



BOARD OF REGENTS

Agenda Book

**March 9, 2020
9:00 AM Open Session
Ballroom C, Student Union Building**



Regular Meeting of
The Board of Regents of the University of New Mexico
March 9, 2020
9:00 AM Open Session; Student Union Building (SUB), Ballroom C
Executive Session-luncheon; SUB, Cherry Silver Room

AGENDA

TAB

- I. Call to Order and Confirmation of a Quorum, *Regent President Douglas M. Brown*
- II. Approval of the Agenda
- III. Approval of the Minutes of the February 18, 2020 regular meeting1
Public Comment (limit 3 min.)
Comments from Regents
- IV. Election of Officers.....2
- V. Annual Determination of Reasonable Notice of Meetings.....3
[To comply with Section 10-15-1(D) of the New Mexico Open Meetings Act, NMSA, pertaining to public policymaking bodies; 10-15-1, Formation of public policy; procedures for open meetings; exceptions and procedures for closed meetings: Sect. D, "...The affected body shall determine at least annually in a public meeting what notice for a public meeting is reasonable when applied to that body...."]
 - a. Consideration of Academic Year 2020-2021 Meeting Schedule
[For adoption at the May 12 Board of Regents]

Fiscal Year 2020-2021 UNM Consolidated Budget:

- VI. Introduction and Remarks, *President Garnett S. Stokes*4
- VII. Regents' Committee Reports
[Ad Hoc Governance Committee, Rob Schwartz, Chair; Academic/Student Affairs and Research Committee (ASAR), Melissa Henry and Kim Sanchez Rael, Co-Chairs; Audit and Compliance Committee, Doug Brown, Chair; Finance and Facilities Committee (F&F), Sandra Begay, Chair; Health Sciences Center Committee (HSCC), Rob Schwartz, Chair]

FY21 Budget Approval Items from Committees [F&F and HSCC]

Action Items

1. President's FY 21 Budget Recommendations, *Teresa Costantinidis, SVP for Finance & Administration; James Holloway, Provost and EVP for Academic Affairs; Ava Lovell, Senior Exec. Officer for Finance & Administration, HSC; Alice Letteney, Chancellor, UNM-Valencia; Adam Biederwolf, ASUNM President*
 - A. Branch Campuses: Gallup, Los Alamos, Valencia, and Taos.....5
 - o Tuition, Fees, Compensation Proposal
 - B. Main Campus.....6
 - o Overall Budget Scenario, Tuition and Fees, Compensation
 - C. Health Sciences Center7
 - i. Tuition Differential, College of Population Health
 - ii. Tuition and Compensation Proposal

Comments from Regents' Advisors on Budget Proposal

- Approval: Board of Regents Vote on Budget Proposal

Other Business - from Regents' Committees:

Consent Docket

[Action items on Regent's Committee agendas may move to the Board of Regents' agenda as consent items; the below items are placed on the consent docket by the respective committee chairs; items on the consent docket received unanimous approval in committee; per Regents' Policy 1.2, "Any member of the Board of Regents shall have the right upon request to remove any item from the Board's consent agenda and place the item on the Board's regular agenda for discussion."]

1. [ASAR & HSCC] Approval of the Establishment of the Department of Ophthalmology and Visual Sciences C-1
2. [ASAR] Approval of Deletion of BS Athletic Training C-2
3. [ASAR] Approval of MS Athletic Training C-3
4. [ASAR] Approval of MS Project Management C-4
5. [ASAR] Approval of Deletion of Sustainable Building Certificate [UNM-Valencia] C-5
6. [ASAR] Approval of CERT Structural Integration [UNM-Taos] C-6
7. [F&F] Approval of Disposition of Surplus Property for Dec.2019 and Jan.2020.. C-7
8. [F&F] Approval of Contract for UNM Print Management Program..... C-8
9. [F&F] Approval of Reappointments and Appointment to the STC.UNM Board of Directors C-9
10. [HSCC] Approval of the creation of the "Health Sciences Center Professorship for Equity in Health" C-10
11. [HSCC] Approval of Elks Parking Project – Capital Project..... C-11
12. [HSCC] Approval of UNM Hospital Capital Projects C-12
 - a) CTH-Radiology-EOS Imaging Machine and Spatial Reconfiguration, \$525K
 - b) UH Main 2nd Floor Sterile Processing Dept. Decontamination Renovation, \$690K
 - c) UH Main 4th Floor Pulmonary Lab Renovation, \$545K
 - d) UNMH New Hospital Tower and New Parking Structure Preliminary Site Work (Reconstruction of North Yale Blvd.), \$5.2M

[end Consent Docket]

Academic/Student Affairs and Research Committee [ASAR], Regents Henry & Rael, Co-Chairs

Action Item

1. Approval of the College of Education Name Change8
Deborah Riftenbary, Dean, College of Education

Information Items

2. UNM Seal Recommendation, Assata Zerai, Vice President for Equity and Inclusion9
3. Recruiting and Enrollment Strategy and Key Performance Indicators10
Dan D. Garcia, VP for Enrollment Management

Health Sciences Center Committee [HSCC], Regent Robert Schwartz, Chair

Action Item

1. Approval to Name Valerie Romero-Leggott as the first holder of the "Health Sciences Center Professorship for Equity in Health"11
Chamiza Pacheco de Alas, Chief of Staff, HSC Chancellor's Office

Audit and Compliance Committee, Regent Doug Brown, Chair

Information Item

1. Meeting Summary Report – February 24, 2019 Meeting12
Victor Griego, Interim Director, Internal Audit Department

Finance and Facilities Committee [F&F], Regent Sandra Begay, Chair

Action Items (see Consent Docket)

- VIII.** Vote to close the meeting and proceed in Executive Session (Roll Call Vote)
 - A. Discussions of bargaining strategy preliminary to collective bargaining and collective bargaining between a policymaking body and an employee bargaining unit, as permitted by Section 10-15-1.H(5), NMSA (1978)
 - B. Discussions subject to attorney-client privilege pertaining to threatened or pending litigation as permitted by Section 10-15-1(7), NMSA (1978)
 - C. Discussion and determination where appropriate of potential purchase, acquisition, or disposal of real property, as permitted by Section 10-15-1.H(8), NMSA (1978)
 - D. Discussion of personally identifiable information about a student, as permitted by Section 10-15-1.H(4), NMSA (1978), as amended
- IX.** Vote to re-open the meeting and certification that only those matters described in Agenda Item VIII. were discussed in Closed Session, and if necessary, final action with regard to those matters will be taken in Open Session.
- X.** Adjourn

**Minutes of the Regular Meeting of
The Board of Regents of the University of New Mexico
February 18, 2020
Open Session - Ballroom C; Executive Session - Cherry Silver Room
Student Union Building, Main Campus**

Members present

Douglas Brown, President; Sandra Begay, Secretary/Treasurer; Marron Lee; Robert Schwartz; Kim Sanchez Rael, Vice President (telephonically)

Members not present

Robert Doughty; Melissa Henry

Administration present

Garnett S. Stokes, President; James Holloway, Provost and EVP for Academic Affairs; Paul Roth, EVP and Chancellor for Health Sciences Center; Teresa Constantinidis, SVP for Finance and Administration; Loretta Martinez, Chief Legal Counsel; Francie Cordova, Interim Chief Compliance Officer, Director of OEO, ADA Coordinator; Richard Larson, Executive Vice Chancellor, HSC; Gabriel Lopez, VP Research; Eliseo 'Cheo' Torres, VP Student Affairs; Eddie Nunez, Athletic Director; Dan D. Garcia, VP Enrollment Management; Kate Becker, CEO, UNM Hospitals; Ava Lovell, Sr. Executive Officer for Finance & Administration, HSC; Dorothy Anderson, VP HR; Liz Metzger, University Controller; Connie Beimer, Interim VP Alumni Relations; Terry Babbitt, President's Chief of Staff

Advisors present

Alexis Tappan, President, Alumni Association; Finnie Coleman, Faculty Senate President; Ryan Gregg, Staff Council President; Adam Biederwolf, ASUNM President; Beverly Kloeppel, Retiree Association President

Presenters in attendance

Lisa Todd, Partner, Moss Adams; Mark McComb, Partner, KPMG; Victor Griego, Interim Director, Internal Audit; David Williams, Deputy Athletic Director; Ryan Berryman, Financial Operations Director, Athletics

Others in attendance

Members of administration, faculty, staff, students, the media and others.

CALL TO ORDER, CONFIRMATION OF A QUORUM, AND ADOPTION OF THE AGENDA

Regent President Douglas M. Brown had laryngitis and asked Regent Sandra Begay to chair the meeting. Regent Begay called the meeting to order at 10:09 AM and confirmed a quorum with 4 members present: three members present in person and Regent Kim Sanchez Rael joined the meeting telephonically. Regent Marron Lee joined the meeting at 10:30 AM. The agenda was adopted.

APPROVAL OF MINUTES

The motion to approve the minutes of the December 10, 2019 regular meeting passed unanimously (1st Schwartz; 2nd Brown).

The motion to approve the minutes of the January 24, 2020 special meeting passed unanimously (1st Schwartz; 2nd Brown).

PUBLIC COMMENT (no comments)

COMMENTS FROM REGENTS' ADVISORS (no comments)

COMMENTS FROM REGENTS

Regent Begay gave a follow-up comment from last month's meeting regarding the issues she raised about enrollment and expressed appreciation to the enrollment team for following up on her niece and nephew's acceptance to UNM. Her niece will study Nursing and is on track to finish a year early, and her nephew is accepted into the Civil Engineering program. Regent Begay encouraged all those who have a passion for UNM to do their part to try to keep our best and brightest here!

PRESIDENT'S ADMINISTRATIVE REPORT

President Garnett S. Stokes opened her report with an update on UNM leadership transitions. There will be additional community forums for input regarding the EVP for Health Sciences search. The Dean of the School of Medicine (SOM) position will be separated from centralized HSC leadership, so there

will be a separate search for the new SOM Dean. The new HSC Executive Vice President will make the dean selection. President Stokes highlighted recent University successes: UNM is among seven U.S. institutions tied for having the fourth-highest number of Fulbright U.S. Scholars awardees. UNM is also recognized by Family Friendly New Mexico for having family-friendly policies that help employees succeed at work and at home - both UNM and UNM Hospitals were among only 29 organization to receive the highest level of recognition. Sandoval Regional Medical Center earned a Four-Star Rating from the Centers for Medicare & Medicaid Services (CMS), and SRMC's President and CEO, Jamie Silva-Steele, was recognized for championing success for the Sandoval County center and the Rio Rancho Campus. UNM Athletics has set a department record with a 3.37 cumulative GPA and five programs setting GPA program records. Men's tennis earning the highest for any men's team in school history with a 3.92. President Stokes highlighted some Branch Campus notables, including UNM-Gallup's six consecutive semesters of headcount increases, with a 14.15% increase in headcount since summer 2018. UNM-Los Alamos' new workforce certificate programs in Radiation Control Technology as well as the first Waste Operator program are moving forward. UNM-Taos and Centinel Bank are partnering to launch an inaugural internship-scholarship program. The Taos campus' Film and Digital Media Arts Program was selected to receive \$20K from the NM State Fil Office. President Stokes discussed recent happenings on campus, including campus forums to address the Albuquerque Gateway Center Site Proposal. The Center would be focused on housing and services for those experiencing homelessness. There is a proposal to use UNM-owned land south of the State Laboratory for the Center.

President Stokes discussed highlights from the Legislative Session and UNM's 2020 Legislative Priorities. This year was a 30-day session which are budget-focused. There were almost 900 bills introduced with UNM tracking over 200 of them. Among UNM's 2020 Legislative Priorities were the instruction and general (I&G) funding formula, Medical School I&G funding, compensation formula reform, compensation funding, I&G for population health, Cancer Center funding, GO Bonds, and research and public service projects (RPSPs). UNM Day at the Legislature was January 27 when Lobos from 52 departments participated. Legislators honored students and faculty on the House and Senate floors. Over 330 people, including students, faculty, staff, Regents, Legislators, the Governor, ABQ Mayor, and cabinet secretaries, attended the Alumni Legislator Reception at the end of the day. On February 4th, State leaders celebrated HSC Chancellor Paul Roth's extraordinary dedication and service to the State of New Mexico. Over his more than 40-year career in New Mexico, Dr. Roth has made a difference in the lives of countless New Mexicans.

President Stokes talked about University initiatives, including growth in research with portfolio diversity and renewed NIH funding. Integral to research are the University's Grand Challenges: Substance Use Disorder; Successful Aging; and Sustainable Water Resources. Each were selected and envisioned to help the state through research. Each of the Grand Challenges has a multi-disciplinary team and has been awarded seed funding internally for pilot projects. The substance use disorders and the sustainable water resources projects have both received extramural funding in the amounts of \$8.5 million and \$6.5 million, respectively, since the challenges were initiated.

President Stokes gave a brief enrollment update. One of the University's top priorities is growth in enrollment. With increased graduation rates, numbers of new students need to increase in order to stabilize enrollment. To date, the University is up 14% in applications and 10% in admit rates. Non-resident applications are up 56% and transfer applications are up 5%. There has been a slight decline to in-state applications. The big issue is the yield, and that is where much of the efforts will be. The VP for Enrollment Management, Dan Garcia, has been working hard on all fronts, in the areas of communication and marketing, financial aid, ease of application, and emphasis on UNM's quality and value of education, and he will give a fuller report to the Board at next month's meeting.

President Stokes talked about important recent happenings, including UNM's newly received Elective Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. UNM is one among only 28 R1 universities and 359 institutions in the U.S. that hold this designation. President Stokes discussed the second, national Regional Discussion on Sexual Assault and Sexual Harassment at America's Colleges, Universities and Service Academies, that UNM co-hosted with the Navy earlier in the month on UNM's campus where over 230 people attended, representing 18 states and Canada, and 300 watched via livestream. Dr. Stokes highlighted UNM's celebration of Black History Month and the calendar of the many great events that will take place during

the month. Lastly, President Stokes touched on the important topic of Strategic Planning UNM 2040 and the next steps for the project. The goal will be to develop a long-term aspirational vision of UNM while also addressing shorter-term goals to move toward that vision, including securing the resource base necessary to achieve a long-term future, ensuring the University has a purposeful vision of diversity and inclusion, and creating a sense of excitement around a few big innovations. Immediate steps include developing charges and planning task forces and forming working groups and leadership for each task force.

President Stokes thanked the Board and asked if Regents had any questions.

Regent Rob Schwartz inquired why there is such an uptick in non-resident applicants and if the yield is also up in that group. President Stokes responded the uptick is possibly a reflection on UNM's efforts to recruit out-of-state students. On the whole this is seen as positive, one of the big challenges has been that neighboring states have been actively recruiting New Mexico students. Of concern is the drop in in-state applicants. Provost Holloway confirmed that both as a state and as an institution the presentation to out-of-state students is probably better. Other concrete steps have helped as well, such as making it easier to apply. The yield will not be known for some months. In-state applications are down a little bit, but the admission rate is actually the same or better. Regent Schwartz inquired if all the numbers are for undergraduate admissions, to which President Stokes affirmed.

Regent Brown congratulated on the wonderful news about the Community Engagement Classification from the Carnegie Foundation. This was in part very favorably influenced by President Stokes' grand challenges, and Regent Brown thanked President Stokes for her leadership on that.

Regent Marron Lee commented with regard to out-of-state recruitment, UNM has to look to the branding initiative and all of the promotional material that has gone out nationwide and to the colder states with pictures of warmer New Mexico! Enrollment is so key to this state, a 1% drop is a \$1 million decline in revenue. Regent Lee requested next month's enrollment report be presented to the full Board. Regent Lee also congratulated President Stokes on the Carnegie Community Engagement Classification, as that helps show from a third party's perspective that UNM is as good as it says it is.

Regent Sandra Begay commented with respect to a Safe and Respectful Campus that she, along with Student Regent Melissa Henry and Regent Brown, attended the recent Regional Discussion on Sexual Assault and Sexual Harassment Conference that was co-hosted with the Navy. Regent Begay was very impressed with the turnout at the conference and the collaboration with the Navy. There was a segment regarding leadership, and for the record, Regent Begay affirmed her support for any initiatives that are put forward, along with the OEO, as far as policy changes to improve the climate and ensure proactivity in prevention. Regent Begay thanked UNM administration for the invitation to attend.

The Regents thanked President Stokes for her report.

- Regent Kim Sanchez Rael disconnected from the meeting telephonically and was able to reconnect during Executive Session.

REGENT COMMITTEE REPORTS

CONSENT DOCKET

Regent Begay addressed the consent docket. No items were removed for discussion.

Finance and Facilities Committee - Consent Items

- a. Approval of 2nd Quarter Financial Actions Report and Certification through 12/31/19 and 2nd Quarter Informational Financial Report through 12/31/19
- b. Approval of 2nd Quarter Athletics' Enhanced Fiscal Oversight Program Report and Certification through 12/31/19 and 2nd Quarter Information on Athletics' Report by Sport through 12/31/19
- c. Approval of Requests for Project Construction:
 - i. Clark Hall #22: Reibsommer Wing Lab Waste System Replacement (Re-Approval)
 - ii. Johnson Center: Fire Alarm Upgrade

Health Sciences Center Committee - Consent Items

- d. Approval of Disposition of Assets

- e. Approval of Perfusion and ECMO Services and Supplies – CCS Perfusion Services \$2.5M/yr
- f. Repair, Renew, Replace New Hospital Tower and New Parking Structure – Project Commissioning Services \$1,662,000
- g. Approval of the 5th Amended and Restated Bylaws of the UNM Medical Group, Inc.
- h. Approval of Appointment of Karen Hawley, MD, to the UNM Medical Group, Inc., Board of Directors
- i. Acceptance of the FY 2018-19 External Audit for the UNM Medical Group, Inc.
- j. Approval of the 4th Amended and Restated Bylaws of SRMC, Inc.
- k. Acceptance of the FY 2018-19 External Audit for the SRMC, Inc.
- l. Approval to amend the current engagement letter with Huron Consulting - Sole Source Contract with projected contract cost of \$12,580,000

The motion to approve the items on the consent docket passed with a unanimous vote in favor (1st Lee; 2nd Schwartz).

AD HOC GOVERNANCE COMMITTEE

Update on the work of the Committee:

Regent Rob Schwartz, Chair of the Committee, stated the Committee was established to look into some structural issues for the Regents. The Committee has met a couple of times and three task forces have been created to work on issues the Committee was asked to consider: a Financial Task Force; an Affiliated Entities Task Force; and a Structural Issues and Formal Processes Task Force. The Financial Task Force will address budget issues, also at the difference between compensation and reimbursement with regard to Regents, with a special look at the Student Regent, because the burden on the Student Regent is a substantial financial burden. With the help of University Counsel's Office, it will consider practices and norms around the country with regard to financial issues related to the University as a whole, as well as financial issues related to the Regents. The Affiliated Entities Task Force will address the relationship between those 20 or so entities that are related to the University, but not formally a part of the institution. One task will be to better define the relationship between the governing boards of those entities and the Regents, and another task will be looking at the application of state laws, as well as University policy, to those entities. The last task force will address such areas as titles of members, names of committees, and structure of committees on the Board of Regents. Other areas of consideration will be the accessibility of Board meetings to the community and orientation of new members.

AUDIT AND COMPLIANCE COMMITTEE

Presentation of the FY19 University Consolidated Financial Statements External Audit Report (information item)

Lisa Todd of Moss Adams, and Mark McComb of KPMG, presented the item and referred to slides that were provided in the eBook. Moss Adams is responsible for UNM Main Campus and Branches financial statement audit, Single Audit of Federal Expenditures – entity-wide for all non-clinical component units and departments. KPMG is responsible for UNM Clinical Operations [UNM Hospital, UNM Behavioral Operations, UNM Medical Group, and SRMC]. For the Federal Grant Compliance Audit, audits of federal grants performed in accordance with single audit guidelines, the major programs tested were: Research and Development – various CFDA; Medicaid Cluster – CFDA 93.778; and Higher Education Institutional Aid - CFDA84.031. Ms. Todd discussed the auditor opinions and reports, all received an 'Unmodified Opinion', meaning there were no findings. Ms. Todd discussed prior year audit findings, two of which have been resolved and two that were modified and repeated. The auditors discussed testwork that was performed and the testing approach. Regarding the NM State Audit Rule Testwork, no deficiencies were noted in the samples selected for testwork.

Ms. Todd thanked UNM's finance teams, the component units and Controller's Office for their diligence, effort and seriousness, and added that it shows in the reports. This is the result of a significant amount of effort and diligence on the part of UNM.

Regent Begay inquired if the tests required by the state are known ahead of time and if all of the higher education institutions are informed of them. Ms. Todd confirmed that every higher education entity as well as state and local government agencies are subject to the same procedures, and they are identical from institution to institution.

Regent Begay thanked the auditors and UNM constituents for their hard work.

The final audit report is posted online at, <https://fsd.unm.edu/resources/audrep19.pdf>

University-Wide Risk Assessment Report (information item)

Victor Griego, Interim Director for the Internal Audit Department, presented the information on behalf of the Risk Assessment Team. The University-Wide Risk Assessment will be a joint, collaborative effort among the University's colleges, departments, branches, programs and operations areas for developing the work plans. The basic purpose is to identify operational, financial, and compliance risks to the University at the institution level and at the department or program level. Each unit will receive a risk assessment questionnaire in April, and the work plan development will include discussion with University officials and leadership, as well as the development of heat maps. Individual work plans will be presented to the Audit and Compliance Committee for feedback and approval. The goal is to have the work plans developed and approved as early as possible in upcoming fiscal year 2020-2021.

Regent Schwartz requested clarification on what the risk assessment will encompass. Mr. Griego responded the process will address any risk to the University, be it operational, compliance, and financial risk, and what could result in legal liability to the University. There was discussion about the different types of risk and the ultimate goal to ensure the University has appropriate coverage.

Regent Begay recommended appropriate marketing to alert constituents that the survey is coming and to stress the importance of participation from all areas of the institution.

FINANCE AND FACILITIES COMMITTEE

Approval of the Multi-Media rights Contract for Athletics

Regent Begay, Chair of the Committee, clarified that a draft of the contract was presented in committee and the final version was recently made available to the full Board. Eddie Nunez introduced the item; David Williams and Ryan Berryman were also present to answer questions. This process began almost two years ago. The prior agreement that UNM had was a good agreement for its time. Multi-media rights models have changed; guaranteed contracts are not as they used to be. As previously presented to the Board, five national leaders bid on the RFP, and through the process, OUTFRONT Media Sports, Inc. was selected. UNM has been working with OUTFRONT for about six months. Mr. Williams talked about some of the details of the contract. Section 3 outlines the Scope of Services and Section 4 outlines the term of the 10-year contract, with the ability to extend it by 2 years. Section 5 outlines the Financial Terms, including a one-time capital investment of \$650K paid by OUTFRONT to UNM over three years for investment in assets and programs that will enhance revenues. Also, OUTFRONT will pay UNM a one-time program investment of \$750K that UNM will pay back at \$75K per year over 10 years. Since year one of the contract was known to be a challenge due to OUTFRONT taking over well past the selling season, the upfront capital investment will help UNM to make up for any revenue shortfall in year-one. Section 5.3 outlines the Net Revenue Share of the deal - the contract is essentially a profit share model. At the beginning of every year, the athletic administration will work with OUTFRONT's general manager to develop a yearly annual operating expense budget. In a given year, after the operating expenses are covered by revenues, the remaining revenues will be split between UNM and OUTFRONT, 85% & 15%, respectively. Under Section 5.4, there is a protection clause that guarantees funds to UNM in case of a down year. Section 6 discusses the operating expenses, and Appendix C outlines where the year-one operating expenses begin. The contract term starts on July 1, 2019, and each agreement year is from July 1 through June 30 of the following year.

Regent Begay inquired if a 10-year window for this type of contract is typical. Mr. Williams responded that a 10-year contract is typical, with 7-8 years as minimums and up to 15-years as a maximum.

Regent Schwartz inquired what the changes were from the draft contract that was seen in committee to the final version. Mr. Williams responded there were three changes. The first was in section 12.0, regarding Material Impairment to Rights, The wording was changed to address risks to not only UNM's ability to sell corporate sponsorships, but also to OUTFRONT's ability in the case of material adverse publicity. The second change was a small change under Appendix C, regarding data privacy in order to utilize wording that UNM's IT department was comfortable with. The third change regarded the operating budget template budget under Appendix C, changing Other Fulfillment from \$100K to \$120K, and changing Production from \$400K to \$410K. Regent Schwartz asked for clarification on what Other

Fulfillment and Production were. Mr. Williams responded that Production is the amount it takes to produce, for example a game. Other production costs may be radio clearance fees. Other Fulfillment would be other things that are provided to a sponsor, for example a static sign or an advertisement at a particular game.

Regent Schwartz asked with regard to net revenues, and the first year challenges as previously mentioned, what the estimates were for net revenue in the second and third years. Mr. Williams said that was a difficult question to answer and he would have a much better sense at the end of the year. For year-one, the revenues are expected to be somewhere around \$3 million, which includes the first year, one-time program investment by OUTFRONT. AD Nunez added that once multi-year contracts are in place, future-year revenue estimates will be more accurate.

Regent Lee clarified that OUTFRONT has committed to ticket sales of \$283,000 and that is a guarantee. Mr. Williams added that the number is based on the current number of corporate sponsors, and so the number can grow as corporate sponsors grow. Regent Lee thanked the athletic department because she had requested to see the contract beforehand. Regent Lee addressed some of the questions she had put forward regarding areas specifically outlined in the contract: 1) regarding different types of seats on planes - Mr. Williams clarified that one seat-type would be for radio talent, and this would cut operational expenses for which UNM is partly responsible. Another type of seat would be for a stewardship of gifts, an example being to foster renewal of the sponsorship of a corporate sponsor; 2) regarding honoring the long-term corporate sponsorships that are already in place - Mr. Williams clarified Pepsi's sponsorship is the only listed because Pepsi's original deal is directly with the University. Dreamstyle's contract is with Learfield, initially, and so any contract that was originally with Learfield will be re-papered to OUTFRONT. Regent Lee acknowledged Larry Chavez' generosity and support to the University, and clarified she was concerned when Dreamstyle was not listed. It was clarified there is no anticipation of changes to the Dreamstyle contract; 3) regarding less roadblocks to the development of other partners to enhance Lobo athletics, eg. public private partnerships - AD Nunez responded this area will likely have more potential, and there was discussion about enhanced Lobo merchandise at the ABQ airport kiosks; 4) regarding profitability of the suites in Craft Corner - Mr. Williams responded that OUTFRONT sees potential for corporate sponsorship there and so the suites will go into OUTFRONT's inventory; 5) regarding the inclusion in the contract of a Confidentiality Agreement - Mr. Williams responded this is more about keeping OUTFRONT's trade secrets regarding its agreements and contracts confidential; and 6) regarding staff, how to ensure that any OUTFRONT staff members working within the University's organization adhere to the same standards that UNM employees are required to adhere to - Mr. Williams responded that, contractually, that can be a difficult thing to ensure, but Section 12 covers UNM a little bit to that end. Mr. Berryman added that under Section 18, UNM reserves the right to be involved in the interview and decision making process of the Dedicated Staff that OUTFRONT may hire, to work solely on the UNM relationship for the purpose of protecting the name, goodwill and reputation of UNM.

The motion to approve the Multi-Media Rights Contract for Athletics passed with a unanimous vote in favor with 4 Members present and voting (1st Begay; 2nd Brown).

VOTE TO ADJOURN THE BOARD OF REGENTS MEETING IN ORDER TO CONDUCT THE MEETINGS OF THE MEMBER

The motion to adjourn the Board of Regents passed unanimously (1st Lee; 2nd Schwartz). The meeting adjourned at 11:55 AM.

MEETING OF THE MEMBER – UNM Medical Group, Inc. (UNMMG)

Regent Schwartz convened the UNMMG Meeting of the Member at 11:55 AM.

Regent Schwartz motioned to accept the external audit and annual report; Regent Lee seconded; the motion passed unanimously.

There being no further business, Regent Schwartz motioned to adjourn the UNMMG Meeting of the Member; Regent Lee seconded; the motion passed. The meeting adjourned at 11:55 AM.

MEETING OF THE MEMBER – Sandoval Regional Medical Center, Inc. (SRMC)

Regent Schwartz convened the SRMC Meeting of the Member at 11:56 AM.

Regent Schwartz motioned to accept the external audit and annual report; Regent Lee seconded; the motion passed unanimously.

There being no further business, Regent Schwartz motioned to adjourn the UNMMG Meeting of the Member; Regent Lee seconded; motion passed. The meeting adjourned at 11:56 AM.

VOTE TO RECONVENE BOARD OF REGENTS

The vote to reconvene the Board of Regents passed unanimously (1st Lee; 2nd Brown). The Board of Regents reconvened at 11:56 AM.

ADVISORS' REPORTS

Adam Biederwolf, ASUNM President, reported on recent ASUNM activities, including approval of a proposed ASUNM fee increase that will help continue support of over 460 student organizations and 8 student service agencies. The fee increase will provide an estimated \$138K, for total projected funding of \$776K for FY20-21 year. Members of ASUNM continue to seek input from students on the proposed fee increase, and so far received input from 459 students and from 30 organizations.

Regent Begay inquired about homeless students on campus and the wish to better understand the issue. Mr. Biederwolf responded he is aware of the issue and added the LoboRESPECT Advocacy Center would be a good source of information.

Ryan Gregg, Staff Council President, responded to Regent Begay's query and said there are different types of homelessness, and from experience working with students, the majority of student homelessness is of the transitional-type rather than chronic homelessness. In Mr. Gregg's report, he also talked about how Staff Council has worked with multiple constituents on campus, including VP HR Dorothy Anderson, Chancellor Roth, and students, to set up funding for several graduate internships so that students can get valuable on the job experience.

Finnie Coleman, Faculty Senate President, spoke about how Faculty Senate serves faculty who are both inside and outside the bargaining unit; about recent work with union leadership; about recent activity moderating forums addressing the proposed Gateway Homeless Shelter; and about UNM's activities celebrating Black History Month, including upcoming Langston Hughes concerts on campus.

Vote to Close the Meeting and Proceed in Executive Session

Regent Begay asked for a motion to close the meeting and clarified she would take a roll call vote; Regent Lee motioned; Regent Schwartz seconded; the following votes were taken: Regent Lee-yes; Regent Brown-yes; Regent Begay-yes; Regent Lee-yes; Regent Schwartz-yes vote; motion passed. The meeting closed at 12:18 PM; members proceeded to the Cherry Silver Room on 3rd level of the SUB to address the following:

Executive Session Agenda

- A. Discussions of bargaining strategy preliminary to collective bargaining and collective bargaining between a policymaking body and an employee bargaining unit, as permitted by Section 10-15-1.H(5), NMSA (1978)
 - B. Discussions subject to attorney-client privilege pertaining to threatened or pending litigation as permitted by Section 10-15-1(7), NMSA (1978)
 - C. Discussion of "limited personnel matters" as defined in and permitted by Section 10-15-1.H(2), NMSA (1978) ---- regarding: employee appeal(s)
 - D. Discussion of personally identifiable information about a student, as permitted by Section 10-15-1.H(4), NMSA (1978), as amended
- Regent Sanchez Rael rejoined the meeting, telephonically, during Executive Session.

VOTE TO RE-OPEN THE MEETING AND CERTIFICATION

The meeting re-opened at 2:13 PM; the doors to the Cherry Silver Room were opened. Regent President Brown certified that only those matters described in the closed session agenda were discussed; the following actions were taken in open session:

The motion to exercise discretion not to hear the appeal of an employee, dated February 3, 2020, passed with a vote of 4-0-0; Regents Brown, Begay, Lee, Rael, voting for; Regent Schwartz recused himself from the discussion and did not vote (1st Brown; 2nd Lee).

The motion to exercise discretion not to hear the appeal of an employee, dated December 16, 2019, passed with a vote of 4-1-0; Regents Brown, Begay, Lee, Rael, voting for; Regent Schwartz voting opposed (1st Brown; 2nd Begay).

The motion to exercise discretion not to hear the appeals of a student, dated October 8, 2019 and January 3, 2020, passed with a vote of 5-0-0; Regents Brown, Begay, Lee, Rael, and Schwartz voting (1st Schwartz; 2nd Lee).

The motion to exercise discretion not to hear the appeal of a student, dated November 15, 2019, passed with a vote of 4-1-0; Regents Brown, Begay, Lee, Rael, voting for; Regent Schwartz voting opposed (1st Brown; 2nd Lee).

ADJOURN

There being no further business, Regent Brown asked for a motion to adjourn; Regent Begay motioned; Regent Lee seconded; motion passed unanimously; the meeting adjourned at 2:14 PM.

Approved:

Attest:

Douglas M. Brown, President

Sandra K. Begay, Secretary/Treasurer



Election Resolution Pursuant to Regent Policy 1.2

WHEREAS, The Board of Regents is required by statute and Regent Policy 1.2 to meet in Albuquerque on the second Monday in March of each year to elect a board president and secretary-treasurer, and at its option, also elects a vice president; and

WHEREAS, nominations from the floor for such positions are appropriate.

THEREFORE, be it resolved that nominations from the floor will be taken for board officer positions at the March 9, 2020 Board of Regents meeting.



Resolution Making Annual Determination of Reasonable Notice of Public Meetings

WHEREAS, the Board of Regents is required by section 10-15-1(D) of the New Mexico Public Meetings Act to determine annually in a public meeting what notice is reasonable for a public meeting of the Board.

THEREFORE, be it resolved that the Regents affirm Regent Policy 1.3 (attached) concerning public notice of Regents' meetings; and

BE IT FURTHER RESOLVED that the Regents hereby determine that such policy provides reasonable notice of public meetings held by the Board.



Regents' Policy Manual - Section 1.3: Public Notice of Regents' Meetings

Adopted Date: 09-12-1996

Amended: 12-08-1998

Amended: 03-11-2002

Amended: 09-09-2003

Amended: 03-14-2005

Amended: 06-12-2012

Amended: 05-01-2013

Amended: 05-01-2014

Amended: 12-13-2016

1. Policy

This policy is adopted pursuant to the New Mexico Open Meetings Act, NMSA 1978, § 10-15-1, et seq.

2. Regular Meetings

Regular meetings of the Board of Regents will be held on the second Monday in March and at regular pre-announced intervals, which are generally monthly, unless otherwise announced in the Notice of Regular Meetings pursuant to this policy.

Notice of Regular Meetings

Notice to the public of the regular meetings of the Board of Regents will specify the date, time, and place thereof and will state that a copy of the agenda will be made available on the public regents.unm.edu website, at least seventy-two (72) hours prior to the meeting. Notice will be given to those newspapers and broadcast stations that have filed a written request with the University Communication and Marketing Department for such notices of meetings. Notice will be by email at least ten (10) days prior to the meeting and the written Notice will be placed on the public regents.unm.edu website.

3. Special Meetings

Special meetings of the Board of Regents may be called by the Board President or any four (4) members of the Board.

Notice of Special Meetings

Notice to the public of special meetings of the Board of Regents will specify the date, time, and place thereof and will state that a copy of the agenda will be made available on the public regents.unm.edu website, at least seventy-two (72) hours prior to the meeting. Notice will be given to those newspapers and broadcast stations that have filed a written request with the University Communication and Marketing Department for such notices of meetings. Notice will be by email at least seventy-two (72) hours prior to the meeting and the written notice will be placed on the public regents.unm.edu website.

4. Emergency Meetings

Emergency meetings of the Board of Regents may be called by the Board President or any four (4) members of the Board only in the event of unforeseen circumstances that, if not addressed immediately by the Board, will likely result in injury or damage to persons or property or substantial financial loss to the University. The Board will avoid emergency meetings whenever possible.

Notice of Emergency Meetings

Notice to the public of emergency meetings of the Board of Regents will specify the date, time, place, and subject matter thereof and will be given to those newspapers and broadcast stations that have filed a written request with the University Communication and Marketing Department for such notices of meetings. Notice will be by email, at least twenty-four (24) hours prior to the meeting or by such other notice as soon as possible and as may be practicable under the circumstances.

Report to the New Mexico Attorney General

Within five (5) days of taking action on an emergency matter, the Board of Regents shall report to the New Mexico Attorney General's Office the action taken and the circumstances creating the emergency.

5. Compliance with the Americans with Disabilities Act

In addition to the information specified above, all notices shall include the following language:

If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in a meeting of the Board of Regents, please contact the University Communication and Marketing Department with as much advance notice as possible to allow for arranged services. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact the University Communication and Marketing Department if an accessible format is needed.

6. Remote Participation in Meetings

A member of the Board of Regents may participate in a regular, special, or emergency meeting of the Board by means of a conference telephone or other similar communications equipment when it is otherwise difficult or impossible for the member to attend the meeting in person. Each member participating remotely must be identified when speaking, all participants must be able to hear each other at the same time, and members of the public attending the meeting must be able to hear any member of the Board who speaks during the meeting. The minutes of any meeting at which there is remote participation shall identify any Regents who were not physically present but who participated remotely.

7. Closed Meetings (Executive Sessions)

Exceptions to Open Meetings Act

Meetings of the Board of Regents may be closed, according to the procedures set out below, only if the matter to be considered falls within one of the enumerated exceptions defined in § 10-15-1(H) of the Open Meetings Act or if closure can be implied from or required by other laws or constitutional principles which specifically or necessarily preserve the confidentiality of certain information.

Closing an Open Meeting

Closing of a meeting shall be by a majority vote of a quorum of the Board during the open meeting, with the vote of each member being recorded. The motion shall state: (1) the authority for the closure (the statutory provision); and (2) the subject to be discussed with reasonable specificity. The matter to be discussed must have been included on the agenda, except for emergency matters.

Calling a Closed Meeting Outside of an Open Meeting

Notice that a meeting will be closed, in whole or in part, will be given as specified above for a regular, special or emergency meeting, as appropriate, by so specifying either in the notice of the meeting or on the agenda. The notice shall state the specific provision of the law authorizing the closed meeting and shall state the subject to be discussed with reasonable specificity.

The minutes of the next open meeting shall contain information about the closed meeting, including the date, time, place, and subject matter of the closed meeting, the names of the Regents present at the closed meeting, the names of the absent Regents, and a statement that the matters discussed in the closed meeting were limited only to those specified in the notice of the closed meeting.

Action

Any final action taken as a result of discussions in a closed meeting shall be made by a vote of the Board of Regents at an open public meeting, with the exceptions allowed under § 10-15-1(H).

8. Agendas

A copy of the agenda for each regular and special meeting of the Board of Regents will be available at least seventy-two (72) hours prior to the meeting (and the notice of the meeting shall so state) and will be placed on the regents.unm.edu website. Except for emergency matters, the Board shall take action only on items appearing on the agenda.

9. Public Input at Meetings

An opportunity for public input regarding agenda items shall be provided at each regular meeting during Board consideration of the agenda item in question. The Board President shall determine the length of time to be allowed for public input for each agenda item, the sequence in which individuals may address the Board, and the length of time that will be allowed for each person to address the Board. The Board President may request that a group designate a spokesperson.

10. Minutes

The Board of Regents shall approve and keep written minutes of all its meetings. The minutes shall include, at a minimum: (1) the date, time, and place of the meeting; (2) the names of Regents in attendance and those absent; (3) a statement of what proposals were considered; and (4) a record of any decisions made by the Board and how each Regent voted.

Draft minutes shall be prepared within ten (10) working days after the meeting and must be available for public inspection. The draft minutes must clearly indicate that they are not the official minutes and are subject to approval by the Board.

Draft minutes shall be approved, amended, or disapproved at the next regular meeting where a quorum is present. Minutes shall not become official until approved by the Board of Regents. Official minutes are subject to public inspection.

No minutes need to be kept during closed sessions, but information about the closed session must be recorded as specified in the "Closed Meetings" section of this resolution.

Recordings of Board of Regents' meetings shall be kept for, at minimum, three (3) years.

11. References

- NMSA 1978, § 10-15-1 et seq. ("Open Meetings Act")
- NMSA 1978, § 21-7-5 ("Annual Organization Meeting of Board; Election of Officers; Bond of Secretary-Treasurer; Conditions")

Proposal

2020-2021 BOARD OF REGENTS' ACADEMIC YEAR MEETING CALENDAR

Regents' full Board & Committee Meetings	2020 Oct	2020 Dec	2021 Feb	2021 Mar/Apr	2021 May	2021 July/August
Board of Regents	Oct 20	Dec 8	Feb 16	Mar 8* Apr 13	May 11	<i>Regent Retreat tbd</i>
Finance & Facilities Committee	Oct 13	Dec 1	Feb 9	Apr 6	May 4	<i>na</i>
Health Sciences Center Committee	Oct 13	Dec 1	Feb 9	Apr 6	May 4	<i>na</i>
Academic/Student Affairs & Research Committee	Oct 1	Dec 3	Feb 4	Apr 1	Apr 29	<i>na</i>
Audit and Compliance Committee	Oct 15		Feb 11		May 6	<i>na</i>
Ad Hoc Governance Committee	<i>tbd</i>	<i>tbd</i>	<i>tbd</i>	<i>tbd</i>	<i>tbd</i>	<i>na</i>
Check these websites for meeting Notices, Agendas and official meeting minutes: Board of Regents: regents.unm.edu F&F: https://svpforfa.unm.edu/ff-meetings/index.html ; HSCC: http://hsc.unm.edu/hsc-committee/ ASAR: https://provost.unm.edu/resources/regent-committee-asar.html ; Audit: http://iaudit.unm.edu/			Fall Commencement: Friday, December 11, 2020 at 6:00 PM Spring Commencement: Saturday, May 15, 2021 at 9:00 AM Fall Break: Oct.8-9, 2020; Spring Break: March 14-21, 2021 *As required by State Statute, the Board of Regents are to meet the second Monday in March for election of officers			



FY 2021 UNM Consolidated Budget

Introduction and Remarks

Garnett S. Stokes

The President's introduction and remarks will be delivered at the meeting.

Request Regent Approval

Main Campus, Health Sciences Center, and Branch Campus

- Tuition
- Fees
- Compensation

UNM-Gallup

Chancellor Malm reports that the Advisory Board met Tuesday, Feb. 18 and voted not to increase tuition and fees.

UNM-Los Alamos

Chancellor Rooney reports that the Advisory Board met on March 2 recommended no changes in tuition and fees for the 2020-2021 academic year.

UNM-Taos

Chancellor Valdez reports that although the Advisory Board has not formally met to approve tuition and fees, his Board does not favor an increase at this time.

UNM-Valencia Campus

Chancellor Letteney reports that the Advisory Board met Wednesday, Feb. 26 and voted on no tuition and fees increase at this time.

**All branch campus chancellors indicate that their Advisory Boards support a 4 percent compensation increase.*

Current Tuition Comparisons

Gallup Branch Per Semester					
Resident			Non-Resident		
Tuition	Fees	Total	Tuition	Fees	Total
70.10	10.40	80.50	185.76	10.40	196.16
841.20	124.80	966.00	2,229.12	124.80	2,353.92

Los Alamos Branch Per Semester (5)					
Resident			Non-Resident		
Tuition	Fees	Total	Tuition	Fees	Total
82.00	4.50	86.50	227.50	4.50	232.00
984.00	54.00	1,038.00	2,730.00	54.00	2,784.00

Taos Branch Per Semester (6)					
Resident			Non-Resident		
Tuition	Fees	Total	Tuition	Fees	Total
75.00	3.00	78.00	195.00	3.00	198.00
900.00	36.00	936.00	2,340.00	36.00	2,376.00

Valencia Branch Per Semester					
Resident			Non-Resident		
Tuition	Fees	Total	Tuition	Fees	Total
74.50	3.75	78.25	210.00	3.75	213.75
894.00	45.00	939.00	2,520.00	45.00	2,565.00

UNM-Los Alamos students pay a one-time per semester \$10 fee for print management.

UNM-Taos students pay a one-time per semester \$15 fee for support services.



Main Campus Overall Budget Scenario

Main Campus					
	Category	FY 20 Original Budget	Fiscal Year 2021 Scenario	\$ Change	% Change
	State Appropriations	194,396,100	207,842,403	13,446,303	6.9%
	Tuition Revenue	114,381,311	113,688,887	(692,424)	-0.6%
	One-Time Revenues	4,270,113	185,700	(4,084,413)	-95.7%
	Other/Net Transfers Out	(16,958,471)	(18,812,215)	(1,853,744)	10.9%
	Total I&G Revenues	296,089,053	302,904,776	6,815,723	2.3%
	Mandatory Student Fees	33,519,606	33,061,553	(458,053)	-1.4%
	Total Revenues	329,608,659	335,966,329	6,357,670	1.9%
	Base Allocation	279,099,407	268,765,393	(10,334,014)	-3.7%
	Utilities	16,989,646	16,989,646	-	0.0%
	Funding Requests	-	2,219,853	2,219,853	
	Must Fund Increases	-	5,418,035	5,418,035	
	Compensation 4%	-	9,511,849	9,511,849	
	Total I&G Expense	296,089,053	302,904,776	6,815,723	2.3%
	Mandatory Student Fee Allocations	33,519,606	33,061,553	(458,053)	-1.4%
	Total Exp	329,608,659	335,966,329	6,357,670	1.9%

Budget Development

Revenue Assumptions

- State Funding Formula increase of approximately 2.5% or \$4.9M
- Estimated State Funding for a 4% compensation increase-\$8.5M (Main I&G only funded at approx. 89.3%)
- Tuition Revenue-net decrease of \$692K or .6%
 - Tuition and Fees proposal includes a small inflationary increase according to the Higher Education Price Index and changes to the block tuition discount. Projected tuition revenue generation approximately \$9.4M
 - Tuition revenue decrease of \$10.2M
 - Current FY 20 enrollment decline of \$3.5M
 - Forecasted 6% FY 21 enrollment hedge of \$6.7M
- Reduction in One-Time Revenues by approximately \$4.1M
- Net Transfers Out of \$1.9M (Student Aid and HSC Formula Generation)
- Mandatory Student Fee Revenue-net decrease of \$458K
 - Student Fee Review Board and ASUNM fee proposal, supported by the BLT, includes increases and changes in order to support critical student support services and provide more transparency. Projected fee revenue generation approximately \$2.2M
 - Fee revenue decrease of \$2.7M
 - Current FY 20 enrollment decline of \$700K
 - Forecasted 6% FY 21 enrollment hedge of \$2.0M

Budget Development

Expense Assumptions

- \$9.5M-Model a 4% compensation increase pool for faculty, staff, GA/TA, and students on July 1, 2020
- (\$10.3M) Budget Reductions of 3.7%
- \$2.2M in new recurring funding requests, including:
 - Academic Affairs \$991K- new dean start-ups and other Provost initiatives
 - President's Units \$150K- Division for Equity and Inclusion operations and initiatives
 - Campus-wide initiatives \$1.1M- Enrollment, Safety, Mental Health, and Compliance
 - Enrollment Management and University Marketing efforts
 - Police Department
 - Mental Health and Counseling Support
 - Compliance and the Office of Equal Opportunity
 - \$5.4M increased funding to Must Fund expenses
 - \$1.3M-Group Health Insurance (4.9% employer and employee) (19.3% Student Health Insurance)
 - Faculty Promotions \$759K and GA/TA tuition waivers \$300K
 - University Wide Initiatives-\$2M
 - Minimum Wage Increase \$10.50 per hour January 1, 2021 \$400K
 - Property, liability, worker's compensation, and unemployment insurance increases \$667K
- (\$458K) Budget Reductions of 1.4% for Mandatory Student Fee Recipients

Main Campus Proposed Tuition Changes

UG Resident Tuition

- Increase the 1-14 hour tuition rate by 2.6% (current Higher Education Price Index)
- Increase the block range to 15+ hours
- Reduce the discount on the block to \$400 (Result will be a discount of approximately 11%)

UG Non-Resident tuition

- Increase the 1-11 hour tuition rate by 2.6%
- Increase the block range to 12+ hours
- Increase the block rate by 5% (and another 5% for each of the following 2 years).
Rationale-Our Non-Resident pricing is not in line with other flagship Research 1 institutions across the region and this sends the message we are not competitive.

Main Campus Proposed Tuition Changes

GR Resident Tuition

- Increase the base tuition rate by 2.6%
- Professional Programs-fold the current \$35 premium rate into the base tuition on 1-11 hours and add \$455 to the block rate.
- All Other Programs-fold the current \$35 premium rate into base tuition.

GR Non-Resident Tuition

- Increase the base tuition rate by 2.6%
- Fold the current \$35 premium rate into the base tuition on 1-11 hours and add \$455 to the block rate.

Dissertation Including HSC and SOM:

- Combine the base rate, premium and A&S and Engineering Differentials into one flat rate of \$1181
- Continue additional Non-Resident rate per hour above 6 hrs.
- Note: Current A&S and Engineering Differentials are \$100 and \$200 flat rate respectively. This proposal eliminates them.

Main Campus Proposed Tuition Changes

Graduate Differential Tuition Requests

- Global and National Security Program
 - Establish a \$150 per credit hour for both resident and non-resident
- School of Public Administration
 - Increase the current rate from \$50 to \$100 per credit hour for both resident and non-resident
- Begin charging all differentials by major and not course

Note: Currently, SAAP, SPA, ASM (non-ASM major) charge by course.

Main Campus Proposed Fee Changes

Undergraduate

- Increase the block to 15+ hours (Resident) and 12+ hours (Non-Resident)
- Increase the Mandatory Student Fee Rate by 5.45%
- ASUNM Fee
 - Convert it to a headcount model
 - Increase the Fall and Spring amount by \$5 (From \$20 to \$25)
 - Summer will remain at \$10
 - This will allow ASUNM to be more transparent with its student body.
 - Converting to a headcount model will allow ASUNM to predict annual funds more efficiently.

Graduate

- Increase the Mandatory Student Fee Rate by 7.77%

ASUNM Student Fee Increase

Fiscal Year

FY15-16

FY16-17

FY17-18

FY18-19

FY19-20

Head Count Undergraduates

19,885

19,647

18,912

17,321

16,170

Fees Collected

≈ \$850,000

≈ \$830,000

= \$781,920

= \$754,133

= \$661,454

Last Fee Increase (2002)

ASUNM funded
226 Student Organizations
&
6 Student Service Agencies

Today

ASUNM funds
460+ Student Organizations
&
8 Student Service Agencies

Projected Funding for FY20-21 without fee increase

\$652,493.00

Projected Funding for FY20-21 with fee increase

Summer: \$43,917

Fall: \$387,257

Spring: \$345,046

\$776,219.00

Student Support

Members of ASUNM have led an effort to outreach to students in regards to this proposed fee increase. In total, we have gained input from the following.

459 Students
30 Student Organizations

and our efforts are still continuing.

Sources for data and information include the Student Government Accounting Office, The UNM Office of Planning, Budget and Analysis, and ASUNM



Final Proposal

- The ASUNM Fee shall be \$25 for every undergraduate student based on a headcount model.
- After speaking with over 500 students and 40 student organizations, 430 of those students were in favor of increasing the student fee with a headcount model as opposed to the original prorated model.
- This change will allow ASUNM to support over 400 student organizations who apply for funding, and will help us take the next step to enhancing the Lobo experience.
- This amendment will be on the ASUNM Presidential/VP voting ballot on March 9-11 for approval from the student body, and will be presented at the Board of Regents meeting on March 9th for approval contingent to the student body's vote.

FY 21 President's Recommendation Main Campus Tuition and Fees Proposal

	Proposed Changes
Undergraduate Tuition and Fees	
Base Tuition Increase (1-14 Hours)	2.6%---Resident (1-14 Hours) and Non-Resident (1-11 Hours)
Resident Tuition Block Discount	Reduce discount from \$881 (24%) to \$400 (11%)
Non-Resident Tuition Block	Increase the block rate by 5% (and another 5% for each of the following 2 years)
Increase Tuition Block Hour Range	Resident from 15-18 Hours to 15+ and Non-Resident from 12-18 Hours to 12+
Increase Fee Block Hour Range	Resident from 15-18 to 15+ and Non-Resident from 12-18 to 12+
Mandatory Student Fees Increase	5.45%
ASUNM Fee	\$25 Fall and Spring \$10 Summer by Headcount (Convert to a Headcount Model)
Resident Lower Division Tuition and Fees Increase 15 Hours (1)	\$631 semester, 16.69%
Resident Upper Division Tuition and Fees Increase 15 Hours (1)	\$631 semester 14.66%
Non-Resident Lower Division Tuition and Fees Increase 12 Hours (1)	\$586 semester, 5.03%
Non-Resident Upper Division Tuition and Fees Increase 12 Hours (1)	\$586 semester, 4.86%
Graduate Tuition and Fees	
Base Tuition Increase	2.6% Resident and Non-Resident
Resident Professional Programs and Non-Resident	Fold \$35 premium into the base tuition rate (1-11 hours) and add \$455 to the block rate
Resident All Other Programs	Fold \$35 premium into the base tuition rate
Mandatory Student Fees Increase	7.77%
Graduate Resident Tuition and Fees Increase 12 Hours (2)	Professional Programs-\$192 semester, 4.06%
Graduate Non-Resident Tuition and Fees Increase 12 Hours (2)	All Other Programs-\$157 semester, 3.32%
	\$404 semester, 3.13%
Dissertation and Differential Tuition	
Dissertation-Including HSC and SOM (3)	Combine base rate, premium, A&S differential, and SOE differential into one flat rate of \$1181. Continue additional Non-Resident rate per hour above 6 hours.
Graduate Differential Tuition-Global National Security	Establish a \$150 per credit hour for both resident and non-resident
Graduate Differential Tuition-School of Public Administration	Increase the current rate from \$50 to \$100 per credit hour for both resident and non-resident
Differential Tuition	Begin charging all differentials by major and not course
(1) Doesn't include ASUNM fee	
(2) Does not include differentials or dissertation tuition	
(3) Current A&S and SOE Differentials are \$100 and \$200 flat rates respectively. This proposal eliminates them.	

Main Campus Compensation Proposal

FY 21 -4% average increase effective July 1, 2020

	4% Compensation with Fringes				
	President's Organization	Academic Affairs	SVP for Administration	Total	
Faculty	59,063	4,436,058	0	4,495,121	
Staff	291,081	2,095,795	1,793,522	4,180,398	
GA/TA	0	658,375	0	658,375	
Students	6,829	129,163	41,962	177,955	
Total	356,974	7,319,392	1,835,483	9,511,849	
Estimated Compensation Funding From State	318,864	6,538,004	1,639,535	8,496,403	89.3%
Shortfall	(38,109)	(781,388)	(195,949)	(1,015,446)	

Note: Overall Compensation Package in the Budget Proposal includes a Mandatory \$10.50 minimum wage per hour effective January 1, 2021. Table above includes only the 4% Increase



Health Sciences

**FY21 Proposed
Tuition and Compensation**

HSC Proposed Tuition Changes

UG resident tuition

- Increase the 1-14 hour tuition rate by 2.6%
- Increase the block to 15+ hours
- Reduce the discount on the block by \$400 for Main, CON, COP, CoPH (10.6%)
- Reduce the discount on the block by \$380 for SOM Health Professions (10.6%)

UG non-resident tuition

- Increase the 1-11 hour tuition rate by 2.6%
- Increase the block range to 12+ hours
- Increase the block rate by 5% (and another 5% for each of the following 2 years)
 - ✓ \$11,400.72 new rate for Main, CON, COP, CoPH
 - ✓ \$10,836.76 new rate for SOM Health Professions

HSC Proposed Tuition Changes

GR resident tuition

- Increase the hourly tuition rate by 2.6%
 - ✓ ***\$293.88 new hourly rate for CON, COP, CoPH**
 - ✓ **\$279.34 new hourly rate for SOM Health Professions**
- MD tuition decrease of (1%)
- PharmD tuition increase of 2.6%
- Charge same flat amount for dissertation hours across all programs

GR non-resident tuition

- Increase the hourly tuition rate by 2.6%
 - ✓ ***\$992.18 new hourly rate for CON, COP, CoPH**
 - ✓ **\$943.10 new hourly rate for SOM Health Professions**
- MD tuition decrease of (1%)
- PharmD tuition increase of 2.6%
- Charge same flat amount for dissertation hours across all programs

**Please note that HSC does not have Graduate premiums to add to Graduate tuition rate.*

HSC Differential Tuition Request

**College of Population Health – UG courses \$100/hour
phased in over two years**

(\$50 in FY'21 and an additional \$50 in FY' 22)

Why We need to Do This

- The College of Population Health (COPH) has been challenged financially with receiving adequate tuition to cover instructional costs since its inception in 2016.
- Current COPH faculty cannot cover all curricular needs. As a result, the majority of the BSPH curriculum has been taught by adjunct faculty.
- The BSPH is growing rapidly and additional instructors are needed. The MPH program could grow if we have additional instructors.
- The differential will allow us to hire instructors to meet BSPH and MPH instructional needs.
- The differential will also allow set asides to support those students who are most in need.

Market Analysis - BSPH

The University of New Mexico						
2020-21 Tuition Projections						
College: Population Health						
Program: Undergraduate - BSPH						
Undergraduate Resident - Regional						
	Resident	Tuition and University Fees/Semester (1)	Differential for Peer College/Program (2)	FY 2020 Projected Tuition @ 2% Increase	Proposed Differential	Total Proposed Tuition
	University of New Mexico	\$ 4,119		n/a	\$ 1,200	\$ 5,319
	Peer Median	\$ 4,684	n/a	n/a	n/a	\$ 5,336
2	New Mexico State University*	\$ 3,906		\$ 78	n/a	\$ 3,984
6	Texas A&M University**	\$ 5,249		\$ 105	n/a	\$ 5,354
9	Northern Arizona University*	\$ 5,948	\$ 360	\$ 126	n/a	\$ 6,434
12	University of Arizona*	\$ 6,346	\$ 600	\$ 139	n/a	\$ 7,085
(1) Tuition is based on full time status, (12 credit hours for undergraduate tuition per semester) Fall and Spring semesters						
(2) Please indicate the peer's differential tuition based on the college/program your unit is comparing to.						


Communication

Meetings with Students to Discuss the Tuition Differential

- 10/21/2019- Student Forum (open to all students)
- 10/23/2019- Student Forum (open to all students)
- 12/2/2019 Meeting with Students (from both programs)
- 12/5/2019 Meeting with Population Health Undergraduate Network (PHUN) – undergraduate student association
- 12/5/19 PH350 Health Management Class
- 2/26/2020 Updates on Tuition – leaders of both the undergraduate (PHUN) and graduate programs (Public Health Student Association [PHSA])

Student Survey

We surveyed students who have at least another year in each program


**COLLEGE OF
POPULATION HEALTH**

TUITION DIFFERENTIAL – STUDENT SURVEY

1. In which program are you currently a student? (Please check one)

☐ BSPH
☐ MPH

2. The College of Population Health is growing! We want to offer high-quality courses that students can access each academic year. To sustain the College, more funding is needed. The tuition differential is needed now. Fundraising, which can offer more resources, is underway but it requires more time to build relationships. With this information, please check below as to which two options you support for the tuition differential:

☐ \$100/credit hour for the undergraduate program
☐ \$150/credit hour for the graduate program
☐ \$50/credit hour in FY'21 and an additional \$50/credit hour in FY'22 for the undergraduate program
☐ \$75/credit hour in FY'21 and an additional \$75/credit hour in FY'22 for the graduate program
☐ Another option between \$50-\$75/credit hour _____

3. How do you currently pay for credits (Please check all that apply):

☐ Working
☐ Grants
☐ Loans
☐ Lottery scholarship
☐ Family contribution
☐ Savings

4. For which of the options below will the tuition differential impact you/your family:

☐ Remaining in the program
☐ Housing
☐ Transportation
☐ Food
☐ Healthcare
☐ N/A

5. Please rate on a scale of 1 to 5 how much the tuition differential will represent a hardship to you or your immediate family? 1-no hardship at all 2-only a minor hardship 3-moderate hardship 4-significant hardship 5-extreme hardship (not sure whether I will be able to pay for it.) _____

If you would like to meet with Dean Collins, please provide your contact information
 Email _____ Phone _____ Best time to reach you am ☐ pm ☐

Student Survey Summary - BSPH

Survey Questions	BSPH Students PH 221/PH 311 55 responses of 68 enrolled 80% response	% of Responses
Program 55 responses		
BSPH	50	91%
Write in: BSPH Minor	4	7%
Write in: Taking class for fun	1	2%
Supported Differential 43 BSPH related responses		
\$100/credit hour BSPH	2	5%
\$50/credit hour FY21 - \$50/credit hour FY22 BSPH	37	86%
Another option between \$50-\$75/credit hour	4- \$50 \$60 \$50.01 \$50	9%
Current Payment Methods (check all that apply) 149 responses		
Working	30	20%
Grants	24	16%
Loans	19	13%
Lottery Scholarship	27	18%
Family Contribution	26	17%
Savings	21	14%
Write in: Other scholarships	2	1%

Survey Questions	BSPH Students PH 221/PH 311 55 responses of 68 enrolled 80% response	% of Responses
Impact of Tuition Differential (check all that apply) 142 responses		
Remaining in the Program	33	23%
Housing	33	23%
Transportation	28	20%
Food	27	19%
Healthcare	12	8%
N/A	9	6%
Hardship rating (1 per student) 55 responses		
5 - Extreme hardship	10	18%
4 - Significant hardship	22	40%
3 - Moderate hardship	8	15%
2 - Only a minor hardship	11	20%
1 - No hardship	4	7%
<i>*Responses are relevant to a given program for which a student was enrolled Students may have not selected a response for the BSPH program; they may have provided a response for the MPH program</i>		

HSC Compensation Budget Proposal

HSC Compensation Analysis for FY2021 (4% increase in the budget for total compensation)

All HSC Unrestricted Grouping	College of Nursing 4% w Fringe	College of Pharmacy 4% w Fringe	College of Population Health 4% w Fringe	HSC VP Research and HSLIC 4% w Fringe	School of Medicine - Staff 4% w Fringe	School of Medicine - Faculty 4% w Fringe	VP HSC Admin 4% w Fringe	Total HSC 4% w Fringe
Faculty	290,735	222,976	73,275	73,472		8,161,973	264,418	9,086,849
Staff	128,043	143,223	25,470	135,545	2,759,155		752,920	3,944,356
Grand Total	418,778	366,199	98,744	209,017	2,759,155	8,161,973	1,017,338	13,031,205
State new comp 4%	260,472	253,505	67,729	12,651	2,357,870		567,362	3,519,589
State new Formula and HSC I&G line item	62,100	65,000	5,000		126,300	940,800		1,199,200
UCP Salary Contribution						3,301,984		3,301,984
Shortfall	(96,206)	(47,694)	(26,015)	(196,366)	(274,985)	(3,919,189)	(449,976)	(5,010,432)

Data excludes faculty incentive pay, housestaff, students and Health Systems salary agreements

Includes RSPs except CPH and CTH

School of Medicine Faculty Compensation

SOM Goal to make Contract Salary equal to the 25th percentile of the AAMC

1. All salary increases for FY21 will go into Contract Salary
2. Some Incentive pay will move into Contract Salary to equal the 25th percentile

UNM Hospitals Compensation

1. 3% increase in the budget for total compensation approved by the Hospital Board of Trustees

Questions ?



Request Regent Approval

Main Campus, Health Sciences Center, and Branch Campus

- Tuition
- Fees
- Compensation

CONSENT DOCKET

(Action items on Regent's Committee agendas may move to the Board of Regents' agenda as consent items; the below items are placed on the consent docket by the respective committee chairs; items on the consent docket received unanimous approval in committee; per Regents' Policy 1.2, "Any member of the Board of Regents shall have the right upon request to remove any item from the Board's consent agenda and place the item on the Board's regular agenda for discussion.")

1. [ASAR & HSCC] Approval of the Establishment of the Department of Ophthalmology and Visual Sciences..... C-1
2. [ASAR] Approval of Deletion of BS Athletic Training..... C-2
3. [ASAR] Approval of MS Athletic Training..... C-3
4. [ASAR] Approval of MS Project Management..... C-4
5. [ASAR] Approval of Deletion of Sustainable Building Cert. [UNM-Valencia] C-5
6. [ASAR] Approval of CERT Structural Integration [UNM-Taos]C-6
7. [F&F] Approval of Disposition of Surplus Property for Dec.2019 and Jan.2020 C-7
8. [F&F] Approval of Contract for UNM Print Management Program C-8
9. [F&F] Approval of Reappointments and Appointment to the STC.UNM Board of Directors C-9
10. [HSCC] Approval of the creation of the "Health Sciences Center Professorship for Equity in Health" C-10
11. [HSCC] Approval of Elks Parking Project – Capital Project..... C-11
12. [HSCC] Approval of UNM Hospital Capital Projects C-12
 - a) CTH-Radiology-EOS Imaging Machine and Spatial Reconfiguration, \$525K
 - b) UH Main 2nd Floor Sterile Processing Dept. Decontamination Renovation, \$690K
 - c) UH Main 4th Floor Pulmonary Lab Renovation, \$545K
 - d) UNMH New Hospital Tower and New Parking Structure Preliminary Site Work (Reconstruction of North Yale Blvd.), \$5.2M

UNM Faculty Senate

25 February 2020

Proposal to establish a

Department of Ophthalmology and Visual Sciences

UNM HSC Committee

March 2, 2020

Proposal to establish a

Department of Ophthalmology and Visual Sciences

Rationale

- National trends
- Faculty recruitment and retention
- Establish training programs
- Expand clinical activity
- Research targeted to New Mexico eye health

Why now ?

- Arup Das transition
- Clinical space
- Components in place
- Maturity of the division

Rationale: National trends

- Almost all medical schools have independent Departments
 <5%

Rationale: Leadership, faculty recruitment and faculty retention

- Recruitment
 - Departmental status
 - National leader
- Retention
 - Early to mid-level faculty

Rationale: Clinical activity

- Dependent by expansion of faculty
- Secondary: Comprehensive and Optometry
 - Teleretinal
- Tertiary: Cornea, Glaucoma, Oculoplastics, Refractive, and Retina
- Quarternary: Neuro-Ophthalmology, Uveitis, Ocular Pathology

Rationale: Training programs

- Establish Ophthalmology residency
 - New Mexico has half the national average eye care providers
- Ophthalmology fellowships
- Optometry residency

Rationale: Research

- Robust research program
- Increased access to networks and funding sources

Rationale

- National trends
- Faculty recruitment and retention
- Establish training programs
- Expand clinical activity
- Research targeted to New Mexico eye health

Dependent on national recruitment of Chair and faculty expansion

Faculty growth

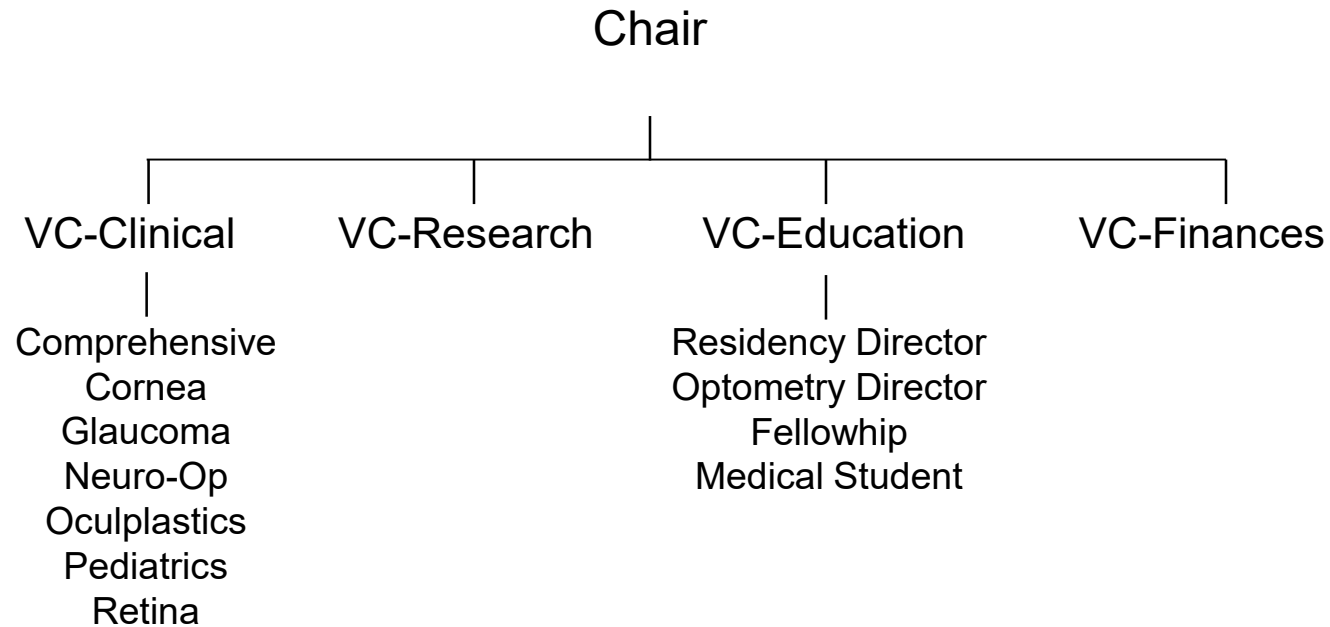
- Departmental Chair

<u>Current</u>	<u>#</u>	<u>FTE</u>	<u>Additional</u>	
Comprehensive	2	1.1	<u>Immediate</u>	<u>Future</u>
Cornea	2	2	Glaucoma	Comprehensive
Glaucoma	1	.5	Pediatrics	Ocular Path
NeuroOphthalmology	1	.5	Uveitis	Oculoplastics
Oculoplastics	1	.5	Retina	Refractive
Pediatrics	1	.2		
Retina	3	2.0		

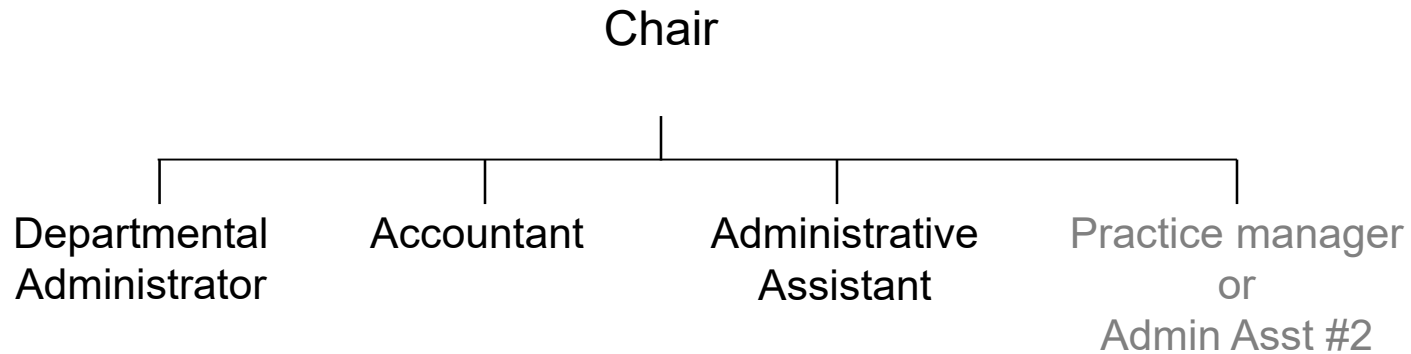
Budget

- Sources
 - Clinical collections – Faculty compensation and fringes
 - Departmental tax – Administrative costs
 - I & G – Training programs
 - Hospital/UCP – Clinical program expansion
 - Research – salary support
- Unique costs
 - Administrative space
 - Chair compensation
 - Administrative support

Academic Structure

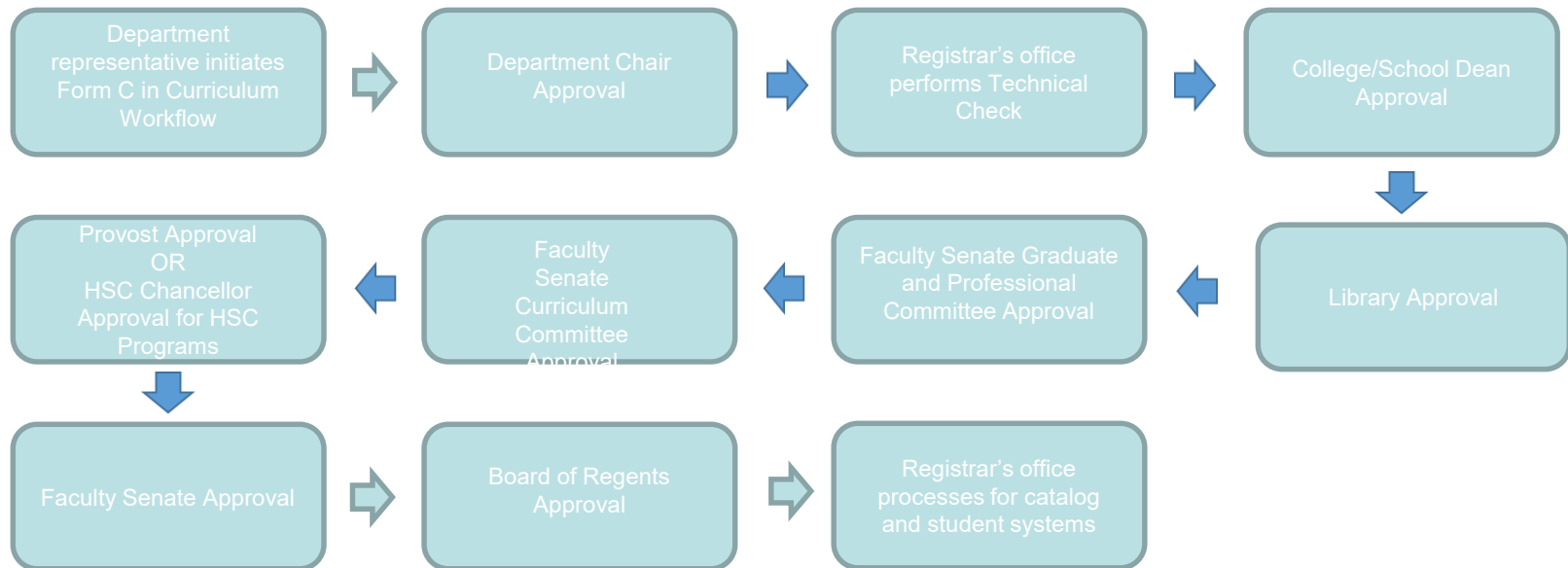


Administrative Structure



Curriculum Workflow Process

Form C (3) – New Department



Proposal

to establish a

Department of Ophthalmology and Visual Sciences

in the

School of Medicine

of the

University of New Mexico

15 August 2019

Executive Summary

This proposal advances the Division of Ophthalmology to departmental status in the UNM School of Medicine. The name of the new academic unit will be the Department of Ophthalmology and Visual Sciences. Currently, Ophthalmology resides as a division within the Department of Surgery in the School of Medicine. The primary responsibilities of the department will be to provide: (a) Clinical eye care for UNM patients, (b) Specialty medical training for UNM students, residents, and fellows, and (c) Research focused on sight-threatening conditions of New Mexicans. Almost all U.S. medical schools have Ophthalmology as a free-standing department.

Departmental status will facilitate several key efforts to improve eye care in New Mexico. These include:

1. Establishment of an Ophthalmology residency at the University of New Mexico. This is the most impactful mechanism to address the lack of eye care providers in New Mexico.
2. Establishment of an Optometry residency within the UNM Health System.
3. Establishment of Ophthalmic subspecialty fellowships at the University.
4. Expansion of the clinical enterprise in secondary and tertiary eye care.
5. Improved educational opportunities and exposure for medical students, residents in other specialties, and undergraduate students.
6. Expansion of research programs focusing on eye diseases that most directly affect New Mexicans.
7. Expansion of community outreach clinical programs, including Ophthalmic telemedicine.

The success of the efforts listed above depend upon the national recruitment of a Departmental chair and expansion of the UNM Ophthalmology faculty.

A. Reasons why the proposed changes are desirable, or necessary.

Major reasons for the change include:

1. *Consistency with national trends.* The vast majority of medical schools have Ophthalmology as a separate department. The Association of University Professors in Ophthalmology (AUPO) is the national organization comprising Ophthalmology sections at academic medical centers. AUPO has 104 member organizations; 100 Departments of Ophthalmology and only 4 Divisions of Ophthalmology. The University of New Mexico is the only division west of the Mississippi.

A freestanding Department of Ophthalmology is most consistent with the continued growth of the School of Medicine and is in keeping with UNM's reputation as a progressive medical school.

2. *Expansion of current clinical services.* Departmental status will facilitate recruitment of leaders and those at the forefront of Ophthalmology practice and research. It is difficult to recruit outstanding Ophthalmology faculty who seek to develop a national reputation to a clinical division.

The ability to recruit leaders in Ophthalmology will broaden the clinical services offered to New Mexicans:

- (1) Secondary eye care (Comprehensive Ophthalmology and Optometry). There are significant access gaps at the UNM Eye Clinic for basic eye care. Wait times for routine appointments and common eye surgeries can be up to 6 months. Faculty growth will also support expansion of existing community outreach programs, such as tele-retinal screening.
- (2) Tertiary Eye Care (Glaucoma, Cornea, Pediatric, Oculoplastics, Refractive and Retina). The first five of these specialties are currently represented with less than a full FTE at UNM and the Retina service (due to New Mexico's high prevalence of diabetic retinopathy and macular degeneration) is also challenged to meet the high demand.
- (3) Quarternary care. (Neuro-Ophthalmology, Uveitis, and Ocular Pathology). These are highly specialized fields in Ophthalmology that overlap significantly with other medical fields (Neurosurgery, Neurology, Rheumatology, and Pathology) and deal mostly with sight-threatening and life-threatening

diseases. Access to these specialists is currently not available to New Mexicans. These specialties usually practice at academic institutions.

In New Mexico, eye care is a significant and growing component of the healthcare marketplace. According to Sg2 analytics market data, eye care is responsible for 39% of outpatient visits to surgical specialists in our state. Eye-related visits account for three of the four most common diagnoses for outpatient surgical specialty visits in New Mexico (cataract, glaucoma, and “other eye disease”). In the next ten years, the volume of clinical activity will continue to grow. For example, clinical activity (visits and surgery) is expected to increase by 25% for cataract and 20% for glaucoma.

3. *Specialty training and education in eye.*

- a. *Ophthalmology residency.* The American Academy of Ophthalmology lists 2.7 Ophthalmologists per 100,000 New Mexicans, compared to the national average of 5.1 per 100,000.

The most direct path to providing Ophthalmologist for this state is to train residents. In a 2017 report, the Association of American Medical Colleges reported that 47% of physicians practice in the state they complete residency (the number increases to 67% if medical school was also completed in the same state). Over the past 12 years, over half of Ophthalmology hires at UNM have been individuals who rotated (2-3 months) at UNM during residency. It has been very difficult to recruit Ophthalmologists to New Mexico. Private Ophthalmology practices in New Mexico report similar recruitment struggles.

UNM does not currently have an Ophthalmology residency. Instead, the Division of Ophthalmology hosts rotating residents. A full-fledged Department of Ophthalmology will help achieve the critical mass of faculty needed to support a residency. The ACGME requires resident access to all Ophthalmic specialties that UNM currently has, plus Refractive Surgery and Ophthalmic Pathology.

A credentialed residency program will also increase the opportunities for residency training (here and elsewhere) for UNM medical students.

- b. *Ophthalmology fellowships.* Similarly, Departmental status will facilitate the creation of subspecialty fellowship programs in Ophthalmology. Subspecialty fellowship programs can support clinical work and will help to recruit subspecialists to New Mexico.
 - c. *Optometry residency.* Residency is not required for Optometrists, but is pursued by Optometrists interested in treating more complex eye diseases. The main Optometry residency in New Mexico is at the Albuquerque Veteran's Administration (although, due to faculty exodus, that residency is closing in 2019). UNM currently has four Optometrists, all of whom completed a residency. Three of the four completed residency at the VAMC in Albuquerque. The Optometry service is motivated to establish a residency at UNM, which will attract Optometrists to UNM and New Mexico.
4. *Growth of research programs.* The Division of Ophthalmology has a robust clinical research program targeted at eye diseases that affect New Mexicans. Departmental status will expand the breadth of that research program. It will provide access to grants, resources, and partnerships that are not open to it as a clinical division.

Over the past 4 years, the Division of Ophthalmology has averaged over \$600,000 per year in extramural funding. That number is expected to increase, as Dr. Arup Das was recently awarded a \$3.4 million grant. There are 6 other clinical trials in the pipeline (4 with working agreements and 2 more in preliminary application).

Departmental status will increase the ability to retain and recruit leading researchers. Discussions with junior faculty who have significant research funding have made it clear that departmental status is an important determinant for retaining them. Losing the most academically-oriented faculty would be costly, both in terms of money and prestige.

There are clinical research networks in Ophthalmology in which departmental standing is a condition of participation. For example, the Research to Prevent Blindness (RPB) organization provides annual unrestricted research grants of over \$100,000 to academic departments. Only full Departments of Ophthalmology at US medical schools are eligible. UNM has not been able to access networks like RPB, which provide a consistent source of funding and access to research protocols.

C. The advantages to UNM if the proposal is implemented, including effects on current or future students, faculty, and staff at UNM.

1. *Faculty recruitment and retention.* Outstanding junior faculty will simply be more willing to join a Department. Most (probably all) faculty candidates trained where Ophthalmology is its own department. Fairly or not, being a division can leave the impression that Ophthalmology is not a priority for the institution and that growth will be limited. Departmental status is necessary to attract candidates that will grow UNM's national reputation, especially in Research and Education.

In 2016, the median faculty composition for Departments of Ophthalmology was 24 clinicians and 29 total faculty. UNM currently has 10 Ophthalmologists (3 full-time and 7 part-time), 4 Optometrists, and 1 non-clinical Scientist. Despite heavy clinical demand, the faculty composition at UNM is less than half of the national average for Ophthalmology.

The Division of Ophthalmology is small enough to be extremely sensitive to changes in faculty. Even one departure places a significant stress on the clinical and call responsibilities of the faculty. Over the past ten years, the Division has gained some measure of stability, mainly because of the quality of faculty that have been recruited. The Division is now at a point where it must grow in order to retain current faculty members. Sustainable growth should be significantly enhanced by departmental status.

2. *Leader recruitment.* Recruitment of the type of leader that can grow a national academic and clinical reputation requires a free-standing department. External candidates with true national reputations and leadership experience are unlikely to be interested in coming to UNM to serve as Division Chief.
3. *Education.* As mentioned above, the Department of Ophthalmology and Visual Sciences will allow for the creation of an Ophthalmology residency, an Optometry residency, and Ophthalmic Subspecialty fellowships at UNM. This will also provide a more expansive learning experience for medical students and residents from other disciplines (such as Emergency Medicine, Neurology, Neurosurgery, and Otolaryngology).

4. *Financial returns.* Nationally, Departments of Ophthalmology have the potential to be revenue generators for medical schools. The clinical environment of Ophthalmology is very different from that of Surgery, which is an inpatient-based Department. Eye clinics are outpatient-based and eye surgeries (with the exception of after-hour emergencies) are mainly elective outpatient.

A free-standing department is more able to customize the service line, recruitment, and billing operations to maximize the financial return for the School of Medicine and Health System. Eye surgeons are high-volume, procedure-based clinicians. Eye clinics have a heavy reliance on equipment and imaging modalities unique to the eye. Coding and billing for eye care is fundamentally different than other surgical subspecialties. Departmental status can better target resources to optimize clinical delivery and revenue generation in the growing eye health sector..

D. Any actual or potential conflicts with the programs or services of existing academic units at UNM, branches of UNM, or other institutions or organizations within the State of New Mexico. Does the proposed academic unit or change offer a potential for enhancement of, or cooperation with, the programs or services of other academic units or organizations?

This proposal is to promote the existing Division of Ophthalmology to departmental status. It will not create any conflicts with existing academic units or organizations in the State of New Mexico. An expanded Ophthalmology faculty will enhance cooperation within the UNM Health System (for example, more participation in multi-disciplinary groups such as Tumor Board and Skull-based Tumor clinic). Expanded Ophthalmology services will be expected to further community outreach and strengthen the relationship between UNM and the New Mexico Commission for the Blind.

E. A summary of the anticipated costs or changes in costs, and the human and physical resources, including space and equipment needed during the first five years of operation of the proposed new or revised academic unit.

Most of the costs associated with the operation and growth of the proposed Department of Ophthalmology and Visual Sciences will be incurred whether the program remains a division within the Department of Surgery or becomes an independent department. These include current operational costs, retention of current faculty and recruitment of additional faculty. Costs unique to transitioning to an independent department include hiring of administrative personnel and identifying space for the administrative/academic functions of the new department. Office space is currently allocated to the Division of Ophthalmology, so it is anticipated that there will be re-assignment of current office space with modest additions.

F. Existing organizational structure related to the proposal, and the anticipated structure when the revision or new academic unit has evolved to anticipated form. Include a description of administrative structure, including the line of responsibility within the organization and the path(s) through which the unit will report;

The Chair of the Department of Ophthalmology and Visual Sciences will report directly to the Dean of the School of Medicine.

Four Vice-chairs will report to the Departmental Chair:

(1) Clinic Activity

The Vice-chair for Clinical Activity will support Directors of Service for: Comprehensive, Cornea, Glaucoma, Neuro-Ophthalmology, Oculoplastics, Pediatrics, and Retina.

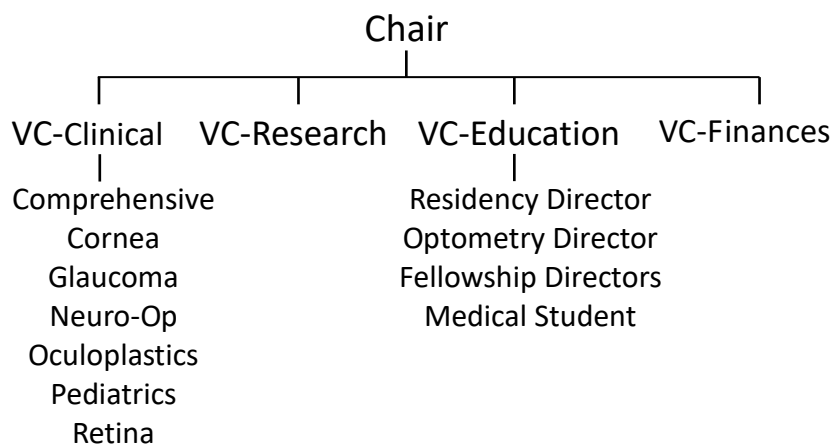
(2) Education

The Vice-Chair for Education will support:

- Ophthalmology Residency Director
- Optometry Residency Director
- Fellowship Directors
- Medical Student Director

(3) Finance

(4) Research



Faculty positions, including rank and responsibilities;

Current clinical faculty in the Division of Ophthalmology:

Comprehensive – 2
Cornea and External Disease -1
Glaucoma – 1
Neuro-Ophthalmology – 1
Oculoplastics - 1
Pediatrics - 2
Retina – 3

Current complement of clinical faculty positions in the Division of Ophthalmology:

Full professor: 2
Associate professor: 2
Assistant professor: 7

The key recruiting effort will be to attract a qualified Chair with a national reputation. This is expected to be at the level of full Professor. Most other recruitments will be expected at the level of Assistant Professor, though Associate Professors and Professors could also be added.

To meet the clinical and training demands, it is estimated that the Ophthalmology faculty should add 5 FTEs over the next 5 years. These include added subspecialists: Ocular Pathology, Uveitis, and Refractive Surgery. The remaining FTEs will be used to recruit additional providers in existing subspecialties.

Staff positions, including grades and responsibilities.

The Administrative staff shall include:

- Departmental Administrator
- Departmental Accountant
- Administrative Assistant

G. Description of the instructional programs the academic unit will offer, if any. What degree programs will the unit offer, or support at the undergraduate or graduate levels? What courses at the lower division, upper division, and graduate levels will the unit offer in support of either its own or other degree programs? Identify both existing and new courses. Briefly explain the need for the new courses. If any of these courses overlap or are intended to replace existing course offerings at UNM, explain how potential duplication and conflict with the units offering those courses will be resolved.

An expanded Department of Ophthalmology and Visual Sciences will provide greater exposure to Ophthalmology for medical students through didactics during basic science blocks and clinical clerkships and electives. Undergraduates and medical students will have more exposure to clinical ophthalmic care and research in the visual sciences. The addition of subspecialists (especially Neuro-Ophthalmology and Ocular Pathology) will provide specialty overlap with other UNM training programs in Neurosurgery, Neurology, and Pathology. No formal courses are planned at this time for medical students or undergraduates.

A key driver for Departmental status is the creation of an Ophthalmology residency at UNM. Currently, the Division of Ophthalmology hosts two rotating, senior residents at all times; one from Tufts University and one from the University of Pittsburgh. The immediate goal is to establish an accredited 3-year residency at UNM with two positions each year. Post-residency, subspecialty fellowships will also be established; the initial positions will be Vitreo-Retinal surgery and Anterior Segment surgery. A one-year Optometry residency is planned, starting with one position each year. The residency and fellowship programs are graduate level (post-professional) training programs.

H. Description of the unit's proposed research programs. What research programs will be conducted by the unit alone or in cooperation with other units?

In case(s) of cooperative programs, what other units will be involved, what will be their role, and what will be the relationship between these units and yours? What degree programs will these research programs support, and in what manner will they be supported? What non-state funding sources are anticipated for the research programs? What funding from UNM or the State of New Mexico will be required?

The Division of Ophthalmology currently has a robust program in both laboratory and clinical sciences with its mission to prevent blindness and cure sight-threatening diseases. Over the past 20 years, the division has maintained a diverse portfolio of research funding from the National Eye Institute, Veterans Affairs R&D, Juvenile Diabetes Research Foundation, American Diabetes Association and International Retina Research Foundation. With two ongoing RO1 grants and several clinical trials, the Division of Ophthalmology has averaged over \$600,000 per year in extramural funding during the last 5 years.

The current multidisciplinary research program covers a broad spectrum:

- (1) Basic science on molecular biology of retinal angiogenesis and photoreceptor biology
- (2) Genomic studies on phenotypic heterogeneity and disease susceptibility in New Mexican ethnic populations
- (3) Translational research on novel biomarkers and pharmacotherapies for diabetic retinopathy
- (4) Multicenter clinical trials in diabetic retinopathy and macular degeneration.

Departmental conversion will allow expansion of research on diseases such as diabetic retinopathy that are prevalent and most clinically significant to New Mexicans. There will be continued collaboration with the basic science researchers through a team science approach. An intermediate goal is to create a Visual Sciences Clinical Research Center to house epidemiologic and genomics studies and clinical trials. The center will attract students, fellows, scientists and physicians to offer unique training and opportunities. Departmental status will allow access clinical research networks that provide access to clinical protocols and a consistent source of funding (for example: Research to Prevent Blindness and the Diabetic Retinopathy Research Network).

I. Description of the academic unit's service activities. What services will the unit provide to other units in or associated with UNM? Are these services currently offered by any other unit at UNM associated with it, or contracted by it? If so, do you plan to supplement what exists or to replace it? How will potential conflicts with the other units be resolved? What services will the unit provide to organizations outside UNM? Are there units, either public or private, already offering these services? If so, justify the need for you to provide them via the proposed unit.

The primary service of the Department of Ophthalmology and Visual Sciences will be to provide clinical eye care for the UNM Health System. Ophthalmology faculty are the providers for the UNMH Eye clinic, which currently has two locations. The UNMH eye Clinic is currently enlarging and updating its clinical space. The Department will continue to grow its Tele-retinal program and community outreach programs. All of these service programs are currently provided by the Division of Ophthalmology, so there will be no duplication or conflicts with existing programs.

J. Discussion of the plans for the academic unit for the next three to five years, including what needs, opportunities, or demands will the academic unit satisfy that are not currently being adequately met. How will the unit's functions and size change during this period? For example, will they remain static, grow, or diminish? How will faculty, staff, and administrators be acquired to support this unit?

The growth plan over the next 3-5 years includes:

(1) Departmental structure:

- a. *Chair search:* The immediate task is a national recruitment for the Chair of the department. The successful candidate should have proven leadership experience in an academic department so that the new department remains financially competent without sacrificing the mission. The candidate should also bring experience in research grants and a recognizable name that can attract future faculty and residents to the program. The ability to recruit philanthropy will be valuable. Dr. John Russell (Chair of the Department of Surgery) will play an important role in mentoring the new Chair.
- b. *Support staff:* A departmental administrator will be needed. The role of Departmental Accountant will need to be filled, although initially it may be shared with the current Department of Surgery Accounting team. In either case, the Department of Surgery staff will mentor the new departmental staff. There is currently one program coordinator that supports the Division of Ophthalmology. Within five years, it is expected that the department's growth will require a second administrative assistant or an operations manager.

(2) Faculty recruitment

Over the next five years, an estimated 6 additional clinical FTE's are needed to achieve the clinical and educational goals of the Department. As identified by the current faculty, the most immediate needs are for Neuro-Ophthalmology (currently none in the state), Comprehensive (currently 1.1 FTE at UNM), Uveitis (none in the state), and Pediatric Ophthalmology (currently 0.2 FTE at UNM). The remaining FTEs will be used to recruit additional specialists in Retina, Cornea, Glaucoma, Oculoplastics, and Refractive surgery.

The Division faculty support a vision to diversify faculty and staff, selecting candidates who are representative of the population of New Mexico and gender balanced.

(3) Training programs. Over the next 5 years, three training programs will be established.

- a. *Optometry Residency.* The necessary faculty (four full-time Optometrists) are currently at UNM. A one-year Optometry residency can be established as soon as clinical space expansion is completed (see below).
- b. *Sub-specialty Fellowships.* Two fellowship training programs can be created within the first 3 years of Departmental existence: Vitreo-retinal Surgery (2 years) and Anterior Segment surgery (1 year). Minimal additions to the faculty will be required – either by recruiting to UNM or partnering with VAMC Ophthalmology or private practices in Albuquerque.
- c. *Ophthalmology Residency.* A three-year residency (with 2 training positions per year) will be created within the first 5 years. Petition to create an accredited residency program will require significant faculty recruitment (see above) and stable Departmental leadership and infrastructure.

(4) Clinical space.

One significant limitation to expanding Ophthalmology at UNM has been inadequate clinical space. It should be noted that UNM Hospital recently purchased property at 1600 University. Since 2013, UNMH had been renting half of the building to house some of the Eye Clinic activity. With the purchase of the building, UNMH is renovating to create more clinical space for the Eye Clinic. This additional, updated space will provide for more efficient patient care and accommodate the faculty recruitment plan and training programs listed above.

K. A detailed budget summary for the first five years of operation of the proposed academic unit. For operating costs, include at least personnel, space upkeep or rental, utilities, contracted services, and equipment maintenance and replacement. For one-time costs, include at least space, furniture, utilities connections, and equipment.

Rationale: During the first two years of operation, the new Department of Ophthalmology will maintain the existing financial structure and funding mechanisms currently held within the Division. Historically, Ophthalmology has been a “break-even” clinical division in the Department of Surgery. The additional clinic space and faculty recruitment should allow the department to achieve similar profitability levels as reported nationally by other Departments of Ophthalmology.

Plan: Funding for the Department of Ophthalmology and Visual Sciences will be obtained from many sources.

- *Clinical revenues.* UNM Ophthalmology clinical collections (minus Dean’s tax and UNMMG fees) approximate faculty salaries and benefits. The largest expenditures for the new department will continue to be faculty salaries. As long as clinical revenues can continue to cover faculty compensation, the Department will be solvent. Clinical revenue should actually increase with the combination of added clinic space, more faculty, and specialty-oriented tools developed to maximize collections.
- *External research grants.* Extramural funding will augment salary support and cover expansion of the research program.
- *Department of Surgery Chair tax.* This is 11% tax on collections will be retained by the new Department to fund administrative operations.
- *Ophthalmology’s I&G support.* I&G is money provided by the state to support the educational mission. This funding will support the training programs.
- *University Hospital support funds (UCP).* These are funds committed by UNM Hospital to support clinical programs. This allocation will be reserved to support program growth.
- *Philanthropy.* Ophthalmology is a field that is conducive to philanthropy but it has not been actively pursued as a division at UNM. Mainly, this has been due to a lack of dedicated time for the Division Chief. Although not required for Departmental

viability, philanthropic contributions are an untapped potential source for departmental funding that a dedicated Departmental Chair could pursue.

Summary

Establishing a Department of Ophthalmology and Visual Sciences is critical to fulfilling the mission of the UNM Health Sciences Center in relation to eye care. Faculty expansion will help address the access gaps in primary and tertiary eye care that plague UNM and New Mexico. Research programs focused on clinically-relevant eye diseases will be expanded. Perhaps most importantly, Residency and Fellowship programs will address the shortage of eye care providers in New Mexico.

UNM Athletic Training Program

Undergraduate to Graduate Program Transition

Teach Out Plan

Overview

The UNM Athletic Training Program has 4 full-time faculty (1 tenured associate, 1 tenure-track, 2 lecturers). These faculty teach in the undergraduate professional athletic training program, in addition to 6-12 credit hours of pre-professional athletic training courses each academic year. The undergraduate professional program includes 50 credit hours. The master's program includes 60 credit hours.

The current undergraduate program faculty will transition to teaching graduate coursework as we teach-out the undergraduate program. Because the total credit hours for each program are comparable, no additional faculty are needed and the curriculum will be fully covered by full-time faculty.

Timeline

Academic Year	Undergrad ATEP	MSAT
2019-2020	Level I-IV students, last undergraduate program admit	
2020-2021	Level II-IV students	
2021-2022	Level III-IV students	First admission cycle (~Nov 2021-Mar 2022)
2022-2023	Level IV students	1 st year Students (July)
2023-2024		1 st /2 nd year students

Final Undergraduate Course Offering

The professional undergraduate athletic training program courses are listed below, along with the final academic year they will be offered.

Final Academic Year Offered	Course Name
2019-2020	PRPE 2135 - Athletic Training Clinical I
2020-2021	PRPE 2140 - Evaluation of Athletic Injuries - Extremities PRPE 2145 - Evaluation of Athletic Injuries - Trunk & Torso
2021-2022	PEP 374 - Therapeutic Modalities PEP 481 - Athletic Training Clinical II PEP 499L - Emergent Response in Athletic Training

	PEP 373 - General Medical Conditions PEP 483 - Athletic Training Clinical III PEP 473 - Rehabilitation of Athletic Injuries
2022-2023	PEP 375 - Pharmacology in Athletic Training PEP 488 - Athletic Training Clinical IV PEP 489 - Research in Athletic Training PEP 490 - Topics in Athletic Training PEP 474 - Athletic Training Administration



MASTER OF SCIENCE IN ATHLETIC TRAINING

NEW GRADUATE DEGREE PROPOSAL

Sara Nottingham, EdD, LAT, ATC
Associate Professor, Athletic Training Program Coordinator
Department of Health, Exercise, and Sports Sciences

Background & Rationale

- To become a Certified Athletic Trainer (ATC), a student must graduate from a Commission on Accreditation of Athletic Training Education (CAATE) accredited athletic training program & pass the Board of Certification exam
- In May 2015, the Athletic Training Strategic Alliance determined that the **entry level professional degree should move from the bachelor's level to master's level**
- CAATE-accredited programs can no longer accept undergraduate students after **Fall 2022**

Master of Science in Athletic Training (MSAT) at UNM

- Start July 2022
 - Final Undergraduate cohort graduates May 2023
- 60 credit coursework-only option (Plan III)
 - 66 credit thesis option (Plan I)
- 2 year program, runs July-May each year
- Admissions
 - Bachelor's degree with pre-requisites
 - Clinical observation hours
- Cohort Sizes
 - Year 1-2 = 10 students/cohort
 - Year 3+ = 12 students/cohort

Need, Pipeline, & Workforce

- 23% growth in Athletic Training from 2016-2026 (Bureau of Labor Statistics)
- UNM's program provides majority of ATs in state of New Mexico
 - Secondary Schools & College/University
- No Graduate AT programs in NM
- 10 WICHE institutions have MSAT programs
 - Closest >300 miles away from ABQ
 - Tuition-eligible programs in MT, ND, SD, UT
- Current AT program has strong pipeline & outcomes
 - Graduate ~10 students/year
 - 90% BOC 1st-time pass rate (National average = 81%)
 - 90% Employment as ATs (class of 2019)
- Recruitment
 - UNM pre-healthcare students
 - UNM student-athletes
 - Students across state & region

Budget & Resources

- Existing faculty, space, infrastructure will carry over to MSAT program
- Additional equipment, supply, operations needs covered by \$65 per credit Tuition Differential (\$48,500 revenue/year)
- Some expenses (e.g. accreditation) currently covered by COE budget will continue with MSAT

	Details	Annual Expenses	Revenue source
Accreditation expenses	Annual accreditation fee, Accreditation-specific travel	\$8,500-\$14,500	COE Accreditation budget
Personnel	Program administrator summer stipends, Graduate assistant tuition & stipend (.25 FTE)	\$20,667	Tuition Differential (\$12,000) and COE Dean Budget (\$8,667)
Equipment & Supplies	Electronic documentation system, CPR certification, clinical education attire, lab equipment and supplies	\$19,400	Tuition Differential
Other Operations	Background checks, liability insurance, clinical education travel, standardized patient and simulation access	\$4,800	Tuition Differential
Professional engagement	Student and faculty professional travel & engagement	\$10,600	Tuition Differential

Appendix 1: Catalog Description

Overview

Athletic Training Education (ATED)

Degree offered: Master of Science in Athletic Training

Athletic trainers (ATs) are nationally certified and state licensed health care professionals who provide patient care under the direction of or in collaboration with a physician. As a part of the health care team, services provided by ATs include injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. Athletic trainers work in a variety of clinical settings, including athletics across the lifespan, clinics, hospitals, industrial workplaces, performing arts, military, and public safety settings. Athletic training programs are nationally accredited by the Commission on Accreditation of Athletic Training Education (CAATE). After successfully completing a CAATE-accredited athletic training program, graduates are eligible to sit for the Board of Certification exam and apply for state licensure.

UNM offers a Master of Science in Athletic Training degree, which includes a 2-year program of study with two degree completion options (coursework only or thesis). The mission of the University of New Mexico Athletic Training Program is to develop competent professionals who provide evidence-based, patient-centered care to a variety of patient populations. Program goals include:

1. Prepare students to successfully pass the Board of Certification (BOC) examination.
2. Develop reflective practitioners who engage in life-long learning.
3. Foster student engagement in the profession and community.
4. Develop competent healthcare professionals who integrate evidence-based decision-making into their patient care.
5. Prepare students to work in a variety of clinical practice settings with diverse patients across the lifespan.

The Master of Science in Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education. Additional details on the accreditation agency and status of program accreditation can be found at www.caate.net.

Admission Requirements

Prospective applicants must have:

- Bachelor's degree
- ≥ 3.0 GPA on the last 60 graded courses taken
- Grade of "C" or better in all prerequisite courses, completed within the past 10 years
- See program website for additional application requirements

Prerequisite Coursework

Required Prerequisite Course (1 semester each)	UNM Equivalent Course
Biology	BIOL 1140/1140L: Biology for Health Sciences & Lab
Chemistry	CHEM 1215/1215L: General Chemistry I for STEM Majors & Lab
Statistics	MATH 1350: Introduction to Statistics
Physics	PHYS 1115 or 1230: Survey of Physics or Algebra-Based Physics I
Human Nutrition	NUTR 2110: Human Nutrition
Psychology	PSYC 1110: Introduction to Psychology
Human Anatomy & Physiology with Lab (two semesters required)	BIOL 2210/2210L: Human Anatomy & Physiology I
	BIOL 2225/2225L: Human Anatomy & Physiology II
Biomechanics or Kinesiology	PRPE 2165: Kinesiology
Exercise Physiology with Lab	PEP 326L: Fundamentals of Exercise Physiology

*If anatomy/physiology are completed separately, a minimum of 1 semester of anatomy with lab and 1 semester of physiology with lab are required to meet these prerequisites.

Professional Curriculum

The Master of Science in Athletic Training Program includes two completion options.

- Plan I: Thesis (66 credit hours)
- Plan III: Coursework Only (60 credit hours)

The Athletic Training Graduate Program offers a 2-year plan of study which involves an intensive, full-time load taken in a designated sequence. Program completion includes didactic, laboratory, and clinical education coursework. Successful completion of the program includes at least 60 credit-hours of coursework. Students interested in completing a Thesis (Plan I) must complete an additional 6 credit hours, which may extend the time of study.

		Credit Hours
Year 1	Summer	
ATED 501	Principles of Evidence-Based Practice in Athletic Training	1
ATED 502	Principles of Clinical Examination	3
ATED 503	Principles of Clinical Practice	3
	Subtotal	7
	Fall	
ATED 510	Clinical Examination & Diagnosis of the Extremities	6
ATED 511	Therapeutic Interventions: Therapeutic Modalities	4
ATED 512	Emergency Response in Athletic Training	4
ATED 520	Clinical Education Experience I	2
	Subtotal	16

	Spring	
ATED 513	Research in Athletic Training	3
ATED 514	Clinical Examination & Diagnosis of the Trunk & Torso	5
ATED 521	Clinical Education Experience II	2
ATED 515	Evaluation and Management of General Medical Conditions	4
	Subtotal	14
Year 2	Summer	
ATED 601	Therapeutic Interventions: Manual Therapy Techniques	1
ATED 602	Pharmacology in Athletic Training	2
ATED 603	Behavioral Health and Wellness in Athletic Training	2
ATED 604	Advanced Concepts in Clinical Examination	1
	Subtotal	6
Year 2	Fall	
ATED 610	Athletic Training Administration	3
ATED 611	Therapeutic Interventions: Rehabilitative Exercise	5
ATED 620	Clinical Education Experience III	3
	Subtotal	11
	Spring	
ATED 621	Immersive Clinical Experience	6
	Program Total (Plan 3 coursework only)	60
ATED 599	Master's Thesis	6
	Thesis Option (Plan 1 thesis option)	66

MSAT Program Assessment Plan					
Program Outcome	Program Objective	Associated CAATE Standards	Courses Taught/Evaluated	Course-Based Key Assignment (tentative, discuss with course instructors)	Comprehensive Patient Outcomes Project (620)
Students will be able to provide culturally competent, patient-centered care to a variety of patients as a member of a health care team.	Practice in collaboration with other healthcare professionals.	59, 61, 90	503, 610, 520, 521, 620, 621	Knowledge assessment of healthcare teams, roles, responsibilities (503)	Documentation/reflection of interaction with other healthcare professionals throughout patient case
	Provide patient-centered healthcare to diverse populations.	56-60, 69	501, 513, 603, 610, 520, 521, 620, 621	ICF model assignment (513)	Application of ICF model and PROs to patient case
Students will be life-long learners who demonstrate ongoing quality improvement of their patient care.	Reflect and improve upon their knowledge and professional behaviors.	62, 63, 67	501, 513, 610, 520, 521, 620, 621	Professional development plan (610)	Identification of continuing education strategies/resources that were/could be accessed to improve patient care of case
	Implement quality improvement strategies in their clinical practice.	63, 64	513, 610, 520, 521, 620, 621	QI assignment/project (610)	Reflection on implications for future practice
Students will be competent healthcare professionals who make evidence-based clinical decisions across the continuum of athletic training clinical practice.	Effectively access, synthesize, and apply evidence to patient care including the assessment of patient-oriented outcomes.	62, 69-94	502, 503, 510, 511, 512, 520, 514, 521, 515, 601, 602, 603, 604, 610, 611, 620, 621	Critically appraised topic (513)	Documentation of evidence applied throughout patient case, documentation of PROs
	Demonstrate competence in the knowledge, skills, and abilities required for athletic training clinical practice.	54, 55, 64, 69-94	502, 503, 510, 511, 512, 520, 514, 521, 515, 601, 602, 603, 604, 610, 611, 620, 621	Final practical examination scores for each course, 1 large standardized patient assessment each year?	Demonstration of competent evidence-based patient care via medical documentation in project
Students will exhibit professionalism and engagement in the profession and community.	Demonstrate professional and ethical behaviors such as respect, honesty, and integrity.	65-66	503, 610, 520, 521, 620, 621	Medical ethics assignment (503)	Demonstration of patient care via medical documentation in project, supplemented with preceptor evaluation of student's project
	Advocate for and serve others, such as the profession, patients, and community.	56-59, 68	503, 610, 520, 521, 620, 621	Professional advocacy assignment (610), participation in professional conference or activity	Demonstration of patient advocacy via patient case, supplemented with preceptor evaluation of student's project
Students will successfully graduate from the athletic training program and obtain employment soon after graduation	90% of students will continue their studies in the program from year 1 to year 2	5	N/A		
	≥90% of students will graduate from the athletic training program within 2 years of starting the program	5	N/A		
	≥90% of students will pass the Board of Certification Examination on the first attempt	6	N/A		
	≥90% of students will obtain employment within 6 months of graduating from the program	5	N/A		

Appendix 3: Budget

Tuition & Fees

The specialized accreditation of this program will require additional expenses. We plan to cover these costs with a tuition differential of \$65 per credit. With cohort sizes of 12 students, a \$65 per credit tuition differential will provide \$46,800 per year of operating funds for the program. Upon UNM approval of the program proposal we will submit the application for a tuition differential, per the Provost's office instructions.

Budget Summary

	Details	Annual Expenses	Revenue source
Accreditation expenses	Annual accreditation fee, Accreditation-specific travel	\$8500-\$14,500	COE Accreditation budget
Personnel*	Program administrator summer stipends, Graduate assistant tuition & stipend (.25 FTE)	\$20,667	Tuition Differential (\$12,000) and COE Dean Budget (\$8,667)
Equipment & Supplies	Electronic documentation system, CPR certification, clinical education attire, lab equipment and supplies	\$19,400	Tuition Differential
Other Operations	Background checks, liability insurance, clinical education travel, standardized patient and simulation access	\$4,800	Tuition Differential
Travel, Dues, & Memberships	Student and faculty professional travel, faculty dues & memberships	\$10,600	Tuition Differential

*Excludes faculty salaries. The 6 year projection form (Appendix 4) includes expanded budget and revenue data required for HED approval.

Appendix 4. Projection and Enrollment Form**Institution: University of New Mexico****Proposed Program: Master of Science in Athletic Training****Projected Graduate Program Cost Estimates and Resources**

ESTIMATED REVENUES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	377,048	24,050	371,000	39,000	377,887	43,810	387,039	46,800	398,515	46,800	410,336	46,800
External Grants and Contracts	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0						
TOTAL REVENUE	87,020		85,420		86,300		87,300		87,300		87,300	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	354,748	3,330	362,500	6,080	369,387	10,010	378,539	12,000	390,015	12,000	401,836	12,000
Learning Resources		6,630		8,280		8,610		9,060		9,060		9,060
Equipment		10,340		10,340		10,340		10,340		10,340		10,340
Facilities & modifications												
Other	22,300	3,750	8,500	14,300	8,500	14,850	8,500	15,400	8,500	15,400	8,500	15,400
TOTAL EXPENSES	401,098		410,000		421,697		433,839		445,315		457,136	
DIFFERENCE (Rev.-Exp.)	0		0		0		0		0		0	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
FTE Enrollment	10		20		22		24		24		24	
Projected Annual Credits Generated	370		600		674		720		720		720	
Tuition Generated	168,556		275,587		309,298		330,704		330,704		330,704	

UNM Master of Science in Athletic Training
New Graduate Degree Proposal
Clarification on Assignment of Credit Hours

When developing the MSAT curriculum, we assigned course credit hours based on University and federal policy guidelines that state 1 credit hour is equivalent to 50 minutes of direct instruction and 2 hours of out-of-class student work per week.

Additionally, the athletic training curriculum was developed to ensure we could meet all educational standards mandated by the CAATE, which specifies which curricular content must be included in the program. The variable course credits found in the curriculum reflect the depth and breadth of the content included in each course. For example, there is less curricular content on pharmacology and manual therapy in our curriculum compared to emergency response, therefore these courses are assigned fewer credit hours (e.g. ATED 601 (1 cr.), ATED 602 (2 cr.) compared to emergency response (ATED 512 = 4 cr.).

Examples of course credit and contact hours are provided below:

- ATED 501, 1 credit, summer session = 16 hours of direct instruction time over 4 weeks = Course will meet 2x/week for 2 hours during the 4-week summer session.
- ATED 503, 3 credits, summer session = 48 hours of direct instruction time over 4 weeks = Course will meet 4x/week for 3 hours for 4 weeks during the 4-week summer session.
- ATED 611, 5 credits, fall semester = 80 hours of direct instruction time over 16 weeks = Course will meet 2x/week for 2.5 hours for 16 weeks during the fall semester.

Clinical Education Experiences are field experience courses that are calculated differently. These courses do not include classroom instruction and credit is obtained by completing clinical experiences under the supervision of a preceptor at an approved clinical site, much like an internship or practicum course. CAATE standards require students to have a progression of increasing clinical experiences over a 2-year period, including an immersive (full-time) clinical experience. Students have a lower clinical load when academic obligations are higher, and vice-versa. Thus, our clinical experience courses are calculated as:

- ATED 520 and 521 = 2 credits each during fall and spring semesters. Students complete a total of about 200 hours over 16 weeks (~13 hours/week)
- ATED 620 = 3 credits during the fall semester. Students complete a total of about 300 hours over 16 weeks (~19 hours/week)
- ATED 621 (Immersive clinical experience) = 6 credits during the spring semester. Students complete a total of about 600 hours over 16 weeks (~40 hours/week)

UNM Master of Science in Athletic Training
New Graduate Degree Proposal
Clarification on athlete/patient terminology

According to the National Athletic Trainers' Association, Athletic Trainers are "Health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the state's statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions."

- This definition can be found at: <https://www.nata.org/about/athletic-training/athletic-training-glossary>
- Information about athletic trainers directed towards the public can be found at: <https://www.atyourownrisk.org/>

The New Mexico Administrative Code includes the occupational and professional licensing of athletic trainers, found here:

<http://www.rld.state.nm.us/uploads/files/BCD/Athletic%20Trainer%20Practice%20Board%20Rule%20Book%20website.pdf>

- Within this document, the scope of practice is defined as: "The practice of athletic training includes preventive services, emergency care, clinical assessment, therapeutic intervention and rehabilitation of injuries and medical conditions of athletes. Athletic trainers act as allied medical providers through collaboration with licensed physicians, pursuant to the written prescription, standing order or protocol of a licensed physician."
- The term "athlete" is defined in this document as "a person trained to participate in exercise requiring physical agility and stamina"
- Additionally, the scope of practice is clarified as: "In the absence of specific direction in the act or these regulations as to standards of practice, the standards of practice established by the National Athletic Trainers Association and the New Mexico Athletic Trainers Association shall serve as guidelines.... The current Competencies in Athletic Training issued by the NATA or its successor organization are adopted as establishing the standard of practice and the authorized use of exercise and physical modalities by persons licensed under these regulations."

As of 2018, Athletic Training competencies are now housed under the Curricular Content section of the Commission on Accreditation of Athletic Training Education (CAATE) Standards for Accreditation of Professional Athletic Training Programs, instead of the National Athletic Trainers' Association: <https://caate.net/wp->

[content/uploads/2018/09/2020-Standards-for-Professional-Programs-copyedited-clean.pdf](#)

- Since the CAATE is considered the “successor organization” of the NATA in regards to the housing of educational competencies, this document describes the athletic training standard of practice. Within this document, the term “patient” or “client” is used to describe our clinical practice and the individuals we treat. The term “patient” is stated 80 times in this document, whereas the term “athlete” is never stated. Therefore, it is appropriate and expected for professional athletic training programs to use the term “patient” throughout the curriculum and to describe the population we treat.
- Additionally, the educational standards require athletic training programs to “include clinical practice opportunities with varied patient/client populations... including throughout the lifespan... of varying levels of activity and athletic ability... [and] who participate in nonsport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts.)” – CAATE Standard 17
- The New Mexico Administrative Code broadly defines athlete as “a person trained to participate in exercise requiring physical agility and stamina.” The patient populations identified by the CAATE standards (e.g. occupational activities, military, performing arts) include persons participating in exercise requiring physical agility and stamina, therefore the scope of practice as defined by the CAATE and New Mexico Administrative Code are in alignment.



ANDERSON SCHOOL
OF MANAGEMENT

PROPOSED MASTER OF SCIENCE
IN PROJECT MANAGEMENT

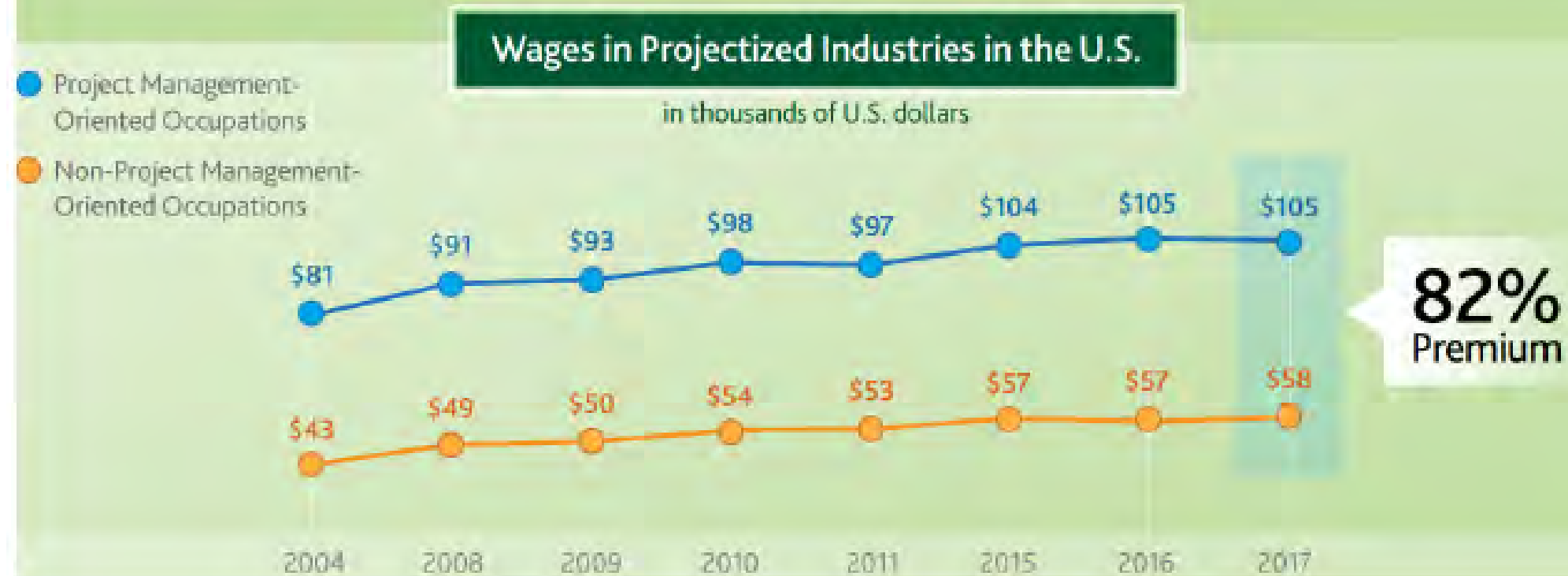
Goals of Master of Science in Project Management (MS-PM)

- Modernize content to address existing employment gaps and anticipated local and national trends
- Attract students with data-driven decision-making undergraduate degrees from management, engineering, physical sciences, social sciences, and other STEM-based curricula
- Provide sufficient technical depth to ensure the program graduates are competitive for a wide variety of jobs in the local and national job market
- Enable faculty and students to tailor programs of study to individual backgrounds and interests
- Respond to demonstrated needs in the New Mexico and national economy
- UNM Anderson and the School of Engineering have collaborated to address these needs

Global Demand for Project Managers

- The Project Management Institute (PMI) estimates that on an annualized basis in 11 countries (including USA, Canada, China, India and others), employers will need to fill nearly 2.2 million new project-oriented roles from 2017- 2027 in the following sectors:
 - The largest employment increase will be in the healthcare sector with a 17% growth rate
 - The manufacturing and construction sector is estimated to have 9.7 million job openings
 - The information services and publishing sector is estimated to have 5.5 million job openings
 - The finance and insurance sector is estimated to have 4.6 million job openings
 - The management and professional service sector is estimated to have 1.7 million job openings
 - The public utilities sector is estimated to have 279,000 job openings
 - The oil and gas sector is estimated to have 49,000 job openings

In the U.S. in 2017, wages of project management-oriented workers in projectized industries were far higher on average than wages of non-project-oriented professionals—a **premium of 82 percent**.



Support for an MS-PM in New Mexico

- Los Alamos National Laboratory (LANL) has invested over \$300,000 to aid in completion of the course development and piloting cycle at UNM Anderson.
- UNM Anderson has signed a memorandum of understanding with Sandia National Laboratories (SNL) to support their project controls, project management and program management needs.
- Both LANL and SNL support students interested in project management through robust internship programs.
- LANL and SNL each anticipates needing to hire at least 250 project managers/controllers over the next 5 years.
- Additionally, Presbyterian Healthcare, Christus St. Vincent, and NM firms (large and small) hire our students.
- Numerous letters of support from firms, community & economic development groups, colleges etc.



Budget Scenario for MS-PM

Budget Scenarios				
	Current Enrollment		Double Enrollment	
	1 year	3 year	1 year	3 year
Program Costs				
Full time Faculty	\$70,000	\$400,000	\$70,000	\$400,000
Adjunct Faculty	\$40,000	\$120,000	\$40,000	\$120,000
Graduate Assistants	\$50,356	\$151,068	\$100,712	\$302,136
Administrative support	\$26,250	\$78,750	\$26,250	\$78,750
Technology costs	\$10,880	\$32,640	\$21,760	\$65,280
Marketing costs	\$11,000	\$33,000	\$16,500	\$49,500
Total Program Costs	\$280,486	\$625,458	\$275,222	\$825,666
Program Funding				
Tuition	\$847,163	\$2,541,489	\$1,694,326	\$5,082,978
State Formula funding	\$100,000	\$300,000	\$100,000	\$300,000
Technology Fees	\$16,200	\$48,600	\$32,400	\$97,200
Online Course fees	\$54,000	\$162,000	\$108,000	\$324,000
Total Program funding	\$1,017,363	\$3,052,089	\$1,934,726	\$5,804,178
Excess (deficit)	\$808,877	\$2,636,231	\$1,659,504	\$5,188,112

MS in Project Management (MS-PM)

Executive Summary

The Anderson School of Management (Anderson) proposes a MS program in Project Management (MS-PM) to begin in Fall 2020. The MS-PM is designed for students holding a BBA, Bachelor's in engineering, physical sciences, social sciences, or related degrees; it also provides a path for students who have a Master's or terminal degree in related fields. The program prepares students for advanced career positions in project controls, project management, technology project management, program management and/or technology program management.

The program represents a natural evolution of graduate project and program management courses already offered at UNM. This program follows in the footsteps of the Master's in Accounting (MACCT) and MS in Information Systems and Assurance (MS-ISA) programs by providing students a more specialized program to meet targeted employer needs. The MS-PM program incorporates content from Anderson and UNM Civil Engineering (CE) enabling students to pursue multidisciplinary studies in project control, project management and program management and provides a pathway for research collaboration at UNM in these areas.

The program responds to feedback from local employers and UNM students about the desirability of MS programs for graduate education. This is in line with a national trend toward more specialized Master's of Science programs which allows a deeper understanding within a discipline. The MS-PM provides targeted and in-depth development of knowledge and skills to meet current and future employer's needs. Compared to the MBA program, an MS program is shorter, requires fewer general management courses, and provides greater flexibility and technical depth.

The MS-PM program will be offered with a combination of existing resources and courses, while utilizing already provided external funding to modify existing courses and develop new offerings. All these courses will support the MS-PM as well as students in the MBA Management of Technology concentration track and the MS in Electrical and Computer Engineering (MS-ETM). The program is utilizing a mix of synchronous distance and asynchronous on-line course delivery. All of the pilot courses have attracted students from a variety of educational backgrounds. Courses are being provided using distance learning technology to accommodate the National Laboratory students.

The MS-PM meets an exceptional business need in the New Mexico as well as the national and international communities. The need is so acute and the program so on target that Los Alamos National Laboratory (LANL) and others have funded the development and the piloting of a number of new and modified courses offerings since spring 2017. The student desire is currently so great that we were many times oversubscribed at both our distance-learning locations and at UNM. The MS-PM is aligned with the MBA MOT track that has national top ten ranking

through the International Association for Management of Technology (IAMOT). In addition to meeting the needs of New Mexico employers, the program offers a unique national and international niche and has significant potential to attract both out-of-state and international students. This is attested to by our advisory committee that includes members from Los Alamos National Laboratory (LANL), Sandia National Laboratories (SNL), National Institute of Standards and Technology (NIST), University of Twente, Netherlands and Thapar Institute India. To further substantiate the need for the MS-PM, SNL and the Anderson school have signed a MOU to support key aspects of the development and implementation of the program. Both LANL and SNL have established paid student internships; they will also serve on the program's advisory board in order to support course development, review, and delivery. These partnerships have already initiated the generation of full time job opportunities in large, medium, and small entities, including government and private sector organizations.

The MS-PM program is designed to be a 30 credit hour degree. It includes general management courses, technical core courses, advanced courses, and a Capstone course. Each student's curricula will be tailored to that specific student's backgrounds and needs. The capstone course program will be either the Technology Program Management and Projects in Technology Commercialization courses or a Master's Thesis course (6 credit hours). The goals of the MS-PM are:

- 1) to meet unmet demand for project controllers, project managers, and program managers
- 2) to attract exceptional students with engineering, management, science, and social science backgrounds
- 3) to provide sufficient technical depth so that graduates are competitive for local, state, and national jobs
- 4) to enable faculty and students to tailor programs of study to individual student backgrounds and interests

We will assess our program in alignment with Anderson's established assurance of learning practices in coordination with the School's assurance of learning coordinators. The School follows the practices recommended by the UNM assessment office and the School's accrediting body. Programmatic goals and effectiveness are measured on a one-to-three-year cycle. Student learning outcomes and goals are measured directly and indirectly through enrollment and graduation rates, content knowledge testing and assessment, and student and employer surveys.

We will initially offer students a limited set of choices between 22 course offerings. These courses include currently offered courses that have been modified and targeted to this program. We plan to provide at least 3 course offerings per semester, which will allow students to graduate in 1.5 to 2 years. Anticipated admissions and enrollment levels are based on existing MBA enrollments and graduations over the last 3 years, the success of the pilot program, and interest in the employer community. Approximately 40% of each admitted class will be full time students who can graduate in three semesters. Part time students will be able to graduate within 4 years, therefore completing on average 8 credit hours per year. A 3-year projection incorporating these

assumptions appears in the executive summary appendix 1. Budget scenarios are provided in executive summary appendix 2. The budget provided below includes the costs and revenues of the program over the first three years. The revenue model will be identical to the MBA program based on existing student and Extended University fees. This budget is presented as if it was a stand-alone activity, but the majority of the courses are currently part of other degree programs. Included are two scenarios based on the expected minimum headcount and a double headcount.

Executive Summary Appendix 1

Student Enrollment, Courses and Credit Hours

		Head	Count				Credit	Hours		
YEAR	New Full time	New Part Time	Return Full Time	Return Part time	FTE	New Full time	New Part Time	Return Full Time	Return Part time	Total
1	25	60	10	45	78	600	480	180	360	1620
2	30	90	10	45	85	720	720	180	360	1980
3	35	90c	10	45	89	840	720	180	360	2100

Assumptions for the student headcount:

- The program headcount projections are based on 28 new enrollees in year 1 and 26 in year 2 into the introductory project management course offered in 2017/2018. We feel the projections above represent a conservative estimate given the limited amount of promotion provided to the pilot program.
- Student enrollment in the pilot courses are outlined below and demonstrates the wide variety of interest and needs of our student population.
 - MGMT 401 (Prerequisite course) - Introduction to Project Management (30 students in Pilot)
 - MGMT 517 Technology Program Management (17 students in Pilot)
 - MGMT 519 Projects in Technology Commercialization (19 students in Pilot)
 - MGMT 570 Analysis of Financial Systems (12 students in Pilot now - new course number)
 - MGMT 510 Risk Analysis for Projects and Programs (12 students in Pilot now - new course number)

Executive Summary Appendix 2

Current Budget Scenario

Budget Scenarios				
	Current Enrollment		Double Enrollment	
Program Costs	1 year	3 year	1 year	3 year
Full time Faculty	\$70,000	\$400,000	\$70,000	\$400,000
Adjunct Faculty	\$40,000	\$120,000	\$40,000	\$120,000
Graduate Assistants	\$50,356	\$151,068	\$100,712	\$302,136
Administrative support	\$26,250	\$78,750	\$26,250	\$78,750
Technology costs	\$10,880	\$32,640	\$21,760	\$65,280
Marketing costs	\$11,000	\$33,000	\$16,500	\$49,500
Total Program Costs	\$280,486	\$625,458	\$275,222	\$825,666
Program Funding				
Tuition	\$847,163	\$2,541,489	\$1,694,326	\$5,082,978
State Formula funding	\$100,000	\$300,000	\$100,000	\$300,000
Technology Fees	\$16,200	\$48,600	\$32,400	\$97,200
Online Course fees	\$54,000	\$162,000	\$108,000	\$324,000
Total Program funding	\$1,017,363	\$3,052,089	\$1,934,726	\$5,804,178
Excess (deficit)	\$808,877	\$2,636,231	\$1,659,504	\$5,188,112

Assumptions:

- Since we are using existing engineering and Anderson resources, we will need at most 2 faculty lines. This program will be initiated with 1 line and move to 1.5 lines by year 3 based on the following costs: .5-\$70,000, 1- \$130,00 and 1.5 - \$200,00
- Faculty costs for ½ = \$70,000, 1= \$130,00 and 1.5 = \$200,00
- Adjunct faculty costs shown above are funded and based on development and delivery costs of approximately \$4,000 per course
- New Mexico Manufacturing Extension Program (NMMEP), Facility Facts and LANL have provided course development and piloting funding. Further course development and piloting costs will be paid through grants, gifts, and contracts with employer partners
- Faculty costs do not scale with student population but are discrete and based on need
- Estimated program costs include salary and benefits for full time faculty, adjunct faculty, graduate assistants, and administrative support. Technology costs for support are included and assumed equal to funding generated by technology fees. Costs not included are building/space and other administrative expenses

Teach-Out Plan

Sustainable Building Program

Valencia Campus

Valencia Campus requests deletion of our certificate in Sustainable Building Program. This program has not had demand in our service area for some time now. It has had very low numbers for several years, as evidenced by a program review in the Spring of 2018.

Currently, there are no students with Sustainable Building as their major. If a student wished to finish the degree, we would offer the appropriate classes (either as full CNST courses or independent study courses). We would make these opportunities available for two academic years from the time of deletion, to provide time for the students to finish. We do not believe this option will be necessary.

Sustainable Building (Certificate)

Program Description

The Sustainable Building Certificate provides a foundation for students who are pursuing a career in the building sector of the new green economy (see list of related employment opportunities below) and for those currently working in the building industry who wish to augment their skills and enhance opportunities for advancement. The Sustainable Building Certificate focuses on green building principles and solutions as they apply to both residential and commercial construction. Regarding greenhouse gasses and fossil fuel use, buildings are a surprisingly large part of the problem. According to year 2000 data from the U.S. Energy Information Administration, buildings account for 48 percent of all energy consumption and GHG emissions annually. Seventy-six percent of all power plant-generated electricity is used to operate buildings. Sustainable or green building encompasses an array of practices and techniques to reduce the impacts of buildings on the environment and human health.

Career and Educational Advancement Opportunities

The following is a list of employment opportunities for students who successfully complete the Sustainable Building Certificate program:

- Energy auditors
- Solar system installers
- Trainers
- Building inspectors
- Facility and property managers
- Contractors and builders
- Landscape designers
- HVAC contractors
- Design professionals – architects, engineers, planners, and interior designers
- Building owners and developers

Program Requirements

Total credit hours required: 29 (see checklist for specific requirements).

Program Learning Goals

The Sustainable Building Certificate program provides students with quality instruction to facilitate mastery of the knowledge, skills and behaviors necessary to be successful in the green building sector of the economy. Students will learn about advances in building science, building processes and building materials for both new and existing buildings. Course syllabi describe the learning objectives for each course that contribute to the program learning goals and explain how students' learning is evaluated. Upon successful completion of the required courses for the, our students will demonstrate that they have developed the ability to:

1. Apply knowledge and skills related to sustainable building practices.
2. Interpret and apply energy codes and building rating systems.
3. Evaluate solar and other renewable energy options for new and existing buildings.
4. Conduct on-site energy audits (using a blower door and an infrared camera).
5. Evaluate building performance and energy code compliance using energy analysis software.

Contact and Advising Information

Information about the Sustainable Building Certificate is available from Advisement and Counseling at 505.925.8560 or vcadvise@unm.edu, or the Business and Industrial Technologies Division, at 505.925.8711.

Sustainable Building Certificate Requirements

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

Area	Credits
Sustainable Building Core Requirements:	
CADT 150 (Intro. to Computer Aided Drafting)	3
CNST 104 (Required Intro.)	4
CNST 204 (Timber Framing)	4
SUST 120 (Intro. to Green Building)	3
SUST 150 (Renewable Energy in Buildings)	3
SUST 230 (Computer Assisted Sustainable Design)	3
SUST 250 (Home Energy Audits)	3
SUST 260 (Green Building with LEED)	3
SUST 295 (Green Building Capstone Project)	3

Total Required: (29 credits)

Students transferring to UNM-Main and other 4-year institutions should be aware that core curriculum requirements are not necessarily met upon the completion of this certificate.



STRUCTURAL INTEGRATION

PROPOSED CERTIFICATE PROGRAM AT UNM-TAOS

2020



RATIONALE FOR PROGRAM

STRUCTURAL INTEGRATION (SI) IS AN ADVANCED FORM OF BODYWORK AND SOMATIC THERAPY THAT WORKS WITH THE FASCIAL CONNECTIVE TISSUES IN RELATIONSHIP TO GRAVITY. SI WAS DEVELOPED BY DR. IDA PAULINE ROLF IN THE 1940's.

THE SI PROGRAM WOULD OFFER A STACKABLE CREDENTIAL IN SI FOR AN LMT, WHICH IS AN ATTRACTIVE PROSPECT FOR ELEVATING AVERAGE SALARY OF \$25,810 TO \$40,000 AND UP TO \$120,000 ANNUAL INCOME. THE SI TRAINING PROGRAM WOULD OFFER A MODE OF THERAPY THAT IS OBTAINABLE IN ONE YEAR AS COMPARED TO THE ADVANCED REQUIREMENTS NEEDED TO BECOME A PHYSICAL THERAPIST OR OCCUPATIONAL THERAPIST, WHICH HAS INCREASED OVER THE YEARS FROM A BACHELORS TO A DOCTORATE. ADDITIONALLY, SI IS AN INTERNATIONALLY RECOGNIZED FIELD.

HISTORY OF SI AT UNM-TAOS, DR. ROLF'S WORK HAS BEEN A CENTERPIECE IN THE CURRICULUM OF THE MEDICAL MASSAGE PROGRAM AT UNM-TAOS OVER THE LAST 11 YEARS VIS-À-VIS THE ANATOMY TRAINS, WHICH IS A MAP OF THE INTERCONNECTED FASCIAL ANATOMY DEVELOPED BY ROLFER THOMAS MYERS.





POTENTIAL STUDENTS & WORKFORCE OUTCOME

1. DEMAND FOR AN SI PROGRAM IN NEW MEXICO IS THROUGH GRADUATES OF OUR MEDICAL MASSAGE PROGRAM, GRADUATES FROM OTHER PROGRAMS AS WELL AS THE SOUTHWEST REGION.

- 3,100 LMTs IN NEW MEXICO
- 325,000 TO 398,000 MASSAGE THERAPISTS IN US.

2. FROM 2014 TO 2018, REVENUE FROM ALTERNATIVE/COMPLEMENTARY HEALTHCARE PROVIDERS, WHICH INCLUDES MASSAGE THERAPISTS, INCREASED 3.6 PERCENT, AND EMPLOYMENT INCREASED 2.7 PERCENT. REVENUE GROWTH IS PROJECTED TO CONTINUE AT AN AVERAGE RATE OF 1.9 PERCENT PER YEAR THROUGH 2024.

3. STRUCTURAL INTEGRATORS TYPICALLY ARE SELF-EMPLOYED OR WORK IN SIMILAR FIELDS WITH CHIROPRACTORS, MASSAGE THERAPIST AND OSTEOPATHS. SI TRAINING IS AN ATTRACTIVE PROSPECT FOR ELEVATING AVERAGE SALARY OF \$25,810 TO \$40,000 AND UP TO \$120,000 ANNUAL INCOME.



FACULTY LOAD

THE PROGRAM REQUIRES FOLLOWING:

- SIX 3 CREDIT COURSES AND EIGHT 2 CREDIT COURSES (34 CREDITS TOTAL).
- A MINIMUM OF THREE ADJUNCT-FACULTY
- ONE TEACHER ASSISTANT PER CLASS AS IASI (INTERNATIONAL ASSOCIATION OF STRUCTURAL INTEGRATION) REQUIRES A RATIO OF 1 FACULTY PER 8 STUDENTS.





3 YEAR BUDGETARY PROJECTION

Faculty Expenses:

- 34 Credit Hours Adjunct at Bachelor Level (\$697 per credit hour) totaling \$23,698
- Teacher Assistants (\$800 per class) totaling \$11,200

Enrollment Minimum 15 students:

- Program Fee (\$1,000 each) totaling \$15,000
- Lab Fee of \$100 per class (14 classes) totaling \$21,000
- Resident Tuition (34 credit classes $\$78 \times 34 = \$2,652$) totaling \$39,780
- Total = \$77,780

Total cost in-state tuition and fees for student is \$5,067 (includes enrollment fee) and total cost non-resident tuition \$9,147. Other SI programs range in cost from \$12,000 to \$33,000. This would make us highly competitive in the field for SI training programs.



**NEW ASSOCIATE DEGREE/UNDERGRADUATE
CERTIFICATE PROGRAM
PRELIMINARY REVIEW AND PROPOSAL**

Proposal for UNM-Taos Structural Integration Program under Integrative Health and Medical Massage Program.

1. Program Description

a. What is the program and why should we offer it? Include the program's major goals.

Structural Integration (SI) is an advanced form of bodywork and somatic therapy that works with the fascial connective tissues in relationship to gravity. SI was developed by Dr. Ida Pauline Rolf in the 1940's.

Rolfer David Davis states that "Rather than working on symptoms, she evolved a series and sequence of manipulations to change how structure relates to the planet. The gravity of this decision led to developing a sequence of manipulative sessions known as the 10-series. When she first began developing her approach, osteopaths and chiropractors were among the few medical professionals who believed the body could improve with fascial manipulation. The model of osteopathy, that structure creates function, was a key in the development of her work. She also explored man's relationship to gravity as pivotal to structural and functional patterns, problems, and prospects. The insight that connective tissue holds the body in space and that bones act as spacers brought new relationships to light. And Rolf's work is all about relationships: soft tissue to hard, matter to energy, structure to function, and connective tissue to health and well-being¹."

History of structural integration training, "In 1971, Rolf's teaching activities were consolidated under the Rolf Institute of Structural Integration (RISI). As of 2010, the RISI had graduated 1536 practitioners, including significant numbers trained in Germany, Brazil, Japan, and Australia. In 1990, a group of senior RISI faculty split off to form the Guild for Structural Integration,¹ which had 628 graduates as of 2010. Since then, the numbers of practitioners and training institutes have multiplied at an accelerating rate, at first within the United States and then internationally. In 2004, Myers listed 14 different training institutes in the United States alone. In 2002 an umbrella organization, the International Association for Structural Integrators (IASI)[#] was formed to develop standards for training, certify practitioners, and coordinate lobbying efforts toward licensure. IASI began examination-based certification in 2007. As of April 2010, it included 18 training organizations, and approximately 700 practitioners in 14 countries. The Ida P. Rolf Research Foundation was formed in 2007 to promote the scientific investigation of SI.^{**} As of 2011, the Foundation had supported a research project on back stiffness and two conference travel grants, and had also played a major role in producing a series of international conferences devoted to fascia research. In addition to the proliferation of practitioners and training institutes that are devoted specifically to SI, Rolf's concepts and

¹ <https://www.massagetherapy.com/articles/open-universe-structural-integration>, David Davis, Rolfer

methods have influenced a wide range of other contemporary manual therapies. A growing number of organizations of local, national, and international scope offer training in “structural massage” or in techniques of fascial manipulation that are clearly derivative, but focus on the treatment of specific symptoms. Such techniques are increasingly employed by massage therapists, chiropractors, and physical therapists. Taking into account both the graduates of SI institutes and other types of manual therapists trained in derivative techniques, Myers estimated a total of 3000–4000 practitioners employing some variant of SI as of 2004.”²

With regards to licensure requirements for structural integrators, not all states require a SI practitioner to be licensed, for example, New Mexico has exemptions laws for SI. However, if a licensed massage therapist (LMT), is trained in SI it is subsumed under the licensure training in New Mexico. Many states do require SI to be registered under an LMT and Nevada recently set a standard for separate rules for SI practitioners under touch therapy licensure which utilizes the Certification Exam written by IASI. Current registered practitioners with the leading organizations for SI are 337 in US with IASI and 850 in US with DIRI. There are more practitioners then actively listed because practitioners have to pay a fee of up to \$500 annually to be listed.

The SI program would offer a stackable credential in SI for an LMT, which is an attractive prospect for elevating average salary of \$25,810 to \$40,000 and up to \$120,000 annual income. The SI training program would offer a mode of therapy that is obtainable in one year as compared to the advanced requirements needed to become a physical therapist or occupational therapist, which has increased over the years from a bachelors to a doctorate. Additionally, SI is an internationally recognized field.

History of SI at UNM-Taos, Dr. Rolf’s work has been a centerpiece in the curriculum of the Medical Massage Program at UNM-Taos over the last 11 years vis-à-vis the Anatomy Trains, which is a map of the interconnected fascial anatomy developed by Rolfer Thomas Myers. Additionally, we utilized Dr. Rolf’s alignment and assessment concepts to introduce students to the idea of a holistic approach to bodywork. Currently, there are no SI training programs in New Mexico, Texas, Arizona or Oklahoma. The closest school is in Boulder and the basic training cost \$25,000 for tuition and fees.

Demand for an SI program in New Mexico is through graduates of our medical massage program, graduates from other programs as well as the Southwest Region. There are 3,100 active LMTs in the state of New Mexico. Our small survey in Taos County therapist with only a 10% response rate of 200 LMTs produced 18 students locally who would like to take the training. Additionally, we have a list of students from Santa Fe of another 15 students who would like such a training, which was only through word of mouth. This program is geared toward professionals who want to stack their credentials on their current license in massage therapy and similar trainings.

² [Eric Jacobson, PhD Structural Integration: Origins and Development. J Altern Complement Med. 2011 Sep; 17\(9\): 775–780. doi: 10.1089/acm.2011.0001](#)

Research by the American Massage Therapy Association (AMTA), estimates “that massage therapy was a \$18 billion industry in the country in 2018. By comparison, in 2005, massage therapy was projected to be a \$6 to \$11 billion a year industry.¹ It is estimated that there are 325,000 to 398,000 massage therapists and massage school students in the United States. From 2014 to 2018, revenue from alternative/complementary healthcare providers, which includes massage therapists, increased 3.6 percent, and employment increased 2.7 percent. Revenue growth is projected to continue at an average rate of 1.9 percent per year through 2024.”³

Currently, there are 21 approved Structural Integrator schools in the world, 12 in the United States, which are all private and tuition ranges from \$14,000 to \$33,000 dollars. Of the 12 US schools approximately 9 are active with their programs and enrollment. The others are not active or only offering programs every several years. Cost and location of these are programs has made it prohibitive for many potential students.

The UNM-Taos SI program is geared toward current Licensed Massage Therapist, Pilates, Counselors, Feldenkrais Instructors and other body centered therapies in the Southwest. The 510 contact hours of training will meet the International Association of Structural Integration (IASI) requirements for training in the SI Series work. In order to meet anatomy and physiology training and ethics enrollees may enroll in classes offered through the UNM-Taos Medical Massage program or attend other similar programs to transfer credits to IASI.

Overall, SI is a growing field and offers an opportunity for practitioners to advance their training with stackable credentials, while having a strong career pathway in a health care field.

b. How does the program fit within the Branch’s mission?

An aspect of UNM-Taos’ mission is “to provide a wide range of career technical programs culminating in certificates and degrees for students who seek career-related employment in business, industry, and government and health care.”

The proposed SI program leads directly to employment in the health care field. It expands the opportunity for high quality programs to a diverse population and opens access to a field that has been restricted due to the high cost of private training programs.

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

The SI program meets HSC main campus’ “mission is to provide an opportunity for all New Mexicans to obtain an excellent education in the health sciences. We will advance health sciences in the most important areas of human health with a focus on the priority health needs of our communities. As a majority-minority state, our mission will ensure that all populations in New Mexico have access to the highest quality health care.”

³ https://www.amtamassage.org/infocenter/economic_industry-fact-sheet.html

The SI program would offer stackable credential for practitioners to advance the health of our community in healthcare. It would open up access for a diverse population of practitioners to become trained in SI as well as offer an alternative pathway for training in hands-on therapies such as occupational and physical therapy. More SI practitioners would improve access for communities, especially in rural areas of New Mexico, which lack access to care.

d. How does the program fit with related offerings at UNM branch campuses?

Associate Degree/Undergraduate Certificate Proposal Outline (Rev 6/14) Page 2

The SI program is being designed for UNM-Taos a branch campus. The other campuses do not offer a SI program or medical massage program. Structural integration work has been a centerpiece in the curriculum of the UNM-Taos Medical Massage program for over the last 11 years. As previously stated, the goal is to offer a stackable credential and certification for LMTs and similar professions to advance their own knowledge/training and be recognized/certified in the field of SI to serve New Mexicans and the Southwest region.

The program is geared toward current Licensed Massage Therapists, Pilates, Counselors, Feldenkrais Instructors and other body centered therapies. The 510 contact hours of training will meet the International Association of Structural Integration (IASI) requirements for training in the SI Series work. In order to meet anatomy and physiology training and ethics enrollees may enroll in classes offered through the UNM-Taos Medical Massage program or attend other similar programs and transfer the credits directly to IASI.

e. If it is a vocational program, describe plans to involve potential employers in its development.

Structural Integrators typically are self-employed or work in similar fields with chiropractors, massage therapist and osteopaths. As with our current medical massage program we will support the students in job placement in Taos County, Statewide, Nationally and Internationally. This is done by assisting students with the application process for licensure in the region of chosen employment. This often involves the school director filling out forms and writing letters of translation of our transcripts into a contact hour format as the credit hour system is not recognized in the licensure field due to the contact hour requirement.

Additionally, spa managers are invited into our program to recruit directly with our summer program and graduates. This gives a direct opportunity for students to learn about potential employers in the region and ask direct questions with the spa managers. Chiropractors and other health professionals reach directly to our director seeking applicants for position and we refer our graduates to them for employment.

f. If it is a transfer program, describe its intended articulation to UNM four-year programs. Does it contemplate articulation with institutions other than UNM? For full proposal, provide any relevant articulation/transfer documentation such as articulation agreements.

The medical massage program and holistic healing arts certificate is currently transferable to

main campus under the BIS program under the integrative health track. The SI program could also fall under this category for transferable credits leading to bachelors degree.

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

The goal is to launch the program in August of 2020. Curriculum and IASI approval scheduled over the Fall of 2019 through May of 2020 for completion of approval by IASI.

The program will be offered during intersession over a ten-month time, utilizing the medical massage program space when it is not in session at Rio Grande Hall, 121 Civic Plaza Drive Room 118, Taos.



University Services
Marcos Roybal
Associate Director

Business Operations
1128 University Blvd NE
505.277.2366

CRLS
Clark Hall
505.277.5109

Copy Center
Dane Smith Hall
505.277.8267

Mailing Systems
1128 University Blvd NE
505.277.4124

Records Management
1128 University Blvd NE
505.277.1136

Shipping & Receiving
915 Camino de Salud
505.272.6302

Surplus Property
1128 University Blvd NE
505.277.2923

Disposition of Surplus Property Approval December 2019 & January 2020

Date: January 19, 2020

To: Bruce Cherrin
Chief Procurement Officer
Purchasing Department

From: Marcos Roybal
Associate Director
University Services
Purchasing Department

Attached for your review and submission to the Board of Regents is the Surplus Property Disposition detail list for the month of December 2019 and January 2020.

Consistent with UNM Board of Regents Policy 7.9 and the NM Disposition of Surplus Property Act, 13-6-1, NMSA 1978, and based upon documentation submitted by the UNM departments responsible for the equipment, I certify that the equipment identified on the monthly list is worn-out, unusable or obsolete to the extent that the items are no longer economical or safe for continued use by the University. I recommend that the items be deleted from UNM's inventory and disposed of in accordance with the above noted Regents Policy and NM Surplus Property Act.



UNIVERSITY SERVICES – DISPOSITION OF SURPLUS PROPERTY

DECEMBER 2019 & JANUARY 2020

Surplus Property Disposition - December & January FY20

Memo	Asset Tag	Department	Description	Manufacturer	Purchased	Total Cost (\$)	NBV (\$)	Disposal Method
1	N00010431	Athletics Mens Basketball	Audio Visual Control System	XOSTech	01/01/2007	\$242,807.16	\$0.00	Obsolete
2	210047	Chemistry Department	SPECTROMETER/MASS	Finnigan	04/19/1995	\$182,758.00	\$0.00	Beyond Repair
3	219814	Ctr for Micro Engineering Materials	LIQUID EPITAXIAL REA	NewBrunswi	07/05/1996	\$22,664.00	\$0.00	Obsolete
4	260678	Chemistry Department	SPECTROMETER	Bruker	05/09/2003	\$22,210.00	\$0.00	Obsolete
4	228099	Chemistry Department	SPECTROMETER	Paragon	09/09/1997	\$14,821.00	\$0.00	Obsolete
5	N00040600	Electrical Computer Engineering	MultiServiceRouter/3945E	Cisco	04/16/2013	\$12,020.00	\$0.00	Beyond Repair
6	150245	Chemistry Department	CENTRIFUGE ELECT	Beckman	01/01/1982	\$11,600.00	\$0.00	Beyond Repair
7	N00029134	Taos Facilities MngtFacility Rental	Router	Cisco	02/14/2011	\$11,539.79	\$0.00	Obsolete
8	N00037413	CRTC Research Faculty #228	Freezer/SymUlt28CuFt	Symphony	08/09/2012	\$10,365.95	\$0.00	Beyond Repair
9	258968	Chemistry Department	DENSITOMETER	BioRad	11/25/2002	\$10,130.00	\$0.00	Obsolete
	235168	Chemistry Department	ANALYZER	KurtLesker	02/11/1999	\$9,053.00	\$0.00	Obsolete
	153870	Chemistry Department	TEST SET	Tektronix	01/01/1982	\$8,974.00	\$0.00	Obsolete
	235169	Chemistry Department	PUMP SYSTEM	Lesker	02/11/1999	\$7,959.00	\$0.00	Obsolete
	N00040199	CMEM Research PI #3 - Brinker	Laser/MicrochipNano	TeemProton	03/20/2013	\$7,595.00	\$0.00	Obsolete
	N00011317	Pathology Faculty #C09	Thermal Cycler	ApplBioSys	04/06/2007	\$7,251.50	\$0.00	Obsolete
	264413	Chemistry Department	COMPUTER CPU/SYSTEM	Dell	12/18/2003	\$6,720.00	\$0.00	Cannibalized
	N00026595	Art Art History Gen Admin	Large Format Printer	Epson	06/17/2010	\$5,495.00	\$0.00	Beyond Repair
Total Asset Disposition (#)								17
Total Capitalization (\$)								\$593,963.40
Total Net Book Value (\$)								\$0.00





NEW MEXICO ATHLETICS

November 14, 2019

To: Marcos Roybal
 From: UNM Athletics
 Subject: Equipment Disposition – Basketball Video Racks

Dear Mr. Roybal:

UNM Tag #N00010431, an audio/visual rack setup is being presented for disposition. This equipment was purchased and installed in early 2007 for use by the men's and women's basketball programs in the Rudy Davalos Basketball Center. The equipment was utilized for the accumulation and breakdown of game and practice film from 2007-2015. When installed in 2007, the total project cost totaled \$242,807.16 which included the installation of proprietary software, hardwire cabling throughout the building, and similar infrastructure.

The only equipment up for disposition is the video racks and associated add-on equipment which were installed in 2007. The adjusted cost is \$85,893.08 and the NBV is \$0. The equipment was based on analog hardware that allowed the basketball programs to be able to display practices, basketball games, and opposition games on various computers and monitors throughout the building. The analog equipment has since become outdated as technology has transitioned to a higher bandwidth and more digital and streaming options. The original video towers included eight (8) DVD players, two (2) TIVO systems, VHS devices, and an analog matrix which were used to record and breakdown basketball game film. The equipment and software installed is no longer adequate with the transition to digital and the original equipment has outlasted its useful life.

As a result of the disposition, the University will no longer be responsible for maintenance, operational, and utility costs of the equipment. If you have any further questions, please feel free to contact us.

	<u>UNM Asset Tag #</u>	<u>Description</u>	<u>Total cost</u>	<u>Adjusted cost</u>	<u>NBV</u>	<u>Purchased date</u>
Best,	N00010431	Basketball Video Rack	\$242,807.16	\$85,893.08	\$0.00	1/23/2007

Ryan Berryman
 Associate Athletics Director
 Business & Operations
rdb8@unm.edu



DEPARTMENT OF
CHEMISTRY &
CHEMICAL BIOLOGY



To: Inventory Control

From: Fred Fuchs
Research Engineer
Department of Chemistry and Chemical Biology

To whom it may concern,

We have submitted a surplus form for an old piece of equipment that we have no more use for. UNM tag#210047 is a Finnigan Mass Spectrometer, purchased on April 19, 1995 for \$182,758. It was used to run samples for the Mass Spec Lab and is too expensive to operate. We have a grant to buy a new instrument with better performance. It has no current net book value and since we are working on clearing out the building before the remodel makes us move out. It is time to surplus it.

Thank you
Fred Fuchs

Signed by:

A handwritten signature in black ink, appearing to be 'H. H. H.', written over a horizontal line.

Department Chair

<u>UNM Asset Tag #</u>	<u>Description</u>	<u>Total cost</u>	<u>Adjusted cost</u>	<u>NBV</u>	<u>Purchased date</u>
210047	Mass Spectrometer	\$182,758	\$182,758	\$0.00	April 19, 1995

**Disposition of Surplus Property—UNM Tag #219814**

November 8, 2019

To: Marcos Roybal
From: Geoff Courtin
Subject: Liquid Epitaxial Reactor Disposal

Dear Mr. Roybal:

UNM Tag #219814 (Liquid Epitaxial Reactor) was purchased July 5, 1996 by the Department of Chemical and Nuclear Engineering for \$22,664. Between that time and now the asset was transferred to the Center for Microengineered Materials. The asset was used to culture benign microorganisms (yeast) used for research purposes and has a net book (NBV) of \$0.00. The reactor has not been used for ten years because multiple critical components failed, and it was too expensive to repair. There are no plans to repair the instrument. In addition, new more effective and efficient equipment has been purchased and is currently in use.

We believe this equipment has reached the end of its useful life and ask that it be disposed by UNM Surplus Property.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Geoff Courtin'.

Geoffrey Courtin
Research Engineer
The Center for Microengineered Materials

<u>UNM Asset Tag #</u>	<u>Description</u>	<u>Total cost</u>	<u>Adjusted cost</u>	<u>NBV</u>	<u>Purchased date</u>
219814	Liquid Epitaxial Reactor	\$22,664.00	\$22,664.00	\$0.00	July 5, 1996



DEPARTMENT OF
CHEMISTRY &
CHEMICAL BIOLOGY



To: Inventory Control

From: Fred Fuchs
Research Engineer
Department of Chemistry and Chemical Biology

To whom it may concern,

We have submitted a surplus form for two old pieces of equipment that we have no more use for. UNM tag#228099 it is a Spectrometer from Paragon, purchased in September 1997, for \$14,821 and has a current NBV of \$0. It was used to analyze chemical samples for the one of the research labs in this department. UNM tag#260678 it is a Spectrometer from Bruker, purchased in May 2003, for \$22,210 and has a current NBV of \$0. It was used to analyze chemical samples for the one of the research labs in this department. These items are obsolete and were stored in 2007. They have been collecting dirt and dust from the shed since then. No one in the department wants to spend the money to restore these inferior instruments.

Thank you
Fred Fuchs

Signed by:

Department Chair

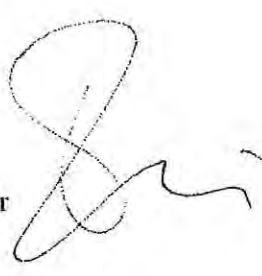
<u>UNM Asset Tag #</u>	<u>Description</u>	<u>Total cost</u>	<u>Adjusted cost</u>	<u>NBV</u>	<u>Purchased date</u>
228099	Spectrometer	\$14,821.00	\$ 14,821.00	\$0.00	9/9/1997

<u>UNM Asset Tag #</u>	<u>Description</u>	<u>Total cost</u>	<u>Adjusted cost</u>	<u>NBV</u>	<u>Purchased date</u>
260678	Spectrometer	\$22,210.00	\$22,210.00	\$0.00	5/9/2003



Memorandum

TO: UNM Inventory Control
FROM: Michael Devetsikiotis, ECE Department Chair
DATE: November 8, 2019
RE: Request Deletion of UNM Asset



The Electrical & Computer Engineering Department recently removed a Cisco router from service as this device became inoperable. After a request for a quote to fix the equipment it was discovered it would be cost effective to replace the faulty device with a new under warrantee router with much greater capabilities.

N00040600 Cisco 3945 s/n FTX1714AJ0V Orig Cost \$12,020.00 Adj Cost \$0.0 NBV \$0.0

We feel that this asset is faulty we are requesting it be removed from our inventory.

Please let me know if additional information is required.

<u>UNM Asset Tag #</u>	<u>Description</u>	<u>Total cost</u>	<u>Adjusted cost</u>	<u>NBV</u>	<u>Purchased date</u>
N00040600	Cisco Router	\$12,020.00	\$12,020.00	\$0.00	4/23/2013



DEPARTMENT OF
CHEMISTRY &
CHEMICAL BIOLOGY



To: Inventory Control

From: Fred Fuchs
Research Engineer
Department of Chemistry and Chemical Biology

To whom it may concern,

We have submitted a surplus form for an old piece of equipment that we have no more use for. UNM tag#150245 is a Beckman Centrifuge, purchased in Jan 1982, for \$11,600. It has been nonfunctional and cannibalized for parts during the last ten years. It has no current book value and since we are working on clearing out the building before the remodel makes us move out. It is time to surplus it.

Thank you
Fred Fuchs

Signed by:

A handwritten signature in blue ink, appearing to be 'Dr. [Name]', written over a horizontal line.

Department Chair

<u>UNM Asset Tag #</u>	<u>Description</u>	<u>Total cost</u>	<u>Adjusted cost</u>	<u>NBV</u>	<u>Purchased date</u>
150245	Centrifuge	\$11,600.00	\$11,600.00	\$0.00	1/1/1982



The University of New Mexico
TAOS

Business Office
1157 County Road 110
Ranchos de Taos, NM 87557
Telephone: (575) 737-6269
Fax: (575) 737-6286

To: Brandon Harrie, Inventory Control
Fr: Thomas Duran, Business Manager UNM Taos
Date: December 2, 2019
Re: Disposition of Property- UNM Tag N00029134

Dear Mr. Harrie,

UNM Tag# N00029134 (Router) was purchased on February 14, 2011 by UNM Taos for \$11,539.79. The router was used to provide network connectivity and WIFI services throughout the UNM Taos Campus, and has a net book value of \$0. The router was used for several years, but its technology has become obsolete as it cannot communicate with new building routers which require this server to operate. The server has been replaced with a new more efficient model.

As this server is no longer viable for campus operations and the expense would be too great to upgrade its capability, we humbly request permission to surplus this piece of equipment. Please let me know if you have any further questions or concerns.

Respectfully,



Thomas Duran

<u>UNM Asset Tag #</u>	<u>Description</u>	<u>Total cost</u>	<u>Adjusted cost</u>	<u>NBV</u>	<u>Purchased date</u>
N00029134	Router	\$11,539.79	\$11,539.79	\$0.00	2/14/2011



Date: November 11, 2019

To: Surplus Property

From: ^{DSL}Diane Lidke, PhD, Associate Professor Pathology – Shirley Mitchell, Fiscal
Operations Director UNMCCC - Sabrina Samudio-Ruiz, PhD, Senior Lab Operations
Manager CRF 


Subject: Asset #N00037413 Lidke Freezer

This memo is in reference to a surplus request for Asset #N00037413. This -80 freezer was used by the Lidke lab for ultracold storage of samples associated with Dr. Lidke's grant funded research. This item was purchased on 07/26/12 for a total cost of \$10,365.95. According to Banner, the net book value of the asset is \$0.00.

Unfortunately, after several attempts at fixing the freezer, we were unable to get it to hold a consistent temperature and therefore could not be used to store our precious samples. Thus, it is not useful to the lab anymore and we wish to surplus it. The grant indicates we are to dispose of the freezer after it is no longer operable.

Thank you for your attention to this matter.

<u>UNM Asset Tag #</u>	<u>Description</u>	<u>Total cost</u>	<u>Adjusted cost</u>	<u>NBV</u>	<u>Purchased date</u>
N00037413	Lidke Freezer	\$10,365.95	\$10,365.95	\$0.00	7/26/2012

12986-2

DEPARTMENT OF
CHEMISTRY &
CHEMICAL BIOLOGY

To: Inventory Control

From: Fred Fuchs
Research Engineer
Department of Chemistry and Chemical Biology

To whom it may concern,

We have submitted a surplus form for 2 older pieces of equipment that we have no more use for. UNM tag#258968 is a BioRad Densitometer, purchased in Nov 25, 2002 for \$10,130. It has an adjustment cost of \$10,130 and no current book value. UNM tag#264413 is a Dell computer, purchased in Dec 18, 2003 for \$6,720. It has no current book value. It broke down and we stripped it for parts. Since we are working on clearing out the building before the remodel makes us move out. It is time to surplus them.

Thank you
Fred Fuchs

Signed by:

A handwritten signature in red ink, likely belonging to the Department Chair, written over a horizontal line.

Department Chair

UNM Asset Tag #	Description	Total cost	Adjusted cost	NBV	Purchased date
258968	BioRad Densitometer	\$10,130.00	\$10,130.00	\$0.00	11/25/2002

New Mexico Compilation Commission

13-6-1 . Disposition of obsolete, worn-out or unusable tangible personal property.

A. The governing authority of each state agency, local public body, school district and state educational institution may dispose of any item of tangible personal property belonging to that authority and delete the item from its public inventory upon a specific finding by the authority that the item of property is:

- (1) of a current resale value of five thousand dollars (\$5,000) or less; and
- (2) worn out, unusable or obsolete to the extent that the item is no longer economical or safe for continued use by the body.

B. The governing authority shall, as a prerequisite to the disposition of any items of tangible personal property:

- (1) designate a committee of at least three officials of the governing authority to approve and oversee the disposition; and
- (2) give notification at least thirty days prior to its action making the deletion by sending a copy of its official finding and the proposed disposition of the property to the state auditor and the appropriate approval authority designated in Section 13-6-2 NMSA 1978, duly sworn and subscribed under oath by each member of the authority approving the action.

C. A copy of the official finding and proposed disposition of the property sought to be disposed of shall be made a permanent part of the official minutes of the governing authority and maintained as a public record subject to the Inspection of Public Records Act [Chapter 14, Article 2 NMSA 1978].

D. The governing authority shall dispose of the tangible personal property by negotiated sale to any governmental unit of an Indian nation, tribe or pueblo in New Mexico or by negotiated sale or donation to other state agencies, local public bodies, school districts, state educational institutions or municipalities or through the central purchasing office of the governing authority by means of competitive sealed bid or public auction or, if a state agency, through the surplus property bureau of the transportation services division of the general services department.

E. A state agency shall give the surplus property bureau of the transportation services division of the general services department the right of first refusal when disposing of obsolete, worn-out or unusable tangible personal property of the state agency.

F. If the governing authority is unable to dispose of the tangible personal property pursuant to Subsection D or E of this section, the governing authority may sell or, if the property has no value, donate the property to any organization described in Section 501(c)(3) of the Internal Revenue Code of 1986.

G. If the governing authority is unable to dispose of the tangible personal property pursuant to Subsection D, E or F of this section, it may order that the property be destroyed or otherwise permanently disposed of in accordance with applicable laws.

H. If the governing authority determines that the tangible personal property is hazardous or contains hazardous materials and may not be used safely under any circumstances, the property shall be destroyed and disposed of pursuant to Subsection G of this section.

I. No tangible personal property shall be donated to an employee or relative of an employee of a state agency, local public body, school district or state educational institution; provided that nothing in this subsection precludes an employee from participating and bidding for public property at a public auction.

J. This section shall not apply to any property acquired by a museum through abandonment procedures pursuant to the Abandoned Cultural Properties Act [18-10-1 to 18-10-5 NMSA 1978].

K. Notwithstanding the provisions of Subsection A of this section, the department of transportation may sell through public auction or dispose of surplus tangible personal property used to manage, maintain or build roads that exceeds five thousand dollars (\$5,000) in value. Proceeds from sales shall be credited to the state road fund. The department of transportation shall notify the department of finance and administration regarding the disposition of all property.

L. If the secretary of public safety finds that the K-9 dog presents no threat to public safety, the K-9 dog shall be released from public ownership as provided in this subsection. The K-9 dog shall first be offered to its trainer or handler free of charge. If the trainer or handler does not want to accept ownership of the K-9 dog, then the K-9 dog shall be offered to an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986 free of charge. If both of the above fail, the K-9 dog shall only be sold to a qualified individual found capable of providing a good home to the animal.

History: 1953 Comp., § 6-1-7.1, enacted by Laws 1961, ch. 100, § 1; 1979, ch. 195, § 2; 1984, ch. 47, § 1; 1987, ch. 15, § 1; 1989, ch. 211, § 6; 1995, ch. 181, § 1; 1998, ch. 16, § 1; 2001, ch. 317, § 1; 2007, ch. 57, § 4; 2012, ch. 10, § 1; 2013, ch. 9, § 1.



MSC01 1240
1 University of New Mexico
Albuquerque, NM 87131-0001
Telephone (505) 277-2036
<http://purchase.unm.edu>

MEMORANDUM

To: Teresa Costantinidis, Sr. Vice President for Finance & Administration

From: Bruce Cherrin, Chief Procurement Officer

Subject: Contract Approval

Date: February 14, 2020

The following is being submitted for approval per Regent Policy 7.4. This will need to proceed to the full Board of Regents.

UNM Print Management Program

Request for Proposals #2147-20 were solicited on September 20, 2019 on behalf of the University Board of Regents for University of New Mexico Print Management Services. The Print Management Program provides the University of New Mexico and all branch locations with a complete service offering related to Print Management, document output technology, centralized acquisition, billing solutions and related services.

Vendors specialize in providing sales, rentals, maintenance and management services as follows:

- 1) Print Management Solutions related to printing, copying, scanning and faxing for UNM department's printer and copier fleets;
- 2) Rentals and/or purchase of copiers, printers, and Multi-Functional Devices (MFD: combined copier/printer/scanner/fax) including full coverage maintenance and supply options; and
- 3) Related services and/or equipment.

There were a total of 10 respondents for the Request for Proposal.

In accordance with the criteria established for the procurement, the committee recommends awarding the contract to Document Solutions, Inc., Pacific Office Automation Inc., RICOH USA, and Southwest Office Solutions, Inc. as the highest ranked offerors.

The initial term of the agreement will be effective March 22, 2020 through March 21, 2030. Approximate annual cost will be \$450,000.00 - \$950,000.00, dependent on the vendor and the number of devices provided to the University.



TO: The University of New Mexico Board of Regents
Finance & Facilities Committee Meeting

FROM: STC.UNM
Board of Directors

DATE: March 2, 2020

RE: Approval of Board Reappointments: Maria Griego-Raby, Robert Nath
Approval of Board Appointment: Christos Christodoulou

The STC.UNM Board of Directors submits for approval the reappointments of Maria Griego-Raby and Robert Nath to its Board of Directors for a four-year term, beginning July 1, 2020 and ending June 30, 2024. These board members were recommended for reappointment by the STC.UNM Nominations Committee and approved by the STC.UNM Board of Directors at its January 31, 2020 board meeting, subject to the Regents' approval.

Maria Griego-Raby
Robert Nath

bio attached
bio attached

The STC.UNM Board of Directors submits for approval the appointment of Christos Christodoulou to its Board of Directors for a four-year term, beginning upon approval by the Board of Regents and ending June 30, 2024. Dr. Christodoulou was recommended for appointment by the STC.UNM Nominations Committee and approved by the STC.UNM Board of Directors at its January 31, 2020 board meeting, subject to the Regents' approval.

Christos Christodoulou

bio attached

Ms. Maria Griego-Raby



President, Principal, Contract Associates, Inc.

Education

BBA - Marketing, UNM

MBA - UNM

Studies at La Universidad de Las Americas in Puebla, Mexico

Business/Research Background

Ms. Griego-Raby is President and Principal of Contract Associates, Inc., managing and leading a 40-member company with offices in Albuquerque and Santa Fe, New Mexico. Contract Associates provides contract furniture throughout the Southwest and Mexico. Ms. Griego-Raby also has experience as a professional fundraiser for Stanford University's Office of Development, training and directing alumni volunteers for the University's annual fund campaign, and as an administrative analyst for Amoco Production Company in Denver, Colorado, where she managed gas and oil field activities in northern Colorado, Kansas and Nebraska.

Particular Knowledge and Skills

Ms. Griego-Raby's many awards and recognitions include *Hispanic Business Magazine's* Top 500 List for Largest U. S. Hispanic Owned Companies for 2002, 2003, 2004, 2005 and 2006; the Greater Albuquerque Chamber of Commerce Maxie Anderson Small Business Award for 2002; induction into the UNM Robert O. Anderson School of Management Hall of Fame for 2001; and the U. S. Hispanic Chamber of Commerce Business Woman of the Year award for 1999.

She currently sits on the boards of the State of New Mexico Board of Finance, the UNM Hospital Clinical Operations Board of Directors, the UNM Anderson School National Advisory Board, the Mountain States Insurance Board of Directors, and the NM Student Loans Guarantee Corporation Board of Directors. Ms. Griego-Raby is a former member of the UNM Board of Regents.

Mr. Robert H. Nath



Co-Founder and Chairman, Quasar International, Inc., Retired

Education

BS - Mechanical Engineering, University of Minnesota

Business/Research Background

After receiving his BS in mechanical engineering in 1959 from the University of Minnesota, Mr. Nath began a nearly 20-year career with Caterpillar Inc., working in new product development, international marketing management, sales management and corporate acquisitions. During Mr. Nath's tenure, Caterpillar Inc. was recognized as one of the top three US exporters. Subsequently, Mr. Nath was appointed Deputy Assistant Secretary of Commerce in the Carter administration and continued to serve in that capacity in the Reagan administration under the leadership Secretary of Commerce Malcolm Baldrige. His responsibilities included expanding trade in eastern Europe, maintaining trade relations with the Soviet Union, and facilitating the development of US trade with China.

Mr. Nath's professional career continued at Atlantic Richfield Company where he served as Vice President in charge of photovoltaic and other new green technologies. In addition, he was the Founder, Chairman and technology inventor of Cycleclean, Inc., a venture-financed company focused on recycling asphalt pavement material with minimal pollution. In 1992, Mr. Nath co-founded Quasar International, Inc., a company based in Albuquerque that developed and manufactured resonance-based nondestructive test systems. The company's product is based on a resonant vibration frequency measurement technique developed at Los Alamos National Laboratory. Mr. Nath was responsible for designing the systems for use in factories and his co-founding partner was responsible for developing the advanced mathematical analysis techniques underlying the systems. The mathematic analysis techniques were used to spin off from Quasar a biotech company, also based in Albuquerque, called Exagen Diagnostics, Inc. Exagen develops and manufactures genomic marker tests for irritable bowel syndrome, inflammatory bowel disease, breast cancer and other diseases. In 2007, Quasar was acquired by Magnaflux, a division of Illinois Tool Works, a \$16 billion company operating in 52 countries that develops engineered products and specialty systems. Magnaflux Quasar continues to develop advanced resonant testing methods for production testing of aluminum, ductile iron and other casting and metal-forming methods, as well as for applications in aerospace and ceramics.

Particular Knowledge and Skills

Mr. Nath holds six patents in the area of recyclable asphalt pavement material, the basis of his start-up company Cycleclean, Inc. The proprietary technology, which combines warm air and microwave heating, is used in Cycleclean plants in the US and The Netherlands and has produced over two million tons (~\$40 million) of hot asphalt material using 90% recycled pavement. As a serial entrepreneur and investor, Mr. Nath has extensive business expertise in evaluating technologies suitable for commercialization and investment. He has personally funded and developed several technologies, commercialized some, raised funds for venture start-ups, and successfully sold one of his own companies. Mr. Nath retired from Magnaflux in January 2012 but remains active in other technology development areas.

Christos G. Christodoulou, Ph.D.



**Jim and Ellen King Dean of Engineering and Computing
School of Engineering
Distinguished Professor, Department of Electrical & Computer Engineering
The University of New Mexico**

Education

BS - Physics and Math, American University in Cairo
MS - Electrical Engineering, North Carolina State University
PhD - Electrical Engineering, North Carolina State University

Business/Research Background

Dr. Christodoulou came to UNM in 1999, when he joined as a professor and chair of the Department of Electrical and Computer Engineering. He led the department until 2005. He is one of the founders of UNM's COSMIAC (formerly the Configurable Space Microsystems Innovations & Applications Center), serving as its director from 2012 to 2014. In 2017, he was appointed dean of the UNM School of Engineering.

Before coming to UNM, he was a faculty member in the University of Central Florida, Orlando, from 1985 to 1998, where he was the associate chair of the Department of Electrical and Computer Engineering and the director of the Engineering Honors Program.

His research interests are in the areas of modeling of electromagnetic systems, machine learning in electromagnetics, high-power microwave antennas, reconfigurable antennas for cognitive radio, and RF/photonics.

Particular Knowledge and Skills

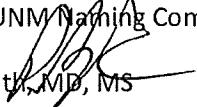
Dr. Christodoulou is an IEEE Fellow and has received a variety of awards and honors over the years for his work, including the 2010 IEEE John Krauss Antenna Award for his work on reconfigurable fractal antennas, the IEEE Outstanding Engineering Educator in 2012 (Albuquerque section), and was inducted in the Alumni Hall of Fame for the Department of Electrical and Computer Engineering at North Carolina State University in 2016. He was appointed an IEEE AP-S Distinguished Lecturer from 2007 to 2010.

He has given numerous keynote and invited talks all over the world, has published over 500 papers in journals and conferences, written 17 book chapters, co-authored eight books, and has six UNM-affiliated issued patents. He served as a major advisor for about 100 students and has received nearly \$50 million in funding as a principal investigator (PI) and co-PI.

Memorandum

Date: February 14, 2020

To: Cinnamon Blair
Chair, UNM Naming Committee

From: Paul Roth, MD, MS 
Chancellor for Health Sciences Center
Dean, School of Medicine

Re: Request for Approval of Creating and Naming the **Health Sciences Center Professorship for Equity and Health**.
EQ
RU

Dear Ms. Blair and members of the UNM naming committee,

On behalf of the UNM Health Sciences Center, I would like to request approval to create the **Health Sciences Center Professorship for Equity and Health**. This naming request is respectfully submitted in accordance with UNM Administrative Policy 1020: Naming Facilities, Spaces, Endowments, and Programs, under Section 2.1.

Additionally, as prescribed by Faculty Handbook Policy C170 "Endowed Chairs and Named Professorships" and in consultation with faculty within the department, we seek approval to appoint Dr. Valerie Romero-Leggott as the first holder of the Professorship.

Dr. Romero-Leggott has been a primary care provider for many years on the forefront of treating populations burdened by socio-economic, racial and ethnic disparities. She graduated medical school and completed her Family Medicine residency training at the University of New Mexico. Romero-Leggott is a native New Mexican with strong roots in her cultural heritage. Romero-Leggott serves as a leader, convener and collaborator. She has forged important bridges between the UNM Health Sciences Center and New Mexico community groups and created cross-disciplinary programs across academic units.

She also serves in numerous advisory and leadership roles at the institutional, state, regional and national levels for health and educational organizations. Her professional interests are adolescent medicine, diverse populations, education pipeline, and enhancing a culturally sensitive & linguistically competent, diverse, and prepared health workforce to improve health and health equity.

For your consideration, I have included Dr. Romero-Leggott's Curriculum Vitae for your review.

Thank you for your time and consideration of this request.

REQUEST FOR CAPITAL PROJECT APPROVAL for

Elks Lodge Parking Project

UNIVERSITY OF NEW MEXICO

March 9, 2020

REQUESTED ACTION:

In accordance with Section 7.12 of the Board of Regent Policy Manual and as required by the New Mexico Higher Education Department and New Mexico State Board of Finance, project approval is requested for

Elks Lodge Parking Lot

PROJECT DESCRIPTION:

The proposed site of the project is located on University Blvd, south of the HSC Business & Communications Center (UNM bldg. #291). The 214,405 GSF project will provide parking spaces as the university continues to achieve their mission, through construction of new facilities.

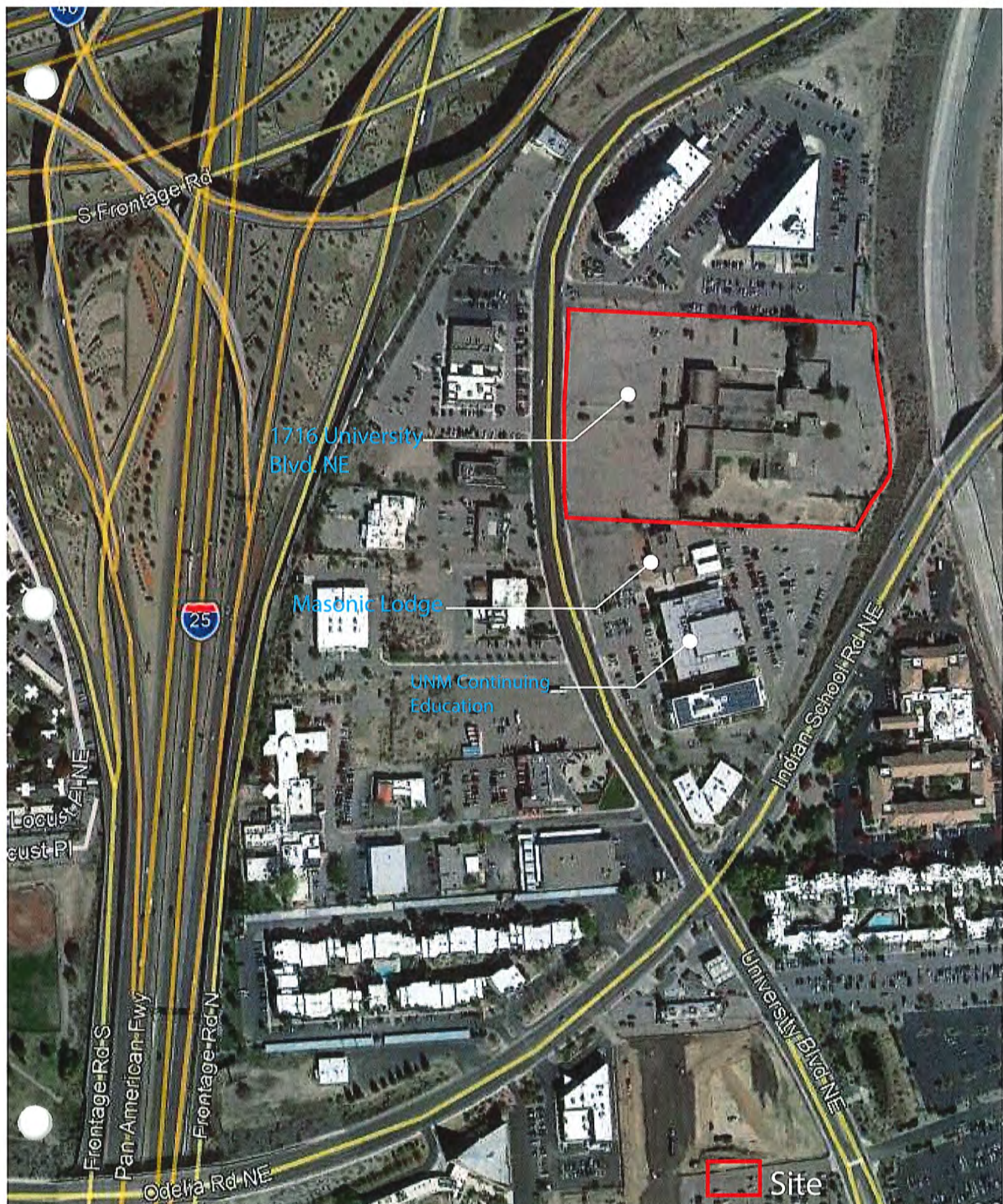
PROJECT RATIONALE:

New projects such as the Hospital Tower, Movement Disorders Center, and potential site for College of Nursing & Population Health will have an estimated loss of 775 parking spaces in "M" Lot. As a result, there will be a need to accommodate the parking needs of staff, students, and faculty. As part of the new hospital tower project, a new parking structure will be constructed. Its main users will consist of patients and visitors. The Elks Lodge Parking Project will provide staff, faculty, and students with 515 parking spaces as well as shuttle services to north campus. Parking lot and shuttle services will be operated and maintained by UNM's Parking and Transportation Services department.

Project will involve paving services that include recycling existing asphalt on site and converting it to crushed millings for new parking spaces. Project will include civil design work, lighting, use of existing asphalt area for Americans with Disabilities Act (ADA) parking, and provide a new bus route/shelter for commuters (students, staff & faculty). Civil design work to include subsurface utility consultation, UAV imagery, topographic and utility survey and site construction plans.

FUNDING:

The total estimated project budget for the Elks Lodge Parking lot is \$679,000.00.



1716 University Blvd. NE

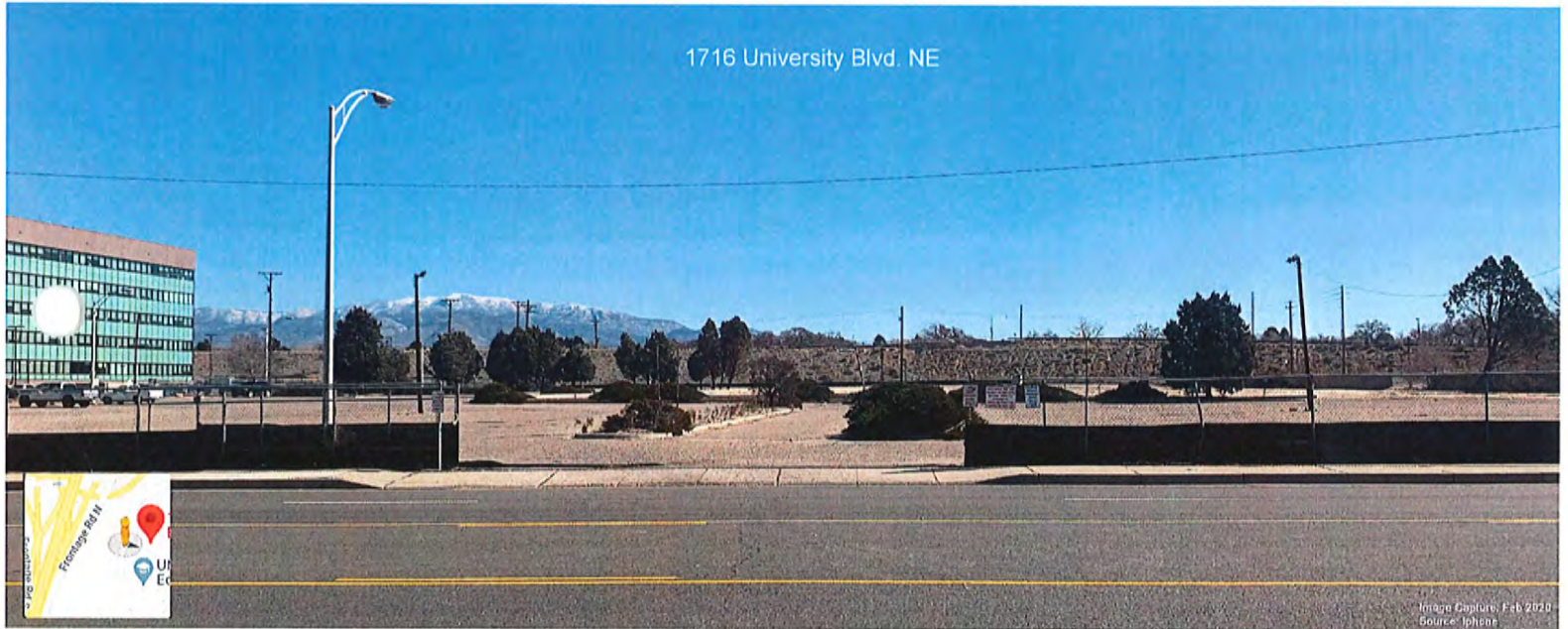
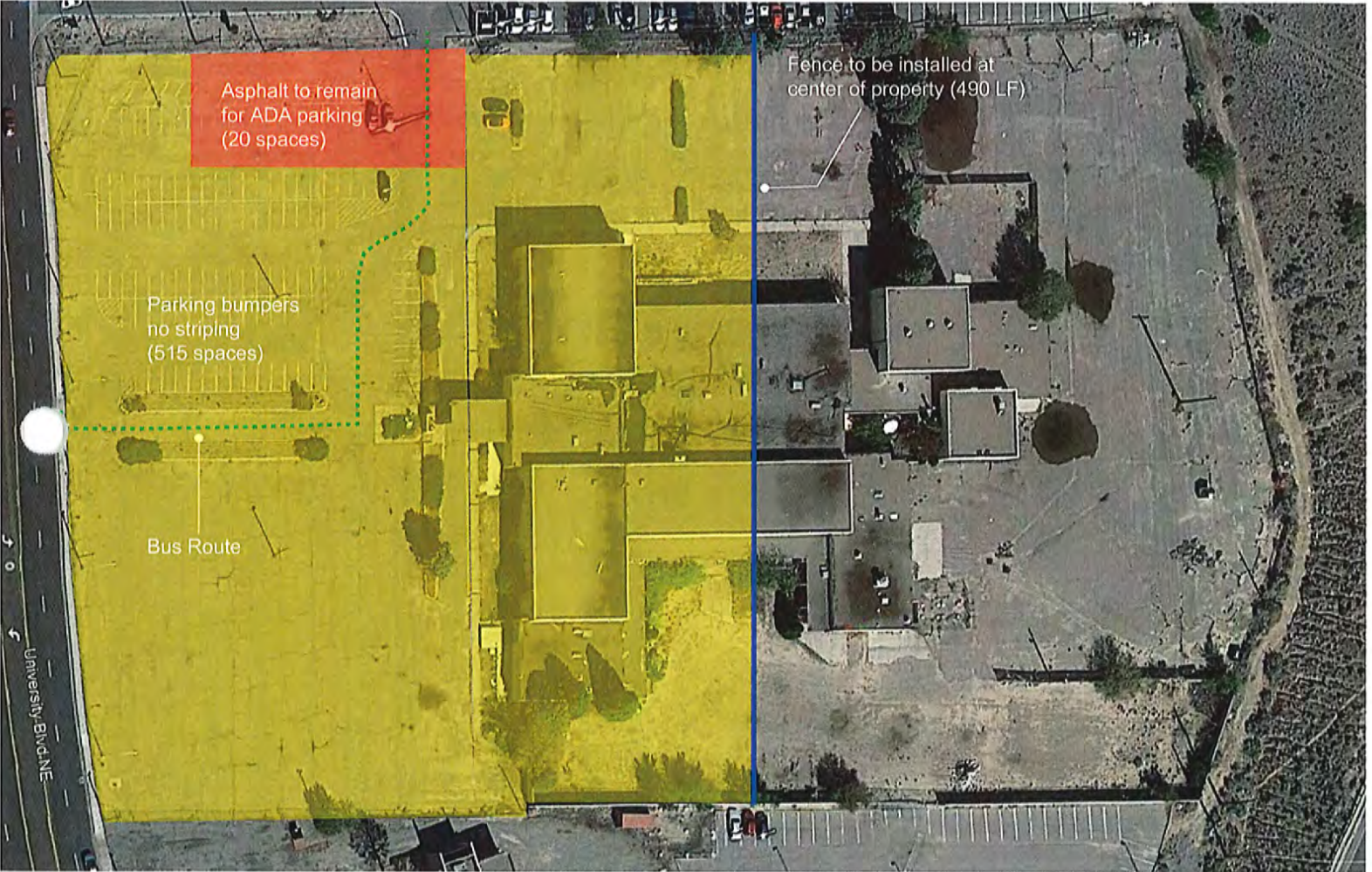


Image Capture: Feb 2020
Source: Iphone



Asphalt to remain
for ADA parking
(20 spaces)

Parking bumpers
no striping
(515 spaces)

Bus Route

Fence to be installed at
center of property (490 LF)



CAPITAL PROJECT APPROVAL

PROJECT NAME: CIP 3152 - CTH- RADIOLOGY- EOS IMAGING MACHINE AND SPATIAL RECONFIGURATION

February 2020

RECOMMENDED ACTION:

As required by Section 7.12 of Board of Regents Policy Manual, the New Mexico Higher Education Department and the New Mexico State Board of Finance, capital project approval is requested for **The CIP 3152 CTH – Radiology – EOS Imaging Machine and renovation**. For the project described below, UNM Hospitals requests the following actions, with action requested only upon requisite sequential approval and recommendation by any and all committees and bodies:

- Board of Trustee Finance Committee approval of and recommendation of approval to the UNMH Board of Trustees.
- UNMH Board of Trustees approval of and recommendation of approval to the UNM Board of Regents HSC Committee.
- UNM Board of Regents HSC Committee approval and recommendation of approval to the UNM Board of Regents.
- UNM Board of Regents approval

PROJECT DESCRIPTION:

The project consists of renovation and reconfiguration of space to accommodate new radiology equipment in the form of a low dose EOS Imaging machine to provide improved pediatric scans of the spinal regions. In addition to the EOS machine, the radiology suite will be reconfigured to provide a new ultrasound room with an ADA restroom and pediatric changing rooms to increase accessibility. The new spatial layout will provide a reconfigured staff diagnostic area that will increase efficiency and throughput.

RATIONALE:

The renovation of this space is required to accommodate the new EOS imaging machine and relocate the ultrasound into a more functional space with ADA accessible restrooms and changing areas along with reconfigured staff diagnostic space. If this area is not renovated, the new EOS machine will not be able to be installed, the current configuration will be unable to support the ultrasound and new layout needed to provide ADA restrooms and changing areas.

PURCHASING PROCESS:

The project construction will be procured through a qualifications based RFP selection method utilizing a pricing component.

FUNDING:

Total project budget shall not exceed at \$525,000 from the UNM Hospital Capital Renovation Fund.



CAPITAL PROJECT APPROVAL

PROJECT NAME: CIP 3157 UH MAIN 2nd FLOOR STERILE PROCESSING DEPARTMENT – DECONTAMINATION RENOVATION.

February 2020

RECOMMENDED ACTION:

As required by Section 7.12 of Board of Regents Policy Manual, the New Mexico Higher Education Department and the New Mexico State Board of Finance, capital project approval is requested for **The CIP 3157 UH Main 2nd Floor Sterile Processing Department – Decontamination Renovation.** For the project described below, UNM Hospitals requests the following actions, with action requested only upon requisite sequential approval and recommendation by any and all committees and bodies:

- Board of Trustee Finance Committee approval of and recommendation of approval to the UNMH Board of Trustees.
- UNMH Board of Trustees approval of and recommendation of approval to the UNM Board of Regents HSC Committee.
- UNM Board of Regents HSC Committee approval and recommendation of approval to the UNM Board of Regents.
- UNM Board of Regents approval

PROJECT DESCRIPTION:

This project is to create an Ante Room to don personal protection equipment and add additional sinks for sterile processing. An existing mechanical unit upgrade and a new mechanical unit are required to ensure that proper air exchanges are met. This will also insure if one unit goes down we will still maintain the required air supply. A new exhaust system will also be installed to insure that this room always maintains negative air pressure.

RATIONALE:

The expansion of sterile processing decontamination is needed due to the increase in volume to sterile processing. In July 2018 sterile processing took over scope reprocessing for all clinics as cidex was removed from the hospital and the Sterile Processing Department volume increased by about 1.5%. SPD is now in the process of taking over the processing of all GI scopes and the volume will increase by about 2%. The Sterile Processing Department Decontamination ante room is needed to be in compliance with current TJC guidelines.

PURCHASING PROCESS:

The project construction will be procured through a qualifications based RFP selection method utilizing a pricing component.

FUNDING:

Total project budget shall not exceed \$690,000 from the UNM Hospitals Capital Renovation Fund



CAPITAL PROJECT APPROVAL

PROJECT NAME: CIP 3098 - UH MAIN- 4TH FLOOR PULMONARY LAB RENOVATION
February 2020

RECOMMENDED ACTION:

As required by Section 7.12 of Board of Regents Policy Manual, the New Mexico Higher Education Department and the New Mexico State Board of Finance, capital project approval is requested for **The CIP 3098 – UN Main – 4th Floor Pulmonary lab renovation**. For the project described below, UNM Hospitals requests the following actions, with action requested only upon requisite sequential approval and recommendation by any and all committees and bodies:

- Board of Trustee Finance Committee approval of and recommendation of approval to the UNMH Board of Trustees.
- UNMH Board of Trustees approval of and recommendation of approval to the UNM Board of Regents HSC Committee.
- UNM Board of Regents HSC Committee approval and recommendation of approval to the UNM Board of Regents.
- UNM Board of Regents approval

PROJECT DESCRIPTION:

The project consists of renovation and reconfiguration space within the pulmonary lab to meet current Facilities Guidelines Institute (FGI), TJC, CMS standards and guidelines. The spatial reconfiguration is achievable by relocating the check in and testing areas to a more visible and accessible location. The reconfiguration will allow the unit to meet current standards and increase efficiency and throughput by creating a separate intake area and providing dedicated recovery areas.

RATIONALE:

The renovation of this unit is required to address spatial findings and workflow deficiencies to comply with FGI, TJC, CMS requirements for this type of patient care area. If this area is not renovated, the space will remain deficient and decrease throughput, patient care and satisfaction.

PURCHASING PROCESS:

The project construction will be procured through a qualifications based RFP selection method utilizing a pricing component.

FUNDING:

Total project budget shall not exceed at \$545,000 from the UNM Hospital Capital Renovation Fund.



CAPITAL PROJECT APPROVAL

UNM HOSPITALS – NEW HOSPITAL TOWER AND NEW PARKING STRUCTURE PRELIMINARY SITE WORK

FEBRUARY 28, 2020

RECOMMENDED ACTION:

As required by Section 7.12 of Board of Regents Policy Manual, the New Mexico Higher Education Department and the New Mexico State Board of Finance, capital project approval is requested for the UNM Hospital – New Hospital Tower and New Parking Structure project commissioning services. For the project described below, UNM Hospitals requests the following actions, with action requested only upon requisite sequential approval and recommendation by any and all committees and bodies:

- Board of Trustee Finance Committee approval of and recommendation of approval to the UNMH Board of Trustees.
- UNMH Board of Trustees approval of and recommendation of approval to the UNM Board of Regents HSC Committee.
- UNM Board of Regents HSC Committee approval and recommendation of approval to the UNM Board of Regents.
- UNM Board of Regents approval

PROJECT DESCRIPTION:

The scope includes the preliminary site work required for the construction of the New Hospital Tower and the New Parking Structure. The work includes reconstruction of Yale Blvd NE between Tucker Ave NE and the existing roundabout, extension of Camino de Salud on the north side of the new parking garage, and pavement restoration on Tucker Ave NE between University Blvd NE and Camino de Salud.

RATIONALE:

The New Hospital Tower and the New Parking Structure will be constructed in multiple phases in order to reduce the disruption of services and provide access to the North Campus. The preliminary site work allows access to the existing hospital during construction.

PURCHASING PROCESS:

Three (3)-stage Construction Manager at Risk selection process was used for Bradbury Stamm Hunt:

- Request for Qualifications from all interested firms
- Request for Proposals from qualified firms
- Interviews with selected firms

FUNDING:

Total project construction budget not to exceed at \$5,200,000 from the FY20 Capital Initiatives Budget.

UNM College of Education... We're More Than You Think

Name Change from College of Education to
College of Education and Human Sciences



Rationale

- Approximately **1700** or **53%** of combined undergraduate and graduate students are enrolled in human sciences programs.
- Faculty and students from these programs do not believe the current name “College of Education” fully reflects their disciplines.
- A number of peer institutions have the name sciences or human sciences in their title.
- A name that includes human sciences would help to ensure improved access to research support from more diverse funding sources.



Undergraduate Programs

- Athletic Training
- Community Health Education
- Exercise Science
- Family & Child Studies with concentrations in
 - Early Childhood Education & Development
 - Human Development & Family Relations
- Nutrition & Dietetics
- Human Sciences Minor

Graduate Programs

- Counselor Education
- Counseling
- Educational Linguistics
- Educational Psychology
- Family & Child Studies
- Health Education
- Language, Literacy & Sociocultural Studies
- Nutrition
- Physical Education
- Sport Administration
- Exercise Science

Process

- **Extensive, inclusive** and **thoughtful** two-year process that included faculty, staff, students and community members.
- Data gathering included surveys of currently enrolled graduate and undergraduate students, faculty and staff forums and a full faculty vote.
- Institutional Form C process was followed and approved.

Representative Peer Institutions Include

- Auburn University
- Iowa State University
- Louisiana State University
- Texas Tech University
- Oklahoma State University (anticipated July 1, 2020)
- Ohio State University
- University of Idaho
- University of Montana
- University of Nebraska-Lincoln
- University of Tennessee-Knoxville



Form C: Change the name of the COE to the College of Education and Human Sciences

Executive Summary

The COE (Re)naming Committee stems from recommendations that evolved from the College's 2012 Re-imagination efforts. The Re-imagination process established that the name, *College of Education*, does not fully reflect the scholarly composition of the College.

In response to this finding, Dean Salvador Hector Ochoa included this issue in his *Critical Issues Strategic Work Plan*; and in June 2017, established the COE (Re)naming Committee Task Force to address the issue of (re)naming the College. The Committee comprised ~~six~~ COE professors – one representative from each of the following: the Department of Health, Exercise & Sport Sciences (HESS), the Department of Individual, Family & Community Education (IFCE), the Department of Language, Literacy & Sociocultural Studies (LLSS), the Department of Special Education (SPCD), and the Department of Teacher Education, Education Leadership & Policy (TEELP) – two COE alumni, one COE staff member, and two members of the COE Friends' Board. Dr. Tryphenia Peele-Eady, Associate Professor in LLSS and administrative fellow to Dean Ochoa, served as Chair. Dean Ochoa served as ex-officio member.

The Committee's charge was as follows:

- (1) Address the question: Do we keep the name of the COE as it is or do we change it?
- (2) Deliberate as a committee and consult with the COE faculty, staff and students; and
- (3) Recommend a course of action to the COE.

The Committee convened four times following its inception (8/7/17; 10/3/17; 11/7/17; and 8/10/18), deliberated, and recommended the following options to the faculty of the COE for consideration:

- (1) College of Education and Human Sciences
- (2) College of Education, Health, and Human Development
- (3) College of Education, Human, and Cultural Sciences
- (4) College of Education – no change

The following is an overview of Chair Peele-Eady's reports to the faculty and staff and a chronological listing of communication regarding renaming:

- August 18, 2017, COE Faculty & Staff Fall Retreat, presentation
- October 16, 2017, COE faculty and staff meeting, presentation
- October 19, 2017, COE Faculty Governance Committee meeting, presentation
- October 27, 2017, *COE Monthly Newsletter*, update
- October 31, 2017, COE Faculty and Staff Forum (Dr. Kristopher Goodrich, then chair of the COE Faculty Governance Committee co-facilitated).
- December 5, 2017, COE faculty and staff meeting, presentation
- March 19, 2018 - April 3, 2018, COE survey of students (undergraduate and graduate), *(Re)naming the College of Education*
- April 30, 2018, *The Daily Lobo* – "College of Education Considers a Name Change." (2018, April 30). *The Daily Lobo*. Retrieved from <http://www.dailylobo.com/article/2018/04/college-of-ed-name-change>

- August 15, 2018, COE Faculty & Staff Fall Retreat
- August 16, 2018, Main Motion to the COE Faculty Governance Committee to proceed to faculty vote.
- August 21, 2019, COE Faculty Governance Chair (Dr. Karla Kingsley) notified the COE Faculty & Staff (via email) of motion to proceed to on the two options for a COE name change – (1) College of Education and Human Sciences; or (2) No change – remain College of Education. She reminded all faculty to provide additional input to Dr. Peele-Eady as well as questions, comments, or requests for clarification
- August 30, 2019, COE Staff Council Staff Forum on the Name Change
- September 25, 2018, COE Faculty Governance Committee, report regarding additional input
- October 15, 2018, COE Faculty voted on the Motion to Rename the College

Reports from these meetings and related documents appear in order by date among the attached *Supplemental Documents*.

In addition to faculty and staff, the College conducted a survey of students regarding the name. The survey, which was designed by the (Re)naming Committee Task Force and administered by Dr. Smith Frederick and team in the COE's Center for Student Success (CSS), opened on March 19, 2018 and closed on April 3, 2018 (see Supplemental Documents). Via the survey, a total of 2,298 students – 1,528 undergraduates and 770 graduates – had the opportunity to comment and rank their choices for names. The CSS sent four different emails to each group about participating in the survey for a total of 5,684 emails to undergraduates and 2,655 emails to graduates. The system removed students who clicked on the link to take the survey or who asked to be removed from the survey. A total of 378 students from the combined lists responded to the survey, for a response rate of 16.49%. Of this percent, the majority of students who responded to the survey favored no change as first choice and the name, *College of Education and Human Sciences*, as a second choice. A main reason cited in favor of changing the name was “inclusivity,” and need for a name that “reflects the diversity of programs in the College.” Overall, the students’ responses and input aligned with many of the points raised by faculty in previous and subsequent discussions.

In April 2018, as part of its report to the campus community on the COE's consideration of a name change, *The Daily Lobo* cited a response from Lucas Cudia, an undergraduate student in the COE, who said, “the name should be inclusive and represent all the fields of study offered in COE, not just teacher and principal preparation.” According to *The Daily Lobo*, Lucas expressed,

Changing the name would be beneficial given that the name is not so long that people cannot remember it. Students should feel proud of the college they belong to and that is a hard thing to do if the name does not reflect your field of interest.
(*The Daily Lobo*, n.p.)

Notwithstanding competitive marketing and potential to increase local and national visibility, a prevailing argument for changing the name has been to better reflect all that we do as a College and the different ways in which we do it. In this case, the name *College of Education and Human Sciences* would be more inclusive and more accurately reflect the range of disciplines

currently represented in the College as well as more accurately describe the work that we do (on main campus and at our branch locations). We also believe the name is long-standing and will be appealing to and understood by the communities we serve.

On October 15, 2018, the COE faculty voted on the motion to rename the College. Dean Ochoa published the results of this vote on October 23, 2019. Of the total 91 responses (over 80% of the faculty who voted on this initiative), 52 votes (57.1%) were in favor of changing the name to the *College of Education and Human Sciences*; 34 votes (37.4%) were in favor of keeping the name the College of Education; and 5 votes (5.5%) abstained. Of those who selected one of the two name options (i.e. no change or change to *College of Education and Human Sciences*), 52 (60.5%) of 86 voted in favor of changing the name of our College to the *College of Education and Human Sciences*. Approval of the Form-C is the next step in this process.

Form C: Change the name of the COE to the College of Education and Human Sciences

Executive Summary


[SUPPLEMENTAL DOCUMENTS]

COE Naming Committee

Date: August 18, 2017

To: Dean Hector Ochoa

Cc: Monique Chavez
Administrative Assistant to the Dean

From: Tryphenia B. Peele-Eady 
Administrative Fellow & Chair
COE Naming Committee

Subject: Report to faculty @ fall 2017 Retreat

COE Naming Committee Charge: As part of the “identity” strand in Dean Ochoa’s Critical Issues Strategic Work Plan, the charge of the COE Naming Committee is to (1) address the question: *Do we keep the name of the College as it is or do we change it?* And (2) following this discussion, put forth a recommendation to the College based on its deliberations.

List of the Task Force Members: The Committee is a team of 10, representing COE Faculty, Staff, the COE Friends Board, and COE Alumni. They are –

5 faculty across departments:

1. Ricky Lee Allen, LLSS
2. Ann Gibson, HBSS
3. Veronica Moore, Special Education
4. Peter Pribis, IFCE
5. Deborah Roberts-Harris, TEELP

1 Staff member:

6. Natalie Becenti, Staff, Center for Student Success

2 members of the COE Friends Board

7. Breda Bova, COE Friends Board
8. Deputy Vince Murphy

2 COE Alumni

9. Veronica Tighe
10. Judy Zanotti

Lastly, I am faculty in LLSS and Administrative Fellow to Dean Ochoa; and I serve as Chair. Dean Ochoa serves as Ex-Officio member.

Overview of COE Naming Committee Plan:

The Committee convened for its initial meeting on Monday, August 7, 2017, from 3:00-5:00 p.m. The meeting was well attended – Judy Zanotti attended via phone; and Kathryn Watkins attended on behalf of TEELP, in Deb Roberts-Harris's stead.

During this meeting, we discussed the "Identity" strand of the critical issues work plan, and the Committee's Charge, in relation to national trends in names of other colleges of education. Specifically, we reviewed the U.S. News & World Report's list of 2018 Best Education Schools and discussed top reasons why institutions have changed their names and to what they changed them to. Institutions change their names primarily to underscore curricula focus, to honor a legacy, or for reasons attached to branding and competitive marketing. Trending names tend to include *Human Development*, *Human Sciences*, *Culture*, *Social Policy*, *Human Ecology*, and *Information Studies*.

Based on these trends, the Committee, deciding that "Education" was important to maintain, brainstormed potential names that included "The College of Education" and one of the following—Human Sciences, Human Studies, Culture and Human Studies, and Human Development.

Summary of COE Naming Committee's Discussion:

In sum, the Committee favors a name change – a unanimous vote – with the following caveats. That we choose a name that (1) is inclusive and something with which we all identify; (2) focuses on bodies of studies rather than units of study; (3) is long-standing – meaning its good now and 10 years from now; (4) accurately reflects and conveys the message we want to convey about who we are; (5) and that appeals to and is understood by the communities we serve.

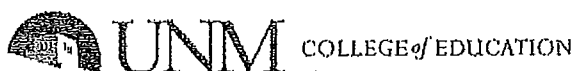
Next steps:

We are currently surveying folks in our respective units with plans to reconvene in September and put forth our recommendation by October. So for now, the Committee asks faculty to check in with representatives from their respective departments and share individual viewpoints and recommendations. Once we deliberate the question, *Do we keep the name of the College as it is or do we change it?* the Committee will put forth a recommendation to the College based on its deliberations and feedback from faculty. The chain of report will be as it has been for other tasks related to critical issues (such as the work of the Workload Committee) – submit a recommendation to Dean Ochoa, to go to Leadership and Faculty Governance, and then to faculty for discussion via forums and so forth.

In the meantime, the Committee will review related University's policies for changing a name and consider these issues at our next meeting. The Committee will reconvene in September and draft our recommendation /final report by October 2017.

This concludes the initial report of the COE Naming Committee.

Respectfully submitted,



Date: October 16, 2017

To: Dean Hector Ochoa

Cc: Monique Chavez, Administrative Assistant to the Dean

From: Tryphenia B. Peele-Eady, Ph.D.
Administrative Fellow & Chair, COE Naming Committee

Re: Oral report, COE Faculty Meeting

Colleagues:

Good afternoon. I am Tryphenia Peele-Eady, Administrative Fellow to Dean Ochoa, Faculty in LLSS, and Chair of the COE Naming Committee Task Force.

This report is in follow up to the August 18, 2017 report I gave at the Fall Retreat.

You may recall the COE Naming Committee stems from recommendations that came out of the College's Reimagination efforts and in direct response to the "Identity" strand from Dean Ochoa's Critical Issues Strategic Work Plan. The charge of this Task Force is to address the issue of (re)naming the College.

We are a team of 10, representing COE Faculty, Staff, the COE Friends' Board, and COE Alumni. Members are:

2 COE Alumni

Veronica Tighe

Judy Zanotti

2 members of the COE Friends' Board

Breda Bova

Deputy Vince Murphy

1 staff member

Natalie Becenti

5 faculty across departments

Faculty, if you are present today, please stand when I call your name and remain standing until the all members have been recognized.

1. Ricky Lee Allen, LLSS;
2. Ann Gibson, HESS;
3. Veronica Moore, Special Education;
4. Peter Pribis, IFCE; and
5. Deborah Roberts-Harris, TEELP

The Committee convened for its second meeting on Tuesday, October 3, 2017, from 3:00-5:00 p.m. We met in TEC room 180; 9 of us were present. Kathryn Watkins attended on behalf of TEELP and in Deborah Robert-Harris's stead.

During this meeting, we heard from members about conversations they each had with people in their respective units about the potential names of the College. Several of these queries were informal and did not necessarily reach all faculty and staff across departments. We raised and discussed potential questions and concerns regarding some of names discussed, and after careful deliberation, arrived at the following recommendations:

In no ranked order:

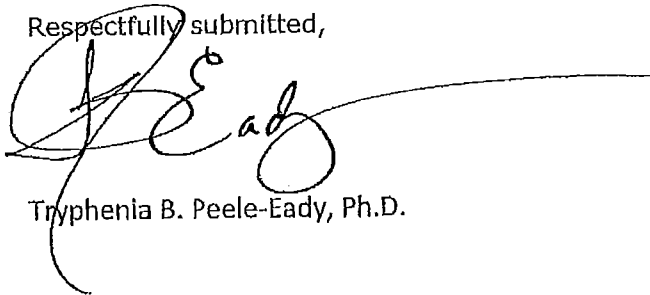
1. College of Education and Human Sciences
2. College of Education, Health, and Human Development
3. College of Education, Human, and Cultural Sciences
4. And no change, in which case, remain College of Education.

Now, in keeping with the COE's established chain of reporting, I am requesting to appear before the COE Faculty Governance Committee to discuss the Committee's work and to request approval to proceed with a Faculty Forum, to further discuss these options and hear directly from faculty and staff.

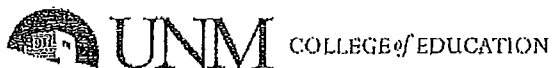
In the meantime, please do continue to check in with your representatives and share your viewpoints; I am also happy to receive your comments and suggestions.

This concludes the second reporting of the COE Naming Committee.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'T. B. Eady', with a long horizontal line extending to the right.

Tryphenia B. Peele-Eady, Ph.D.



Date: December 5, 2017

To: Dean Hector Ochoa

Cc: Monique Chavez, Administrative Assistant to the Dean

From: Tryphenia B. Peele-Eady, Ph.D.
Administrative Fellow & Chair, COE Naming Committee

Re: Oral report, COE Faculty Meeting

Colleagues:

Good afternoon. I am Tryphenia Peele-Eady, Administrative Fellow to Dean Ochoa, Associate Professor of Educational Thought & Soclocultural Studies in LLSS, and Chair of the COE Naming Committee Task Force.

This report is in follow up to the October 16, 2017 report I gave at our last College faculty meeting.

I want to underscore that the COE Naming Committee is in direct response to the "identity" strand from Dean Ochoa's Critical Issues Strategic Work Plan. The charge of this Task Force is to address the issue of (re)naming the College.

As I have stated previously, we are a team of 10, representing COE Faculty, Staff, the COE Friends' Board, and COE Alumni. Members are:

2 COE Alumni

Veronica Tighe
Judy Zanotti

2 members of the COE Friends' Board

Breda Bova
Deputy Vince Murphy

1 staff member

Natalie Becenti

5 faculty across departments

Faculty, if you are present today, please stand when I call your name and remain standing until all members have been recognized.

1. Ricky Lee Allen, LLSS;
2. Ann Gibson, HESS;
3. Veronica Moore, Special Education;
4. Peter Pribis, IFCE; and
5. Deborah Roberts-Harris, TEELP

On the approval of the Faculty Governance Committee the COE Naming Committee held a faculty & Staff Forum on October 31st. Approximately 25 people attended. The Committee convened for its third meeting on Tuesday, November 7, 2017, from 3:00-5:00 p.m. We met in Zimmerman Library, room 230; 6 of us were present.

During this meeting, we discussed the range of issues raised at the Forum (including, but not limited to: matters of accreditation and how these connect to potential names; criticality of this discussion in relation to other issues facing the College; Staff perspective; student perspective; and preferences of those present. We also discussed additional feedback we had received during conversations we continue to have with people in our respective units.

A key recommendation from the Forum was to survey students (undergraduates and graduates) about potential names, since so much of the Committee's recommendations for names centered on what academic advisors in the College were hearing from students about the extent to which the name of the College fully represented their degrees and fields of study. Based on this discussion, the COE Naming Committee will conduct a survey of admitted students about the following name options, which **we have ranked in this order:**

1. College of Education and Human Sciences
2. College of Education, Health, and Human Development
3. College of Education, Cultural and Human Sciences
4. And no change, in which case, remain College of Education.

The Committee will convene to review the findings from the survey and report back to the faculty.

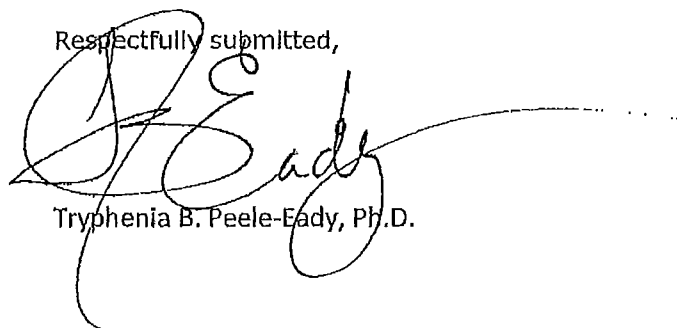
In addition, in effort to seek staff input, on November 7, I emailed the PowerPoint presented at the Forum to the COE Staff Council for their review and input. I am also happy to send this PowerPoint to individuals who were unable to attend the Forum.

Now, in keeping with the COE's established chain of reporting, once the Committee has reviewed the student survey data, we will return to Faculty Governance and act accordingly upon their advisement.

In the meantime, please do continue to check in with your representatives and share your viewpoints; I am also happy to receive your comments and suggestions.

This concludes the third reporting of the COE Naming Committee.

Respectfully submitted,


A large, stylized handwritten signature in black ink, appearing to read 'Tryphenia B. Peele-Eady'.

Tryphenia B. Peele-Eady, Ph.D.

Date: August 15, 2018

To: Dean Hector Ochoa

Cc: Monique Chavez
Administrative Assistant to the Dean

From: Tryphenia B. Peele-Eady, Ph.D. 
Administrative Fellow & Chair
COE (Re)naming Task Force Committee

Subject: Report to faculty @ fall 2018 Retreat

As presented:

Good morning, Colleagues. I am Tryphenia Peele-Eady, Associate Professor in LLSS, Educational Thought & Sociocultural Studies. This morning, I greet you as Administrative Fellow to Dean Ochoa and Chair of the College of Education (Re)naming Task Force Committee. This update is in follow-up to my last report to faculty and staff at the COE faculty meeting, on December 5, 2017.

Briefly, the COE (Re)naming Committee stems from recommendations that came out of the College's 2012 Reimagination efforts and in direct response to the "identity" strand of Dean Ochoa's Critical Issues Strategic Work Plan, which we have just heard.

The Re-imagination process established that the name, *College of Education*, does not fully reflect the composition of the College – it was characterized as an "identity" issue. The Task Force was established to address the issue of (re)naming the College – essentially, do we change the name of the College? And, if so, to what? Our charge then, was to make a recommendation to this end.

We are a Committee of 10, representing COE faculty and staff, the Friends' Board, and Alumni. Colleagues, if you are present this morning, please stand when I call your name and remain standing until all members have been recognized.

- Veronica Tighe and Judy Zanotti, COE Alumni;
- Deputy Vince Murphy and Dr. Breda Bova, the COE Friends' Board;
- Natalie Becenti, staff, Center for Student Success;
- And five faculty across departments: Drs. Ricky Lee Allen (LLSS), Ann Gibson (HESS), Veronica Moore (SPCD), Peter Pribis (IFCE), and Deborah Roberts-Harris (TEELP).
- Dean Ochoa serves as ex-officio member.

Through applause, please join me in thanking them for their dedicated service to this important and sensitive issue – we have worked hard and well together over this past year. Thank you, Colleagues.

The Committee has met four times since its inception last summer, in June 2017. Since that time, I have reported on our progress on the following occasions.

You may recall:

- On August 18, 2017, at the COE Faculty & Staff Fall Retreat;

And, at two COE faculty and staff meetings –

- October 16th, 2017; and
- December 5th, 2017

Additionally, on October 31st, 2017, Dr. Kristopher Goodrich, then chair of the COE Faculty Governance Committee, and I facilitated a faculty and staff forum, where faculty and staff collectively considered the feasibility of potential names as recommended by the Committee, as well as implications, benefits, and challenges associated with these options.

An important suggestion that stemmed from this forum was to survey students – so, we did. The survey, which was designed by the Committee and administered by Dr. Smith Frederick and team in the Center for Student Success (CSS), opened on March 19, 2018 and closed on April 3, 2018. It featured the following four choices:

1. College of Education and Human Sciences
2. College of Education, Health, and Human Development
3. College of Education, Human and Cultural Sciences
4. No Change – remain College of Education

Thank you, Smith, and everyone, for your assistance with this effort.

The Committee convened last week, on Friday, August 10th, 2018 to review these data.

As illustrated here (slide 2), the majority of students who responded to the survey favored no change as first choice and the name, College of Education and Human Sciences as a second choice.

The following (slide 3) is an overview of the numbers and respective percentages. The CSS staff contacted a total of 2,298 students. The undergraduate list of students was 1,528; and the graduate list was 770.

Four different emails were sent to the undergraduate group for a total of 5,684 emails. The graduate group also received 4 different emails, for a total of 2,655 emails. The system removed students who clicked on the link to take the survey or who asked to be removed from the survey. 378 individuals from the combined lists responded to the survey, for a response rate of approximately 16.49%. It is my understanding that this rate is typical of internal surveys in the College. Also, as far as I could tell in reading their comments, the 378 included a fair enough

representation of students across the five departments.

Comments supporting no change (slide 4) mainly argued that the name, "College of Education" is fine as is - it is short and simple, yet broad enough to accommodate varied foci in the College.

Statements like these underscore this point.

"I believe we should keep the original name College of Education because it allows a broad viewpoint of what the college encompasses. I believe this name fits each of its departments without complicating things," and "I feel that the College of Education should remain a simple name; education has a wide range of purposes, and it is simplest to communicate with the acronym COE."

General concerns focused on the extent to which changing the name is a waste of time, money and resources. These comments cited other important issues in the College, including, but not limited to academics, enrollment, and facilities. One respondent commented, *"I think the name is fine as is. I would work more on money management issues and critical updates to buildings. At least one of our buildings doesn't even have an elevator, and as someone who had a temporary disability, the ramp was difficult to manage."*

A main reason cited in favor of changing the name was **inclusivity**, and the need for a name that reflects the diversity of programs in the College.

This was true across the three suggested names as illustrated here (slide 5). College of Education and Human Sciences and College of Education, health, and Human Development were almost parallel as students' first choice, Human Sciences at 23% and Health and Human Sciences at 22%. College of Education, Cultural, and Human Sciences was the least favorite at 17%.

Overall, the students who responded to the survey expressed favor and concerns toward a name change that very much aligned with many of the points raised by faculty in previous discussions.

A prevailing argument for changing the name has been to better reflect all that we do as a College and the different ways in which we do it; we are a College comprised of varied programs -- some that center on teacher preparation and others that influence teacher preparation perhaps less directly, and in different ways. In this case, a name change would help alleviate feelings of exclusion.

For instance, the following represent comments we considered:

- *I love this! As a Nutrition/Dietetics student I never felt that the college of education was an appropriate title for my college.*
- *I am studying Pre-Elementary Education and I find that the name is well suited. However, if there is a need for more inclusion for other students and their degrees, the name change seems necessary.*
- *...my degree ...is exercise science; the name college of education seems like it had nothing to do with [my degree]. If it gets renamed, I [will] feel like I actually belong.*
- *The change of name is more inclusive and it allows other students to understand what the college is about.*

Further, data underscored concerns about:

- The financial implications,
- Misplaced use of time, energy, and resources.
- As well as the potential risks in positioning by legislators, larger constituency, media and donors.

After careful deliberation, we recommend the following options for faculty consideration (slide 6):

- (1) College of Education and Human Sciences; or
- (2) No change – remain the College of Education

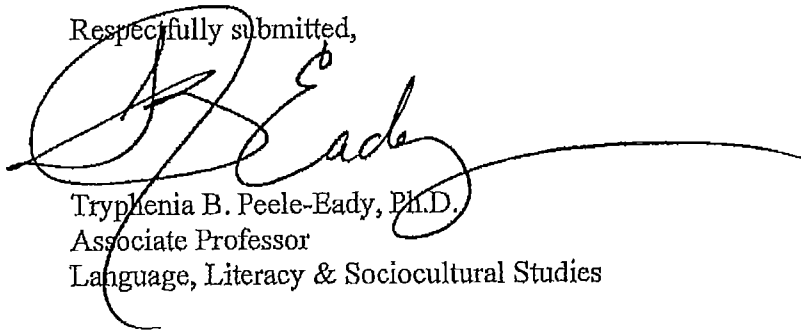
We considered “science” as intellectual and practical activity encompassing the systematic study of the structure and behavior of the physical and natural world through observation and experiment. A framework that we believe aligns with our mission and Core Values.

Regarding next steps – on August 16th – tomorrow – I will appear before the COE Faculty Governance Committee on behalf of the Committee, at 1:00 p.m., TEC 130, to further discuss what I have shared here today, address questions from the committee, and present a motion to proceed to faculty vote.

Thank you for your attention. At this time, I welcome your comments and questions.

This concludes the August 15th reporting of the COE (Re)naming Task Force Committee.

Respectfully submitted,

A large, stylized handwritten signature in black ink, appearing to read 'T. B. Eady', with a long horizontal line extending to the right.

Tryphenia B. Peele-Eady, Ph.D.
Associate Professor
Language, Literacy & Sociocultural Studies

August 16, 2018

To: College of Education Faculty Governance Committee
Attn: Dr. Karla Kingsley, Chairperson

From: Tryphenia B. Peele-Eady, Ph.D.
Chair, COE (Re)naming Task Force Committee

Re: Main Motion to Proceed to Faculty Vote

Motion:

The College of Education (Re)naming Task Force Committee (hereafter, "The Committee") moves to have the COE faculty vote on the following options for a COE name change:

- (1) College of Education and Human Sciences
- (2) No change – remain the College of Education

Background:

The Committee met with faculty and staff and/or discussed (re)naming the COE on the following occasions:

- August 18, 2017 at the COE Faculty & Staff Fall Retreat – Dr. Peele-Eady gave oral report;
- October 16, 2017 at the COE Faculty Meeting – Dr. Peele-Eady gave oral report;
- October 19, 2017 at Faculty Governance Committee, 1:30-3:00 p.m., TEC 260 – Dr. Peele-Eady presented on The Committee's work;
- October 31, 2017 at the COE Faculty & Staff Forum, 1:00-2:00 p.m., Travelstead Lobby – Drs. Peele-Eady and former COE Faculty Governance chairperson, Kristopher Goodrich, facilitated a forum discussion about the possible name change with faculty and staff who attended;
- December 5, 2017 at the COE Faculty Meeting – Dr. Peele-Eady gave oral report;
- August 15, 2018 at the COE Faculty & Staff Retreat – Dr. Peele-Eady gave oral report.

The Committee also conducted a survey of COE undergraduate and graduate students enrolled in the 2017-2018 academic year. The survey initiated on March 19, 2018 and closed on April 3, 2018.

Lastly, commentary on the possible renaming appeared in the following outlets:

- *COE Monthly Newsletter*, October 27, 2017
- *The Daily Lobo* – "College of Education Considers a Name Change." (2018, April 30). *The Daily Lobo*. Retrieved from <http://www.dailylobo.com/article/2018/04/college-of-ed-name-change>

Form C: Change the name of the COE to the College of Education and Human Sciences

Budget Implications for the Proposed Name Change of the COE

Justification for Changing the Name of the College

Based on faculty input, faculty and staff forums, and a survey of students, the COE faculty voted to change the name of the COE to the *College of Education and Human Sciences*. This name change more accurately reflects the range of disciplines currently represented in the College and more accurately describes the work that we do (on main campus and at our branch locations).

Impact on Long-Range Planning

The proposed name change will enhance our ability to procure grants from a variety of governmental agencies and foundations including the U.S. Department of Education. The name change will enable the College to better communicate to external constituents our mission, the diversity of our programs and should provide greater appeal to the students and communities we serve throughout New Mexico.

Budget Analysis Implications

This proposed name change will have minor budget implications. As consumables such as faculty business cards, office supplies and marketing materials deplete, replacements would be necessary with or without a name change. The primary (and only) budget implication, per our analysis, would be costs associated with changing the signage on buildings, in particular the Technology and Education Center (TEC). This cost would be minimal.

Faculty Workload Implications

This proposed name change will not impact faculty workload.

SEAL COMMITTEE UPDATE AND RECOMMENDATIONS: PRESENTATION TO BOR

02 MARCH 2020

<https://sealdesign.unm.edu/>

PURPOSE OF THE UNIVERSITY SEAL

- The use of the seal is specifically defined in Regent Policy 2.7
- For use “only on diplomas, academic transcripts, enrollment certifications or other official university documents...”
- Therefore, it is not a logo; it is not a design for marketing purposes (apparel, insignia products, website, etc.)
- Please refer to the UNM Policy Office’s University Seal Chronology

HISTORY OF THE SEAL COMMITTEE: 2015-2019

- Responding to concerns raised by the Kiva Club, Red Nation and other stakeholders, in 2015-16 former President Frank and former Provost Abdallah directed that forums be held to gain input on recommendations to change or keep the seal.
- November 3, 2016: on the basis of feedback gathered through a number of forums and requests for feedback by email, former VPEI Jozi De Leon recommended the following.
 - ❖ Change the seal by either removing the existing figures and replacing with something more inclusive, aspirational, honoring diversity and/or defining UNM as an institution of higher education
 - ❖ Determine the appropriate mechanism for redesigning the new seal by appointing an inclusive committee
 - ❖ Engage in a comprehensive cost analysis that determines the phased-out plan for eliminating the seal and replacing it
- ASAR voted to approve these recommendations. The same were presented to the BOR November 15, 2016.
- November 15, 2016: the Board of Regents unanimously approved the following: *“determine an appropriate mechanism for redesigning the new seal, under direction of the Provost, by appointing an inclusive committee, and engage in a comprehensive cost analysis that determines the phased-out plan for eliminating the seal and replacing it.”*
- March 6, 2017: Acting President Abdallah *“requested that UNM offices immediately begin substituting the commercial (logo) for the current seal...while we pursue the process directed by the regents to create a new seal and phase-out the old one”* (President’s Weekly Perspective 3/6/17).
- December 3, 2018: President Stokes reconvened the seal committee and requested recommendations by April 2019.
- August 1, 2019: VPEI Zerai began to chair the UNM seal committee and established a timeline for making recommendations.

CHARGE (AND INTENTIONS) OF THE SEAL COMMITTEE

- ❖ Change the seal by ... **replacing (it) with something more inclusive, aspirational, honoring diversity and/or defining UNM as an institution of higher education**
- ❖ Determine the appropriate mechanism for redesigning the new seal by appointing an inclusive committee
- ❖ Engage in a comprehensive cost analysis that determines the phased-out plan for eliminating the seal and replacing it

UNM SEAL PROCESS 2019-20

- 50 Submissions received by the November 15, 2019 deadline
- A few artists submitted multiple renderings
- Seal committee members rated all 50 submissions; rubric included creativity, originality, quality & execution, and adherence to theme
- The 42-member seal committee met November 25th and selected 4 finalists
- The seal committee recommended that consideration of the university commercial logo as a 5th image
- Campus/Community input Jan 17-Feb 7, 2020
 - Multimedia blitz & online display of finalists
 - President's State of the University
 - SUB Atrium, Zimmerman library, Ethnic Centers, all UNM Colleges/Schools & Branches
 - National Hispanic Cultural Center, Indian Pueblo Cultural Center, Office of African American Affairs
 - Public libraries & high schools throughout the state
 - Alumni office invited alumni feedback
- Preferences form: participants ranked the submissions and provided open ended feedback

THE UNIVERSITY OF NEW MEXICO'S SEAL DESIGN FINALISTS



Design A



Design B



Design C



Design D



Design E



We are gathering community input to help choose a new seal design.
Please rank your favorites at sealdesign.unm.edu



THE UNIVERSITY OF
NEW MEXICO

Total Submissions (N=8,089) as of 2/14/20

Design A was first choice for 3,029 participants

Online Rankings (n=6,486)

	Design A	Design B	Design C	Design D	Design E
1 st choice	2464	1323	1015	864	820
2 nd choice	1263	1611	1270	1325	1017
3 rd choice	1234	1584	1609	1401	658
4 th choice	459	814	1394	1522	2297
5 th choice	1066	1154	1198	1374	1694

Card Rankings (n=1,603)

	Design A	Design B	Design C	Design D	Design E
1 st choice	565	342	386	141	179
2 nd choice	272	305	281	154	193
3 rd choice	187	267	296	264	178
4 th choice	142	232	233	287	298
5 th choice	162	174	77	393	408

HOW RANKINGS VARY BY LOCATION

Locations	Design A	Design B	Design C	Design D	Design E
Other States	128	93	84	29	177
Albuquerque	2509	1232	1247	199	199
New Mexico	361	261	257	359	763
American Indian Community	26	16	35	16	64

OPEN ENDED RESPONSES PROVIDED BY 2,223 PARTICIPANTS

	Design A	Design B	Design C	Design D	Design E
Online	605	443	335	165	356
Cards	141	63	60	24	31
Total	746	506	395	189	387

DESIGN A: OPEN ENDED RESPONSES FROM 746 PARTICIPANTS



Positive Responses to Design A

- "I love Design A!" "Cool!" "Love it! OMG!" or some variation=hundreds of responses
- "Needs to represent NM, not just letters."
- "Details are very pretty."
- Positive references to lobo image=approx. 66
- "I prefer the artwork in design A, it reminds me of when I first came to NM" and similar responses=approx. 92
- "All of these are beautiful and would be great representations for our school."
- "I think this seal tells the most story of any of the choices"=approx. 75 responses
- "As an alumni, Design A gives me a real sense of pride."

Constructive and Negative Responses to Design A

- "Design A looks like a coloring page, so no."
- "I wish UNM was more active in actually protecting its mascot in the wild"
- "Lobo is a derogatory term in Spanish"
- A vote for Design A, but with the following comments
 - "Too many buildings in design A."
 - "I like design A best but the wolf/lobo looks a little wonky. Maybe work on the wolf a bit."
- Concerns raised that it is "too busy"

DESIGN B: OPEN ENDED RESPONSES FROM 506 PARTICIPANTS



Positive Responses to Design B

- I ranked B first because of its boldness, I think it stands out well, and is easier to "read."
- Looks professional and will show up well when reduced down or enlarged. Also has an official feel to it.
- A & B were awfully close. But - I finally went with "B" - a cleaner look with the thick black and white contrast.
- As an art historian, I find Design B the most successful in terms of content, composition, and meaning. The Book is central as it should be given that UNM is a center for learning & the flagship institution of the state.
- The Sun, Sandias, the Rio Grande and the open book are the strongest of symbols for the Seal submitted here.

Constructive and Negative Responses to Design B

- "I like Design B except that I see a bible instead of an academic book. I have no idea how to make the book look more academic and less like a bible, I am not an artist. I really want to "see" an academic book.
- B: I like it, but I think it is too dark/heavy to appear clearly on diplomas etc. (2nd choice)
- B is my least favorite because it's visually heavy and gives off a community college vibe.
- B looks like it would be for a school in Arizona (looks like the Arizona state flag). = 47 like comments. e.g.:
 - ... reminiscent of the Arizona state flag, which is why I ranked it the lowest.
 - Design B is too dark and looks a bit like clip-art. The sun rays remind me of the Arizona flag, which I really don't like.

DESIGN C: OPEN ENDED RESPONSES FROM 395 PARTICIPANTS



Positive Responses to Design C

- Design C displays the UNM emblem clearly and is still legible from a distance. The seal is also professional and I would love to see this on my diploma.
- A is cool, but it's a little much. I am a simple man, C is simple enough and still makes an impression.
- C draws more attention and is easy to look at. Something that would be understood by everyone, and which immediately shows UNM's letters.
- ...I really like Design C. I have it ranked as my most favorite because It incorporates the now UNM logo with the feel of New Mexico by incorporating patterns that are native to the state It has a look of the past seal but modernized and ... a real sense of pride.


Constructive and Negative Responses to Design C

- While I like the look of Designs A and B, they are very "Albuquerque" centric.
- C is good, just a bit boring.
- Design C is very collegiate and classic, but a bit generic. Also, the tiny font in the banners is difficult to read, even at a fairly large scale.
- C is 'aight. It reminds me of Christmas more than southwest vibes. It's not bad though!
- Design C and E are very very boring. Please don't pick those. = 39 responses

DESIGN D: OPEN ENDED RESPONSES FROM 189 PARTICIPANTS



Positive Responses to Design D

- Design D (is) unorthodox, but it stands out as the one design suitable for the 21st century, and in that sense actually better than the former seal; it incorporates cultural symbols unique to New Mexico in a subtle, abstract fashion reminiscent of the wonderful Japanese university seals.
- The two patterns that are used are well balanced and not overwhelming. This is my favorite design because it reminds me of all the different patterns that are seen around New Mexico and around Campus at UNM. This design is easily visible and is recognizable.
-  I like the pottery design with subtle "NM" motif in design D = 18 similar responses.
- D is clearly the best; (it) contains modern elements that look uniquely New Mexican = 47 responses.

Constructive and Negative Responses to Design D

- I REALLY like the concept of D, but I do wish there were a slightly different treatment of the "1889" in the middle.
- D is cute, but too trendy to be taken seriously.
- Design D is unique but somehow the lines make the eyes and brain a little unsettled.
- In Design D the writing disappears altogether beneath the onslaught of assertive zigzags.
- D looks like a poker chip.
- D and C are better but are still over the top and muddy.
- Design D is too "futuristic" and doesn't represent our history in New Mexico.

DESIGN E: OPEN ENDED RESPONSES FROM 387 PARTICIPANTS



Positive Responses to Design E

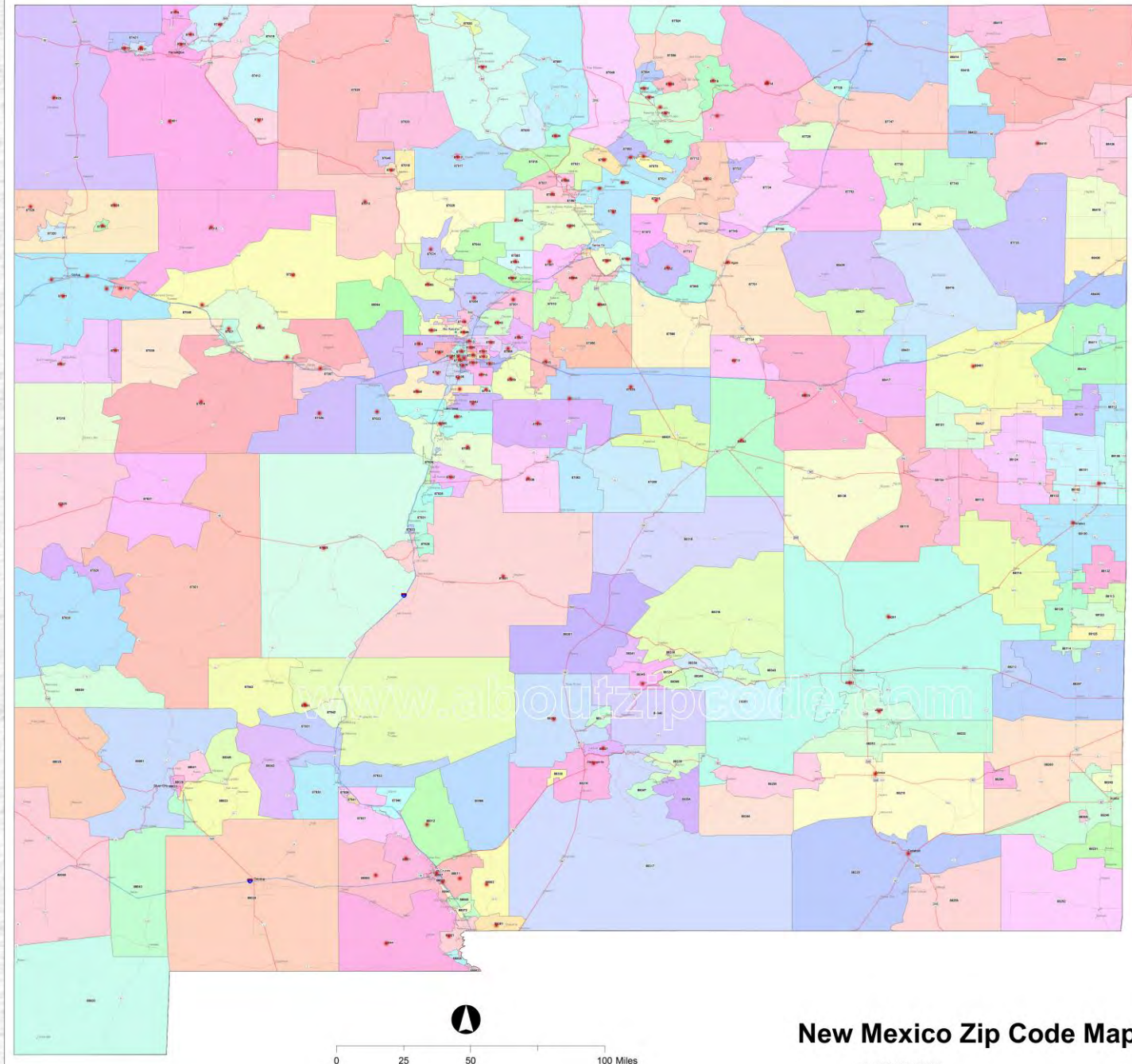
- Design E is nicely clean; type-font is legible and elegant.
- As alumni I would like the seal to be recognizable to what I know and remember..
- Design E is already recognizable as a UNM seal and is the most elegant and collegiate design. The others are beautiful in their own rights and have amazing iconography as well as symbolism, however if applied and scaled down they could appear congested and too busy as an official UNM seal.
- As a current UNM student, I'm happy that the university has heard the concerns of people, especially Native Americans, and are taking action to change the design of the seal to be more inclusive.

Constructive and Negative Responses to Design E

- I feel like the UNM logo erred on the side of blandness, reducing the University iconography to the same boring block letters used by dozens of other schools. So I'd like the seal at least to retain the unique cultural flavor of the University.
- Design E is kind of boring and is the most expected. It's not bad, but it also doesn't evoke any emotional response.
- I prefer the more abstract designs. But E is just boring.
- E looks like a poor attempt to replicate our logo. Thin, weak, boring, old fashioned, unimaginative.
- Designs C and E are generic and could have any University stamped on them. They're boring and corporate = approx. 39 responses.

Input to the **University for New Mexico:** Zip Code Responses

Out of 426 zip codes
in New Mexico, we
captured responses
from 217 zip codes.



NEW MEXICO AND BEYOND: REPRESENTATION BY ZIP CODE

- In addition to over 200 zip codes represented in our responses from participants residing in the State of New Mexico, pueblos and American Indian nations, we received responses from 39 additional states throughout the US including:

Alabama	Georgia	Louisiana	North Carolina	Texas
Alaska	Hawaii	Michigan	Ohio	Utah
Arizona	Idaho	Minnesota	Oklahoma	Virginia
Arkansas	Illinois	Missouri	Oregon	Washington
California	Indiana	Montana	Pennsylvania	Washington, DC
Colorado	Iowa	Nebraska	South Carolina	Wisconsin
Delaware	Kansas	Nevada	South Dakota	Wyoming
Florida	Kentucky	New York	Tennessee	

FEEDBACK & RECOMMENDATIONS

- The Seal Committee has appreciated participating in creating an inclusive process and recommends the following:
 - Take popular input into account
 - Closely examine and consider both qualitative and quantitative input received
 - Consider input from UCAM on needed edits to the selected design so it can be embroidered, embossed, and appear neatly in other formats



TIMELINE

Date	Milestone	Completed?
12/2/2019	Notify Semifinalists	Yes
1/13/2020	Deadline for Semifinalists to submit camera-ready artwork	Yes
1/17/20-2/7/20	Display artwork for public comments on-line, various venues around campus and in communities throughout the state	Yes
2/7/2020	Deadline for public comment	Yes
2/13/2020	Seal Committee meets to summarize public comment	Yes
2/13/2020	Recommendation to President Stokes	Yes
2/27/2020	Present Recommendation to ASAR	Yes
3/9/2020	Recommendation to Board of Regents	Scheduled

THANK YOU!!!!!! TO ALL ACTIVE SEAL COMMITTEE MEMBERS:

** Denotes past and current DEI Staff*

UNM Seal Committee

Pam Agoyo, American Indian Student Services
Rosa Isela Cervantes, El Centro de la Raza
Charles Becknell, Africana Studies
Finnie Coleman, Faculty Senate
Cinnamon Blair, UCAM
Francie Cordova, OEO
Lorena Blanco-Silva, DEI*
Megan Elcock, HSC Office of Diversity
Rodney Bowe, DEI*
Frankie Flores, LGBTQ Resource Center*
Amy Brandzel, Women's Studies
Jennifer Gomez-Chavez, American and Women's Studies
Anita Bringas, UNM Taos
Joan Green, Accessibility Resource Center
Regina Carlow, Fine Arts
Ryan Gregg, Staff Council
Scott Haskie, DEI*
Glenabah Martinez, LLSS
Kennedi Hubbard, University Secretary
Loretta Martinez, University Counsel
Katherine Meifert, University Counsel
Elizabeth Hutchison, History, FRI
Valerie Romero-Leggott, HSC Office of Diversity
Tracy Lassiter, UNM Gallup
Lawrence Roybal, HSC Office of Diversity*
John Lavelle, UNM School of Law
Ethan Rule, UCAM
Jon Sanchez, UCAM
Julia So, UNM Valencia
Brandi Stone, African American Student Services
Michael Trujillo, Chicana/o Studies
Nicole Tami, Global Education Office
Kathryn Vigil, UNM Los Alamos
Assata Zerai, Division for Equity and Inclusion*

Enrollment Management: Key Performance Indicators, Recruiting and Enrollment Strategy



THE UNIVERSITY OF
NEW MEXICO

What are EM Key Performance Indicators?

Key Performance Indicators

- KPIs are commonly-acknowledged measurements that are directly related and critical to the mission and health of the institution. (Large items such as enrollment or student quality.)

Performance Indicators

- PIs are important measurements that are indirectly related to the mission and support key performance indicators. (Specific items such as gender ratio of applicants or ACT/SAT score averages.)

EM Key Performance Indicators

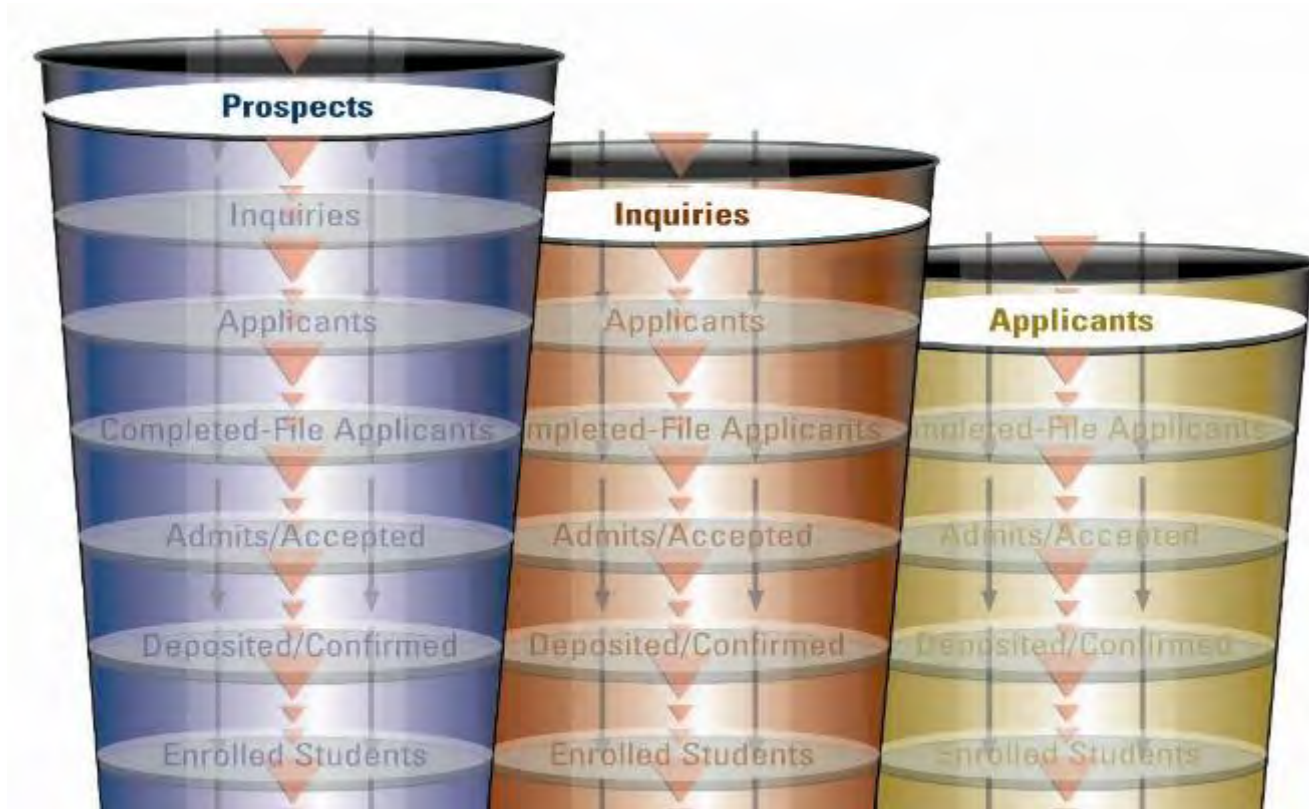
POPULATIONS

- *Total* Undergraduate
- *Total* Graduate
- *New* Freshman
- *New* Transfer
- *New* Graduate
- Diversity
- Residency Status

ACTIVITY

- Applications
- Admits
- Acceptance rate
- Enrolled
- Enrolled rates
- Persistence rates
- Graduation rates

Students enter “the funnel” at different stages...



Total Enrollment

The University of New Mexico Fall Enrollment History 2010 – 2019

DATA COME FROM THE OFFICIAL ENROLLMENT REPORTS PRODUCED BY THE OFFICE OF INSTITUTIONAL ANALYTICS

Year	Undergraduate	Graduate	Total
2019	16,662	6,130	22,792
2018	17,859	6,534	24,393
2017	19,516	6,762	26,278
2016	20,215	6,845	27,060
2015	20,522	6,831	27,353
2014	20,859	7,030	27,889
2013	21,448	7,196	28,644
2012	21,652	7,448	29,100
2011	21,490	7,566	29,056
2010	21,123	7,634	28,757

Freshman Applicants

The University of New Mexico

Fall New Freshman Admission Funnel 2017 – 2019 + Current

DATA COME FROM ENROLLMENT REPORTS PRODUCED BY THE DIVISION OF ENROLLMENT MANAGEMENT
AND EXCLUDE CONCURRENT (DUAL CREDIT HIGH SCHOOL) AND NON-DEGREE APPLICANT, ADMITTED, AND ENROLLED STUDENTS

Status	2017	2018	2019	2019 (Feb '19)	2020 (Feb '20)	Change
Applications	11,165	10,583	11,792	10,765	12,283	+ 14.1%
Admit	7,474	7,366	7,813	5,939	6,587	+ 10.9%
Admit Rate	66.9%	69.6%	66.3%	55.2%	53.6%	- 1.6%
Enroll	3,219	2,653	2,594	NA	NA	NA
Yield Rate	43.1%	36.0%	33.2%	NA	NA	NA

Freshman Applicants – NM Residents

The University of New Mexico – NM Residents Fall New Freshman Admission Funnel 2017 – 2019 + Current

DATA COME FROM ENROLLMENT REPORTS PRODUCED BY THE DIVISION OF ENROLLMENT MANAGEMENT
AND EXCLUDE CONCURRENT (DUAL CREDIT HIGH SCHOOL) AND NON-DEGREE APPLICANT, ADMITTED, AND ENROLLED STUDENTS

Status	2017	2018	2019	2019 (Feb '19)	2020 (Feb '20)	Change
Applications	7,041	6,830	7,476	7,349	6,860	- 6.7%
Admit	5,201	5,099	5,451	4,309	4,261	- 1.1%
Admit Rate	73.9%	74.7%	72.9%	58.7%	62.1%	+ 3.4%
Enroll	2,630	2,179	2,106	NA	NA	NA
Yield Rate	50.6%	42.7%	38.6%	NA	NA	NA

Freshman Applicants – Non-Residents

The University of New Mexico – Non-Residents Fall New Freshman Admission Funnel 2017 – 2019 + Current

DATA COME FROM ENROLLMENT REPORTS PRODUCED BY THE DIVISION OF ENROLLMENT MANAGEMENT
AND EXCLUDE CONCURRENT (DUAL CREDIT HIGH SCHOOL) AND NON-DEGREE APPLICANT, ADMITTED, AND ENROLLED STUDENTS

Status	2017	2018	2019	2019 (Feb '19)	2020 (Feb '20)	Change
Applications	3,847	3,537	4,056	3,416	5,423	+ 58.8%
Admit	2,108	2,151	2,240	1,630	2,326	+ 42.7%
Admit Rate	54.8%	60.8%	55.2%	47.7%	42.9%	- 4.8%
Enroll	527	423	424	NA	NA	NA
Yield Rate	25.0%	19.7%	18.9%	NA	NA	NA

Transfer Applicants

The University of New Mexico

Fall New Transfer Admission Funnel 2017 – 2019 + Current

DATA COME FROM ENROLLMENT REPORTS PRODUCED BY THE DIVISION OF ENROLLMENT MANAGEMENT

AND EXCLUDE CONCURRENT (DUAL CREDIT HIGH SCHOOL) AND NON-DEGREE APPLICANT, ADMITTED, AND ENROLLED STUDENTS

Status	2017	2018	2019	2019 (Feb '19)	2020 (Feb '20)	Change
Applications	2,555	2,189	2,153	694	727	4.8%
Admit	1,894	1,647	1,598	340	333	- 2.1%
Admit Rate	74.1%	75.2%	74.2%	49.0%	45.8%	- 3.2%
Enroll	1,155	938	962	NA	NA	NA
Yield Rate	61.0%	57.0%	60.2%	NA	NA	NA

Graduate Applicants

The University of New Mexico

Fall New Graduate Admission Funnel 2017 – 2019 + Current

DATA COME FROM ENROLLMENT REPORTS PRODUCED BY THE DIVISION OF ENROLLMENT MANAGEMENT AND INCLUDE ALL APPLICANT, ADMITTED, AND ENROLLED STUDENTS CLASSIFIED AS GRADUATE, INCLUDING NON-DEGREE SEEKING AND AGSM, BUT EXCLUDE GRADUATE PROFESSIONAL PROGRAMS

Status	2017	2018	2019	2019 (Feb '19)	2020 (Feb '20)	Change
Applications	4,310	4,117	3,984	2,298	2,449	6.6%
Admit	2,412	2,195	2,175	177	183	3.4%
Admit Rate	56.0%	53.3%	54.6%	7.7%	7.5%	- 0.2%
Enroll	1,448	1,379	1,355	NA	NA	NA
Yield Rate	60.0%	62.8%	62.3%	NA	NA	NA

Key Strategies

1. Improve Communications

- Increase frequency and timing.
- Improve messaging: Website content, written communications, and interactions.
- Increase outreach.
- Create clearly defined and articulated pathways.
- Utilize more social media and traditional media advertising.

Key Strategies (continued)

2. Improve Processes

- Reduce steps that prospective students must take to apply, enroll.
- Reduce steps that processing teams must take.
- Reduce time for decision, notifications.
- Monitor and benchmark improvements, then continue to improve.

Key Strategies (continued)

3. Leverage Resources and Technology

- Recruitment Coordination Council.
- Alumni and Student Government.
- New class scheduling software.
- New scholarship award modeling.
- New application for admission + orientation registration.

Cinnamon Blair

2.11.2020

Chair of UNM Naming Committee

Re: Endowed Professorship in the Office of Diversity, Equity, and Inclusion, Valarie Romero-Leggott, MD.

Dear Ms. Blair,

Thank you for the opportunity to support Dr. Romero-Leggott for an endowed professorship in the UNM Office of Diversity, Equity and Inclusion. Dr. Romero-Leggott has been a primary care provider for many years on the forefront of treating populations burdened by socio-economic, racial and ethnic disparities. Presently she serves as Vice Chancellor for the Office for Diversity, Equity & Inclusion at the UNM Health Sciences Center, and is a Professor in the UNM Department of Family and Community Medicine.

Her career has been dedicated to advancing diversity, equity and inclusion throughout the Health Sciences Center and communities through capacity building and sustainable programs and collaborations.

Dr. Romero-Leggott was instrumental in launching several educational pipeline programs developed to help students enter and graduate as well as diversify New Mexico's health professions to better reflect the population of the state.

She is committed to being a role model for young female students and other professional women in the health sciences. She works to link diversity with excellence using the skills and knowledge she has developed as an administrator, leader, female ethnic minority, and native New Mexican.

Dr. Romero-Leggott has a strong belief that advancing diversity, cultural and linguistic competence, social justice, equity, and inclusion and addressing social determinants are integral to achieving better health outcomes for our communities and our nation.

And most importantly, Dr. Romero-Leggott is a kind, considerate and steadfast leader. She is a walking example of the type of leaders we want to cultivate in our learning environment in support of our mission of improving the health of all New Mexicans.



I give her my highest recommendation for this honor and support.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Rakel' with a stylized flourish at the end.

David Rakel, MD
Professor and Chair
UNM Dept of Family & Community Medicine
Albuquerque, NM
drakel@salud.unm.edu

February 14, 2020

Office of Diversity, Equity, and Inclusion
2500 Marble Ave. NE
1 University of New Mexico
Albuquerque, NM 87131

To The Naming Committee:

It is my great pleasure to write a letter of support for Valerie Romero Leggott, MD. I have known Dr. Romero Leggott since she was a medical student at the University of New Mexico. I have had the privilege to work with her as a student, as a resident physician in Family and Community Medicine, and as a faculty leader in the Office of Diversity, Equity and Inclusion. She serves as the Vice Chancellor for the Office for Diversity, Equity and Inclusion at the UNM Health Sciences Center (HSC) and Professor in the UNM Department of Family and Community Medicine.

Dr. Romero Leggott came from humble beginnings, a native of our great state, with a long family lineage in New Mexico. She was one of our premier medical students and residents who made it her priority to care for and treat populations challenged by socio-economic, racial and ethnic disparities. Dr. Romero-Leggott was instrumental in obtaining funding and launching several education pipeline programs developed to help students enter and graduate from Health Professions programs. Her efforts have helped diversify the University of New Mexico health professions in efforts to reflect the state population demographics. I have seen first hand her selfless efforts to develop and teach cultural competence to students, residents and faculty in all healthcare disciplines. She has created mentorship programs from middle school through professional schools, including Minority Women in Medicine, in which I have had the pleasure of working with her. She was instrumental in promoting the establishment of the BA/MD program and serving as the executive Director.

Dr. Romero Leggott serves on numerous philanthropic organizations, school boards, and is the chair of public policy organizations and foundations. She has received numerous awards recognizing her service, including the Hispanic Health Leadership Award from the National Hispanic Medical Association, Chavez Y Chavez Award, "Walking the Talk," Hispano Round Table of New Mexico, De Colores Leadership Award in Health, Extraordinary Commitment & Service by the New Mexico Office of African American Affairs, LULAC Valor and Excellence Award and Albuquerque Business First, Women of Influence.

Dr. Romero Leggott is recognized locally and nationally for her leadership in advancing diversity, cultural and linguistic competence, social justice, equity and inclusion and addressing social determinants to achieve better health outcomes for our communities and our nation. She

has facilitated the creation of the Office of Diversity at the School of Medicine, from a two person office, to an office in the HSC that spans multiple capacities. She has led the charge for HSC to incorporate a culture of diversity and inclusion into leadership development, faculty and staff hiring, promotion and retention, student admissions, education, service and community engagement. She has been a mentor to me, a minority faculty, and is a great role model for other young female and professional women. I am honored to be her colleague and I fully support honoring her work and commitment to the University of New Mexico Health Sciences Center, with the establishment of an endowed Professorship in the Office of Diversity, Equity and Inclusion.



Loretta Cordova de Ortega, M.D., FAAP
John D. Johnson Endowed Chair
Professor and Chair
Department of Pediatrics

Valerie Linda Romero-Leggott

University of New Mexico Health Sciences

Vice Chancellor and Chief Diversity & Inclusion Officer
Professor, Department of Family & Community Medicine Executive Director,
UNM Combined BA/MD Degree Program



Dr. Valerie Romero-Leggott received her Bachelor of Arts degree at Harvard University in Cambridge, MA in 1982. She attended the University of New Mexico (UNM), School of Medicine, receiving her Medical Degree in 1992. Since completing her Family Medicine Residency, she has been a primary care provider for many years on the forefront of treating populations burdened by socio-economic, racial and ethnic disparities. She is a leader in adolescent medicine, serving diverse populations, workforce, education pipeline, cultural competence, diversity, equity, and inclusion. She has forged important bridges between the health sciences and New Mexico community groups and served as a trailblazer in creating cross-disciplinary programs.

As Vice Chancellor, Dr. Romero-Leggott provides strategic vision and leadership to define, develop, assess, nurture and cultivate diversity, inclusion and equity as a Health Sciences and New Mexico identity and resource. This work has resulted in widespread educational benefits and measurable health, and healthcare, value. She also serves as the Executive Director of the UNM Combined BA/MD Degree Program, a unique program to promote the recruitment of a diverse group of New Mexico high school seniors interested in practicing medicine in areas of greatest need across New Mexico. Her office advances, diversity, equity and inclusion throughout the Health Sciences Center and communities through capacity building, sustainable programs, and collaborations. Dr. Romero-Leggott serves as a leader, convener and collaborator.

Dr. Romero-Leggott has extensive experience in teaching cultural competence, developing educational pipeline programs for underrepresented youth, building a diverse health workforce, and providing mentorship and career development opportunities and guidance for diverse faculty, residents, students and staff across the nation. She has been awarded grants totaling over \$5.8 M to enhance diversity from middle school through professional degrees for underserved and underrepresented youth into the health professions. She remains a strong advocate for STEM-H work. She has provided statewide leadership in cultural competence working collaboratively with legislators and the NM Department of Higher Education. Dr. Romero-Leggott served as Co-PI on the UU-Health Collaborative Grant Initiative, a national demonstration program aiming to expand and enhance a culturally sensitive, diverse, and prepared health workforce to improve health and health equity in urban communities.

Dr. Romero-Leggott is nationally recognized for her leadership. She is a past member of the U.S. Department of Health and Human Services Advisory Committee on Minority Health, and Western Regional Representative of the Association of American Medical Colleges (AAMC) Group on Diversity and Inclusion. She is Co-Founder and member of the Minority Women in Medicine and the Health Sciences and has served as Co-Chair of the UNMSOM Admissions Committee over the past 16 years. Dr. Romero-Leggott served as President of the Hispanic Serving Health Professions Schools, is a member of the National Council for Diversity in the Health Professions, and currently serves on the Executive Committee of **Building the Next Generation of Academic Physicians (BNGAP)**. She has served in advisory roles to members of the New Mexico Congressional Delegation and the State of New Mexico Higher Education Secretary and was appointed by Governor Richardson to the State of New Mexico Health Policy Commission. She was selected as a 2011 Scholar in the Hedwig van Ameringen Executive Leadership in Academic Medicine. Dr. Romero-Leggott was recently recognized for professional achievement, community involvement and leadership as well as being a model for her peers and leaving a lasting and positive mark on New Mexico when Albuquerque Business First named her a *2019 Woman of Influence* in the New Mexico. Dr. Romero-Leggott has been recognized for the outstanding work she has done to promote faculty and learners of color within the UNM Health Sciences Center and other academic health institutions across the nation, and for the development of programs to encourage youth to enter health professions. She received the *Hispanic Health Leadership Award* presented by the National Hispanic Medical Association to outstanding individuals who have played significant leadership roles in affecting the health of Hispanics and the underserved communities. Dr. Romero-Leggott also serves in numerous advisory and leadership roles at the institutional, state, regional and national levels for health, educational and non-profit organizations.

Dr. Romero-Leggott has a lifelong career of working to advance diversity, cultural and linguistic competence, social justice, equity, inclusion, and strategies to address social determinants as integral components to achieving better health outcomes for our communities and our nation. She is a role model for young, female learners and professional women in the health sciences and has had a profoundly influential career advocating for women of color.

Summary Meeting Report (Not Approved Minutes)
Regents' Audit and Compliance Committee
Meeting on February 24, 2020

ACTION ITEMS:

- The Committee approved the prior meeting minutes from October 17, 2020.
- The Committee approved the next meeting date of May 7, 2020 (Entrance Conference for the FY20 Financial Statements Audit). Victor Griego, Interim Internal Audit Manager informed the Committee that there will need to be a special meeting to approve the new external audit vendor prior to the May 7th meeting.

INFORMATION ITEMS:

- Advisors' comments: None.
- Victor Griego, UNM Interim Internal Audit Director presented his Director's Report. Proposed meetings after the May 7, 2020 date for the rest of the calendar year are August 6, 2020 and October 17, 2020. Chairman Brown stated neither of these dates will work for him, and asked Victor to check with Mallory in the Regent's office for new proposed dates.

The contract for the external audit is currently out for bid, and bidding closes on Wednesday. The search committee's selection should be completed by the end of March. This is due to the fact that the State Auditor's Office releases a list of firms sometime in March.

Mr. Griego presented an overview of the status of the 2020 audit work plan. The Department has completed four audits, and five are in planning and fieldwork. One has been assigned, and three are not yet assigned.

Mr. Griego updated the Committee on the status of complaints as of February 14, 2020. The department has completed and closed 21, there are nine in planning and fieldwork, and four have not been assigned. The total number of complaints for FY 2020 is 34. Chairman Brown asked if the trend is going down. Mr. Griego responded that the department is working on that. Dr. Culpepper at HSC has had some success in pushing complaints down through supervisory channels and maybe Main Campus could pick up on those practices. Mr. Griego responded that is one of the goals and the route the Department is going to use is to work with some of these departments to see if they can resolve complaints.

The Department's adjusted budget at the beginning of FY 2020 was approximately \$890,000. The only change from the last meeting is there was an adjustment of \$5,400 for the one percent salary increases. As of January 31, 2020, actual expenditures are just over \$464,000, so we are right on target for halfway through the year, with perhaps a bit of cost savings. There is \$289,000 in encumbrances, primarily labor costs.

The independent Quality Assessment Review was completed in October of 2019 and the Department received the final report.

The FY 2020 University-wide risk assessment is currently underway. They are about to launch the final survey. The Risk Assessment team is working with Institutional Analytics on

the design, distribution, and data extraction. Each office will have their own methodology for compiling work plans based on data received. They plan to present it to this committee in August for feedback.

There are currently three external audits underway. UNM had a site visit from the Program Manager from the Defense Intelligence Agency looking at two grants totaling 3.8 million. He was able to close out one grant, and the other is waiting final closeout. There is also an audit from the National Science Foundation, which is looking at a program total of 7.2 million. They have requested internal control documentation and transaction detail on 43 sample transactions. UNM has provided the documentation and are awaiting next steps from the Foundation. There is one more audit from the Center for Medicaid Services. UNMH and SRMC have provided support for 174 medical records totaling 1.4 million in patient billing. \$88,000 was refunded based on 127 of those claims. An additional 47 claims are still pending review.

Three external grants have been completed and closed out for approximately 2.7 million with no pay backs or audit recommendations.

- The Main Campus Compliance Office provided a presentation to the Committee. Ms. Cordova and Mr. Burford started off with an overview of Ethics Point complaints. The presentation includes information from the last four years. The data trends up pretty evenly for amount of cases that have been entered. Information included in the presentation shows case closure time for all cases, including OEO cases. In 2016, the average was 64 days, and in 2019, the average was at 66 days, so not much difference. The top issues in 2019 are heavily weighted in sexual misconduct because of the inclusion of the OEO data.

Using data that does not include OEO cases, bullying (falls under Human Resources' purview) is the primary complaint area, followed by misconduct and HR "Other." Other just means it does not fit into provided categories to the person entering the information.

Data that includes OEO for anonymous versus identified reporters is lower for anonymous because it includes people who are considered mandatory reporters. Anonymous reporting is much higher in non-OEO cases. There are several different intake methods, including in-person (walk-ins), letter/email, on line hotline, and phone calls.

Ms. Cordova stated OEO has the vast number of cases that come in, either directly or through the hotline. Students make up the largest group of respondents. Staff and faculty are about evenly split. Ms. Cordova also relayed different categories of Title IX reporting, where the largest category was sexual harassment, followed by dating and intimate partner violence. Stalking reporting is increasing. Retaliation complaints are not as high as you would think, but perhaps people are afraid to report retaliation even after reporting the initial complaint.

Ms. Cordova provided the Committee with a handout of the Main Campus Compliance Office's blueprint (strategic plan) for next year and the ADA transition plan RFP. The ADA transition plan is in the "scope of the scope" stage. The first two items are: 1) the buildings and their path of travel; and 2) on line education, LEARN, and the website. These are things

that impact students the most. There is a small pot of money dedicated to starting these RFPs. Chairman Brown asked if this is overdue. Ms. Cordova replied that it is.

The Ethics Task Force has been diligently working. It is broken up into five subgroups: Conflict of Interest, Consensual Relationships, Campus Culture, Research and Academic Ethics, and Financial and Resource Misuse. The final report is due to President Stokes in May, 2020. The report will do a literature review and a policy review from all the various groups on those topics. It will include issue identification and best resolutions. Then there will be training as suggested by the groups.

Following the recent joint Regional Discussion on Sexual Assault and Sexual Harassment training, the US Navy has approached UNM regarding doing some research with our faculty to look at prevention strategies and data alignment. The Navy considers UNM a model and UNM has been invited to make presentations at West Point.

Mr. Burford provided an update on the Institutional Compliance Committee. They recently added some IT compliance issues. The Committee has looked at the Ethics Point SOP to make sure that is good for everybody.

The Compliance Office has been looking into a system to house the Minors on Campus information. Athletics has a very good system, but they have run into some issues with that from users' perspectives because of the variety of users.

There is good news to report on the Clery statistics. There is another big drop in motor vehicle theft. Mr. Burford received news that the Clery Center wants to use UNM as a model for the good work that we have done as part of their Clery Collaborative. Chairman Brown asked if there is a meaningful composite statistic that can be gleaned from the Clery Report to say where we are with respect to peer institutions. Mr. Burford responded they are waiting for 2018's numbers to appear in the database so they can see how they compare

- Dr. Culpepper, HSC Chief Compliance Officer, presented the Committee with an update on his area. There was a meeting convened in the early part of last fall regarding Minors on Campus. The HSC has a lot of programs they offer to minors regarding future health careers, diversity programs, etc. Policy 2205 delineates what is expected of these Minors on Campus programs. As a result of that meeting, Dr. Culpepper stated they designed a database for the HSC.

On the landing page of their website, there is both an internal and external program registration space. Areas wishing to have a program have to go in and complete this document. HSC disseminated information for the new process and HSC Compliance is helping with registration and all the pieces that are required. HSC will soon do another media push for the upcoming spring/summer timeframe, as that is when they have a lot of programs.

Chairman Brown asked if HSC is active in the compliance for sponsorship/chaperoning, monitoring to make sure the ratios are being maintained. Dr. Culpepper responded absolutely, and that they follow up after the submittal in to the database to make sure.

As a result of feedback, HSC Compliance has decided to go back and reevaluate their compliance training. They designed new compliance training that includes more content in high risk areas, ethics, negativity, and code of conduct. They added real world examples. Feedback they received told them people were having difficulty applying the information to everyday operations. Additionally, it is currently being translated into Spanish because for some personnel, English is not their first language.

- Chien-chih Yeh, Internal Audit Manager updated the Committee with the status of audit recommendations. Two audits were approved at the last Committee meeting, so those recommendations were added to the follow-up report and there are a total of 30. In this reporting cycle, half are verified as implemented. The remaining 15 are still in the process of implementation. Finally, there is an Athletics progress report. Much progress has been made; one more is implemented, only one recommendation remains open, and two are implemented but are still being monitored.

By unanimous consent, the meeting went into Executive Session at 2:21 pm per the agenda.

The meeting returned to open session with certification that only those matters described above were discussed in Executive Session.

The Committee unanimously approved the following UNMH reports:

- 2019-06 Related Party Transactions
- 2019-05 UNMH Patient Account Credit Balances
- 2019-05 UNMMG Patient Account Credit Balances
- 2019-07 SRMC Patient Account Credit Balances

The Committee unanimously approved the following UNM reports:

- 2019-02 Audit of Emergency Medicine Operations
- 2019-05 Internal Audit Quality Assessment Review

The meeting adjourned at 2:59 PM.