

AUDIT OF PROVOST ADMINISTRATION

THE UNIVERSITY OF NEW MEXICO

Report 2010-04
April 12, 2012



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ABBREVIATIONS

APR.....	Academic Program Review
EMBA	Executive Master of Business Administration Program
FTE.....	Full-Time Equivalent
FY.....	Fiscal Year
HLC.....	Higher Learning Commission
HSC.....	Health Sciences Center
I&G.....	Instructional and General
Provost's Office.....	Office of the Provost/EVP for Academic Affairs
SAC.....	Special Administrative Component
STC.....	Special Teaching Component
SLO.....	Student Learning Outcomes
UCAP.....	University Council on Academic Priorities
University.....	The University of New Mexico
UNM.....	The University of New Mexico

EXECUTIVE SUMMARY

The Provost/EVP for Academic Affairs (Provost's Office) is the chief academic officer of the University of New Mexico (UNM) responsible for coordinating main campus academic planning and budgeting. The audit of Provost Administration is on the 2011 risk based audit plan.

For the 2012 fiscal year, the Academic Affairs I&G Base Allocation was \$147.8 million which was distributed out to the colleges, schools and academic units. The Provost's Office also directs 18 different administrative units. For the fiscal year 2012, the Provost Office's was allocated \$13.7 million, including Provost's Office operating budget of \$1.1 million; \$6.8 million for Administrative Units under the direction of the Provost's Office; and \$5.8 million allocated to other Administrative Units with Directors reporting up to the Provost's Office.

Since taking office on July 1, 2011, the Provost has taken considerable steps toward advancing the Academic Mission of the University of New Mexico. In addition to increased transparency and mission-centric vision, the Provost has the following initiatives underway:

- Creation of an Academic Plan for UNM
- The University Council on Academic Priorities (UCAP)
- Public lecture series on issues in higher education
- Building faculty strength
- Creation of an Honors College at UNM

NEW FACULTY LINES

Beginning in fiscal year 2010, the Board of Regents approved funding to the Provost's Office for the hire of new faculty lines for UNM's main campus. From FY2010 through FY2012, the UNM Board of Regents has allocated \$3.7 million (approximately \$2.8 million net of applicable fringe benefits) to the Provost's Office for recruiting new faculty. The new faculty line is recurring funding included in the Provost's Office baseline budget each year. The recurring amount added to the Provost's Office base to date is approximately \$1.6 million. This funding is designed to reverse the decrease in the tenured track faculty ranks and to help reduce the student-to-faculty ratio. Recurring expenditures to date for tenure track faculty total \$1.1 million for approximately 17.25 Full-time Equivalent (FTE) tenure track faculty hires. Non-recurring expenditures from the new faculty line budget to date is \$2.3 million for enrollment growth support, budget contractions occurring in 2011, and bridge funding until new tenure track faculty can be added.

The Provost's Office should provide reports to the appropriate committee of the Board of Regents showing the new faculty line activity, hiring plans in process, amounts expended for the fiscal year, and the reserve balances in the new faculty line account indexes.

ACADEMIC PROGRAM REVIEW

UNM has an active Academic Program Review (APR) process that conducts in-depth reviews of its various academic programs and departments. APRs are conducted on a ten year cycle set to coincide with the Higher Learning Commission's (HLC) decennial accreditation cycle. Action plans developed during the APR process tend to be implemented on an ad hoc basis and involve recommendations that may not be economically feasible. The process is labor intensive and may benefit from available technology to streamline and make the process more effective. Much of the APR processes and data gathering could be automated and completed online.

SPECIAL ADMINISTRATIVE/SPECIALTEACHING COMPONENTS

Special Administrative Components (SACs) are salary amounts in addition to the base salary. SACs are compensation-based incentives for faculty who take on extra administrative duties. For FY 2010-11 there were 292 SACs on the main and branch campuses totaling \$2 million. Documented guidelines are a necessary element in tracking and monitoring SACs, and determining the appropriate values, eligibility requirements, and processes for initiating and terminating SACs. There is currently no policy or guidelines governing administration of SACs.

Special Teaching Components (STCs) of faculty contracts are used to compensate faculty for teaching assignments outside the faculty member's regular responsibilities. For FY 2011, there were 38 STCs on main campus totaling approximately \$200,000. The Provost's Office should develop policies and guidance for SACs and STCs of faculty contracts. Faculty Handbook Policy C140 requires the Provost's Office to develop procedures for compliance; however, there are currently no procedures for compliance with the STC policy.

CONCLUSION

The Provost's Office is effectively managing the new faculty line funding process. All of the new faculty line funds expended to date have been for instruction related hiring. Although the Provost's Office successfully conducts an APR process, challenges remain in making the process more effective. The Provost's Office should develop and implement guidelines to better administer and track the SACs and STCs in use on campus.

INTRODUCTION

BACKGROUND

During the 2009 accreditation visit, the HLC noted permanent executive leadership was a major challenge to UNM. In the ten years prior to the 2009 HLC visit, UNM had six presidents and seven provosts. In addition, the former Provost left UNM for another opportunity on June 30, 2011, and the current president's term ends June 30, 2012. In 2011, the University successfully conducted an internal search for the Provost, and a national search for President. The current Provost assumed office on July 1, 2011, and the new President will take office on June 1, 2012.

The Provost/EVP for Academic Affairs is the chief academic officer of the University of New Mexico and coordinates main campus academic planning and budgeting. The Provost's Office directs 18 different administrative units which include the following:

- Office of Support and Effective Teaching
- Undergraduate Education Support
- Office of Institutional Research
- KUNM
- University Press
- Provost Office
- Counseling Assistance & Referral Svcs.
- University Secretary
- Robert Wood Johnson Center for Health Policy
- Office of International Programs and Studies
- Optical Science and Engineering
- Nano Science and Micro Systems
- Center for Academic Program Support
- Latin American and Iberian Institute
- Spanish and Colonial Research Center
- Office of Graduate Studies
- Hardwood Museum
- University Advisement Center

Upon assuming the post, the new Provost reorganized the Provost's Office. The reorganization involved elimination of one Vice-Provost position, replacement of the Deputy Provost with the Senior Vice-Provost, and creation of three part-time Associate Provosts that report to the Senior Vice-Provost. This reorganization resulted in a reduction of academic administrator salaries in the Provost's Office. In addition, the Provost appointed the Dean of the College of Arts and Sciences, and interim Deans to the College of Fine Arts, and Office of Graduate Studies. The permanent Dean of Fine Arts has been hired and will begin July 1, 2012. The Provost's Office redesigned the website, and the Provost instituted a weekly communique informing the UNM community of the Provost Office's activities.

In the fall of 2011, the Provost addressed the need for an Academic Plan as central to advancing the University's academic mission. The strategic Academic Plan will drive resource allocation decisions and have an impact on the consolidated master plan. The consolidated master plan sets the framework for the physical growth of UNM. The Provost announced two initiatives toward the creation of an Academic Plan at UNM. The

first step was the creation of the University Council on Academic Priorities (UCAP), and the establishment of its five work groups. The second initiative, which began January 2012, is a public lecture series by leading scholars and administrators on the issues facing higher education. Also in January 2012, the Provost announced the five work group themes of UCAP and enlisted the assistance of the Deans and senior academic administrators to chair the groups. The five work groups themes of UCAP are:

- Value/Value Systems & Comparative Advantage
- Improving Undergraduate Education
- New Institutional Models
- Research & Graduate Education
- Financial Analysis

UCAP's goal is to have a draft of the Academic Plan by the end of the 2012 spring semester for the incoming President to consider.

In addition to the Academic Plan, the Provost's Office has a number of initiatives under way through the Board of Regent's Academic/Student Affairs Research Committee, including:

- Academic Mission – Ensuring strong mission-centric operations in the Provost's Office
- Student Success – Peer benchmarks and assessment of Student Learning Outcomes (SLO)
- Building Faculty Strength – Hiring plan for additional faculty
- Assessment of Student Expenses – Tuition, financial assistance & scholarships
- Research Enterprise – Analysis of research activities at UNM
- Outcome Assessment – Address issues raised by the HLC
- Faculty Success – Recognizing and incentivizing excellence in teaching
- Honors College – Proposal for creation of an Honors College

PURPOSE

Our objectives were to determine the appropriate use of the new faculty line funding allocated to the Provost's Office; to determine whether the Provost's Office has documented guidelines for administering and monitoring SAC and STC; and to review the Provost's Office oversight of the APR process.

SCOPE

The Provost's Office is responsible for managing multiple administrative units, as well as overseeing the entirety of academic affairs of the University of New Mexico. We narrowed the scope of our audit to include a review of one academic process: Academic Program Review; one financial process: Funding of new faculty lines; and one faculty policy aspect: Special Administrative Components and Special Teaching Components of faculty contracts.

Audit procedures included interviewing personnel, analyzing new faculty line funding and expenditures, reviewing the Academic Program Review processes, and examining the process for Special Administrative and Special Teaching components of faculty contracts. Internal Audit completed fieldwork on March 27, 2012.

OBSERVATIONS, RECOMMENDATIONS AND RESPONSES

NEW FACULTY LINES

Provost's Office Budget Process

The Provost's Office works with the Deans of schools and colleges to prepare the budget allocation for Instructional and General (I&G) funding for Academic Affairs at UNM. The academic budget allocation process at UNM is initiated at the department level. The Deans of the schools and colleges are responsible for working with their chairs and their directors to develop their budgets. Once the budget data is accumulated, the Deans work with the Provost's Office, which assists in preparing the allocation of funds to the colleges. Budget allocations are based on the "baseline plus" model of budgeting. The amount allocated to the schools and colleges is based on the prior year budget, plus amounts budgeted for growth, special needs, or projects.

Upon accumulating the budget data for main campus academic units, the Provost's Office prepares the Academic Affairs I&G Base Allocation, a detailed budget analysis allocating the available budget to the schools and colleges. Once approved by the Provost's Office, the Academic Affairs I&G Base Allocation details are submitted to the UNM Budget Office, where the actual allocation to the schools and colleges is executed in Banner. For the 2012 fiscal year, the Academic Affairs I&G Base Allocation was \$147,843,668, which was distributed out to the colleges, schools, academic and administrative units as detailed in Attachment 1.

As part of the 2012 fiscal year Academic Affairs I&G Base Allocation, the Provost's Office was allocated \$13,737,463 for Provost Administrative Units. Of this amount, \$1,108,991 was for the Provost's Office's operating budget, and \$6,799,436 was for Administrative Units under the direction of the Provost's Office. The remaining \$5,829,036 was allocated to the Administrative Units that have Directors that report up to the Provost's Office. See Attachment 2.

New Faculty Lines

Beginning in fiscal year 2010, the Board of Regents approved funding for new faculty hiring to turn around the decrease in the tenured track faculty ranks and help reduce the student-to-faculty ratio. The following table shows the original allocations to the Provost's Office for fiscal years 2010 – 2012 (net of amounts allocated to Pooled Fringe Benefits).

Original New Faculty Lines

	FY10	FY11	FY12
Gross Allocation for New Faculty	\$800,000	\$868,000	\$2,000,000
Allocated to Pooled Fringe Benefits	(200,000)	(189,875)	(449,612)
Net Allocation for New Faculty to Provost's Office	<u>\$600,000</u>	<u>\$678,125</u>	<u>\$1,550,338</u>

The original new faculty line allocations are a recurring portion of the Provost's Office base budget each year, reduced by recurring allocations to schools and colleges for tenure track faculty actually hired. For FY 2011, the recurring base allocation for new faculty lines was \$600,000 (net of Pooled Fringe Benefits), and for FY 2012, the base allocation was \$1,019,191 (\$600,000 for FY 2010 + \$678,125 for FY 2011, less \$186,934 spent on tenure track faculty in 2011). See Attachment 3.

The new faculty lines are used for two categories of instruction-related expenditures: Recurring and Non-Recurring expenditures. Recurring expenditures are for tenure track faculty positions that are permanent in nature and will become part of a college's baseline budget. Generally, when recurring positions are funded from the Provost's Office's new faculty line index, the funding becomes part of the college/department's baseline budget for subsequent years. Once the recurring expenditure becomes part of the college's base, it reduces the Provost's Office's baseline amount of new faculty line funding. Non-recurring expenditures are instruction-related expenditures in response to student demand to fund one-time courses, for temporary faculty, or bridge funding until full-time faculty can be hired.

Recurring expenditures from the new faculty line budget for tenure track faculty to date is \$1,074,147 (17.25 FTE): \$186,934 (3.5 FTE) for FY 2011, and \$887,213 (13.75 FTE) for FY 2012.

Non-recurring expenditures from the new faculty line budget to date is \$2,353,056: \$289,934 for FY 2010; \$1,017,066 for FY 2011; and \$1,046,056 for FY 2012. Of these expenditures, \$300,000 was to support enrollment growth, and \$190,066 was attributable to budget contractions occurring in 2011. The remaining non-recurring expenditures included temporary instruction and bridge funding to the schools/colleges to meet student demand until the tenure track hiring plans are fully implemented. See Attachment 3.

The Deans of the schools and colleges initiate the faculty hiring process by submitting written hiring plan proposals to the Provost's Office for approval. The hiring plans contain details of the schools' and colleges' enrollment growth potential, current vacancies, and anticipated need for new faculty. The Provost's Office considers the plans and makes appropriate allocation decisions for funding new hires. Due to the protracted nature of the faculty hiring process, there have typically been timing delays between receipt of the funding and the actual expenditure for new hires. The faculty hiring process, including

advertisement of position, searches and recruitment, and interviews can take several months to a year to complete. Currently, the Provost's Office has approved hiring searches for approximately 25 - 30 tenure track faculty members.

The new faculty line funding process is dynamic and in a constant state of flux. Various colleges and departments currently have numerous hiring efforts underway at various stages of the process. To more effectively manage this process, the Provost's Office has developed a five year forecast budget that focuses on the priorities of the Academic Plan. Among other priorities, the Provost's Office's forecast budget for 2013 through 2017 includes a request for \$1,500,000 for new faculty for each year. The budget request is for hiring tenure-track faculty with the aim of increasing courses taught by regular faculty, reducing the student-to-faculty ratio, and increasing research productivity. See Attachment 4.

Recommendation 1

The Provost's Office should provide reports to the appropriate committee of the Board of Regents showing the new faculty line activity, hiring plans in process, amounts expended for the fiscal year, and the reserve balances in the new faculty line account indexes.

Response from the Provost and Executive Vice President for Academic Affairs

Action Items
<i>Targeted Completion Date: First reports in the fall 2012 and spring 2013. Continuous thereafter.</i>
<i>Assigned to: Provost & Executive Vice President for Academic Affairs</i>
<i>Corrective Action Planned: We concur. The Provost will present the status of faculty hiring to the Academic/Student Affairs & Research Committee twice a year. In the fall semester, the report will cover faculty hiring plans for the academic year. In the spring semester, the report will cover the status of our hiring activities.</i>

ACADEMIC PROGRAM REVIEW

The APR at the University of New Mexico began in 2002 and initially only included graduate programs in the review process. The APR was revised in 2005 to include undergraduate programs. The APR process is an important part of the accreditation process conducted by the HLC of the North Central Association. The HLC is in the process of revising the criteria for accreditation, and has promulgated a draft of the new criteria to be

effective January 1, 2013. APR does not include the Health Sciences Center (HSC) or the UNM Branch Campuses.

APRs are conducted on a 10 year cycle set to coincide with the HLC's decennial accreditation cycle. APRs for accredited programs are scheduled to occur one year prior to the accreditation review. All program reviews are scheduled according to the Master Schedule of Program Reviews. Changes to the Master Schedule of Program Reviews are only to be considered in extreme circumstances, and must receive final approval by the Provost.

APR is a complex process that involves participation of multiple departments, including the Provost/Executive Vice President for Academic Affairs, Program Chairs, Faculty & Staff, Deans and Associate Deans, External and Internal Review Team Members, Outcomes Assessment Director, Office of Institutional Research, Office of Graduate Studies, Vice Provost for Research, Faculty Senate Representatives, the Accreditation Director, and the APR Specialist. The APR cycle has several stages, beginning with the orientation meeting one year prior to the review team site visit. See Attachment 5.

1. Orientation Meetings – The site visit team meets with the department under review one year before the site visit to organize the site visit and dates, set the review team, and determine the data to be produced.
2. Self-Study Report – Detailed report of the academic department's activity, faculty, programs and outcomes.
3. Pre-Site Visit Preparation Meetings – UNM team members prepare for the site visit and review the self-study report.
4. Site Visit – Scheduled for spring or fall, a 2 ½ day visit by the site visit team, where they spend time reviewing the self-study report, visiting with faculty, touring the department, and meeting with the Deans and Provost. It is modeled after the HLC accreditation visits, and the team is made up of faculty from peer institutions and a representative from UNM.
5. Review Team Report – Generally prepared by the Site Visit team within six weeks after site visit
6. Department Response - The academic department will draft a response to the Review Team Report and forward a copy to the Team; however, under the current HLC criteria, the Review Team is not required to follow up.
7. Action Plan – The action plan is a process that is internal to UNM, and does not entail involvement of the Review Team. Generally, action plans are developed the semester following the site visit.
8. Mid-Point Review – Detailed review of the action plan five years following the site visit.

The University's APR process is currently on schedule to meet the timelines in the Master Schedule of Program Reviews. At any one point, the APR department has a number of programs under review at various stages of the process. See Attachment 6.

Notwithstanding the strengths of the APR unit, there are some issues with the action plans, and opportunities exist for enhancement of the APR process.

Development of Action Plans

Action plans developed by the Review Team during the APR process tend to be implemented on an ad hoc basis and involve recommendations that may not be economically feasible with available resources. Examples include recommendations for new laboratories, new buildings, or addition of faculty far beyond the current cadre. While not discouraging long-range planning and vision, the actions plans should be designed to include deliverable action items. Action plans should be layered to include both forward-looking vision, and a list of deliverable action items that ideally take into account desired learning objectives and support the program's goals. Key to successful implementation of action plans is an agreement between the Academic Unit and the Review Team on deliverable items at the exit conference.

Characteristics of deliverable action items include:

- Establishment of realistic implementation timelines and due dates.
- Identification of parties responsible for carrying out implementation.
- Determination of resources required and reasonable inquiring into availability.
- Development of a mechanism to track and monitor progress toward implementation.

In addition, opportunity exists to utilize the action plans to carry out program goals and the University's academic mission. The APR team needs to focus the process and action plan guidelines on:

- How the Academic Unit is serving the University's mission.
- How the Academic Unit is meeting goals for retention, growth, and research.
- Assessment of student learning.
- Improvement of curricula.
- Comparison with peers.
- Providing or improving metrics.
- Achievement of program objectives.

The Mid-Point Review takes place five years following the site visit. It is an in-depth review of the action plan and involves participation of the Provost's Office Staff, the College or School Dean, Program Director, Dean of Graduate Studies, Faculty Senate Undergraduate, and Graduate Committee Chairs. Five years is too long of an interval to assess progress toward implementing actions plans. In addition to the Mid-Point Review, a more frequent status report would provide important feedback to the Provost's Office.

Recommendation 2

The Provost's Office should provide guidelines for developing deliverable action plans. Guidelines should include attainable due dates, responsible parties, and a reliable tracking mechanism.

Response from the Provost and Executive Vice President for Academic Affairs

Action Items
Targeted Completion Date: 9/3/2012
Assigned to: <i>Provost & Executive Vice President for Academic Affairs, Associate Provost for Curriculum, University Accreditation Director, Director of IT Services (or appropriate liaison within IT Services)</i>
Corrective Action Planned: <i>We concur.</i> <ul style="list-style-type: none">• <i>Identification of key stakeholders across campus impacted by changes in this area.</i>• <i>Formation of informal team, involving key stakeholders, to review current process of creating action plans, and creation of guidelines consistent with recommendation above.</i>• <i>Obtain "buy-in" from decision-makers to more fully incorporate action plans into their decision-making processes, and encode these as university best practices however possible.</i>• <i>Consideration of possible solutions for tracking milestones associated with action plans, along with final selection of technology for implementing a tracking mechanism.</i>

Recommendation 3

Academic units responsible for implementing the action plans should provide an annual status report of progress to the Provost's Office and the APR team.

Response from the Provost and Executive Vice President for Academic Affairs

Action Items
<i>Targeted Completion Date: 9/3/2012</i>
<i>Assigned to: Associate Provost for Curriculum, University Accreditation Director, Deans</i>
<p><i>Corrective Action Planned: We concur.</i></p> <ul style="list-style-type: none"> • <i>Identification of key stakeholders across campus impacted by changes in this area.</i> • <i>Formation of informal team, involving key stakeholders, to review current process (both formal and informal) for tracking performance of programs relative to their action plans.</i> • <i>Development of procedures for annual reporting of program performance relative to action plans that minimally impacts other reporting requirements (ideally, this is incorporated into existing reporting mechanisms, and may differ by unit).</i> • <i>Synchronization with tracking mechanism that will be developed in responding to Recommendation 2.</i>

Improving APR Effectiveness

Opportunities exist to make the APR process at UNM more effective. The Provost's Office should consider alternative approaches and use of technologies to standardize the APR process. Although each review is conducted under the guidance of the APR Policy, Principles and Procedures Manual, there is little standardization of the process among academic units under review. Each unit has their own approach to accumulating data, conducting departmental analyses, and preparing self-study reports.

In addition, information gathered and conclusions reached should factor in resource allocation decisions at all levels of the APR process. The process should provide a real means for the improvement of departmental programs. Used as a tool to produce effective change, the process will inspire and empower those participating in the process. Much of the APR processes and data gathering could be automated and completed online.

Advantages to streamlining the process include:

- The data tracked for the APRs can be directly tied to the state funding formula, thereby aligning programs with what is actually awarded.
- Standardized APR would make it easier to compare departments across UNM.

- APRs would be available on-line, increasing transparency in the process.
- Creation of an on-line cumulative statistical database of progress toward academic goals and outcomes.
- The APR process itself would become much less burdensome.

Recommendation 4

The Provost's Office should review the APR process and consider alternatives toward automating and streamlining the process.

Response from the Provost and Executive Vice President for Academic Affairs

Action Items
<i>Targeted Completion Date: 8/13/2013. (Note: satisfaction of this recommendation depends upon completion of a number of planned and on-going IT-related efforts that would supply the data necessary for automation.)</i>
<i>Assigned to: Associate Provost for Curriculum, University Accreditation Director, Director of IT Services (or appropriate liaison within IT Services)</i>
<p>Corrective Action Planned: <i>We concur.</i></p> <ul style="list-style-type: none">• <i>Establish a Provost-level IT APR Automation Project.</i>• <i>Identify key stakeholders for the project, and form a committee involving these stakeholders.</i>• <i>Creation of detailed specifications for the system that includes "pulling" data from appropriate repositories and reports, and the linkage to previously developed tracking mechanisms.</i>• <i>Creation of an architectural design that satisfies the specifications.</i>• <i>Development/implementation of system according to design.</i>• <i>Testing of system (most likely as a pilot).</i>• <i>Deployment of system campus-wide.</i>• <i>Reports on progress relative to development plan.</i>

APR Continuous Improvement Process

Typically, the maintenance phase of a process life cycle within an organization requires changes and modifications such as new reports, different workflows, and changes to processes. Changes in technology, organizational structure, management, and personnel can render a process obsolete or ineffective. A Continuous Improvement Process is an ongoing effort to improve services or processes through continual evaluation, and can maintain or improve effectiveness and flexibility as well as the relevance of the process.

Recommendation 5

The Provost's Office should establish a Continual Improvement Process for the APR. The Continual Improvement Process should analyze current processes, identify and eliminate ineffective process, and incorporate improved or innovative processes.

Response from the Provost and Executive Vice President for Academic Affairs

Action Items
<i>Targeted Completion Date: 9/3/2012</i>
<i>Assigned to: Associate Provost for Curriculum, University Accreditation Director</i>
<i>Corrective Action Planned: We concur.</i> <ul style="list-style-type: none">• <i>Identification of key stakeholders across campus impacted by changes in this area.</i>• <i>Formation of informal team, involving key stakeholders, to review current APR process, and creation of an improvement process for the APR based upon best practices in quality improvement.</i>• <i>Publication of APR improvement process on Provost website.</i>• <i>Creation of assessment mechanisms associated with APR improvement process.</i>

FACULTY ADMINISTRATIVE COMPENSATION

Special Administrative Components

Special Administrative Components are salary amounts in addition to the base salary. SACs are compensation-based incentives for faculty who take on extra administrative duties. Often other inducements are also needed to compensate faculty members for

additional administrative work, such as a course release, a small raise in the permanent base pay, or a 12-month rather than a nine-month contract. For FY2010-11 there were 292 SACs on the main and branch campuses totaling \$2,052,366, as shown below:

Unit	Number of SACs	SAC Amount
Anderson Schools of Management	13	\$124,600
College of Arts & Sciences	118	\$520,349
College of Education	18	\$118,549
College of Fine Arts	30	\$130,200
College of Nursing	5	\$67,000
College of Pharmacy	14	\$237,913
President's Office	3	\$71,056
Provost Administrative Units	5	\$88,663
Gallup Branch	10	\$20,000
Los Alamos Branch	6	\$61,118
Taos Branch	9	\$85,515
Valencia Branch	11	\$55,950
School of Architecture	6	\$43,600
School of Engineering	20	\$162,625
School of Law	4	\$62,254
School of Public Administration	1	\$2,500
University College	7	\$57,067
University Library	9	\$78,407
VP Research	3	\$65,000
Total	<u>292</u>	<u>\$2,052,366</u>

SACs are generally built in to departmental budgets and based on historical labor-cost calculations. In some cases they are set by negotiation, to persuade a faculty member to assume a particular responsibility. For administrative efforts within an academic department, the Chair normally sets the value of each SAC, and College and School Deans review and approve the departmental SACs.

The value of each SAC is set at the college level by the Deans, as part of the total compensation for faculty members. SACs may be given to faculty who serve as Associate Deans, Department Chairs, Institute, Center, or Museum Directors, or special assistants to the Dean. All SACs are incorporated into faculty contracts, and thus, technically are approved by the Provost's Office as a part of the faculty contract approval process.

There is currently no policy or guidelines governing administration of SACs. Documented guidelines are a necessary element in tracking and monitoring SACs, and determining the

appropriate values, eligibility requirements, and processes for initiating and terminating SACs.

Recommendation 6

The Provost's Office should develop and implement guidelines for administering the approval and payment of SACs in faculty contracts. The policy should address qualifications and eligibility, methodology and determination of SAC amounts, equity considerations, and tracking and reporting of SACs by the Provost's Office.

Response from the Provost and Executive Vice President for Academic Affairs

Action Items
<i>Targeted Completion Date: Early in the fall semester 2012</i>
<i>Assigned to: Associate Provost for Academic Personnel</i>
<i>Corrective Action Planned: We concur. The Provost's office has begun the assessment of current practices and awards of SACs on our campus and has completed a study comparing our situation with those of peer institutions. We are starting to develop clearer guidelines for the use and approval process for SACs.</i>

Special Teaching Components

Special Teaching Components of faculty contracts are used to compensate faculty for teaching assignments outside the faculty member's regular responsibilities. The majority of STCs in use on main campus are for the Executive Master of Business Administration (EMBA) Program at Anderson School of Management. For FY 2011 there were 38 STCs on main campus totaling \$218,200. Thirty-six of these STCs, totaling \$210,700, were attributable to the EMBA program at Anderson School of Management. Faculty Handbook Policy C140 states:

Extra compensation for teaching beyond the scope of the faculty member's regular teaching responsibilities shall be paid through a STC (Special Teaching Component) on the regular faculty contract. Requests for contracts that include STC's shall be made prior to engaging in the activity by way of a Contract Memorandum that has the approval of the faculty member's chair or director and dean, the administrator of the department for which the special teaching is being done, and the Deputy Provost or the Executive Vice President for Health Sciences.

Faculty Handbook Policy C140 also requires the Provost's Office to develop procedures for compliance; however, there are currently no procedures for compliance with the STC policy.

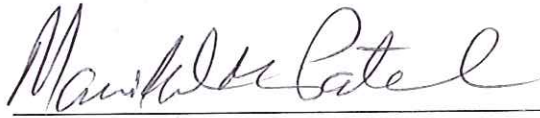
Recommendation 7

The Provost's Office should develop guidelines and procedures that govern the approval, payment, and monitoring of Special Teaching Components.

Response from the Provost and Executive Vice President for Academic Affairs

Action Items
<i>Targeted Completion Date: Early in fall semester 2012</i>
<i>Assigned to: Associate Provost for Academic Personnel and staff in FCO</i>
<i>Corrective Action Planned: We concur. At present the STCs are not used widely across campus. Nevertheless we will monitor regularly their use and clarify procedures for the award of such stipends.</i>

APPROVALS



Manilal Patel, CPA
Director, Internal Audit Department

Approved for Publication



Chair, Audit Committee

Attachment 1



Academic Affairs FY12 I&G Base Allocation

Provost Administrative Units (See Attachment 2)	\$13,737,463
Provost Monitoring	(259,000)
University College	2,208,655
School of Public Administration	924,013
VP Equity & Inclusion	1,032,175
VP Enrollment Management	5,789,015
College of Fine Arts	9,416,805
College of Arts Sciences	51,054,189
Anderson Schools of Management	8,342,304
College of Education	12,754,347
School of Engineering	13,476,205
School of Law	8,572,893
School of Architecture Planning	3,004,265
University Libraries	12,634,517
Extended University	857,894
VP Research & Econ Development	90,993
VP for Student Affairs	4,206,935
Total Academic Affairs:	<u>\$147,843,668</u>

Attachment 2



Provost Administrative Units - FY12 I&G Base Allocation

Provost Office Operating	<u>\$1,108,991</u>
Provost Contingency	842,147
Provost Staff Awards	3,801
Academic Program Review (APR)	152,459
Faculty Disputes (OMBUDS)	61,651
Student Success Learning Center Staff	37,639
GA/TA Lines FY12	489,334
Faculty Retention	73,867
New Faculty Positions	736,191
Enrollment Growth	321,489
Advising Initiative	22,725
Teaching Allocation Committee (TAC)	33,520
International Tuition Recapture	146,552
Faculty Contracts	290,207
EWDP	1,489,008
Summer Session	1,906,339
Strategic Course Reserve-Intercession Funding	192,507
Direct Oversight by Provost	<u>\$6,799,436</u>
International Programs	310,820
Harwood	397,745
OSET	218,154
Institutional Research	364,163
Office of Graduate Studies	1,589,116
CAPS	679,813
Latin American and Iberian Institute	887,637
University Advisement Center	945,188
University Secretary	436,400
Administrative Units Reporting to Provost	<u>\$5,829,036</u>
Provost Administrative Units:	<u>\$13,737,463</u>

Attachment 3



FY10-12 New Faculty Lines

New Faculty Funding

	FY10	FY11	FY12
Base Allocation	\$ -	\$600,000	\$1,019,191
New Faculty Lines	600,000	678,125	1,550,388
Reserves	-	310,066	384,191
	\$600,000	\$1,588,191	\$2,953,770

Colleges/Schools

	FY10	FY11	FY12
Recurring			
Arts and Sciences	\$ -	\$174,934	\$526,750
School of Engineering	-	-	175,713
University College	-	12,000	48,000
School of Architecture and Planning	-	-	58,000
College of Fine Arts	-	-	50,000
College of Educations	-	-	28,750
School of Public Administration	-	-	-
Anderson School of Management	-	-	-
School of Law	-	-	-
University Libraries	-	-	-
Total Recurring:	\$ -	\$186,934	\$887,213

Non-Recurring

Support Enrollment Growth	\$150,000	\$150,000	\$ -
Pull-Back on I&G FY10 Balances	-	190,066	-
Arts and Sciences	139,934	617,000	228,056
School of Engineering	-	60,000	22,500
University College	-	-	64,000
School of Architecture and Planning	-	-	114,000
College of Fine Arts	-	-	118,000
College of Educations	-	-	252,500
School of Public Administration	-	-	87,500
Anderson School of Management	-	-	11,000
School of Law	-	-	43,000
VP of Equity and Inclusion	-	-	40,000
University Libraries	-	-	65,500
Total Non-Recurring:	\$289,934	\$1,017,066	\$1,046,056
Reserves:	\$310,066	\$384,191	\$1,020,501

Note: Base Allocation is prior year new faculty line funding plus prior year base allocation reduced by total recurring expenditures allocated to colleges.

TO: ASAR Committee

FROM: Chaouki T Abdallah, Interim Provost & EVP for Academic Affairs

DATE: February 1, 2012

SUBJECT: Five-Year Forecast Budget Recommendation

CC: David J. Schmidly, President

The provost has assembled a team to design an Academic plan for the University of New Mexico. While the Academic plan is being formed, the Academic Affairs office at the University of New Mexico has developed a five-year forecast budget that focuses on the following priorities of the Academic Plan:

1. Student Success
2. Building Faculty Strength
3. Recognizing and incentivizing excellent teaching
4. Establishing the Honors college

In support of these priorities, I am including below the budget request for FY 13.

Fiscal Year 2013	
Total New Funding	\$4,180,000
Fringe (for faculty & Staff)	\$917,209
New Faculty (20)	\$1,500,000
Distinguished Professors - Main Campus (MC)	\$130,000
Promotion	\$155,039
Salary Compaction	\$450,000
Support Staff (4)	\$133,752
Advisors (4)	\$150,000
A&S PTI	\$450,000
Faculty Retention	\$100,000
Tuition Waivers (1% Increase)	\$34,000
Student Affairs Initiatives	\$100,000

The proposed budget requests \$2 Millions per year for new faculty hires (around 20 faculty members or 2% of the faculty) and around 5 supporting staff. The budget request also includes funding requests for promotion (\$155,039) and to address retention (\$100,000) and salary compaction (\$450,000). The budget also includes funds for Academic advisors (4), A&S Part Time Instructors, as well as tuition waivers and student affairs initiatives focusing on student success. Finally, the budget requests \$150,000 for funding distinguished professors awards. Note that these numbers are adjusted in future years as we establish the Honors College (hiring a dean and faculty members) as described in the next 2 pages.

Attachment 4

Fiscal Year 2014	
Total New Funding	\$3,650,000
Fringe	820,543
New Faculty	1,500,000
Distinguished Professors - Main Campus	40,000
Promotion	155,039
Salary Compaction	354,418
Support Staff	100,000
Advisors	120,000
Honors College Dean	160,000
Honors College Support	216,000
Faculty Retention	50,000
Tuition Waivers (1% Increase)	34,000
Student Affairs Initiatives	100,000

Fiscal Year 2015	
Total New Funding	\$3,500,000
Fringe	786,822
New Faculty	1,500,000
Distinguished Professors - (MC)	40,000
Promotion	155,039
Salary Compaction	400,000
Support Staff	150,000
Advisors	150,000
Lecturers	134,139
Faculty Retention	50,000
Tuition Waivers (1% Increase)	34,000
Student Affairs Initiatives	100,000

Fiscal Year 2016	
Total New Funding	\$3,500,000
Fringe	786,822
New Faculty	1,500,000
Distinguished Professors - (MC)	40,000
Promotion	155,039
Salary Compaction	400,000
Support Staff	150,000
Advisors	150,000
Lecturers	134,139
Faculty Retention	50,000
Tuition Waivers (1% Increase)	34,000
Student Affairs Initiatives	100,000

Attachment 4

Fiscal Year 2017	
Total New Funding	\$3,500,000
Fringe	786,822
New Faculty	1,500,000
Distinguished Professors - (MC)	40,000
Promotion	155,039
Salary Compaction	400,000
Support Staff	150,000
Advisors	150,000
Lecturers	134,139
Faculty Retention	50,000
Tuition Waivers (1% Increase)	34,000
Student Affairs Initiatives	100,000

The Five-year budget recommendation reflects the current vision of the provost. The Provost has requested from all reporting units and offices preliminary proposals against the requested budget. The provost has also discussed the Academic priorities with the appropriate executives. As the Academic plan takes shape, it is anticipated that the budget categories may be adjusted while still reflecting the main Academic priorities of increasing student success and faculty strength and quality.

Rationale for the 5-Year Budget Request

The Academic Affairs budget request focuses on the following initiatives and metrics:

- 1) **Improve student success & graduation rates:** The latest 6-year graduation rate stands at 45.1%. In recent years, investments that increased the number of advisers and their training have inched the graduation rate up.
 - A) **Strategies:** The Associate Provost for curriculum has assembled a **committee for student success** to coordinate all advising efforts. The committee is developing a strategy that combines advising, coaching, and career advising in order to effect student retention and graduation. The strategy will be unveiled and tested early in Spring 2012 semester, and will come fully online by the Fall 2012 semester. An investment in hiring more advisers is part of the Academic Affairs priorities. A related effort to improve graduation rates is the addition of new summer courses to provide students with an opportunity to catch up and to stay on track. The plan calls for increasing such offerings until the university is able to offer a regular summer semester.
 - B) **Metrics:** Increase the graduation rates by 2% a year. Add 50 new summer courses in Summer 2012. Hire 4 more advisers per year starting in Fall 2012 (cost of \$150,000/year). Fund the last portion of the A&S PTI (\$450,000 in Fall 2012). Hire 10 lecturers/year (\$134,000/year).
- 2) **Enhance academic strength of departments:** In order to reverse the slide in the Tenured-Track faculty members ranks, the board of regents has already provided AA with an investment of \$2 Million to hire new tenure track faculty members. When accounting for benefits, this translates into the hiring of 20 faculty members.
 - A) **Strategies:** The various departments and colleges have submitted hiring plans and they are currently conducting many searches (more than 40 in Arts & Sciences alone and another 20 or so across other colleges). This investment will help to reverse the slide in the number of tenure/tenure-track faculty. The provost has requested the hiring of 20 new faculty members per year. Hiring tenure-track faculty will ultimately increase courses taught by regular faculty, will reduce the student to faculty ratio, and will immediately increase the research productivity (grants, publications and creative works). Moreover, the office of Academic Affairs is requesting funds to retain productive faculty and to fix salary inequities.
 - B) **Metrics:** Hire 20 new faculty members each year for the next 10 years (\$2 Millions/year). Reward distinguished professors (\$150,000/year). Fix salary compaction, inversion, and retention (\$400,000/year). Hire 10 lecturers/year (\$134,000/year)
- 3) **Increase enrollments – undergraduate and graduate:** The provost and the deans council are seeking strategies to increase enrollments at all levels. At the undergraduate level, such efforts include new marketing and financial aid efforts within the state, as well as in Arizona, Texas, and California.
 - A) **Strategies:** It is important to note that the number of NM high school graduates will remain flat over the next few years, so increasing the number of undergraduates will be achieved by more effective recruiting within NM and mostly outside of our State. At the graduate level, efforts to coordinate our international recruiting have started with the appointment of an associate provost for International Affairs. The AP for international affairs is consolidating recruiting efforts and initiatives. Specific efforts focusing on Mexico and Latin America are coordinated with the division of Student Affairs and the school of engineering. The loss of the out-of-state waivers for students taking less than 6 hours has dealt a setback to our efforts to increase graduate enrollments (especially in the nursing program), as did changes in the federal loan programs. On the other hand, recent agreements with Sandia National Laboratories and AFRL by the VPR, will certainly lead to an increase in domestic students enrollments. Another effort to recruit out-of-state and international students calls for using the AMIGO scholarships, potentially in conjunction with funds from other sources (e.g.

Attachment 4

CONACYT of Mexico). Many universities are able to generate funds by admitting paying international graduate students, and some UNM colleges (Anderson, Public Administration, Engineering) are well poised to take advantage of such strategies.

- B) **Metrics:** Increase international students enrollment by 10% a year (about 100 more students) starting in fall 2012. Finalize status of Honors College in Spring 2012 and recruit 100 more honors student the first year. Fund the last portion of the A&S PTI (\$450,000 in Fall 2012). Support Student Affairs and Enrollment Management initiatives (\$100,000/year). Finalize Honors college & University college plans. Encourage colleges to offer executive graduate programs and extended university courses.
- 4) **Enhance cross-college or other interdisciplinary work:** The provost is encouraging the deans to hire inter-departmental and inter-college faculty who can engage in multidisciplinary research and teaching.
- A) **Strategies:** The Senior Vice Provost is leading a team of Academic leaders to propose a framework for interdisciplinary work. The report of this team will be delivered in the Spring 2012 semester. A related effort is underway to re-focus the University College and to form an Honors college. The results of this effort will also be communicated in the Spring 2012 semester as an implementation plan. An investment in the Honors College will be required over the next couple of years in order to build a residential component, and to hire faculty members. Note that an Honors college is known to help in recruiting undergraduate students.
- B) **Metrics:** Finalize Honors College and University College plans by Spring 2012 (One time money of around \$2 Millions). Increase the honors college student population by 25% per year. Hire 2-4 multidisciplinary faculty members in the Honors College and across colleges.
- 5) **Enhance scholarly productivity:**
- A) **Strategies:** The hiring of new faculty will have a long-term effect on scholarly productivity. In the more immediate term, the Academic Affairs office has launched a distinguished professor lecture series to highlight and encourage scholarly work. The promotion and tenure requirements continue to stress and reward scholarly productivity.
- B) **Metrics:** Benchmark scholarly productivity against AAU members. Reward and highlight scholarly and creative works (especially those that receive national awards).
- 6) **Increase diversification of faculty and students:**
- A) **Strategies:** The provost has formed a diversity council to address the various challenges of diversification on campus. The charge of the committee as provided by the provost in consultation with the president is:

The charge of the Diversity Council is to review historical documents addressing diversity at UNM and study campus climate policies and best practices addressing diversity and excellence at institutions of higher education. Data from various sources will be evaluated in determining the needs at UNM as we move to establish a UNM model that embraces diversity and excellence. The work of the Diversity Council will culminate with a re-envisioned actionable Diversity Plan that will lead our institution for the next ten years. The committee will seek ways in which this plan may be successfully woven into the very fabric of daily operations at the University of Mexico.

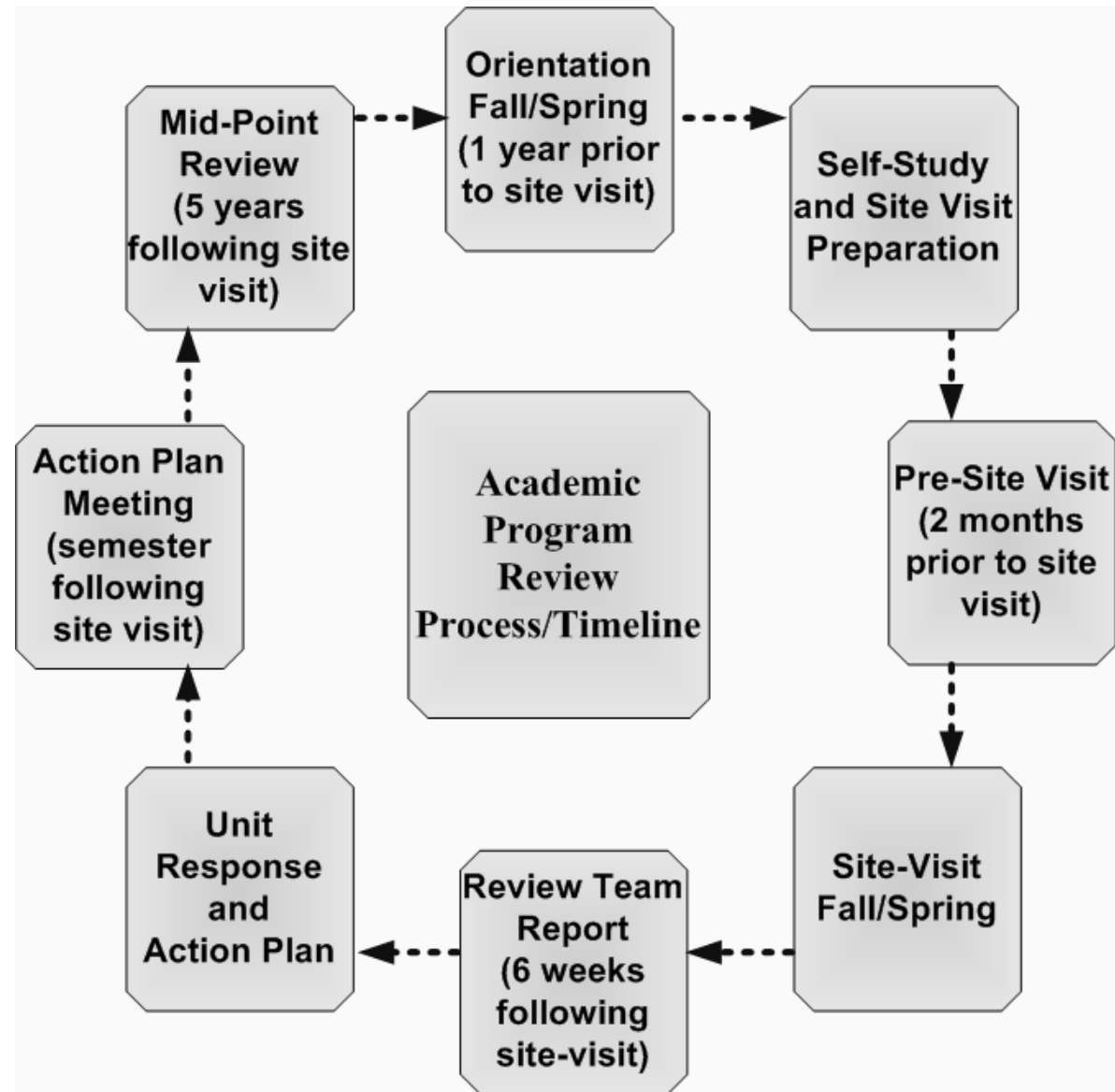
The council will propose hiring and recruiting strategies for diverse faculty, staff, students, and administrators.

- B) **Metrics:** While the diversity council will further define the final metrics, the Provost plans to encourage colleges to search for excellent underrepresented faculty by setting part of the faculty funds for such searches.

7) **Minor Capital funding to Support Classrooms on main campus (Capital Funds).**

- A) Strategies: As we strengthen the Academic mission, it is important to provide appropriate learning environments promotes teaching effectiveness, and student learning and retention. Three years ago \$12.5 million was invested in modernizing approximately 110 classrooms including the complete renovation of Mitchell Hall. Despite this infusion of funding, it was not sufficient to improve the general conditions of some of the classrooms, including new carpet or flooring, paint and/or seating replacement. In particular, a number of our large lecture halls need renewal work and audio-visual enhancements. Additionally, we are three years in to a five-year replacement cycle for classroom technology for those rooms we were able to enhance. It is estimated that we need a minimum of \$500,000 per year in renewal funds to keep our classroom inventory relevant. **Staff from Academic Affairs will be working to develop a list of classroom priorities to put forth as capital funds are prioritized for the upcoming budget years.**
- B) Metrics: The \$500,000 amount will help to renew about 10 classrooms each year.

Office of the Provost



ACADEMIC PROGRAM REVIEW SCHEDULE

Department	Programs	School/ College	Site Visit	Action Plan	<i>Mid-Point</i>
Nutrition Program	B.S., M.S.	COE-IFCE	November 7-9, 2006	April 19, 2007	November 2011
Sociology	B.A., B.A.Ed., M.A., Ph.D. - (Sociology) B.A. – (Criminology)	A&S	November 20-22, 2006	March 8, 2007	November 2011
Language, Literacy & Socio-cultural Studies	M.A., Ph.D.- (LLSS) Ph.D.- (Educational Linguistics)	COE-LLSS	January 24-26, 2007	February 14, 2008	<i>End of Spring 2012</i>
Psychology	B.A., B.S., B.A.Ed., M.S., Ph.D.	A&S	April 2-4, 2007	June 12, 2008	<i>End of Spring 2012</i>
Community & Regional Planning	M.C.R.P.	SA&P	February 26-28, 2007	June 5, 2007	<i>End of Spring 2012</i>
Biomedical Science	M.S., Ph.D.	School of Med.	March 19-21, 2007	September 18, 2007	<i>End of Spring 2012</i>
Latin American Studies	B.A., M.A., Ph.D.	A&S	November 15-16, 2007	September 30, 2010	<i>End of Fall 2012</i>
Linguistics	B.A., M.A., Ph.D.	A&S	November 5-7, 2007	April 1, 2009	<i>End of Fall 2012</i>
Spanish & Portuguese	B.A., B.A.Ed., M.A., Ph.D.	A&S	January 28-30, 2008	May 6, 2009	<i>End of Fall 2012</i>
Biology	B.A., B.S., B.S.Ed., M.S., Ph.D.	A&S	April 7-9, 2008	October 26, 2011	<i>End of Spring 2013</i>
Mathematics and Statistics	B.S., M.S., Ph.D.	A&S	April 21-23, 2008	Delayed due to change of Dean and Chair	<i>End of Spring 2013</i>
Geography	B.A., B.S., M.S.	A&S	February 25-27, 2008	May 5, 2009	<i>End of Spring 2013</i>
Anthropology	B.A., B.S., M.A., M.S., Ph.D.	A&S	November 3-5, 2008	February 9, 2011	<i>End of Fall 2013</i>
Cinematic Arts (Media Arts)	B.A.	CFA	September 17-19, 2008	July 9, 2009	<i>End of Fall 2013</i>
Philosophy	B.A., M.A., Ph.D. – (Philosophy) B.A. – (Economics-Philosophy)	A&S	October 13-15, 2008	January 27, 2011	<i>End of Fall 2013</i>

Attachment 6

ACADEMIC PROGRAM REVIEW SCHEDULE

Department	Programs	School/ College	Site Visit	Action Plan	Mid-Point
Landscape Architecture	M.L.A.	SA&P	April 13-16, 2009	November 10, 2009	<i>End of Spring 2014</i>
Chemical and Nuclear Engineering	B.S.Ch.E., M.S. – (Chemical Engineering) B.S.N.E., M.S. – (Nuclear Engineering)	SOE	April 27-29, 2009	April 26, 2010	<i>End of Spring 2014</i>
Electrical & Computer Engineering	B.S.E.E., M.S. – (Electrical Engineering) B.S.Cp.E., M.S. – (Computer Engineering)	SOE	February 23-25, 2009	June 15, 2010	<i>End of Spring 2014</i>
Civil Engineering & Constr. Mgt.	B.S.C.E., M.S. – (Civil Engineering) B.S.Cn.E. – (Construction Engineering) B.S., M.C.M. – (Construction Management)	SOE	March 9-11, 2009	November 9, 2009	<i>End of Spring 2014</i>
Mechanical Engineering	B.S.M.E., M.S.	SOE	February 16-18, 2009	September 17, 2009	<i>End of Spring 2014</i>
Educational Leadership	M.A., Ed.D., Ed. Spc.	COE- ELOL	November 2-4, 2009	July 22, 2010	<i>End of Fall 2014</i>
Organizational Learning & Instructional Technologies (OLIT)	M.A., Ph.D., Ed.Spc. – (OLIT) B.S. – (Technology Training)	COE- ELOL	October 12-14, 2009	May 18, 2010	<i>End of Fall 2014</i>
History	B.A., B.A.Ed., M.A. Ph.D.	A&S	October 26-28, 2009	January 12, 2012	<i>End of Fall 2014</i>
Public Administration	M.P.A.	SPA	November 28-30, 2009	June 24, 2010	<i>End of Fall 2014</i>
English	B.A., B.A. Ed., M.A., Ph.D. - (English) B.A. – (English-Philosophy) M.F.A. – (Creative Writing)	A&S	February 22-24, 2010	Re-scheduling to end of Spring 2012 semester	<i>End of Spring 2015</i>
Physics & Astronomy	B.S., B.S.Ed., M.S., Ph.D. - (Physics & Astronomy) B.A. – (Physics & Astrophysics) B.S. – (Astrophysics)	A&S	February 8-10, 2010	November 30, 2011	<i>End of Spring 2015</i>

ACADEMIC PROGRAM REVIEW SCHEDULE

Department	Programs	School/ College	Site Visit	Action Plan	Mid-Point
Optical Science and Engineering	M.S., Ph.D.	A&S SOE	March 8-10, 2010	August 16, 2011	<i>End of Spring 2015</i>
Computer Science	B.S.C.S., M.S., Ph.D.	SOE	April 19-21, 2010	October 26, 2010	<i>End of Spring 2015</i>
Art & Art History	B.A.F.A., M.A., Ph.D. - (Art & Art History) B.F.A., B.A.F.A., M.F.A. - (Art Studio)	CFA	November 20-22, 2010	July 25, 2011	<i>End of Fall 2015</i>
Water Resources	M.W.R.	UC	October 11-13, 2010	Documents with Chair and Dean	<i>End of Fall 2015</i>
Economics	B.A., M.A., Ph.D. – (Economics) B.A. – (Economics-Philosophy)	A&S	March 24-25, 2011	Pending Scheduling	<i>End of Spring 2016</i>
Art Education	B.A.Ed., M.A.	COE- Ed Spec	November 26-28, 2011	Chair preparing documents	<i>End of Fall 2016</i>
Teacher Education	Elementary Education B.S.Ed., M.A. Secondary Education B.A.Ed., B.S.Ed., M.A. (Secondary Education) B.A.Ed. (Theatre Education) Curriculum & Instruction – Multi- Cultural Teacher Education Ed.D., Ph.D. (Multi-Cultural Teacher Ed) Ed. Spc. (Curriculum & Instruction)	COE Teacher ED	October, 31- November, 1-2, 2011	Chair preparing documents	<i>End of Fall 2016</i>
Architecture	B.A.A., M.Arch.	SA&P	April 2-4, 2012		<i>End of Spring 2017</i>
Communication & Journalism	B.A., B.A.Ed., M.A., Ph.D. - (Communication) B.A. – (Mass Communication)	A&S	April 23-25, 2012		<i>End of Spring 2017</i>
Music	B.A., B.M., M.Mu. – (Music) B.M.E. – (Music Ed.)	CFA	April 13-15, 2012		<i>End of Spring 2017</i>

ACADEMIC PROGRAM REVIEW SCHEDULE

Department	Programs	School/ College	Site Visit	Action Plan	Mid-Point
Health, Exercise and Sports Sciences	B.S.Ed. (K-12 Physical Education) B.S. (Athletic Training) B.S. (Exercise Science) M.S. (Physical Education) Ph.D. (Physical Education Sports and Exercise Science) B.S.Ed., M.S.	COE/ HESS	February 6-8, 2012		<i>End of Spring 2017</i>
Political Science	B.A., B.A.Ed., M.A., Ph.D.	A&S	November 12-14, 2012		<i>End of Fall 2017</i>
Nanoscience and Microsystems	M.S., Ph.D.	A&S and SOE	October 11-12, 2012		<i>End of Fall 2017</i>
Special Education	B.S.Ed., M.A, Ed.D., Ph.D., Ed.Spc., GCert.	COE- Ed.Spec	October 29-31, 2012		<i>End of Fall 2017</i>
Educational Psychology	M.A., Ph.D.	COE- IFCE	Spring 2013		<i>End of Spring 2018</i>
Chemistry	B.A., B.S., B.S.Ed., M.S., Ph.D.	A&S	Spring 2013		<i>End of Spring 2018</i>
Counselor Education	M.A. – (Counseling) Ph.D. – (Counselor Ed.)	COE- IFCE	Spring 2013		<i>End of Spring 2018</i>
Speech & Hearing Sciences	B.A. – (Speech & Hearing Sciences) M.S. – (Speech-Language Pathology)	A&S	Fall 2013		<i>End of Fall 2018</i>
International Studies Institute	Asian Studies B.A. European Studies B.A. International Studies B.A.	A&S	Fall 2013		<i>End of Fall 2018</i>
Earth & Planetary Sciences	B.A., B.S., B.S.Ed., M.S., Ph.D.	A&S	Fall 2013		<i>End of Fall 2018</i>
Religious Studies	B.A.	A&S	Fall 2013		<i>End of Fall 2018</i>

ACADEMIC PROGRAM REVIEW SCHEDULE

Department	Programs	School/ College	Site Visit	Action Plan	Mid-Point
Anderson School of Management: Accounting Finance, Intl., Tech., Management Marketing, Info. & Decision Sciences Organizational Studies	B.B.A., M.B.A., E.M.B.A., M.G.T.C.P., M.Acct.	ASM	Spring 2014		<i>End of Spring 2019</i>
Theater & Dance	B.A., M.F.A. – (Dance) B.A. – (Design for Performance) M.F.A. – (Dramatic Writing) B.A. – (Theatre) M.A. – (Theatre and Dance)	CFA	Spring 2014		<i>End of Spring 2019</i>
Women Studies	B.A., G. Cert	A&S	Spring 2014		<i>End of Spring 2019</i>
American Studies	B.A., M.A., Ph.D.	A&S	Spring 2014		<i>End of Spring 2019</i>
Foreign Languages & Literature (w. Comparative Literature and Cultural Studies)	B.A. – (Classical Studies) B.A., M.A. – (Comparative Lit. & Cultural Studies) B.A., B.A.Ed., M.A. - (French) Ph.D. – (French Studies) B.A., B.A.Ed., - (German) M.A. – (German Studies) B.A. – (Languages) B.A. – (Russian)	A&S	Fall 2014		<i>End of Fall 2019</i>
BA/MD	B.A. (Hlth, Med., & Human Values)	A&S	Fall 2014		<i>End of Fall 2019</i>
Bachelor of University Studies	B.U.S.	UC	Fall 2014		<i>End of Fall 2019</i>

ACADEMIC PROGRAM REVIEW SCHEDULE

Department	Programs	School/ College	Site Visit	Action Plan	Mid-Point
Interdisciplinary Film & Digital Media (IFDM)	B.F.A.	C F A	Spring 2015		<i>End of Spring 2020</i>
Native American Studies	B.A.	UC	Spring 2015		<i>End of Spring 2020</i>
Africana Studies	B.A.	A&S	Spring 2015		<i>End of Spring 2020</i>
Biochemistry	B.A., B.S.	A&S	Fall 2015		<i>End of Fall 2020</i>
Early Childhood & Multi-cultural Education	B.S.	COE IFCE	Fall 2015		<i>End of Fall 2020</i>
Family Studies	B.S., M.A., Ph.D. (Family Studies) B.S. (Human Devel.& Fam.Relations) B.S. (Human Services) B.A. (Family Studies -A&S)	COE IFCE	Fall 2015		<i>End of Fall 2020</i>