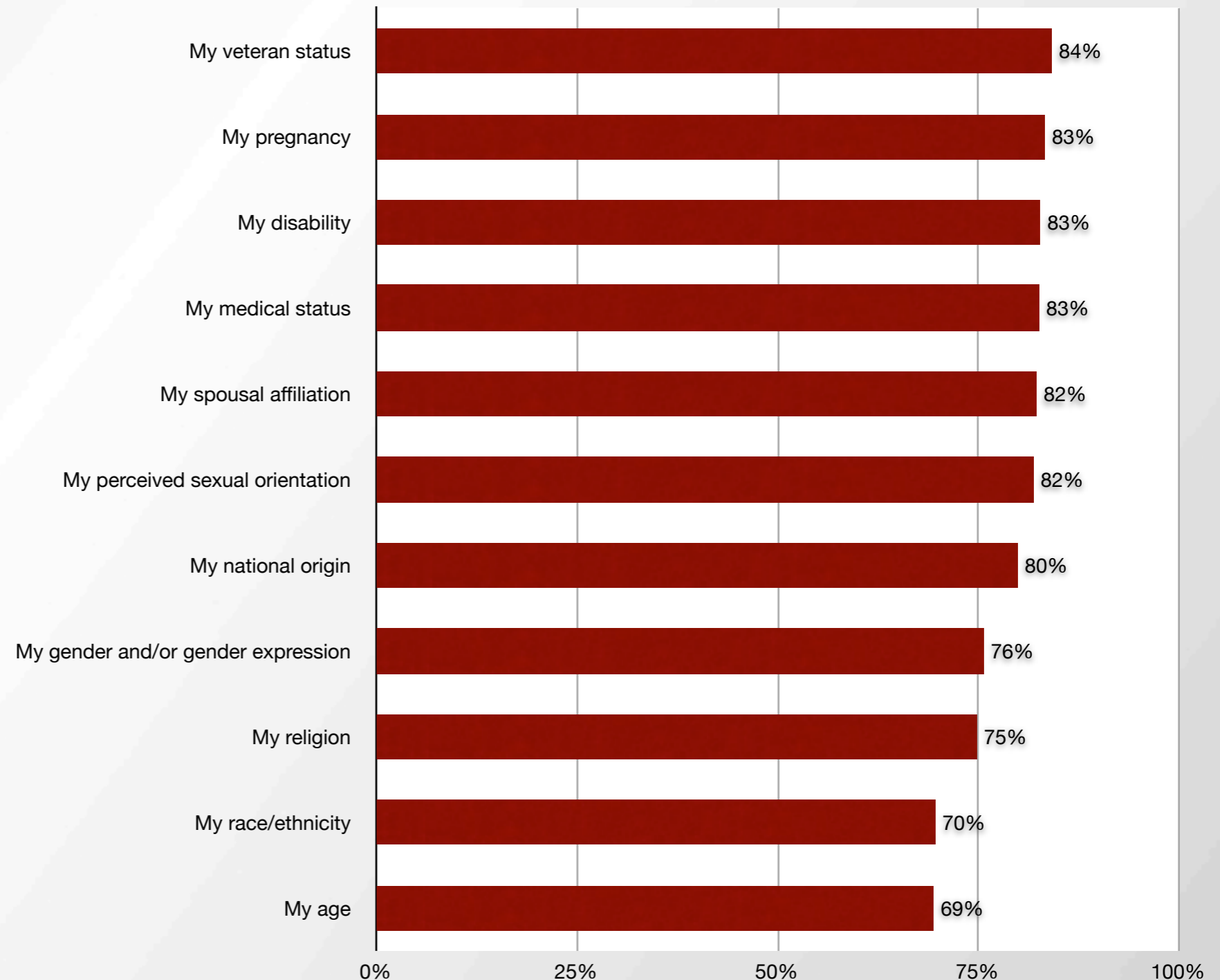


Students - Have NOT experienced discrimination at UNM

The majority of students respondents reported that they have not experienced discrimination at UNM based on:

- *Veteran status
- *Pregnancy
- *Disability
- *Medical status
- *Spousal affiliation
- *Sexual orientation
- *National origin

Students - Have NOT Experienced Discrimination at UNM Based On:



Students - Have experienced discrimination at UNM

Those students who have experienced discrimination at UNM, did so based on:

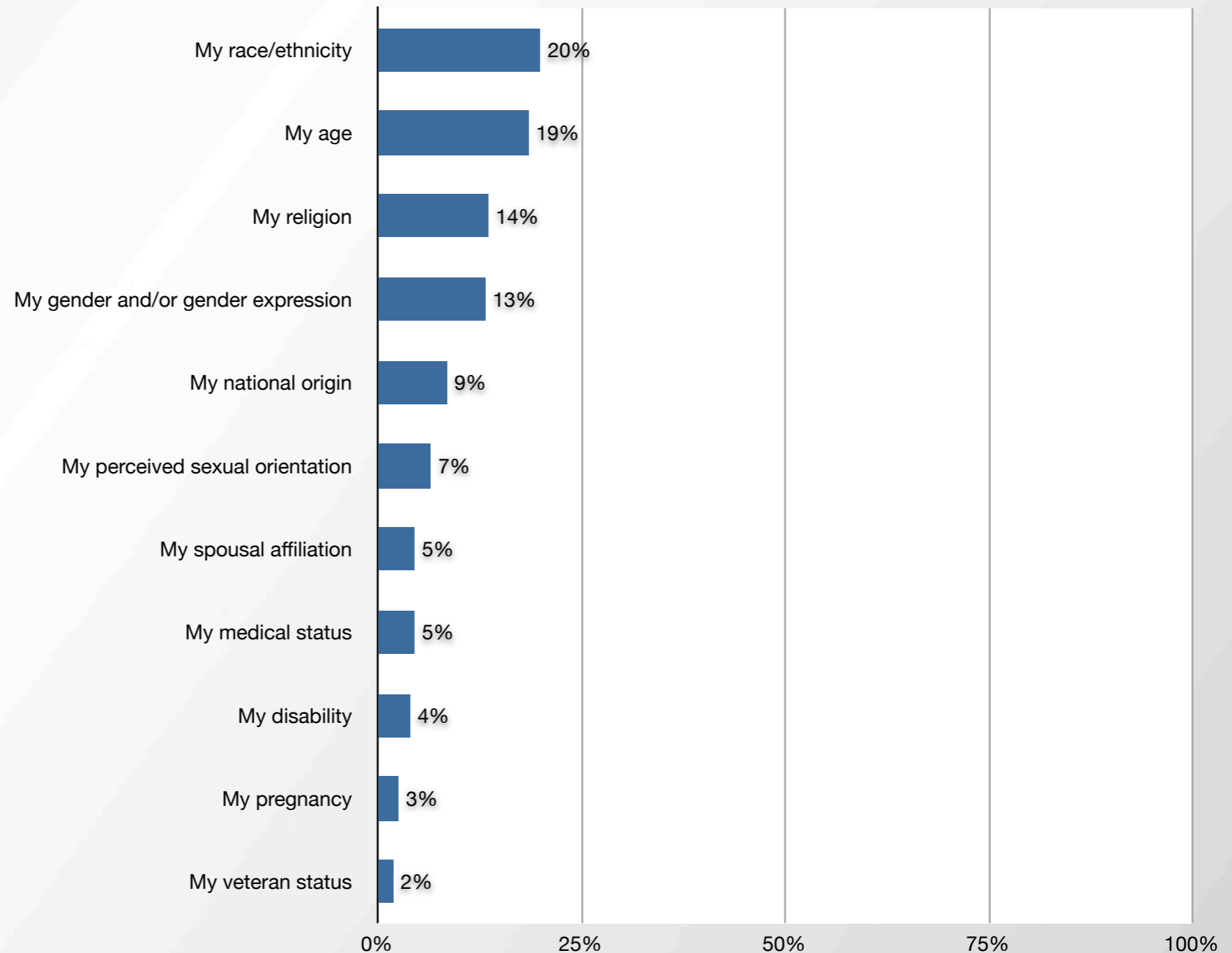
*Race/ethnicity

*Age

*Religion

These were: female/males of color, undergraduates, first generation college students

Students -- Have Experienced Discrimination at UNM Based On:





Recommendations For the Future

- **Identify concrete actions for specific gaps/needs (training, development funds for diverse faculty/staff recruitment/retention, diversity curricular development)**
- **Review the status of institutional actions with regard to diversity and inclusion**
- **Pursue follow-up research (focus groups) with females, females/males of color across faculty, staff, and students**
- **Provide more campus engagement, analysis, and discussion around the concepts of race, socioeconomic class, gender, disability, and sexual orientation**

Recommendations For the Future

- **Connect the Office of Equity & Inclusion to specific academic outcomes, initiatives, and goals**
- **Communicate planned actions in relation to the survey findings; report back on the progress of those actions**



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& ASSOCIATES

Questions?



2012-2013 Diverse Learning Environments Survey
Intergroup Relations Module
All Respondents

DLE Benchmarked Results - Aggregate	UNM Results
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ALL	ALL
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*Please note that the middle (Neither * nor *) or "None" options are not included in the data below.

*Comparison Institutions: Alabama A & M University, California State University-Fresno, Indiana University-South Bend, Texas A & M University at Galveston, University of Illinois at Chicago, Indiana State University, University of Minnesota-Twin Cities, University of Mississippi Main Campus, Rutgers University-Newark

All Respondents	9,306	4,655	
Please indicate the extent to which you agree or disagree with each of the following statements:			
It is hard to listen to points of view that challenge my values			
Strongly agree	3.6%	2.5%	
Agree	21.7%	14.4%	
Disagree	57.3%	46.8%	
Strongly disagree	17.3%	24.2%	
Total (n)	9,302	3709	
Mean	2.12	2.24	
Standard deviation	0.72	1.06	
I have a clear sense of my racial/ethnic background and what it means for me			
Strongly agree	28.3%	29.7%	
Agree	57.2%	45.4%	
Disagree	12.5%	7.5%	
Strongly disagree	1.9%	2.7%	
Total (n)	9,301	3705	
Mean	3.12	3.92	
Standard deviation	0.69	0.99	
I clam up (freeze) when conflict involves strong emotions			
Strongly agree			
	6.8%	4.7%	
Agree	27.1%	19.8%	
Disagree	49.7%	40.9%	
Strongly disagree	16.5%	19.0%	
Total (n)	9,302	3703	
Mean	2.24	2.50	
Standard deviation	0.81	1.15	

indicates that the UNM mean is equal to or greater than the benchmarked mean



2012-2013 Diverse Learning Environments Survey
Intergroup Relations Module
All Respondents

DLE Benchmarked Results - Aggregate	UNM Results
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ALL	ALL
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*Please note that the middle (Neither * nor *) or "None" options are not included in the data below.

*Comparison Institutions: Alabama A & M University, California State University-Fresno, Indiana University-South Bend, Texas A & M University at Galveston, University of Illinois at Chicago, Indiana State University, University of Minnesota-Twin Cities, University of Mississippi Main Campus, Rutgers University-Newark

Please indicate the extent to which you agree or disagree with each of the following statements:

I have a lot of pride in my racial/ethnic group and its accomplishments

Strongly agree	21.0%	21.3%
Agree	49.6%	36.7%
Disagree	24.1%	12.3%
Strongly disagree	5.3%	5.9%
Total (n)	9,301	3698
Mean	2.86	3.55
Standard deviation	0.80	1.13

I would rather hear a person's conflicting view than have them remain silent

Strongly agree		
	30.2%	28.7%
Agree	58.4%	50.8%
Disagree	10.2%	4.3%
Strongly disagree	1.2%	2.0%
Total (n)	9,300	3702
Mean	3.18	4.00
Standard deviation	0.65	0.89

I feel a strong attachment toward my own racial/ethnic group

Strongly agree	15.8%	15.1%
Agree	45.1%	29.9%
Disagree	32.9%	23.1%
Strongly disagree	6.1%	8.8%
Total (n)	9,303	3706
Mean	2.71	3.19
Standard deviation	0.80	1.20



2012-2013 Diverse Learning Environments Survey
Intergroup Relations Module
All Respondents

DLE Benchmarked Results - Aggregate	UNM Results
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ALL	ALL
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*Please note that the middle (Neither * nor *) or "None" options are not included in the data below.

*Comparison Institutions: Alabama A & M University, California State University-Fresno, Indiana University-South Bend, Texas A & M University at Galveston, University of Illinois at Chicago, Indiana State University, University of Minnesota-Twin Cities, University of Mississippi Main Campus, Rutgers University-Newark

Please indicate the extent to which you agree or disagree with each of the following statements:

I can help people from different groups use conflict constructively

Strongly agree	15.1%	12.3%
Agree	63.4%	44.3%
Disagree	20.3%	5.7%
Strongly disagree	1.3%	2.0%
Total (n)	9,280	3,704
Mean	2.92	3.59
Standard deviation	0.63	0.85

While at this college: I have spent time trying to learn more about my racial/ethnic identity group

Very often	10.4%	7.9%
Often	14.8%	13.7%
Sometimes	26.4%	27.2%
Seldom	28.5%	27.3%
Never	19.9%	23.7%
Total (n)	9,205	3,691
Mean	2.67	2.55
Standard deviation	1.24	1.2%

While at this college: I have been in situations where I was the only person of my race/ethnic group

Very often	16.3%	13.0%
Often	12.1%	13.7%
Sometimes	20.0%	27.0%
Seldom	26.6%	24.5%
Never	25.0%	21.5%
Total (n)	9,203	3,693



***Comparison Institutions:** Alabama A & M University, California State University-Fresno, Indiana University-South Bend, Texas A & M University at Galveston, University of Illinois at Chicago, Indiana State University, University of Minnesota-Twin Cities, University of Mississippi Main Campus, Rutgers University-Newark

2012-2013 Diverse Learning Environments Survey Intergroup Relations Module All Respondents		
	DLE Benchmarked Results - Aggregate	UNM Results
	ALL	ALL
Mean	2.68	2.72
Standard deviation	1.39	1.3
Please indicate the extent to which you agree or disagree with each of the following statements:		
Students here are willing to talk about equity, injustice, and group differences		
Strongly agree	22.5%	13.3%
Agree	62.3%	50.1%
Disagree	13.4%	7.6%
Strongly disagree	1.8%	3.0%
Total (n)	9,203	3692
Mean	3.05	3.63
Standard deviation	0.66	0.91
When people feel frustrated about racial/ethnic stereotypes applied to their group, I feel some of their frustration too		
Strongly agree	16.1%	15.1%
Agree	60.7%	50.8%
Disagree	20.6%	10.2%
Strongly disagree	2.6%	3.8%
Total (n)	9,201	3695
Mean	2.90	3.63
Standard deviation	0.68	0.99
Discrimination in the workplace still limits the success of many people of color		
Strongly agree	20.3%	16.6%
Agree	48.0%	36.5%
Disagree	23.9%	14.8%
Strongly disagree	7.8%	7.8%
Total (n)	9,201	3694

*Please note that the middle (Neither * nor *) or "None" options are not included in the data below.



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2012-2013 Diverse Learning Environments Survey Intergroup Relations Module All Respondents		
	DLE Benchmarked Results - Aggregate	UNM Results
	ALL	ALL
Mean	2.81	3.39
Standard deviation	0.85	1.16
Please indicate the extent to which you agree or disagree with the following statements:		
When people feel proud of the accomplishments of someone of their racial/ethnic group, I feel some of their pride as well		
Strongly agree	15.6%	13.0%
Agree	61.3%	48.9%
Disagree	20.1%	9.7%
Strongly disagree	3.0%	3.8%
Total (n)	9,202	3683
Mean	2.89	3.58
Standard deviation	0.68	0.96
Most people of color are no longer discriminated against in this country		
Strongly agree	6.7%	4.4%
Agree	30.8%	15.6%
Disagree	42.9%	35.9%
Strongly disagree	19.6%	25.1%
Total (n)	9,201	3694
Mean	2.25	2.38
Standard deviation	0.84	1.15
There is at least one staff or faculty member here that I can talk to about difficult social justice issues		
Strongly agree	19.8%	18.1%
Agree	54.1%	34.6%
Disagree	19.5%	9.4%
Strongly disagree	6.6%	8.0%
Total (n)	9,201	3686

*Please note that the middle (Neither * nor *) or "None" options are not included in the data below.



*Comparison Institutions: Alabama A & M University, California State University-Fresno, Indiana University-South Bend, Texas A & M University at Galveston, University of Illinois at Chicago, Indiana State University, University of Minnesota-Twin Cities, University of Mississippi Main Campus, Rutgers University-Newark

2012-2013 Diverse Learning Environments Survey Intergroup Relations Module All Respondents		
	DLE Benchmarked Results - Aggregate	UNM Results
	ALL	ALL
Mean	2.87	3.45
Standard deviation	0.80	1.13
Please indicate the extent to which you agree or disagree with each of the following statements:		
What one can achieve in life is limited by one's race or ethnicity		
Strongly agree	8.3%	8.3%
Agree	35.9%	25.3%
Disagree	38.9%	25.0%
Strongly disagree	16.8%	19.4%
Total (n)	9,200	3696
Mean	2.36	2.78
Standard deviation	0.86	1.25
When people express regret about the racial/ethnic biases they were taught, I can empathize with their feelings		
Strongly agree	11.3%	10.1%
Agree	62.2%	46.1%
Disagree	22.7%	10.2%
Strongly disagree	3.8%	3.7%
Total (n)	9,201	3687
Mean	2.81	3.49
Standard deviation	0.67	0.94
Inequalities in the educational system limit the success of people of color		
Strongly agree	15.9%	14.9%
Agree	39.3%	26.8%
Disagree	32.2%	18.3%
Strongly disagree	12.7%	12.2%
Total (n)	9,204	3689

*Please note that the middle (Neither * nor *) or "None" options are not included in the data below.



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2012-2013 Diverse Learning Environments Survey Intergroup Relations Module All Respondents		
	DLE Benchmarked Results - Aggregate	UNM Results
	ALL	ALL
Mean	2.58	3.14
Standard deviation	0.90	1.23
Please indicate the extent to which you agree or disagree with each of the following statements:		
When I learn about the injustices that people of different races/ethnicities have experienced, I tend to feel some of the anger that they do		
Strongly agree	19.4%	18.4%
Agree	59.7%	48.7%
Disagree	17.3%	9.3%
Strongly disagree	3.6%	3.5%
Total (n)	9,189	3688
Mean	2.95	3.69
Standard deviation	0.71	0.99
How often in the past year have you:		
Avoided using language that reinforces negative stereotypes		
Very often	37.5%	36.0%
Often	36.0%	32.7%
Sometimes	17.4%	18.2%
Seldom	5.3%	6.3%
Never	3.8%	6.7%
Total (n)	9,201	3678
Mean	3.98	3.85
Standard deviation	1.05	1.18
Participated in a coalition of different groups to address social justice issues		
Very often	6.3%	5.1%
Often	10.5%	9.3%
Sometimes	19.0%	20.3%
Seldom	24.1%	20.9%

*Please note that the middle (Neither * nor *) or "None" options are not included in the data below.



***Comparison Institutions:** Alabama A & M University, California State University-Fresno, Indiana University-South Bend, Texas A & M University at Galveston, University of Illinois at Chicago, Indiana State University, University of Minnesota-Twin Cities, University of Mississippi Main Campus, Rutgers University-Newark

2012-2013 Diverse Learning Environments Survey Intergroup Relations Module All Respondents		
	DLE Benchmarked Results - Aggregate	UNM Results
	ALL	ALL
Never	40.0%	44.2%
Total (n)	9,188	3677
Mean	2.19	2.10
Standard deviation	1.24	1.21
Challenged others on derogatory comments		
Very often	11.4%	11.9%
Often	21.1%	23.1%
Sometimes	33.1%	32.8%
Seldom	19.5%	17.8%
Never	14.9%	14.2%
Total (n)	9,189	3680
Mean	2.95	3.01
Standard deviation	1.21	1.21
How often in the past year have you:		
Reinforced others for behaviors that support diversity		
Very often	11.3%	11.0%
Often	24.2%	26.4%
Sometimes	34.2%	31.4%
Seldom	16.4%	15.5%
Never	13.8%	15.4%
Total (n)	9,201	3672
Mean	3.03	3.02
Standard deviation	1.19	1.22
Made efforts to educate myself about other groups		
Very often	16.2%	17.5%

*Please note that the middle (Neither * nor *) or "None" options are not included in the data below.



***Comparison Institutions:** Alabama A & M University, California State University-Fresno, Indiana University-South Bend, Texas A & M University at Galveston, University of Illinois at Chicago, Indiana State University, University of Minnesota-Twin Cities, University of Mississippi Main Campus, Rutgers University-Newark

2012-2013 Diverse Learning Environments Survey Intergroup Relations Module All Respondents		
	DLE Benchmarked Results - Aggregate	UNM Results
	ALL	ALL
Often	28.9%	30.7%
Sometimes	32.0%	29.5%
Seldom	14.9%	13.7%
Never	8.0%	8.3%
Total (n)	9,190	3677
Mean	3.30	3.35
Standard deviation	1.15	1.16
Worked with others to challenge discrimination		
Very often	10.1%	7.9%
Often	15.3%	16.6%
Sometimes	26.3%	26.4%
Seldom	25.0%	22.4%
Never	23.3%	26.5%
Total (n)	9,199	3676
Mean	2.64	2.57
Standard deviation	1.27	1.26
We are all members of different social identity groups (e.g., gender, race, ethnicity, sexual orientation, socioeconomic class). How often in the past year have you thought about your:		
Ability/disability status		
Very often	8.7%	7.7%
Often	11.2%	9.2%
Sometimes	18.3%	17.2%
Seldom	19.3%	17.4%
Never	42.4%	48.2%
Total (n)	9,182	3693

*Please note that the middle (Neither * nor *) or "None" options are not included in the data below.



***Comparison Institutions:** Alabama A & M University, California State University-Fresno, Indiana University-South Bend, Texas A & M University at Galveston, University of Illinois at Chicago, Indiana State University, University of Minnesota-Twin Cities, University of Mississippi Main Campus, Rutgers University-Newark

2012-2013 Diverse Learning Environments Survey Intergroup Relations Module All Respondents		
	DLE Benchmarked Results - Aggregate	UNM Results
	ALL	ALL
Mean	2.24	2.11
Standard deviation	1.33	1.31
Age		
Very often	14.1%	16.2%
Often	22.8%	27.2%
Sometimes	29.2%	27.7%
Seldom	17.8%	15.1%
Never	16.1%	13.5%
Total (n)	9,172	3693
Mean	3.01	3.18
Standard deviation	1.27	1.26
Citizenship status		
Very often	6.3%	6.9%
Often	8.0%	7.5%
Sometimes	14.8%	14.0%
Seldom	16.3%	17.3%
Never	54.7%	54.1%
Total (n)	9,176	3690
Mean	1.95	1.96
Standard deviation	1.25	1.27
We are all members of different social identity groups (e.g., gender, race, ethnicity, sexual orientation, socioeconomic class). How often in the past year have you thought about your:		
Gender		
Very often	14.3%	13.9%
Often	19.7%	18.4%
Sometimes	24.3%	21.3%

*Please note that the middle (Neither * nor *) or "None" options are not included in the data below.



2012-2013 Diverse Learning Environments Survey
Intergroup Relations Module
All Respondents

***Comparison Institutions:** Alabama A & M University, California State University-Fresno, Indiana University-South Bend, Texas A & M University at Galveston, University of Illinois at Chicago, Indiana State University, University of Minnesota-Twin Cities, University of Mississippi Main Campus, Rutgers University-Newark

DLE Benchmarked Results - Aggregate	UNM Results	
ALL	ALL	
Seldom	15.0%	16.9%
Never	26.8%	29.3%
Total (n)	9,175	3691
Mean	2.80	2.71
Standard deviation	1.40	1.41
Political affiliation		
Very often	12.4%	16.3%
Often	19.9%	23.2%
Sometimes	27.2%	25.7%
Seldom	18.6%	15.7%
Never	21.8%	18.9%
Total (n)	9,187	3689
Mean	2.82	3.02
Standard deviation	1.31	1.34
Race/ethnicity		
Very often	14.2%	14.8%
Often	17.5%	18.9%
Sometimes	22.9%	26.4%
Seldom	20.4%	20.8%
Never	25.1%	18.9%
Total (n)	9,175	3690
Mean	2.75	2.90
Standard deviation	1.37	1.32
We are all members of different social identity groups (e.g., gender, race, ethnicity, sexual orientation, socioeconomic class). How often in the past year have you thought about your:		
Religious/spiritual affiliation		
Very often	17.4%	20.8%
Often	20.6%	21.2%
Sometimes	24.3%	23.3%
Seldom	17.8%	15.5%
Never	19.9%	19.1%
Total (n)	9,172	3692
Mean	2.98	3.09
Standard deviation	1.37	1.4
Sexual orientation		
Very often	10.1%	9.5%
Often	10.7%	10.3%
Sometimes	16.1%	15.5%
Seldom	19.3%	20.5%
Never	43.8%	44.0%
Total (n)	9,176	3691

*Please note that the middle (Neither * nor *) or "None" options are not included in the data below.



***Comparison Institutions:** Alabama A & M University, California State University-Fresno, Indiana University-South Bend, Texas A & M University at Galveston, University of Illinois at Chicago, Indiana State University, University of Minnesota-Twin Cities, University of Mississippi Main Campus, Rutgers University-Newark

2012-2013 Diverse Learning Environments Survey Intergroup Relations Module All Respondents		
	DLE Benchmarked Results - Aggregate	UNM Results
	ALL	ALL
Mean	2.24	2.21
Standard deviation	1.37	1.35
Socioeconomic class		
Very often	19.0%	19.2%
Often	22.3%	28.0%
Sometimes	25.4%	26.2%
Seldom	15.3%	13.3%
Never	18.0%	13.2%
Total (n)	9,175	3693
Mean	3.09	3.27
Standard deviation	1.36	1.28

*Please note that the middle (Neither * nor *) or "None" options are not included in the data below.



2012-2013 Diverse Learning Environments Survey
Classroom Climate Module
All Full-time Respondents

DLE Benchmarked Results - Aggregate	UNM Results
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ALL	ALL
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*Please note that the middle (Neither * nor *) or "None" options are not included in the data below.

*Comparison Institutions: Alabama A & M University, California State University-Fresno, Indiana University-South Bend, Texas A & M University at Galveston, University of Illinois at Chicago, Indiana State University, University of Minnesota-Twin Cities, University of Mississippi Main Campus, Rutgers University-Newark

All Respondents	5,306	4,655	
All Respondents	5,306	4,655	
Please indicate the extent to which you agree or disagree with each of the following statements:			
I feel comfortable sharing my own perspectives and experiences in class			
Strongly agree	32.1%	23%	
Agree	53.4%	49.8%	
Disagree	12.6%	13.1%	
Strongly disagree	1.9%	4.4%	
Total (n)	5,068	4,191	
Mean	3.16	3.74	
Standard deviation	0.71	1.09	
I am able to explore my own background through class projects/assignments			
Strongly agree	21.8%	12.1%	
Agree	53.0%	43.7%	
Disagree	21.8%	17.4%	
Strongly disagree	3.4%	5.9%	
Total (n)	5,063	4,185	
Mean	2.93	3.39	
Standard deviation	0.75	1.09	
I have been singled out in class because of my race/ethnicity, gender, sexual orientation, or religious affiliation			
Strongly agree	3.7%	4.8%	
Agree	10.5%	10.3%	
Disagree	35.6%	31.1%	
Strongly disagree	50.3%	44.5%	
Total (n)	5,068	4,190	
Mean	1.67	2.00	
Standard deviation	0.81	1.18	
Please indicate the extent to which you agree or disagree with each of the following statements:			
I feel I have to work harder than other students to be perceived as a good student			
Strongly agree	12.1%	12.1%	
Agree	26.7%	22.5%	
Disagree	38.4%	33.6%	
Strongly disagree	22.8%	18.2%	
Total (n)	5,068	4,191	
Mean	2.28	2.77	
Standard deviation	0.95	1.31	

indicates that the UNM mean is equal to or greater than the benchmarked mean



2012-2013 Diverse Learning Environments Survey
Classroom Climate Module
All Full-time Respondents

DLE Benchmarked Results - Aggregate	UNM Results
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ALL	ALL
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*Please note that the middle (Neither * nor *) or "None" options are not included in the data below.

*Comparison Institutions: Alabama A & M University, California State University-Fresno, Indiana University-South Bend, Texas A & M University at Galveston, University of Illinois at Chicago, Indiana State University, University of Minnesota-Twin Cities, University of Mississippi Main Campus, Rutgers University-Newark

In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation		
Strongly agree	4.3%	7.1%
Agree	17.0%	20.1%
Disagree	38.2%	30.6%
Strongly disagree	40.5%	29.2%
Total (n)	5,067	4191
Mean	1.85	2.45
Standard deviation	0.85	1.29
I don't feel comfortable contributing to class discussions		
Strongly agree	4.6%	4.0%
Agree	16.0%	13.9%
Disagree	48.5%	42.5%
Strongly disagree	30.8%	29.5%
Total (n)	5,066	4190
Mean	1.94	2.20
Standard deviation	0.81	1.27
Please indicate how many of your instructors:		
Know students' names		
All	17.7%	22.2%
Most, but not all	49.0%	46.4%
Less than half	21.4%	19.0%
Very few	11.9%	12.2%
Total (n)	5,052	4177
Mean	2.72	2.79
Standard deviation	0.89	0.93
Value individual differences in the classroom		
All	28.0%	29.4%
Most, but not all	49.0%	44.2%
Less than half	16.0%	17.2%
Very few	7.0%	9.1%
Total (n)	5,041	4162
Mean	2.98	2.94
Standard deviation	0.85	0.91
Are sensitive to the ability levels of all students		
All	20.6%	22.7%
Most, but not all	50.0%	45.1%
Less than half	20.8%	20.8%
Very few	8.6%	11.3%
Total (n)	5,041	4160
Mean	2.82	2.79
Standard deviation	0.85	0.92

indicates that the UNM mean is equal to or greater than the benchmarked mean



2012-2013 Diverse Learning Environments Survey
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DLE Benchmarked Results - Aggregate	UNM Results
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*Please note that the middle (Neither * nor *) or "None" options are not included in the data below.

Please indicate how many of your instructors:		
Help students learn how to bring about positive change in society		
All	16.9%	20.9%
Most, but not all	43.6%	39.3%
Less than half	27.4%	24.9%
Very few	12.1%	14.7%
Total (n)	5,029	4156
Mean	2.65	2.67
Standard deviation	0.90	0.97
Encourage students from diverse backgrounds to work together		
All	22.1%	26.0%
Most, but not all	37.9%	34.9%
Less than half	25.1%	21.4%
Very few	15.0%	17.6%
Total (n)	5,033	4148
Mean	2.67	2.69
Standard deviation	0.98	1.04
Communicate high expectations for students' performance		
All	34.6%	34.4%
Most, but not all	46.4%	45.4%
Less than half	13.8%	14.2%
Very few	5.2%	5.8%
Total (n)	5,045	4164
Mean	3.10	3.08
Standard deviation	0.83	0.85
Please indicate how many of your instructors:		
Turn controversial topics into good discussions		
All	18.5%	22.0%
Most, but not all	46.4%	43.1%
Less than half	24.5%	21.7%
Very few	10.6%	13.0%
Total (n)	5,038	4156
Mean	2.73	2.74
Standard deviation	0.88	0.95
Encourage students to contribute different perspectives in class		
All	25.4%	26.9%
Most, but not all	47.6%	45.6%
Less than half	19.1%	19.1%
Very few	7.9%	8.2%
Total (n)	5,038	4161.00
Mean	2.91	2.91
Standard deviation	0.87	0.89



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DLE Benchmarked Results - Aggregate	UNM Results
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ALL	ALL
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Share their own experiences and background in class

All	16.6%	28.6%
Most, but not all	49.0%	43.6%
Less than half	24.7%	19.0%
Very few	9.6%	8.7%
Total (n)	5,042	4158
Mean	2.73	2.92
Standard deviation	0.85	0.90

Please indicate how many of your instructors:

Have open discussions about privilege, power and oppression

All	8.3%	15.0%
Most, but not all	29.5%	30.9%
Less than half	34.5%	27.9%
Very few	27.7%	26.0%
Total (n)	5,035	4140
Mean	2.18	2.35
Standard deviation	0.93	1.02

Treat all students in class as though they are capable learners

All	44.9%	43.7%
Most, but not all	42.3%	41.3%
Less than half	9.2%	10.2%
Very few	3.6%	4.6%
Total (n)	5,039	4162
Mean	3.29	3.24
Standard deviation	0.78	0.82

Include diverse perspectives in class discussions/assignments

All	18.0%	21.3%
Most, but not all	45.8%	43.6%
Less than half	25.3%	24.3%
Very few	10.9%	10.5%
Total (n)	5,035	4145
Mean	2.71	2.76
Standard deviation	0.89	0.91

Please indicate how many of your instructors:

Motivated me to work harder than I thought I could

All	16.1%	20.9%
Most, but not all	43.7%	39.9%
Less than half	27.1%	24.6%
Very few	13.0%	14.4%
Total (n)	5,039	4156
Mean	2.63	2.67
Standard deviation	0.90	0.96



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Are passionate about what they teach		
All	36.5%	33.8%
Most, but not all	48.1%	46.8%
Less than half	11.7%	13.8%
Very few	3.7%	5.4%
Total (n)	5,041	4163
Mean	3.18	3.09
Standard deviation	0.77	0.83
Teach students tolerance and respect for different beliefs		
All	24.2%	25.3%
Most, but not all	42.1%	40.7%
Less than half	21.8%	20.8%
Very few	11.9%	13.0%
Total (n)	5,026	4143
Mean	2.79	2.79
Standard deviation	0.94	0.97
How many of your courses this year involve:		
Lectures (exclusively or almost exclusively)		
All	7.2%	32.9%
Most, but not all	12.7%	39.0%
Less than half	41.1%	15.9%
Very few	39.0%	12.0%
Total (n)	5,018	4130
Mean	3.12	2.93
Standard deviation	0.89	0.98
Class discussions		
All	10.6%	35.0%
Most, but not all	21.5%	37.0%
Less than half	45.1%	17.6%
Very few	22.7%	10.1%
Total (n)	5,017	4132
Mean	2.80	2.97
Standard deviation	0.91	0.97
Student presentations		
All	25.0%	16.2%
Most, but not all	31.9%	32.7%
Less than half	32.5%	17.6%
Very few	10.6%	10.1%
Total (n)	5,018	4132
Mean	2.29	2.40
Standard deviation	0.96	1.03



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How many of your courses this year involve:	DLE Benchmarked Results - Aggregate	UNM Results
Multiple short papers		
All	18.3%	15.0%
Most, but not all	28.4%	35.9%
Less than half	40.3%	26.5%
Very few	13.0%	22.5%
Total (n)	5,012	4127
Mean	2.48	2.43
Standard deviation	0.94	1.00
One or more research papers of 10+ pages		
All	53.6%	11.7%
Most, but not all	26.5%	20.6%
Less than half	15.7%	22.6%
Very few	4.2%	44.9%
Total (n)	5,013	4127
Mean	1.71	1.99
Standard deviation	0.88	1.06
Multiple drafts of written work		
All	45.6%	10.0%
Most, but not all	31.4%	21.2%
Less than half	17.8%	28.1%
Very few	5.3%	40.6%
Total (n)	5,013	4130
Mean	1.83	2.01
Standard deviation	0.90	1.01
How many of your courses this year involve:		
Group projects		
All	30.2%	13.1%
Most, but not all	33.3%	30.4%
Less than half	29.1%	26.4%
Very few	7.4%	29.8%
Total (n)	5,015	4133
Mean	2.14	2.27
Standard deviation	0.93	1.03
Lab work		
All	51.9%	5.1%
Most, but not all	26.3%	15.4%
Less than half	18.3%	22.4%
Very few	3.6%	56.8%
Total (n)	5,014	4125
Mean	1.74	1.69
Standard deviation	0.88	0.91



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Cooperative learning (small groups)		
All	23.4%	17.2%
Most, but not all	35.9%	34.4%
Less than half	32.3%	26.6%
Very few	8.4%	21.7%
Total (n)	5,010	4,128
Mean	2.26	2.47
Standard deviation	0.91	1.01
How many of your courses this year involve:		
Reflective writing/journaling		
All	50.2%	8.0%
Most, but not all	29.2%	19.3%
Less than half	16.5%	25.2%
Very few	4.2%	47.2%
Total (n)	5,009	4,129
Mean	1.75	1.88
Standard deviation	0.88	0.99
Electronic quizzes with immediate feedback in class (e.g., clickers)		
All	59.1%	7.0%
Most, but not all	22.4%	22.0%
Less than half	14.4%	21.8%
Very few	4.0%	49.0%
Total (n)	5,011	4,125
Mean	1.63	1.87
Standard deviation	0.87	0.99

Biography: Patricia Ann Repar, D.M.A.

Patricia Ann Repar's work as a composer includes the writing of contemporary chamber music, intermedia works, and electronic soundscapes; the making of short films; the design of original instruments and installations in medical environments; and the exploration of health and healing through the arts. Dr. Repar has been featured as a guest composer, performer, and educator in various parts of the United States, Canada, the United Kingdom, South America, Eastern Europe, Africa, and Australia. As an Associate Professor in the departments of Music and Internal Medicine (section of Integrative Medicine) at The University of New Mexico (UNM), Dr. Repar teaches music composition and arts-in-medicine. In 2002 she founded *Arts-in-Medicine: Healing and the Humanities*, a program designed to enhance healing and health care through arts-based clinical service, education, research, community outreach, and international collaboration. Sometimes referred to as a 'living installation' the clinical program at UNM Hospitals is currently directed by Repar and employs musicians, dancers, writers, visual artists and body workers who engage patients, their families, and healthcare workers in creative encounters of a rejuvenating, transformative, and educational nature. Since 2007 Dr. Repar has been working with health care workers and artists in Africa to further develop and expand the role of arts in healing and health care. For further information please see <http://artsinmedicine.unm.edu> or write repar@unm.edu.

Presentation for Regents Academic/Student Affairs and Research Committee**ARTS-IN-MEDICINE at UNM: Pathways, Portals, and Possibilities**

Dr. Repar will discuss the development of the *Arts-in-Medicine: Healing and the Humanities* program over the past 12 years and its increasing involvement in community and global health initiatives. Forging pathways between art and science, medicine and 'healing', theory and practice, community and academia, research and teaching, healer and healed, the Arts-in-Medicine program exemplifies innovative, collaborative, and transdisciplinary approaches to education, research, and the practice of health care.