Academic Administrator Workshop
Summer 2019

June 6, Yates Auditorium, 109 Domenici Hall
July 25, 3rd Floor Bistro, Fulton Center
August 6, Yates Auditorium, 109 Domenici Hall

8:00 to 5:00
### NMSU LEADS 2025

Social Mobility & Student Success ◆ Research & Creativity ◆ Outreach & Extension ◆ A Robust University System ◆

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Presenter</th>
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</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Registration, Coffee</td>
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<tr>
<td>8:15</td>
<td><strong>NMSU LEADS 2025</strong>: Leadership and achieving our vision</td>
<td>John Floros, President</td>
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<tr>
<td>9:15</td>
<td><strong>Goal 1</strong>: Social Mobility: What is it and how do we get there?</td>
<td>Renay Scott, VP Student Success</td>
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<tr>
<td>10:00</td>
<td>Break</td>
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<tr>
<td>10:15</td>
<td><strong>Goal 1</strong>: Student Success &amp; Social Mobility</td>
<td>Renay Scott, VP Student Success, David Smith, Dir. Assessment, Dacia Sedillo, Registrar, Renay Scott, VP Student Success</td>
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<tr>
<td>11:15</td>
<td><strong>Goal 2</strong>: Advancing Research and Creativity</td>
<td>Luis Cifuentes, VP Research</td>
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<tr>
<td>12:00</td>
<td>Lunch &amp; facilitated discussion: What would have been helpful to know as a new administrator?</td>
<td>Greg Fant, Deputy Provost</td>
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<tr>
<td>1:00</td>
<td><strong>Goal 4</strong>: Legal tips, trips, and traps</td>
<td>Liz Ellis, General Counsel</td>
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<td>3:00</td>
<td>Break</td>
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<tr>
<td>3:15</td>
<td><strong>Goal 4</strong>: Human Resources as your partner</td>
<td>Greg Fant, Deputy Provost, Gena Jones, AVP Human Resources</td>
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<tr>
<td>4:15</td>
<td>What’s new: System and campus updates</td>
<td>John Floros, President</td>
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<tr>
<td>4:30</td>
<td>Wrap up</td>
<td>John Floros, President</td>
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NMSU LEADS 2025

Mission
The mission of the New Mexico State University system is to serve the diverse needs of the state through comprehensive programs of education, research, extension and outreach, and public service. As the state’s land-grant and space-grant university, and as a Hispanic-Serving Institution, NMSU fosters learning, inquiry, diversity and inclusion, social mobility, and service to the broader community.

Vision
By 2025, the NMSU system will excel in student success and social mobility for our diverse student populations, achieve the highest Carnegie research status (R1), and maintain our Carnegie Community Engagement classification.

Values: NMSU LEADS

Leadership: Promoting and creating the ability for Aggies to shape the future

Excellence: Providing the highest level of education, research, outreach, and service

Access: Welcoming diverse populations to higher education and to the NMSU community

Diversity & Inclusion: Embracing our differences as an asset and actively seeking to include wide-ranging perspectives

Student-Centered: Supporting the education of our students through every aspect of our university, every day

These values are encapsulated as: BE BOLD. Shape the future.
GOAL 1. ENHANCE STUDENT SUCCESS & SOCIAL MOBILITY

Student success across the NMSU system is driven by a commitment to learning, degree completion, and career attainment enriched by our research and outreach enterprise. Our students are served by our culture of inclusivity and educational delivery that meets student needs and includes online and hands-on learning. Recognizing the diverse backgrounds of students across the system, NMSU provides a supportive environment for students to become a part of, and contribute to, the campus community, the state, the country, and the world.

Objective 1.1 Diversify, optimize, and increase system-wide enrollment

Actions

a. Create targeted enrollment initiatives to increase recruitment from high school
b. Develop a comprehensive marketing and communications plan that emphasizes degree opportunities across the system and align communication plans across the system to foster common messaging and branding
c. Leverage system-wide outreach programs (e.g. 4-H, STEM programs, athletics, entrepreneurship) as recruitment opportunities
d. Create a recruitment network (e.g. high schools, military installations, outreach programs)
e. Formalize, expand and market Aggie Pathways for seamless transfer to the university campus
f. Develop marketing strategies that target diverse student segments such as transfer, military, returning students, and individuals enrolling with educational gaps
g. Adopt holistic recruitment programs that address the needs of a diverse student population, foster inclusion and diversity, engage families, and leverage our vast alumni network
h. Create and promote robust online learning programs (fully online degrees, blended programs, online courses, support services)
i. Leverage our programs and networks (e.g. student organizations, alumni, and non-profit partners) to increase national and international enrollment
j. Collaborate on interdisciplinary academic programs in emerging disciplines
k. Align human, financial, and physical resources to support student success across the system

Objective 1.2 Increase student learning, retention, and degree attainment

Actions

a. Develop system-wide advising practices that align with student learning objectives and promote student success
b. Incorporate comprehensive financial planning and counseling into curricular and co-curricular activities
c. Incorporate Aggie identity into system-wide support infrastructures such as tutoring, mental-health counseling, healthcare, financial counseling, ethnic programs
d. Foster inclusivity, engagement, and access to academic and co-curricular experiences
e. Expand options for curricular delivery to include fully online programs, blended programs, and online courses
f. Provide training to students, faculty, and staff to create classroom and university environments that promote inclusion and recognize the strength in diversity
g. Close the achievement gap

Objective 1.3 Develop a culture of “Aggie Life” reflected by high student engagement through participation and learning in co-curricular experiences

Actions

a. Encourage involvement in system-wide co-curricular activities such as athletics, student organizations, fine arts, community outreach, Pride Band, intramurals, and ROTC
b. Develop robust experiential learning, service-learning, and research experiences that engage students and contribute to the development of essential skills
c. Engage university faculty and staff in Aggie Life experiences

Objective 1.4 Strengthen Career Pathways through service-learning, experiential learning and research engagement.

Actions

a. Enhance system-wide internship, co-op, and externship opportunities to meet employment and workforce needs
b. Create system-wide career advising programs with shared objectives
c. Develop a strategic relationship with New Mexico Workforce Solutions to expand student awareness of New Mexico employment opportunities
d. Collaborate with business and industry partnerships to expand career opportunities for international students within and external to the U.S.
e. Develop alumni and corporate relationships for student mentoring and job placement
f. Foster awareness of post-graduate opportunities for career advancement

Objective 1.5 Elevate graduate education

Actions

a. Develop a communications plan that emphasizes strong graduate programs as central to the growth and impact of research, scholarship and creative activity
b. Cultivate new and increase existing resources to support graduate students
c. Align use of graduate assistantships with the teaching and research mission
d. Invest research indirect cost (IDC) to develop and apply incentives to grow graduate enrollment
e. Foster and support graduate student enrollment in social sciences, humanities and creative arts
f. Promote professional master's degrees as value-added credentials for career advancement

Objective 1.6 Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service, and outreach. Elevate graduate education
## Actions

| a. | For all degree programs, create and publish learning objectives and assessment plans. |
| b. | Revise Vision for the Baccalaureate Experience to align with New Mexico General Education Essential Skills. |
| c. | Ensure that all academic programs have published degree plans that include pre-requisites and that are easily navigated. |
| d. | Support efforts to improve student learning through robust professional development. |

## Goal 1 KPIs

1. Enrollment  
2. Completion (persistence, retention, graduation rate, degrees awarded, average time)  
3. Net Price  
4. Social mobility index (such as CollegeNet)

## Leading Indicators

*For each level, demographic, market segment, and discipline:

<table>
<thead>
<tr>
<th>Leading Indicators</th>
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</thead>
<tbody>
<tr>
<td>• Upstream enrollment indicators</td>
<td>• Student participation in and use of NMSU non-academic programs and services</td>
</tr>
<tr>
<td>• Recognized leader in serving diverse students and eliminating achievement gaps</td>
<td>• Student participation in career fairs</td>
</tr>
<tr>
<td>• Scholarships and financial aid awarded</td>
<td>• Satisfaction survey with advising</td>
</tr>
<tr>
<td>• Midterm grades</td>
<td>• Outcomes (career advancement*, employment rate*, salary*, graduate school*)</td>
</tr>
<tr>
<td>• Student satisfaction metrics</td>
<td>• Alumni and industry partner participation in career mentoring</td>
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</tbody>
</table>

*6 months, 2 years, 5 years post-graduation
# GOAL 2. ELEVATE RESEARCH & CREATIVITY

NMSU recognizes that all disciplines advance research, scholarship and creative activity, and along with the assets of the state of New Mexico, create a strong foundation for teaching, learning, education, training, innovation, and economic development.

## Objective 2.1 Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education

**Actions**

a. Align research strengths across all academic units to create integrated research centers supported with strategic investment and interdisciplinary hires  
   
b. Enhance interdisciplinary collaboration, especially inclusive of creative and non-STEM disciplines  
   
c. Develop interdisciplinary academic degrees aligned with research capabilities in emerging areas  
   
d. Promote and reward entrepreneurial initiatives  
   
e. Increase funded graduate assistants  
   
f. Create competitive faculty startup packages  
   
g. Build strategic public–private partnerships (e.g., industry, national labs), with opportunities to integrate graduate student research  
   
h. Enrich and expand corporate, industrial, and government relationships to advance research and creative activity

## Objective 2.2 Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity.

**Actions**

a. Increase number of doctoral degree programs and graduates in the humanities, social sciences and arts  
   
b. Support infrastructure needs of humanities, social sciences and creative arts  
   
c. Build and support a creative campus  
   
d. Leverage existing and create new public–private partnerships that elevate the humanities, social sciences and arts

## Objective 2.3 Amplify impact of research findings by addressing local needs that align with global challenges

**Actions**

a. Develop sustainable research programs in energy, food and agriculture, and water to serve as drivers for economic development throughout New Mexico
b. Foster interdisciplinary research agendas that explore the integration of data and information technologies with diverse disciplines

c. Leverage NMSU’s land- and space-grant missions to initiate a space sustainability academic and research program by integrating NMSU’s commercial space and sustainability efforts

d. Conduct research that improves borderland health with a focus on health disparities

e. Build interdisciplinary teams to increase competitiveness for large biomedical research grants

f. Expand research by leveraging NMSU’s unique physical assets such as Physical Science Laboratory, Agricultural Experiment Stations, Apache Point Observatory, and Sunspot Solar Observatory

g. Incentivize faculty and staff participation in creation of intellectual property

**Objective 2.4 Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer**

**Actions**

a. Reward faculty and staff engagement in technology transfer through financial incentives such as intellectual property revenue sharing, new equipment, facility enhancements, and legal support

b. Develop a communications plan to amplify research outcomes beyond NMSU

b. Develop a communications plan to amplify research outcomes beyond NMSU

c. Create an environment supportive of interdisciplinary and cross-border collaborations

d. Provide opportunities for educators to engage in international activities

e. Build long-term strategic partnerships and relationships

f. Promote Cooperative Extension Service, engineering extension and outreach, STEM Outreach Center, and other outreach programs as opportunities for technology transfer
## Goal 2 KPIs

5. Science & Engineering research and development expenditures  
6. Non-Science & Engineering research and development expenditures

### Leading Indicators

*For each discipline, venue, industry, benefactor or agency:

<table>
<thead>
<tr>
<th>Leading Indicators</th>
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</thead>
<tbody>
<tr>
<td>• Visibility and impact – scholarly, educational, behavioral, health, societal, governmental, political, resource, economic, cultural consumer</td>
<td>• Master’s degrees conferred*</td>
</tr>
<tr>
<td>• Marketing methodologies and expenditures</td>
<td>• Master’s, doctoral-professional practice, and doctoral-other degrees conferred in Arts &amp; Sciences*</td>
</tr>
<tr>
<td>• Increase in number of proposal submissions</td>
<td>• Master’s, doctoral-professional practice, and doctoral-other degrees conferred in professional fields*</td>
</tr>
<tr>
<td>• Faculty startup expenditures</td>
<td>• Doctoral degrees – other*</td>
</tr>
<tr>
<td>• Quality of research facilities</td>
<td>• Doctoral degrees – professional practice*</td>
</tr>
<tr>
<td>• Journal submissions</td>
<td>• Doctoral degrees – research and scholarship*</td>
</tr>
<tr>
<td>• New collaborations and partnerships</td>
<td>• Humanities research and scholarship doctoral degrees*</td>
</tr>
<tr>
<td>• Invention disclosures</td>
<td>• Social science research and scholarship doctoral degrees*</td>
</tr>
<tr>
<td>• External matching funds</td>
<td>• STEM research and scholarship doctoral degrees*</td>
</tr>
<tr>
<td>• Graduate students supported by external funds</td>
<td>• Number of research and scholarship doctoral degrees conferred in professional fields*</td>
</tr>
<tr>
<td>• Graduate enrollment (total)*</td>
<td></td>
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<tr>
<td>• Graduate enrollment (full-time)*</td>
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<tr>
<td>• Graduate enrollment (part-time)*</td>
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*Data used by Carnegie Classification
GOAL 3. AMPLIFY EXTENSION AND OUTREACH

NMSU outreach extends knowledge beyond the university, drives integration of activities, directly and indirectly, and supports student learning, experiences, and success. Our outreach activities include research, connections with communities and families, multigenerational engagement, economic development and entrepreneurship, and collaborative efforts with industry, corporations, and government entities.

Objective 3.1 Be a leader in place-based innovation and in economic and community development

Actions

a. Capitalize on system-wide strengths to develop strategic, collaborative partnerships
b. Build sector-specific collaborative initiatives with businesses, national laboratories, communities and economic development organizations
c. Develop investment partners for technology and business start-ups
d. Partner with innovation centers and business incubators across the state
e. Network and market NMSU systemwide economic development and entrepreneurial programs such as Arrowhead Center, especially to New Mexico communities
f. Promote funding opportunities to startup community (e.g. Small Business Innovation Research, Small Business Technology Transfer, National Science Foundation I-Corps, and Arrowhead Innovation Fund)
g. Develop investment partners with Angel Investors and Venture Capitalists around the globe

Objective 3.2 Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility

Actions

a. Network and market NMSU systemwide outreach programs
b. Establish shared vision and common metrics for outreach programs across the system
c. Increase engagement of multigenerational students in continuing education and professional development to promote lifelong learning
d. Develop PK-20 professional development for teachers to enhance educational learning outcomes statewide
### Objective 3.3  Improve PK-20 Science, Technology, Engineering and Math (STEM) education

**Actions**

a. Establish pilot STEM community labs in New Mexico communities  
b. Develop a network of STEM educators that bridge higher education and public education  
c. Lead a coalition of New Mexico higher education institutions dedicated to the improvement of PK-20 STEM education as a statewide system, including advocacy efforts  
d. Enhance curricula on interdisciplinary aspects of STEM and STEM-based skills (e.g. exploring the role of STEM within society and other disciplines)  
e. Develop statewide resources for best practices  
f. Lead a coalition of New Mexico higher education institutions in providing comprehensive professional development for teachers across various learning modalities  
g. Create seamless pathways from PK-12 to higher education  
h. Increase engagement of underrepresented populations in STEM education  
i. Increase the number of STEM-skilled individuals entering the workforce

### Objective 3.4  Strengthen and elevate public–private engagement

**Actions**

a. Inventory university assets and corporate needs and interests, and compile a living document of current and proposed partnerships across the NMSU system  
b. Elevate core strategic partnerships to Chancellor and President to leverage across the system  
c. Develop an integrated process for private sector engagement, including the NMSU Foundation, to support and grow public–private partnerships  
d. Enhance culture of private sector engagement at NMSU  
e. Create list of NMSU research and innovations aligned with private sector technology needs  
f. Establish an incentive system within NMSU for research, Extension, and outreach that leverages private sector relationships  
g. Promote NMSU strengths to current and prospective private sector partners  
h. Develop a marketing campaign to promote NMSU as a resource for ground-breaking research, development of emerging technologies, and qualified students from diverse backgrounds  
i. Leverage NMSU alumni and private sector networks to develop and strengthen core strategic partnerships and individual relationships

### Objective 3.5  Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities

**Actions**

a. Leverage Cooperative Extension Service programs and facilities to benefit economic development and community outreach
b. Increase engineering extension and outreach programs to support and accelerate technology transfer and economic development

c. Leverage other system-wide programs to expand economic development and outreach

d. Promote College of Education outreach programs as best practices for STEM education, and Next Generation Science Standards alignment

e. Leverage the humanities, social sciences and arts to amplify extension and outreach.

### Goal 3 KPIs

7. Outreach and extension expenditures

#### Leading Indicators

*For each discipline, venue, industry, benefactor or agency:*

<table>
<thead>
<tr>
<th>Leading Indicators</th>
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<tbody>
<tr>
<td>- Jobs created</td>
<td>- Business startups</td>
</tr>
<tr>
<td>- Investment and funding</td>
<td>- Number of products developed or improved</td>
</tr>
<tr>
<td>- Youth, students, and constituents engaged</td>
<td>- National, regional, local partnerships</td>
</tr>
<tr>
<td>- Student, faculty and staff service to communities</td>
<td>- International engagements</td>
</tr>
<tr>
<td>- Businesses, individuals, or communities assisted</td>
<td>- Alignment of Extension and outreach programs and services with strategic goals</td>
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</table>
GOAL 4. BUILD A ROBUST UNIVERSITY SYSTEM

NMSU seeks to improve the University System, across the board, for faculty, staff, students, alumni, donors, stakeholders, and prospective students and their families. Cooperation throughout the NMSU system will be exemplary for university systems across the nation through efficient, effective, and empowering operations that align with our strategic goals.

**Objective 4.1** Be a recognized leader in valuing the inclusion of diverse participants and in recognizing diversity as an asset among minority-serving, land-grant, and space-grant institutions

**Actions**

- Establish an Office of Diversity and Inclusion
- Collect information on institutional practices that support or constrain the success of stakeholders and design interventions to address problematic practices
- Ensure staff and faculty reflect New Mexico demographics and provide processes for diversity hiring practices
- Engage with other minority-serving institutions and adopt best practices
- Partner with students and student organizations to address issues of diversity and inclusion
- Work with leadership programs to develop and sustain capacity for addressing diversity and inclusion issues
- Develop capacity to understand and address issues of inclusion and diversity at all levels of the NMSU system
- Promote continuous improvement in communication and management skills
- Define and prioritize problems, determine information needs, develop and deliver training

**Objective 4.2** Cultivate faculty and staff excellence

**Actions**

- Evaluate current compensation policies to ensure fair-market value for faculty and staff
- Develop performance evaluation processes that align, engage, empower, and reward contributions to NMSU systemwide strategic goals
- Develop robust network for cross-disciplinary faculty and staff engagement
- Support faculty and staff through professional development and programs that support their financial, mental, and physical well-being
- Develop professional development programs that foster academic and professional excellence and diversity
- Leverage and support shared-governance to advance systemwide mission and vision
### Objective 4.3  Establish operational excellence through a metric-driven, service-oriented approach

**Actions**

a. Develop metric-driven decision-making processes that drive operational efficiencies  
   b. Incentivize metric-driven unit performance  
   c. Develop and align human resource policies to support recruitment and retention of faculty and staff  
   d. Provide system-wide technology solutions that are flexible, responsive, and secure  
   e. Share software systems for operational and administrative services across NMSU  
   f. Value and promote customer service and continuous improvement and establish professional development and management training programs where and as needed  
   g. Ensure support system to enable employees to meet their individual, unit, and enterprise goals  
   h. Enable clear, transparent alignment of budget and resources with enterprise goals

### Objective 4.4  Identify grand challenges and mobilize the University system to execute effective solutions

**Actions**

a. Empower faculty and staff to identify solutions to global challenges  
   b. Encourage interdisciplinary thought and creativity at the edges of disciplines  
   c. Create opportunities for students to engage in market relevant solutions  
   d. Focus on current NMSU strengths in the areas of creating healthy borders, modernization of critical infrastructure, and transforming education.

### Objective 4.5  Establish strategic alignment with the NMSU Foundation to raise, manage, and steward private resources in support of the NMSU system

**Actions**

e. Cultivate, solicit and steward private financial support from alumni, parents, friends, corporations, foundations, and others for the benefit of students and programs systemwide  
   f. Build endowments to support the long-term academic and priority needs of the NMSU system  
   g. Provide sound fiscal oversight of current-use and endowment funds  
   h. Identify opportunities to support facility upgrades and renovation, including naming and matching fund opportunities  
   i. Integrate alumni engagement across NMSU strategic goals
## Goal 4 KPIs

8. Personnel Assets (satisfaction, compensation, productivity, excellence)
9. Resource development (Alumni engagement, dollars raised, increase in endowment, campaign metrics)
10. Budget alignment and productivity

## Leading Indicators

*For each discipline, venue, industry, benefactor or agency:*

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<thead>
<tr>
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<tbody>
<tr>
<td>Leadership development activities</td>
<td>Employee satisfaction</td>
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<tr>
<td>Diversity and inclusion</td>
<td>Performance evaluation</td>
</tr>
<tr>
<td>Business process transaction completion times (e.g. hiring, procurement, travel)</td>
<td>Wage equity</td>
</tr>
<tr>
<td>IT development and implementation cycle times</td>
<td>Total compensation</td>
</tr>
<tr>
<td>Compliance training</td>
<td>Turnover rates</td>
</tr>
<tr>
<td>Adverse events and findings</td>
<td>Student scholarships</td>
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<tr>
<td></td>
<td>Increase alumni giving</td>
</tr>
<tr>
<td></td>
<td>Growth in endowment</td>
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Understanding Social Mobility and First Generation Students

Renay M. Scott, Ph.D.
Office of Student Success  Professor, College of Education

The Social Mobility Index
CollegeNET: Social Mobility Index

- **Tuition**: The higher the tuition the lower the social mobility index. High tuition “scares” off students even if the net price is low.
- **Economic Background**: The # of students from families with incomes less than $48,000 served.
- **Graduation Rate**: The graduation rate of students from families with incomes less than $48,000.
- **Early Career Salary**: The # of students from families earning less than $48,000 who now earn more than $48,000.
- **Endowment**: The lower the endowment the higher the social mobility index. The idea is that the University is raising money and using money to keep tuition low and fund scholarships.

The First Generation College Student

EMBRACING OUR MISSION

BE BOLD. Shape the Future.
What is a first generation student?

- “Neither parent has earned a four-year college degree”. (TRIO, 2010)
- “Students who are first in their family to pursue education beyond high school”. (NCES, 2007)

Characteristics of First Generation College Students

- About 36% of all students attending college are first generation. At NMSU that percentage is closer to 50%. (NCES, 2017)
- About 50% of first generation college students are from low income homes.
- These students are more likely to be a member of a racial minority with Hispanic students mostly likely to be first generation college students.
First Generation College Students’ Motivations to Attend College

• 69% of first generation college students go to college to help out their family.
• 61% of first generation college students want to give back to their community.

Challenges: First Generation College Student

I. Lack of Knowledge About the College Experience
   • Many complete the FAFSA for parents without help.
   • First generation students’ background is viewed as a deficit rather than a strength. However, it is often the single most important motivator to earn a degree.

II. Lack of Academic Preparation
   • First generation students tend to have lower “academic self-confidence” than their peers and report spending less time studying in high school compared to their peers.
   • First generation students demonstrate lower confidence in math and writing skills than their peers.
   • First generation students are less aspirational with respect to pursuing a graduate degree.
Challenges: First Generation Students

III. Guilt

- “Breakaway Guilt” is the feeling that you are abandoning your parents or siblings by coming to college.
- Some families may view the desire to attend college as a rejection of the past or current way of life.
- More parents are beginning to encourage their children to attend college but feel ill-equipped to help them with college structures.

IV. Finances and Social Life

- Participating in social life can come with a cost for college students; first generation students are often unable to afford to participate.
  - Social events off campus
  - Greek life
- Higher percentages of first generation students work compared to their peers; on average they work just over 20 hours per week.

V. Possible Lack of Support from Home

- Parents who have not attended college may not understand the pressures and stresses of college and may not know how to help.
4-Key Steps to Lift the Burden

Step 1: Know Our Students
Know Our Students

Step 2: Recognize the Barriers We Created
Flipping the Narrative

• “Stop expecting first generation college students to know how to negotiate the academy’s demands; rather, try to help them do so.”

(Housel & Harvey, 2009, p. 36)

JAR - GON

• Special words or expressions that are used by a particular group and are difficult for others to understand (Grammarly).
• This includes Acronyms.
Step 3: Consider How to Reduce Barriers

Recruitment Strategies

• First generation students tend to choose less expensive institutions – “price sensitivity” – keep tuition low.
• First generation college students tend to attend institutions within 50 miles of home – create small communities within the big university.
• An offer of financial assistance was rated as “very important” in a first-generation student’s decision to attend college - early award packages clearly explained.
• Write in a way that first generation students understand - anticipate what students need to know – create a call to action.
On-Boarding & First Year Strategies

- First generation students need programs to help them understand the expectations of the University. **Design orientation & first year experience programs to support first generation students.**
- First generation students need personalized support. **Consider designing opportunities for students to connect with peers, faculty, staff and community members who have similar backgrounds.**
- Family programming can assist first generation students through building family capacity for support. Don’t see helicopter families as deficit; **help families learn how to support their children.**

Retention Strategies

- First generation students need to believe they do belonging in college. **Encourage first generation faculty members to mentor first generation students** (person to person, on-line bios, links to their scholarship, feature them in stories).
- Offer courses in a variety of formats and timings; not every one can learn in a 16 week model. **Consider summer, 8 week courses, competency based education courses and hybrid courses to help first generation students juggle college-work-home demands.**
- Help first generation students build their academic capacity. **Consider early enrollment programming the summer or semester before starting college.**
- A little financial challenge can derail first generation college students quickly. **Consider “Completion Grants” for the last year or semester when students typically run out of Lottery funding.**
Step 4: Develop Student Ready Employees & Programs

Supporting Faculty

• Ensure new faculty understand the University’s commitment to and focus on first generation students.
  • Job Descriptions & Postings
  • On-boarding
• Provide on-going training to ensure faculty understand the students served and provide opportunities for faculty to learn about best practices for serving those students.
• Acknowledge service to first generation students in promotion and tenure processes.
Degree Program Design

• Present degree programs (degree map) in a semester by semester layout that tells students what courses to take during what semester.
• Design degree programs with fewer elective options.
• Ensure pre-requisites and co-requisites are really necessary, not hidden, and are included in the degree map.
• Consider credit for prior learning as a way to shorten time to degree and codify prior learning.

Course delivery & Pedegogy

• Offer courses in a variety of delivery formats (face-to-face, competency based, online, hybrid, etc.).
• Offering courses in a variety of schedule formats: 16 week; 8 week; evenings, weekends, hybrid).
• Make sure students can get the courses they the semester they need them.
• Consider incentivizing attendance at tutoring sessions.
• Consider using Supplemental Instruction as part of course design and delivery.
• Create YouTube Tutoring videos to demonstrate difficult content, processes, or concepts.
• Flipping the Classroom: push out content; course sessions focus on problem based learning.
• Take attendance in courses to monitor engagement.
Supporting Staff

- Ensure new staff understand the University’s commitment to and focus on first generation students and what that means to their position.
  - Job Descriptions & Postings
  - On-boarding
- Ensure staff are knowledgeable about all resources on campus to support the range of student needs.
- Prepare staff to be able to navigate “crucial conversations”.
- Help staff anticipate unexpressed needs and unasked questions.

Supporting first generation students in the co-curricular experience

- Intentionally develop programming to create a sense of belonging, engagement and efficacy.
- Expand leadership training and opportunities for students.
- Ensure opportunities to build academic skills and time management.
- Help students develop their financial literacy and provide financial support structures (payment plan, timely reminders, mandatory meet with Dean of Students prior to dropping a class).
- First generation students are less likely to live on campus and need to feel a sense of belonging. A Commuter Lounge and specific programming for Commuter students can be used to help connect them with faculty.
Create a learning culture for faculty & staff

Contact Information

Renay M. Scott, Ph.D.
Vice President of Student Success
Office of Student Success
https://studentaffairs.nmsu.edu
575-646-7067
vpss@nmsu.edu
Twitter: @VPSSNMSU
Engaging Students in General Education

*Academic Administrator Training, Summer 2019*

*Dr. David E. Smith, Director of Assessment*

Materials related to this presentation are available from [http://gened.nmsu.edu/Resources/](http://gened.nmsu.edu/Resources/)

**Presentation Outline**

I. GE’s role in student success: transferrable essential skills

II. Expectations for essential skills instruction

III. Professional development opportunities for GE faculty

IV. Connections to program/institutional learning goals

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Scheduling as a Retention Strategy

SUPPORTING COMPLETION

Renay M. Scott, Ph.D.
Office of Student Success | Professor, College of Education

Scheduling is A Key Factor Impacting Time to Degree

BE BOLD. Shape the Future.
The Precursors to Improving the Schedule for Students.

- Road Maps (Degree Plans)
  - Bachelors Degrees
    - 60 have road maps in 2019-2020 catalog
    - 52 do NOT have road maps in the 2019-2020 catalog

- Understanding Student Demand
  - Analyze the “Swirl”
  - One year schedule

- Ad Astra Platinum Analytics data
- Waitlist

Why Degree Plans are Important?

- Ad Astra Platinum Analytics
  - Enhance course predictability
  - Identifies demand

- Navigate Mobile App
  - Student’s mobile app
  - Degree checklist
  - Clarity of pathway
  - Transition advising from “transactional” to “transformative”.

BE BOLD. Shape the Future.
Ad Astra Terms

- **Enrollment Ratio** = Average Course Enrollment / Average Course Capacity
- Target = 85%
- **Overloaded Courses**: courses with more enrollment than seats
- **Balanced Courses**: take no action
- **Under-utilized courses**: sections with more seats than enrollment

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<td>-3%</td>
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<td>Balanced Course Ratio (70-95% filled)</td>
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<td>Overloaded Courses</td>
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<td>Underutilized Courses</td>
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10% Annual Increase (Every 10.36% increase in the enrollment ratio (above 76.32%) is associated with an .533% increase in full time retention.
Spring Course Availability Dashboard

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<td>28%</td>
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<td>80%</td>
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<td>Overloaded Courses (&gt;95% filled)</td>
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<td>Underutilized Courses (&lt;70% filled)</td>
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<td>1426</td>
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</tr>
<tr>
<td>Total Sections</td>
<td>2570</td>
<td>2499</td>
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<tr>
<td>Sections per Course</td>
<td>1.79</td>
<td>1.77</td>
<td>1.80</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Strategic Use of Summer Term: Undergraduate

- Address “pent-up” demand Identified by
  - Ad Astra Platinum Analytics
  - Analysis of “swirl” – what courses do main-campus students take at CC campuses in summer.
- **Catch Up**: Offer courses with high enrollments with high rates of D, W, F.
- **Early Start**: High demand general education courses and pre-requisite courses for major courses.
- Internship/Co-op/Research/Service opportunities.
Strategic Use of Summer Term: Graduate

- Core Courses: courses that apply to multiple graduate degrees.
- Statistics or Research design courses.
- On-line professional Masters courses.

Contact Information

Renay M. Scott, Ph.D.
Vice President of Student Success
Office of Student Success
https://studentaffairs.nmsu.edu
575-646-7067
vpss@nmsu.edu
Twitter: @VPSSNMSU
TITLE IX, RESPONSIBLE EMPLOYEE, ADA and Section 504

A GUIDE TO GETTING IT RIGHT

Office of Institutional Equity

To do list:

- Define Responsible Employee
- NMSU Non-Discrimination Policy
- Define Discrimination
- Discuss Title IX requirements
- Define Sexual Harassment
- Clery Reporting
- Notice and Reporting
- ADA, Section 504 and Pregnancy Accommodations
- Questions
NMSU “Responsible Employee”

Administrative Rules and Procedures (ARP) 3.25: Discrimination, Harassment and Sexual Misconduct on Campus

• Title IX and NMSU Policy require reporting by “responsible employees”

In other words – YOU.

Who are responsible employees?

Responsible employee defined

• Those with the authority to address and remedy sex-based discrimination and harassment; and/or

• Those with responsibility to report sexual misconduct to a supervisor and OIE; and/or

• Those who a student would responsibly believe have such authority or obligation.

In other words – YOU.
Non-Discrimination Rule and Policy 3.25

NMSU is dedicated to providing equal opportunities in areas of employment and academics without regard to age, ancestry, color, disability, gender identity, genetic information, National origin, race, religion, serious medical condition, sex, sexual orientation, spousal affiliation or protected veteran status, … [Protected Status]

Where a violation of NMSU policy…is found…NMSU will act to stop the conduct, to prevent its recurrence, to remedy its effects and to discipline those responsible….

Discrimination defined

The treatment of a person differently based on protected status (defined on previous slide).

- Singling out or targeting for different or adverse treatment.
- Failing or refusing to hire or admit to program or activity.
- Terminate or remove from employment or education program or activity.
- Failure to provide reasonable accommodation.
**Laws prohibiting Employment Discrimination**

**Title VII of the Civil Rights Act**
- Federal law prohibiting employers from discriminating against employees on the basis of sex, color, national origin and religion.
- Applies to colleges and universities.

**Americans with Disabilities Act**
- Federal law, which prohibits discrimination based on disability.

**Executive Order 11246, as amended**
- Prohibits discriminatory hiring and employment practices by U.S. government contractors

**New Mexico Human Rights Act**
- Prohibits discrimination in employment on the basis of race, color, age, religion, national origin, ancestry, sex, sexual orientation, gender identity, spousal affiliation, physical or mental disability or serious medical condition.

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**Title IX of the Education Act**

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”
What is Sexual Harassment?

Unwelcome Conduct of as Sexual Nature when:

• Submission or rejection, explicitly or implicitly, is a term, condition or basis for academic, employment or activity or program participation.

• Sufficiently severe, persistent or pervasive to create a hostile work or learning environment.

Elements of Sexual/gender-based Harassment

• A form of sex discrimination involving conduct of a sexual nature.

• Unwelcome sexual advance or conduct that creates an intimidating, hostile or offensive workplace.

• Occurs when submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic progress.

• Sexual harassment does not have to be of a sexual nature – it can include offensive remarks about a person’s sex.
Types of sexual harassment

- **Quid pro quo**
  Submission to or rejection of such conduct by an individual is used as the basis for employment decisions, i.e. you scratch my back, I scratch yours…

- **Hostile work/learning environment**
  Has the purpose or effect of unreasonably interfering with an individual’s work performance or creates an intimidating, hostile or offensive working environment

Examples of verbal sexual harassment

- Threats or suggestions of loss of job, academic credit or privileges or withholding of a benefit unless sexual favors are given
- Threats or suggestions that a person will “get ahead” if sexual favors are given
- Repeated requests to have lunch, dinner, a drink or to just “hang out”
- Calling someone “doll,” “babe,” or “honey”
- Making sexual innuendoes
- Telling sexually-oriented jokes or stories
- Making sexually-oriented comments about a person’s appearance, clothing, or body.
- Turning innocent discussions to sexual topics
Examples of non-verbal sexual harassment

• Elevator eyes
• Staring (at someone or particular body parts)
• Displaying sexual and/or derogatory materials about men or women
• Invading an individual’s personal space
• Making sexual gestures with hands and/or body movements

Examples of Physical sexual harassment

• Massaging a person’s neck, shoulders, etc.
• Brushing up against another person
• Hugging, kissing, patting, or stroking someone
• Pinning someone into a corner
• Touching oneself in front of another
• Adjusting a person’s clothing
Sexual harassment can create a hostile or abusive work/learning environment

• **Factors**
  - Sexual conduct
  - Unwelcome
  - Interferes with work/academic performance

• **Frequency**
  - Generally, repeated
  - Severity of conduct

Jeanne Clery Act and Violence Against Women Reauthorization

• The Clery Act (1990) promotes campus safety through annual disclosure of crime statistics, crime prevention and education, handling of sexual violence, and emergency response.

• VAWA (Violence Against Women Act) amended Clery and mandated better prevention and response to sexual violence.
The following crimes are reportable under Clery and must be reported to OIE or NMSUPD by Responsible Employees

- Murder
- Sex offenses
  - Fondling
  - Incest
- Robbery
- Burglary
- Car theft

Clery reportable crimes cont.

- Arson
- Aggravated Assault
- Sexual Harassment
- Gender-Based Harassment
- Sexual Assault
- Intimate Partner/Domestic Violence
- Stalking
- Sexual Exploitation
- Hate Crimes
Notice

• NMSU is on notice when a responsible employee knew or should have known of prohibited conduct occurring.
• If responsible employee fails to report – NMSU is still on notice.
• You must report allegations, observations, even rumors of discriminatory conduct.

When a report is made to you:

• Listen closely and attentively.
• Do not judge.
• Explain you are required to report.
• Inform the student of resources on campus – OIE, law enforcement, wellness center
• Recognize your own biases.
• DO NOT INVESTIGATE.
• Document precisely what you are told.
• Maintain privacy and confidentiality – only tell those who need to know.

BE BOLD. Shape the Future.
Supportive Measures available

• Offered to both Complainant and Respondent
  • Referral to Counseling and/or Health Center
  • No Contact Orders
  • Change Living Arrangements and/or Dining Hall
  • Academic Support
  • Job Modification
  • Increased Monitoring, Supervision, Security

The Americans with Disabilities Act

The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity.

• Although there is not an exhaustive list of disabilities under the ADA, the regulations identify medical conditions that would easily be considered a disability within the meaning of the law. These medical conditions are:
  • Deafness.
  • Blindness.
  • Diabetes.
  • Cancer.
  • Epilepsy.
  • Intellectual disabilities.
Disabilities continued...

- Partial or completely missing limbs.
- Mobility impairments requiring the use of a wheelchair.
- Autism.
- Cerebral palsy.
- HIV infection.
- Multiple sclerosis.
- Muscular dystrophy.
- Major depressive disorder.
- Bipolar disorder.
- Post-traumatic stress disorder.
- Obsessive-compulsive disorder.
- Schizophrenia.

A Person with a Qualifying Disability

- May be entitled to reasonable accommodations
  - An individual requesting a reasonable accommodations for employment at NMSU should complete a petition for accommodation found on the OIE website.
  - OIE will gather the medical documentation and make a determination as to whether the requested accommodation would create an undue burden or fundamentally alter the program.
  - Based on the information gathered and nature of the individual’s disability, OIE will assist the employee and supervisor in determining reasonable accommodations.
Accommodations may include:

- Making modifications to existing facilities so that they are accessible,
- Acquiring and/or modifying equipment or furniture,
- Acquiring or modifying reading materials for large print,
- Allowing for verbal, rather than written instructions,
- Removing physical obstacles,
- Adjusting sitting arrangements,
- Modifying lighting,
- This is not an exhaustive list. Accommodations must be reasonable.
- The employee must be able to perform the essential functions of their job with or without reasonable accommodations.

Section 504 vs. ADA

- Both are civil rights laws, however:
  - Section 504 (1973) was created to protect individuals with disabilities from discrimination for reasons related to their disabilities. 504 protections are applied to programs/businesses that receive federal funds.
  - ADA, Sec. II & III adds to the strength of Section 504 by extending it to private institutions, workplaces, and to state/local gov’t funded programs.
  - Between the two laws, all gov’t funded programs are covered.
Who is protected under Sec. 504 & ADA?

• Qualified individuals with disabilities are defined as:
  • Persons with a physical or mental impairment which substantially limits one or more major life activities;
  • Persons who have a record of having a physical or mental impairment; or
  • Persons who are regarded as having a physical or mental impairment that substantially limits one or more major life activities.

What to do?

• If you are an employee who requires a reasonable accommodation to perform the essential functions of your job, you may request an accommodation through the OIE website or contact us for more information at equity@nmsu.edu or 575-646-3635.

• If you are a supervisor with an employee who has notified you of a disability or who has requested accommodation from you, contact our office so that we can help guide you through the process.
What **Not** To do

- **Employees:** Do not expect your supervisor to know that you have a medical condition requiring accommodation.
- **Supervisors:** Do not make informal accommodations for an employee. Go through OIE.
- **Students:** Do not expect your instructors to know that you need an accommodation. You must interact with your instructors to ensure that they understand the accommodations you qualify for in the classroom. Make sure that they have a copy of your memorandum of accommodation.

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**Service Animals:**

For visitors on campus, when it is not obvious what service an animal provides, only limited inquiries are allowed by staff.

- **Staff may ask two questions:**
  - Is the dog a service animal required because of a disability?
  - What work or task has the dog been trained to perform?

- **Staff cannot ask:**
  - About the person's disability.
  - Require medical documentation.
  - Require a special identification card or training documentation for the dog.
  - The service animal demonstrate its ability to perform the work or task.
  - NMSU Policy 3.06 Assistive, Service and Companion Animals on University Premises
Service Animals v. Emotional Support/Comfort Animals

- **Employees** who require a service animals animal as an accommodation, should contact OIE and/or complete a petition for accommodation on the OIE website.

- Service Animals are defined under Title III of the federal Americans with Disabilities Act (ADA) and New Mexico law as an animal that has been trained to perform work or tasks for the benefit of a person with a disability.

- The work or task performed by the service animal must be directly related to the individual's disability.

- Only dogs and mini-horses qualify as service animals under the ADA.

- Please refer the individual to OIE and/or the OIE petition for accommodation and OIE will work directly with the individual requiring a service animal or emotional support animal.

- **NOTE**: An emotional support animal may be a reasonable accommodation for a disability, even if the animal does not meet the definition of "service animal".

Pregnancy Accommodations

- Supervisors, Student Employees and students requiring pregnancy accommodations should contact OIE for guidance and/or fill out the petition for accommodation form found on the OIE website.

- Regular employees should contact HR for pregnancy accommodations.

- Pregnancy accommodations - are required under Title IX – but generally follow the same process from petition to accommodations – as is followed for petitions under the ADA or Section 504.

- Arrangements must be made for a nursing/pumping mother at work or school as well. Contact OIE
Accessibility Needs

If a concern or a complaint regarding accessibility to NMSU facilities or programs comes to your attention, including:

- Workplace
- Housing unit/dorm
- Websites
- Campus Visitors

Contact OIE immediately with the accessibility need and we will facilitate a resolution.

Contact Information

Office of Institutional Equity
O’Loughlin House, 1130 E. University Ave.
575-646-3635
equity@nmsu.edu
Website: equity.nmsu.edu
HR as YOUR Partner in Achieving Leads 2025 Goals
6.10 Faculty and Academic Administrators

A. Policy Statements

Faculty and academic administrators have an important role in the governance of a university. In recognition of that role, distinct rules and procedures must be maintained which establish the unique rights and responsibilities of faculty. This policy and the rules and procedures authorized herein apply only to individuals holding faculty appointments or faculty rank. The HR Rules authorized in RPM 6.00 and reflected in the ARP also apply to those holding faculty appointments or faculty rank, unless otherwise stated.

B. Authorization

The Regents of New Mexico State University authorize the Executive Vice President and Provost, as the university system's chief academic officer, in consultation with the faculty through the Faculty Senate, to formulate and amend the Administrative Rules and Procedures (Rules) addressing the rights and responsibilities of the individuals appointed to faculty or academic administrator positions. Such Rules shall be consistent with this policy, and shall be enacted in accordance with RPM 1.10 and ARP 1.10, and consistent with the shared governance provisions of RPM 1.70. Such Rules will include, but are not limited to the following:

1. The establishment of various types and ranks of faculty appointments and the qualifications, roles and responsibilities of each.
2. The regulation of faculty work assignments, including the rules governing outside consulting and conflicts of interest.
3. The process or methodology by which decisions are made relating to faculty compensation and awards, subject to the Board's authority to approve the budget.
4. The process by which faculty may seek redress for grievances.
5. A requirement that the work performance of all faculty shall be evaluated annually by the appropriate dean or other academic administrator.
6. The process and criteria required for promotion amongst the faculty ranks.
7. The process and criteria required for an award of tenure following the probationary period.
8. The process by which tenured faculty who demonstrate less than satisfactory work performance will be reviewed, mentored and supervised more frequently than the annual performance evaluation process.
9. The establishment of the qualifications, and roles and responsibilities of academic administration.
10. The process and criteria for the search, appointment, periodic performance evaluation, and reassignment of academic administrators other than the chancellor.
11. The processes by which suspected or alleged faculty misconduct may be investigated; additionally, the process by which discipline will be imposed if misconduct is substantiated, including the right to appeal from the investigative findings and/or the level of discipline.
12. The process for nonrenewal of a faculty contract and termination of a faculty appointment.
13. Establishing the rights and responsibilities of faculty with respect to research, sponsored projects and intellectual property.

C. Repeal of Related Policies

By previous action of the Board of Regents on October 21, 2015, the contents of the former NMSU Policy Manual were replicated in the Administrative Procedures of NMSU (the ARP) and remain in full force and effect. Upon adoption of this policy, the faculty related policies in then Title 5 of the Regents Policy Manual, with the exception of Academic Freedom, then Policy 5.05, will be superseded by this policy and will be repealed from the Regents Policy Manual, but will remain in effect in the ARP until amended or repealed.

Details

Scope: NMSU System
Source: RPM Title 6 | Human Resources
Policy Administrator: Executive VP and Provost
Last Updated: 05/13/2016

Related

Cross-Reference:
ARP Chapter 5 | Student Life and Conduct
Revision History:
Recompiled 2017, formerly Policy 5.00
05/13/2016 Policy adopted by Board of Regents © 2017 New Mexico State University - Board of Regents
A. Policy Statements

NMSU’s academic and non-academic administrators are entrusted with the day-to-day management and stewardship of this academic enterprise. Through delegations from the Board of Regents to the Chancellor and to the Executive Vice President and Provost, and from these officials to the individual administrators, NMSU’s administrators are vested with the power, authority and responsibility to make important decisions on behalf of the institution and to lead the faculty and staff who are critical to our success. Great responsibility is placed in the hands of these individuals, and accordingly, they are to be held accountable for upholding the highest standards of ethical conduct, good judgment, inclusiveness, fairness, loyalty and dedication to the duties of their position. Accordingly, the following principles govern the employment of academic and non-academic administrators:

1. Those administrators who report directly to the Chancellor or to the Executive Vice President and Provost, as well as those who hold the title of Vice President, Associate Vice President and Assistant Vice President, serve at the will of the Chancellor and may be removed from their positions at any time, without cause or implication of criticism.

2. Those individuals holding faculty positions who accept an administrative role of any type hold such administrative appointment at the will of the Executive Vice President and Provost, and may be removed from their administrative positions at any time, without cause or implication of criticism, but in such cases the individual may retreat to a nine-month faculty position, in the academic department in which their tenure was granted or their discipline is represented, at a salary commensurate with the salaries of other faculty of the same rank in their discipline in such department.

3. Removal of at will employees from administrative positions shall be final, without any right of appeal or further recourse.

4. As an exception to this Policy, the Athletic Director and athletic coaches may be hired on a contract basis for a period not to exceed five years.
B. Authorization

The Regents of New Mexico State University authorize the Office of Human Resources, in coordination with the Chancellor and Executive Vice President and Provost, to formulate and amend the Administrative Rules and Procedures (Rules), in accordance with RPM 1.10 and ARP 1.10, to support the policy stated above.

C. Reservation of Authority

Any proposal or document purporting to establish any other employment relationship, or create additional employment rights for individuals holding the positions described in this policy shall be effective only upon approval of the Board of Regents.

Details

Scope: NMSU System

Source: RPM Title 6 | Human Resources

Policy Administrator: AVP Human Resource Services

Last Updated: 03/06/2017

Related

Cross-Reference:

Revision History:
Recompiled 2017, formerly Policy 10.00
03/06/2017 Policy adopted by Board of Regents

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A. Purpose

NMSU seeks to attract and retain a highly qualified workforce, to provide for fair and equitable treatment of all employees, and to ensure compliance with laws and regulations governing the workplace. To accomplish these goals, NMSU shall maintain comprehensive rules and procedures implementing this human resource policy.

B. Equal Employment Opportunity

New Mexico State University is dedicated to providing equal employment opportunities without regard to age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, serious medical condition, sex, sexual orientation, spousal affiliation or protected veteran status as provided in federal and state anti-discrimination laws. This dedication extends to recruiting and hiring, promotion and other human resources actions such as compensation, benefits, transfers, layoffs, termination, training, education, tuition assistance, social and recreational programs. NMSU’s shall maintain a comprehensive affirmative action program designed to support this effort.

Further, NMSU prohibits any unlawful harassment in the academic and work environments controlled by NMSU, as well as any illegal practice which has the effect of creating a hostile environment.

NMSU administration shall provide for rules and procedures for enforcement of this equal opportunity policy which are in compliance with all relevant federal and state laws and regulations.
C. Authorization for Specific Human Resource Rules and Procedures

The administration is directed to ensure that NMSU adopts and maintains specific rules and procedures providing for the following:

1. Grievance procedures or review/appeal processes for non-discrimination based complaints, including rules establishing the types of matters which may be grieved.
2. Hiring and separation, including the establishment of employment categories.
3. Employee conduct and discipline.
4. Compensation, subject to budget approval by the Board of Regents.
5. Performance evaluation and changes in job status.
6. Benefits and leaves, subject to the restrictions set forth in Section D of this policy.
7. Professional development.

The listing of topics for operational rules and procedures set out above is not intended to exclude other rules or procedures on human resource topics which the administration may deem necessary and appropriate for the benefit of the institution.

D. Restrictions on Benefits and Leave

NMSU offers its employees a range of benefits including medical insurance, paid leaves of absence, paid holidays and others. The administration is authorized to continue offering those benefits presently offered and to adopt rules and procedures for administering those benefits. Any proposal which would alter the type or nature of benefits offered, or which would result in a significant increase in the cost of such benefits (beyond the changes in cost due to fluctuation in pricing and the number of employees) must be approved by the Board of Regents prior to implementation.

E. Union Contract

Rules and procedures adopted pursuant to this policy shall not conflict with or abrogate rights of employees provided in a valid collective bargaining agreement.